

Name _____ Class _____

Introduction to Unit 2: People and the Environment

Essential Question: How do people and the environment affect each other?

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 it is ok to hurt the environment to make money.

Strongly Disagree

Strongly Agree

1 2 3 4 5

2. One person's actions can make just as big of a difference as the actions of a large company.

Strongly Disagree

Strongly Agree

1 2 3 4 5

3. Everyone thinks it's someone else's responsibility to worry about the environment.

Strongly Disagree

Strongly Agree

1 2 3 4 5

4. For humans to survive, we must destroy nature.

Strongly Disagree

Strongly Agree

1 2 3 4 5

5. We are on track to leave the planet in good shape for future generations.

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...
"Lee Sherman and the Toxic Louisiana Bayou" by Arlie Hochschild	<i>Narrative Non-fiction</i>	Why is it difficult to speak up when you see something wrong?
"He—y, Come on Ou—t!" by Shinichi Hoshi (translated by Stanleigh Jones)	<i>Short Story</i>	How will our current actions impact our future?
"Song for the Turtles in the Gulf" by Linda Hogan	<i>Poem</i>	Why should we care about wild animals?
"Quiet Town" by Jason Gurley	<i>Short Story</i>	What do we do when an environmental problem threatens life as we know it?
"The Sea Also Rises" By Ron Cassie	<i>Narrative Non-fiction</i>	Which is more important: Enjoying the present or planning for the future?
"Letter to Someone Living Fifty Years from Now" by Matthew Olzmann	<i>Poem</i>	How will Earth look fifty years from now?
"Trophic Cascade" by Camille T. Dungy	<i>Poem</i>	How are all living things connected?



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 an author uses specific words, sentences, and paragraphs to develop a theme or idea.			
2. I can determine the central idea of a non-fiction text.			
3. I can determine how figurative language develops a poem's theme.			
4. I can determine the theme of a short story.			

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 strong argument that is clear, concise, and specific.			
2. I know how to provide context that introduces a quote.			
3. I can write explanations that explain what my evidence means and how it supports my argument.			
4. I can plan, organize, and write an essay about more than one text.			

Key Terms for Unit 2: People and the Environment

UNIT 2 KEY TERMS <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 someone'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
Allegory	A story in which multiple characters, places, or events have symbolic meaning
Anecdote	<p>A short, interesting story about a real life event or person</p> <ul style="list-style-type: none"> • Used to emphasize a claim or help readers make personal connections
Flashback	<p>A scene that flashes back or shows readers something that took place before the current moment in a narrative</p> <ul style="list-style-type: none"> • Memories or past moments used to build background or understanding about a character or event
Narrative Non-fiction	A true story that reads like fiction with well-developed characters, setting, and dialogue
Diction	The careful selection of words a writer chooses to communicate their message
Enjambment	<p>In poetry, the continuation of a sentence without a pause or punctuation at the end of the line</p> <ul style="list-style-type: none"> • Used to make the reader continue reading to the next line without stopping
Juxtaposition	<p>When two things or ideas are placed next to each other to highlight their similarities and differences</p> <p>Example: "It was the best of times, it was the worst of times..." Charles Dickens, <i>A Tale of Two Cities</i></p>
Mood	The atmosphere and the emotion in a text; refers to the emotion an author is trying to make their audience feel, like worry, fear, excitement, suspense, or joy
Speaker	The narrator of a poem
Line	In a poem, a group of words arranged in a row
Line Break	In a poem, the end of one line and the start of the next
Stanza	In a poem, a group of lines that are set off from other groups by a space
Stanza Break	In a poem, the end of one stanza and the start of the next
Context	Information that clarifies what is happening in a moment or situation

Writing Baseline Assessment Unit 2

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

Prompt: In your opinion, are more people today protectors of nature or destroyers of nature? 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:

Name _____

Class _____

Vocabulary for Unit 2: People and the Environment — LIST 1

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.



1. 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.
2. 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.
3. 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.
4. 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. Accumulate [uh-kyoo-myuh-leyt]

I started with one pair of sneakers, but over the years, I've accumulated more than 40 pairs!



Six inches of snow accumulated overnight.


What's your **prediction**?

My Answer:

Correct Definition:

2. Contaminate [kuhn-tam-uh-neyt]

When the sewer leaked, it contaminated our drinking water.



The smoke from the factory contaminated the air.

What's your **prediction**?

My Answer:

Correct Definition:

3. Dispose [dih-spoz]

Please dispose of your dirty tissues in the trash can.



I had to dispose of the vegetables that had gone bad.

What's your **prediction**?

My Answer:

Correct Definition:

4. Emissions [ih-mish-uhnz]

The emissions from the factory can make it hard to breathe.



Firefighters' masks protect them from dangerous emissions.

What's your **prediction**?

My Answer:

Correct Definition:

5. Industry [in-duh-stree]

The construction industry in New York has taken off in the last ten years — new buildings are going up everywhere.



The restaurant industry suffers when bad weather keeps diners at home.

What's your **prediction**?

My Answer:

Correct Definition:

6. Lethal [lee-thuhl]

Use child-safe locks to keep children away from lethal chemicals.



A rattlesnake's bite can be lethal if not treated quickly.

What's your **prediction**?

My Answer:

Correct Definition:

7. Livelihood [lahyv-lee-hood]

I won't fight with my boss and risk losing my livelihood.



Mara's livelihood depends on customers coming into her bakery.

What's your **prediction**?

My Answer:

Correct Definition:

8. Toxic [tok-sik]

The doctors had to pump the toddler's stomach after he swallowed a toxic household cleaning product.



Dr. Garcia wears protective gear when working with toxic substances.

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).

Accumulate	Contaminate	Dispose	Emissions	Industry	Lethal	Livelihood	Toxic
------------	-------------	---------	-----------	----------	--------	------------	-------

	My answer
1. I don't care if you sell those things or throw them away, but you need to ____ of them somehow.	
2. That terrible storm destroyed the farmer's crops and his ____.	
3. We were shocked to learn that the leak from the factory was ____ our drinking water.	
4. The local authorities built a fence along the cliff after several tourists suffered ____ falls.	
5. Please don't let the trash ____ all week — it makes the kitchen smell terrible!	
6. The factory claims its ____ are safe, but community groups say those gases are dangerous.	
7. Never eat a bright red mushroom; that color means that they're ____!	
8. The taxi ____ is struggling these days because of services like Lyft and Uber.	



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>

Accumulate	Contaminate	Dispose	Emissions	Industry	Lethal	Livelihood	Toxic
------------	-------------	---------	-----------	----------	--------	------------	-------

1. In her first year of teaching, Ms. Lee got one thank you card from a student. She got a few more every year and now, after a 40-year career, she has hundreds of them!

Ms. Lee has _____ thank you cards because _____

My Answer	My Reason

2. If you look at a bottle of bathroom cleaner with bleach in it, you will see that the label says, "DO NOT use with products containing ammonia." Although bleach and ammonia are both safe to breathe in small doses, the combination of their fumes is poisonous and can cause a person to pass out or even die. Never use bleach and ammonia together!

Combining bleach and ammonia is _____ because _____

My Answer	My Reason

3. After the party was over, Diego went through the house gathering up trash. He threw away two bags full of food scraps, plastic cups and plates, and paper napkins.

Diego _____ of the trash because _____

My Answer	My Reason

4. Dr. Abboud and Dr. Green were testing household cleaning products in their lab. The first product checked out as completely safe for home use — even the fumes it produced were safe to breathe. However, they smelled so awful that the two scientists doubted many people would be willing to buy the product!

The cleaning product has unpleasant _____ because _____

My Answer	My Reason

5. Tyrell is a very talented painter, but it's hard to make a living as an artist. In order to pay his rent and put food on the table, Tyrell waits tables at a fancy restaurant downtown.

Waiting tables is Tyrell's _____ because _____

My Answer	My Reason

6. From 1910 to 1980, the United States ruled the automobile market. U.S. companies produced and sold more cars than companies in any other nation. In 1978, American automakers sold nearly 13 million cars! Then, the rise of Japanese companies in the 1980s knocked the U.S. out of first place in car sales, as customers bought the less expensive Japanese models.

Automobile manufacturing is a(n) _____ because _____

My Answer	My Reason

7. It is incredibly important to wear a seat belt every time you ride in a car. Passengers not wearing a seat belt are twice as likely to die in a car accident as their buckled-up peers.

Not wearing a seat belt can be _____ because _____

My Answer	My Reason

8. When LaShay was packing her groceries, she put a bottle of bleach in the same bag as a container of strawberries. She didn't realize that the bleach was leaking. When she got home, LaShay noticed that her strawberries smelled like bleach!

The bleach has _____ the strawberries 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:	Business	Dump	Collect	Poisonous	Dirty	Living	Deadly	Leak
------------------	----------	------	---------	-----------	-------	--------	--------	------

Words	My Answer
1. Accumulate	
2. Contaminate	
3. Dispose	
4. Emissions	
5. Industry	
6. Lethal	
7. Livelihood	
8. Toxic	



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. Some people accumulate objects with emotional meaning to them, while other people throw away things quickly. Which type of person are you? Why?

2. What do you think should be the punishment for a company that contaminates the air or water? Why?

3. What should companies think about when deciding how to dispose of dangerous chemicals?

4. We have the technology to reduce car emissions, but using it would make cars more expensive to build and sell. Do you think car companies should be forced to use this emissions-lowering technology? Why or why not?

5. What industry would you like to work in when you grow up? Why?

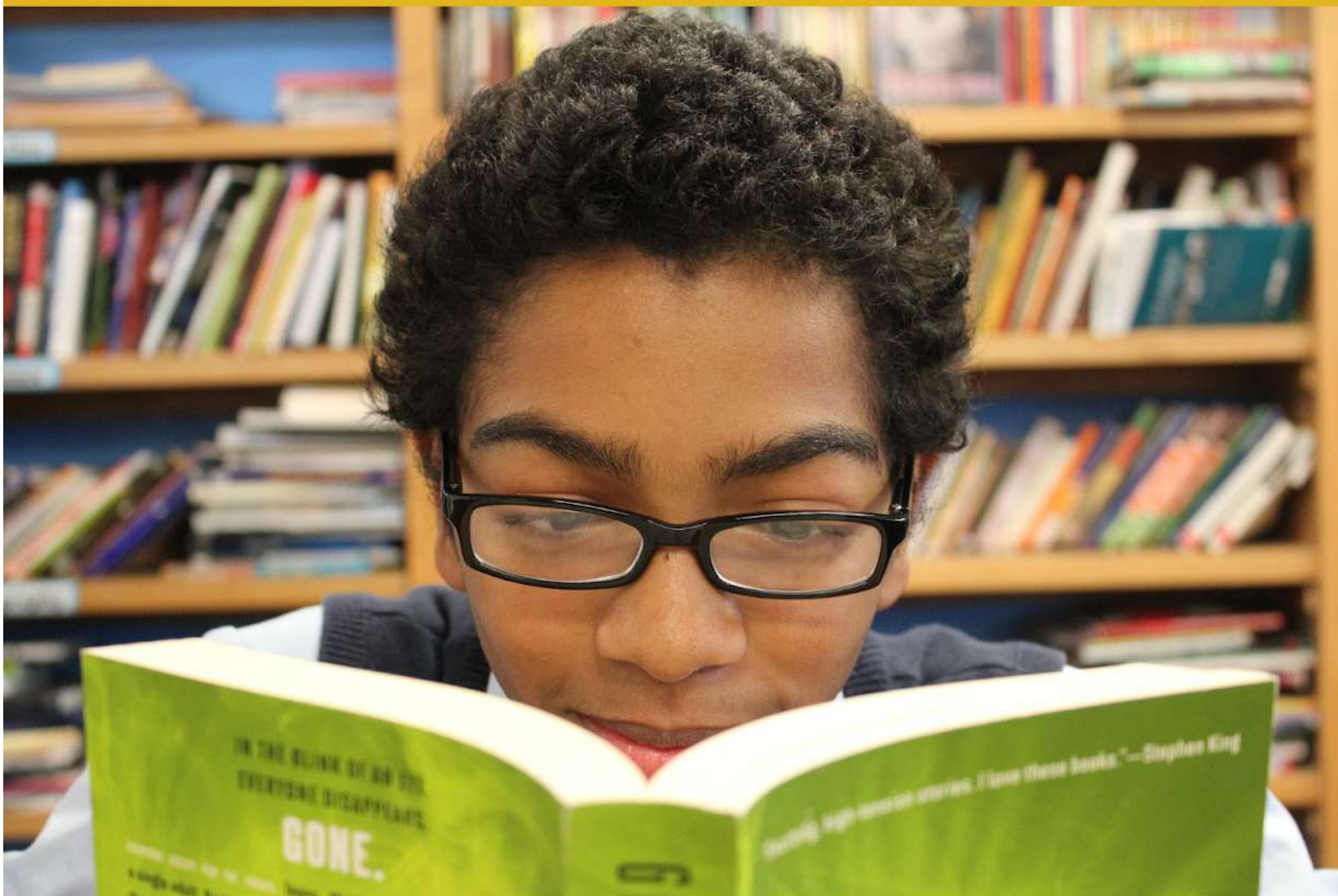
6. How can lethal car accidents be prevented?

7. Sometimes laws that protect the environment can threaten people's livelihoods. Which do you think is more important to protect? Why?

8. Although the smoke from cigarettes and vaporizers (or “vape pens”) is toxic, they are still legal. Do you think they should be? Why or why not?



INDEPENDENT READING STUDENT MATERIALS



UPDATED MARCH 2021

Unless otherwise noted, this content is licensed under the [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.

INDEPENDENT READING MATERIALS

UNIT 2: People and the Environment

TABLE OF CONTENTS

Writing Reading Responses	3
Reading Response Notebook	6
Books I've Read	7
Books I Want to Read	8
Norms and Expectations for Book Clubs	9
Book Club Reading Plans	10
Questions for Book Club Discussions	11

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 as 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 people in your book interact with nature? Are they protectors or destroyers of nature?
2. By the end of the book, do you think that people have learned to value the natural world? Why or why not?
3. Consider the characters or people in your book and those in the texts you have read throughout this unit. In what ways are the people in your book and the other texts similar? Which characters or people display the most similarities in their interactions with nature?
4. In your book, what role does the larger society play in protecting or destroying nature? Does this seem realistic to you? Do you think our society today is similar to the one portrayed in your book?
5. One woman interviewed for “The Sea Also Rises” said, “The truth is... I don’t want to think about it.” Based on the book you read, do you think humanity is ready to truly consider and change our relationship with nature? Why or why not?
6. Based on your book and the texts in this unit, what crucial change should humanity make to better care for our planet? Explain your answer using specific examples from your book.
7. After reading your book and the core texts in this unit, what do you think everyday life will be like in fifty years? Explain your answers.
8. How does your book answer our unit’s essential question: *How do people and the environment affect each other?*

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

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>

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 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 2: PEOPLE AND THE ENVIRONMENT

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 people in your book interact with nature? Are they protectors or destroyers of nature?
2. By the end of the book, do you think that people have learned to value the natural world? Why or why not?
3. Consider the characters or people in your book and those in the texts you have read throughout this unit. In what ways are the people in your book and the other texts similar? Which characters or people display the most similarities in their interactions with nature?
4. In your book, what role does the larger society play in protecting or destroying nature? Does this seem realistic to you? Do you think our society today is similar to the one portrayed in your book?
5. One woman interviewed for “The Sea Also Rises” said, “The truth is... I don’t want to think about it.” Based on the book you read, do you think humanity is ready to truly consider and change our relationship with nature? Why or why not?
6. Based on your book and the texts in this unit, what crucial change should humanity make to better care for our planet? Explain your answer using specific examples from your book.
7. After reading your book and the core texts in this unit, what do you think everyday life will be like in fifty years? Explain your answers.
8. How does your book answer our unit’s essential question: *How do people and the environment affect each other?*

Name _____ Class _____

Lee Sherman and the Toxic Louisiana Bayou

Arlie Hochschild

About this text

Arlie Hochschild is a widely respected sociologist, someone who studies how our society is structured and how it works. In this article, Dr. Hochschild presents the story of Lee Sherman, a Louisiana man affected by pollution.

Purpose for Reading

To learn about how the author used specific details to develop their central claim about the impact that the PPG company had on the environment.

Vocabulary

Let's pronounce these words together as a class:

Contaminate [kuhn-**tam**-uh-neyt]
Emission [ih-**mish**-uhn]
Industry [**in**-duh-stree]
Lethal [**lee**-thuhl]
Livelihood [**lahyv**-lee-hood]
Toxic [**tok**-sik]

WHOLE CLASS READING

[1] There he is, seated on his wooden front porch overlooking a trim yard in suburban DeRidder, Louisiana, watching for my car. He rises from his chair, waving with one arm and steadying himself on his walker with the other. A large-chested, 6ft 3in man with a grey crewcut and blue eyes, Lee Sherman, age 82, gives me a welcoming smile. A player for the Dallas Texans football team (later renamed the Kansas City Chiefs) for two years, an honoree in Who's Who of American Motorsports, a NASCAR racer who drove at 200 miles an hour in a neck brace and fire suit, and the proud purchaser of a waterski boat once owned by TV's Wonder Woman, he shakes my hand, apologising, "I'm sorry to be on this thing," he points to his walker, "and not take you through the house properly." He doesn't feel like his old self, he says, but accepts his feeble legs good-naturedly. Given his dangerous work at the petrochemical¹ company, Pittsburgh Plate Glass (PPG), he is happy to be alive. "All my co-workers from back then are dead; most died young," he tells me.

[2] As a young man, Sherman trained as a coppersmith in the US naval shipyards outside Seattle, where his dad worked as an electrician. When travelling south for work in 1965, he was hired by PPG as a maintenance pipefitter² and soon earned a reputation as a mechanical genius.

DURING READING QUESTIONS

Paragraph 1

Think & Share: What does the reader learn about working at PPG?

¹ chemicals obtained from petroleum and natural gas; used for many household products such as glass, plastics, and detergents

² A pipefitter installs, maintains, and repairs piping systems.

[3] He was fearless and careful, a good fit for his hazardous job fitting and repairing pipes carrying **lethal** chemicals such as ethylene dichloride, mercury, lead, chromium, polycyclic aromatic hydrocarbons, and dioxins.

[4] At one point, Sherman narrowly escaped death, he tells me, taking a careful, long sip of coffee. One day while he was working, cold chlorine³ was accidentally exposed to extreme heat, which instantly transformed the liquid to gas. Sixteen workers were in the plant at the time. Noting that the company was short of protective gear, Sherman's boss instructed him to leave. "Thirty minutes after I left," he says, "the plant blew up. Five of the 15 men I left behind were killed." The next afternoon, Sherman's boss asked him to help search for the bodies of the dead workers. Two were found, three were not. Acid had so decomposed⁴ the body of one of the three victims that his remains came out in pieces in the sewer that drained into a nearby bayou.⁵ "If someone hadn't found him," Sherman says, turning his head to look out of his dining room window, "that body would have ended up floating into Bayou d'Inde."

Paragraphs 3-4

Find Evidence: Underline three details that illustrate the kind of setting Lee Sherman worked in.

INDEPENDENT READING

[5] In the 1960s, safety was at a minimum at PPG. "During safety meetings," Sherman tells me, "the supervisor just gave us paperwork to fill out. Working with the chemicals, we wore no protective facial masks. You learned how to hold your nose and breathe through your mouth."

[6] "The company didn't much warn us about dangers," he says, adding in a softer voice, "My co-workers did. They'd say, 'You can't stand in that stuff. Get out of it.' I wouldn't be alive today, if it weren't for my co-workers."

[7] The pipes Sherman worked on carried oxygen, hydrogen, and chlorine, and when a pipe sprung a leak, he explains, "I was the guy to fix it."

[8] "Did you use your bare hands?" I ask.

[9] "Oh, yeah, yeah."

[10] Eventually the general foreman⁶ issued badges to the workers to record any overexposure⁷ to dangerous chemicals, Sherman says, "but the foreman made fun of them. It's supposed to take two or three months before the gauge registers you've reached the limit. My badge did in three days. The foreman thought I'd stuck it inside a pipe!"

[11] Accidents happened. One day, Sherman was standing in a room, leaning over a large pipe to check a filter, when an operator in a distant control room mistakenly turned a knob, sending hot, almond-smelling, liquid chlorinated hydrocarbons⁸ coursing through the pipe, drenching him. "It was hot and I got completely soaked," Sherman tells me. "I jumped into the safety shower and had the respirator⁹ in my mouth, so I wasn't overcome. But the chemical was burning pretty bad. It really gets you worst underneath your arms, in between your legs, up your bottom." Despite the shower, he said, "The chemical ate off my shoes. It ate off my pants. It ate my shirt. My undershorts were gone. Only

DURING READING QUESTIONS

Paragraphs 5-10

Write: What was PPG's attitude toward its employees?

³ a greenish-yellow toxic chemical

⁴ **Decompose** (*verb*): to break down into small parts

⁵ **Bayou** (*noun*): a marshy and slow-moving body of water

⁶ **Foreman** (*noun*): a person in charge of a department

⁷ **Overexposure** (*adjective*): too much contact with something

⁸ toxic chemicals

⁹ a mask that prevents a person from inhaling toxic substances

some elastic from my socks and my undershorts remained. It burned my clothes clean off me.”

[12] As a result of the things he suffered, saw, and was ordered to do as a pipefitter in the petrochemical plant, Sherman became an ardent environmentalist. Calcasieu Parish, in which he worked for 15 years at PPG, is among the 2% of American counties with the highest **toxic emissions** per capita. According to the American Cancer Society, Louisiana has the second-highest incidence of cancer for men and the fifth-highest male death rate from cancer in the nation.

[13] Lee Sherman’s work at PPG was a source of personal pride, but he clearly did not feel particularly loyal to the company. Still, he did as he was told. And one day in the late 1960s, after his acid bath, he was told to take on another ominous job. It was to be done twice a day, usually after dusk,¹⁰ and always in secret. In order to do this job, Sherman had to wield an 8ft-long “tar buggy”,¹¹ propelled forwards on four wheels. Loaded on this buggy was an enormous steel tank that held “heavy bottoms” – the highly viscous tar residue of chlorinated hydrocarbon that had sunk to the bottom of kitchen-sized steel vessels. A layer of asbestos¹² surrounded the tank, to retain heat generated by a heater beneath the buggy. Copper coils were wound around its base. The hotter the tar, the less likely it was to solidify¹³ before it was dumped.

[14] Working overtime in the evenings, under cover of dark, his respirator on, Sherman would tow the tar buggy down a path that led towards the Calcasieu Ship Channel in one direction and towards Bayou d’Inde in another.

[15] Sherman would look around “to make sure no one saw me” and check if the wind was blowing away from him, so as to avoid fumes blowing into his face. He backed the tar buggy up to the marsh. Then, he said, “I’d bend down and open the faucet.” Under the pressure of compressed air, the **toxins** would spurt out “20 or 30 feet” into the marsh. Sherman waited until the buggy was drained of the illegal **toxic** waste.

[16] “No one ever saw me,” he says.

AUTHOR’S CLAIM: Paragraphs 13-16

A. Turn & Talk: Summarize Lee Sherman’s nightly task for PPG.

B. Find Evidence: Underline three pieces of evidence that illustrate PPG’s awareness of its effects on the community.

C. Write: What is the author suggesting about PPG through the details above?

PARTNER READING

[17] Sherman lingers over an event that occurred one day while he was alone on the bank with his secret. “While I was dumping the heavy bottoms in the canal, I saw a bird fly into the fumes and fall instantly into the water. It was like he’d been shot. I put two shovels out into the mud, so I could walk on them into the marsh without sinking too far down. I walked out and picked up the bird. Its wings and body didn’t move. It looked dead, but its heart was still beating. I grew up on a farm, and I know about birds. I walked back on the shovels to the bank with the bird. I held its head in my right hand and its wings and body in my left hand.”

[18] “I blew into its beak and worked it up and down. Then it started breathing again. Its eyes opened. But the rest of its body still didn’t move. I put it on the hood of my truck, which was warm. Then I left the bird to go check my tar buggy. But when I got back, the bird was gone. It had flown away. So that was one thing good.”

¹⁰ **Dusk** (*noun*): the partial darkness just before night

¹¹ a small wagon

¹² Asbestos is a mineral known to cause cancer with too much exposure.

¹³ to turn into a solid from a liquid or gas

DURING READING QUESTIONS

Paragraphs 17-18

Turn & Talk: What does this section convey about the effect of the heavy bottoms?

[19] During the afternoon, Sherman circles back to the story of the bird, alternating between it and the story of the tar buggy. “I knew what I did was wrong,” he repeats. “Toxins are a killer. And I’m very sorry I did it. My mama would not have wanted me to do it. I never told anybody this before, but I knew how not to get caught.” It was as if Sherman had performed the company’s crime and assumed¹⁴ the company’s guilt as his own.

[20] But, like the bird, Sherman himself became a victim. He grew ill from his exposure to the chemicals. After his hydrocarbon burn, “My feet felt like clubs, and I couldn’t bend my legs and rise up, so the company doctor ordered me put on medical leave. I kept visiting the company doctor to see if I was ready to come back, but he kept saying I shouldn’t come back until I could do a deep knee bend.” Sherman took a medical leave of eight months and then returned to work. But not for long.

[21] In 1980, after 15 years of working at PPG, Sherman was summoned and found himself facing a seven-member termination committee.¹⁵ “They didn’t want to pay my medical disability,” he explains. “So they fired me for absenteeism. They said I hadn’t worked enough hours! They didn’t count my overtime. They didn’t discount time I took off for my Army Reserve duty. So that’s what I got fired for – absenteeism. They handed me my pink slip. Two security guards escorted me to the parking lot.” Sherman slaps the table as if, decades later, he has just got fired again.

Paragraphs 20-21

Write: Why does the author use the word “victim” to describe Sherman?

INDEPENDENT READING

[22] Seven years later, Sherman would meet a member of that termination committee once again. There had been an enormous fish kill in Bayou d’Inde, downstream from the spot where Sherman had dumped the **toxic** waste and rescued the overcome bird. A Calcasieu Advisory Task Force met to discuss the surrounding waterways, to describe them as “impaired”,¹⁶ and to consider issuing a seafood advisory,¹⁷ warning people to limit their consumption of local fish.

[23] Local waterways had long been **contaminated** from many sources. But in 1987, the state finally issued a seafood advisory for Bayou d’Inde, the Calcasieu Ship Channel, and the estuary to the Gulf of Mexico.¹⁸ The warning was shocking, the first in memory, and it called for limits “due to low levels of chemical contamination”. No more than two meals with locally caught fish a month, it said. No swimming, water sports, or contact with bottom sediments. It was a very belated attempt by the state of Louisiana to warn the public of toxins in its waters.

[24] Instantly fishermen became alarmed. Would they be able to sell their fish? Would residents limit what they ate? Were people now being asked to look at fish, not with relish for a scrumptious gumbo, jambalaya,¹⁹ or all-you-can-eat fish fry, but as dubious²⁰ carriers of **toxic** chemicals? The carefully cultivated notion of harmony between oil and fishing – all this was thrown into question, and not just in Louisiana. One-third of all seafood

DURING READING QUESTIONS

AUTHOR’S CLAIM: Paragraphs 22-25

A. Write: How do the details in this section develop the author’s claim about PPG?

B. Find Evidence: Underline three details in this section that best support the author’s claim.

¹⁴ **Assume (verb):** to accept

¹⁵ a group of people in charge of firing employees

¹⁶ **Impaired (adjective):** damaged

¹⁷ an announcement warning the public of something hazardous

¹⁸ bodies of water near PPG’s factory in Louisiana

¹⁹ Gumbo and jambalaya are popular seafood dishes in Louisiana culture.

²⁰ **Dubious (adjective):** suspicious

consumed across the US came from the Gulf of Mexico, and two-thirds of that from Louisiana itself.

[25] Many **livelihoods** were at stake.

[26] By 1987, several things had transpired that would affect the fishermen's response to the edict. For one thing, PPG was not alone. Other **industries** had been polluting so much that Louisiana had become the worst hazardous waste producer in the nation. For another thing, the US Congress had established the Environmental Protection Agency (1970), the Clean Air Act (1970), and the Clean Water Act (1972). In addition, many small grassroots environmental groups had sprung up throughout the state, led by homemakers, teachers, farmers, and others who were appalled²¹ to discover **toxic** waste being dumped in their backyard, illness, and disease.

[27] In the meantime, the Louisiana Department of Health and Human Services posted warning signs about fishing and swimming, which were promptly riddled with bullets or stolen. Burton Coliseum, the largest public meeting place in Lake Charles at the time, was filled "with about a thousand angry fishermen and others in the fish **industry**." Sherman continues, "When the meeting was called to order, it was standing room only. I could hear murmuring in the crowd. Oh, they were ready to kill the government."

[28] A row of company officials, including two from PPG, company lawyers, and state officials, all sat behind a table on a stage in front of the crowd. A state official stood to explain the reason for the seafood advisory: the fish had been **contaminated**. Citizens had to be informed. What had caused it? The officials from PPG seated on the stage feigned²² ignorance.

[29] The meeting went on for 20 or 30 minutes, with catcalls to the government officials rising from the crowd.

AUTHOR'S CLAIM: Paragraphs 26-29

Write: The author states that PPG officials "feigned ignorance" in the community meeting. How does this word choice develop the author's claim about PPG?

WHOLE CLASS READING

[30] Then, to everyone's astonishment, uninvited, Lee Sherman – long since fired by PPG – climbed on stage. With his back to the officials, he faced the angry fishermen, lifted a large cardboard sign, and slowly walked from one side of the stage to the other, so all could read it: "I'M THE ONE WHO DUMPED IT IN THE BAYOU."

[31] The entire coliseum went silent.

[32] Officials tried to get Sherman to leave the stage. But a fisherman called out, "We want to hear him."

[33] "I talked for 36 minutes," Sherman recalls. "I told them I had followed my boss's orders. I told them the chemicals had made me sick. I told them I'd been fired for absenteeism.

[34] "The only thing I didn't tell them was that sitting behind the front table on stage was a member of the PPG termination committee that had fired me. That was the best part – the PPG guys had both hands over the backs of their heads."

DURING READING QUESTIONS

Paragraphs 30-35

A. Think & Share: Why did Lee Sherman make a surprise announcement at the meeting?

B. Turn & Talk: Why does the author use the word "mere" in paragraph 35 to describe the amount of money each fisherman received from PPG?

²¹ **Appalled** (*adjective*): horrified

²² **Feign** (*verb*): to pretend, to fake

[35] Now the fishermen knew the fish were truly **contaminated**. Soon after the meeting, they filed a civil lawsuit against PPG and won an out-of-court settlement²³ that gave a mere²⁴ \$12,000 to each fisherman.

[36] Sherman had worked hard, unpleasant, dangerous jobs. He had loyally followed company orders to **contaminate** an estuary.²⁵ He had done his company's moral dirty work, taken its guilt as his own, and then been betrayed and discarded, like a form of waste. The most heroic act of Lee Sherman's life had been to reveal to the world a company's dirty secret, and to tell a thousand fishermen furious at the government that companies like PPG were to blame.

Paragraph 36

Poll the class: Do you think Lee Sherman is "heroic"? Be prepared to defend your answer.

- A. Yes
- B. No

Excerpt from *Strangers in their Own Land: Anger and Mourning on the American Right*. Copyright © 2016 by Arlie Russell Hochschild. Reprinted by permission of The New Press. www.thenewpress.com. The text has been modified with permission.

²³ an agreement signed after a disagreement

²⁴ **Mere** (*adjective*): used to emphasize that something is not large or important

²⁵ the part of a river at the place where it joins the sea

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Lee Sherman and the Toxic Louisiana Bayou.” 5 minutes



1. Which detail *best* supports the idea that PPG knew their chemical dumping could have negative effects on the environment? **[RI.1]**
 - A. “The next afternoon, Sherman’s boss asked him to help search for the bodies of the dead workers.” (Paragraph 4)
 - B. “Eventually the general foreman issued badges to the workers to record any overexposure to dangerous chemicals, Sherman says, ‘but the foreman made fun of them.’” (Paragraph 10)
 - C. “He was told to take on another ominous job. It was to be done twice a day, usually after dusk, and always in secret.” (Paragraph 13)
 - D. “In 1980, after 15 years of working at PPG, Sherman was summoned and found himself facing a seven-member termination committee.” (Paragraph 21)
2. Which detail *best* supports the idea that environmental damage can affect an entire community? **[RI.1]**
 - A. “Acid had so decomposed the body of one of the three victims that his remains came out in pieces in the sewer that drained into a nearby bayou.” (Paragraph 4)
 - B. “As a result of the things he suffered, saw, and was ordered to do as a pipefitter in the petrochemical plant, Sherman became an ardent environmentalist.” (Paragraph 12)
 - C. “A Calcasieu Advisory Task Force met to discuss the surrounding waterways, to describe them as ‘impaired’, and to consider issuing a seafood advisory, warning people to limit their consumption of local fish.” (Paragraph 22)
 - D. “Burton Coliseum, the largest public meeting place in Lake Charles at the time, was filled ‘with about a thousand angry fishermen and others in the fish industry.’” (Paragraph 27)
3. How does paragraph 12 help develop the author’s claim? **[RI.5]**
 - A. by describing the typical health of a male PPG employee living in Calcasieu Parish compared to the average health of a male in the US
 - B. by citing data to suggest a relationship between PPG and the negative health of the surrounding community
 - C. by mentioning the statistics on rising cancer rates in America and connecting them to Lee Sherman’s health issues
 - D. by outlining Sherman’s work as an environmentalist in order to raise awareness about toxins
4. Which statement *best* describes how the author develops her claim in paragraphs 30-36? **[RI.5]**
 - A. by contrasting Lee Sherman’s brave admission with his details of PPG’s irresponsible actions
 - B. by describing the careful steps PPG took to repair the damage they caused in the bayou
 - C. by comparing the damage Sherman faced to the consequences the fishermen faced
 - D. by explaining how Sherman planned out his public takedown of PPG

Independent Practice

Directions: Answer the short response prompt for “Lee Sherman and the Toxic Louisiana Bayou.” 15 minutes



PROMPT: You have just read “Lee Sherman and the Toxic Louisiana Bayou” by Arlie Hochschild. Describe how the incident with the bird in paragraphs 17-18 develops the author’s claim about PPG. **[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:

- ☐ 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 SENTENCE STARTERS	
<p>Summarizing</p> <ul style="list-style-type: none"> • <i>My point is this: ...</i> • <i>Overall, I'd argue that...</i> • <i>The evidence for this is strong when you consider that...</i> 	<p>Invite Peers to Refer to Text Evidence</p> <ul style="list-style-type: none"> • <i>Do you see different or conflicting ideas in the text? If so, where?</i> • <i>What evidence do you have that supports that idea?</i> • <i>What's an example of that?</i>

1. Consider the various negative effects to the environment, PPG employees, and the surrounding community, all caused by PPG's **toxins**. Do you think the consequences that PPG faced were fair? If not, what consequences would have been more appropriate?

2. Should PPG employees who carried out the company's harmful demands and chose to stay silent about their **lethal** work environment also be held accountable? Explain your answer.

3. Paragraphs 20-21 outline Sherman's struggles with having to take time off of work for injuries. Who should be responsible for a person's **livelihood** if they get sick or are injured on the job? Why?

Name _____ Class _____

Introducing Evidence With Context

Today's Goal

Learn how to provide context when introducing quotations so that your evidence is always clear. [W.2]

Today's Prompt

PROMPT: What matters more: Lee Sherman's attempt to do good or his contribution to the pollution?

PART 1: What Is Context and Why Does It Matter?

Directions: Compare how two students introduced the same piece of evidence. Then, answer the questions. *5 minutes*



Student 1	Student 2
In the text it states, "Its wings and body didn't move. It looked dead but its heart was still beating" (17).	One day when Sherman was still working for PPG, he saw a bird fly over the polluted bayou and drop into the water. Sherman explained, "Its wings and body didn't move. It looked dead but its heart was still beating" (17).

1. *Context is information that clarifies what is happening in a moment or situation.*

Both students used the same piece of evidence. Which student provides context before their evidence?

- A. Student 1
- B. Student 2

2. Based on these examples, why does using context before a quotation improve our writing?



PART 2: When to Add Different Types of Context

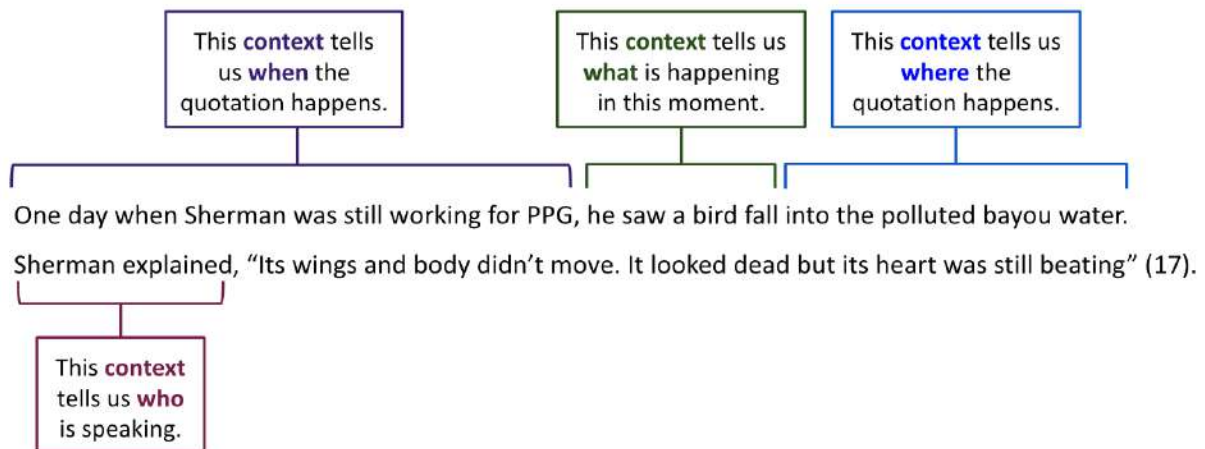
Directions: Use the example and notes to answer the three questions. *5 minutes*

- Based on the example, what are four types of context you can include to make your evidence more clear.

- Which type of context must **always** be clear?

- What three types of context do you **sometimes** include to make your evidence more clear?

EXAMPLE WITH FOUR TYPES OF CONTEXT



NOTES ON WHEN TO ADD CONTEXT

- It must always be clear **who** is speaking, thinking, or writing at this moment in the text.
- Sometimes add additional context if it makes your evidence more clear, such as:
 - when** it is happening
 - what** is happening at that moment
 - where** it is taking place



PART 3: Practice Adding Context

Directions: Reread the excerpt from “Lee Sherman and the Toxic Louisiana Bayou.” Then, provide context to clarify the quotations. *10 minutes*

“Lee Sherman and the Toxic Louisiana Bayou” — Paragraph 4

One day while [Sherman] was working, cold chlorine was accidentally exposed to extreme heat, which instantly transformed the liquid to gas. Sixteen workers were in the plant at the time. Noting that the company was short of protective gear, Sherman’s boss instructed him to leave. “Thirty minutes after I left,” he says, “the plant blew up. Five of the 15 men I left behind were killed.” The next afternoon, Sherman’s boss asked him to help search for the bodies of the dead workers.

Excerpt from *Strangers in their Own Land: Anger and Mourning on the American Right*. Copyright © 2016 by Arlie Russell Hochschild. Used with permission by the author.

1. Provide context for the quotation below:

Quotation: “Thirty minutes after I left... the plant blew up. Five of the 15 men I left behind were killed” (4).

Hints:

- **When** did this occur?
- **Where** did it occur?
- **What** happened before the plant exploded?
- **Who** said the quote?

2. Provide context for the quotation below:

Quotation: “Sherman’s boss asked him to help search for the bodies of the dead workers” (4).

PART 4: Independent Practice

Directions: Answer the short response prompt. *15 minutes*



PROMPT: What matters more: Lee Sherman's attempt to do good or his contribution to the pollution? **[RL.1]**

PART 5: Check Your Work

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



Check Your Work

[] Highlight your **FIRST PIECE OF EVIDENCE** in green.

Did you provide context for this evidence? Yes No I'm Not Sure

Would your evidence be clear to someone who never read the story? Yes No I'm Not Sure

[] Highlight your **SECOND PIECE OF EVIDENCE** in yellow.

Did you provide context for this evidence? Yes No I'm Not Sure

Would your evidence be clear to someone who never read the story? Yes No I'm Not Sure

Go back and add any missing context.

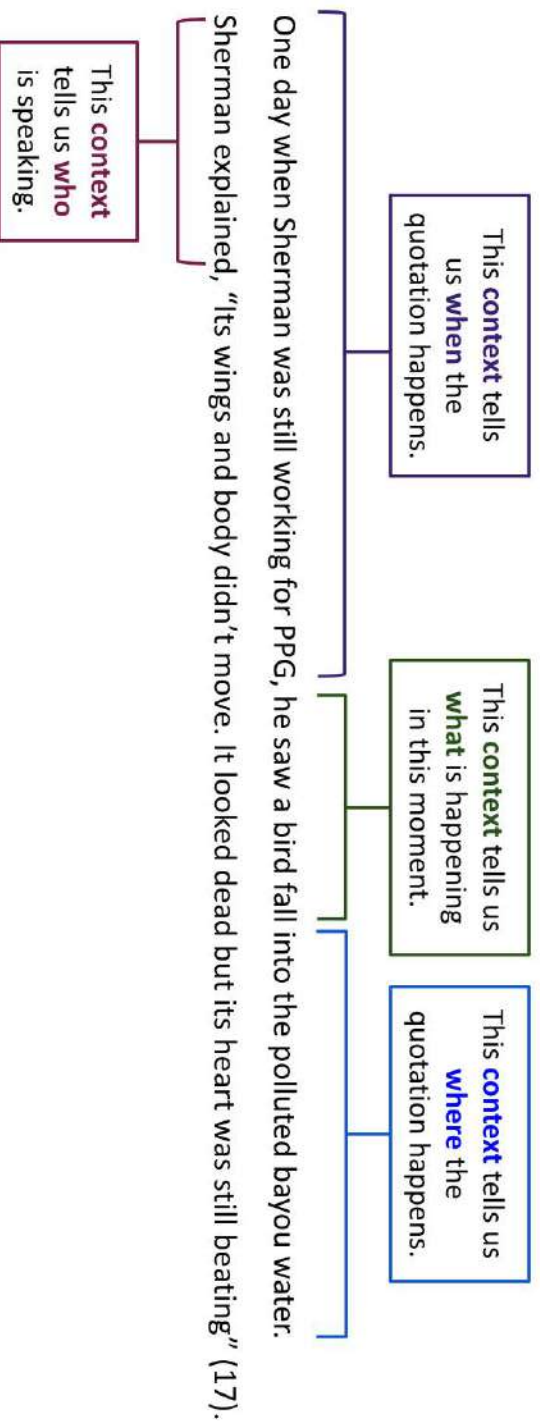
Introducing Evidence With Context

Context is information that clarifies what is happening in a moment or situation.

When introducing evidence:

- It must always be clear **who** is speaking, thinking, or writing at this moment in the text.
- Sometimes you need to add additional context to make your evidence more clear, such as **when** it is happening, **what** is happening in that moment, or **where** it is taking place.

Example



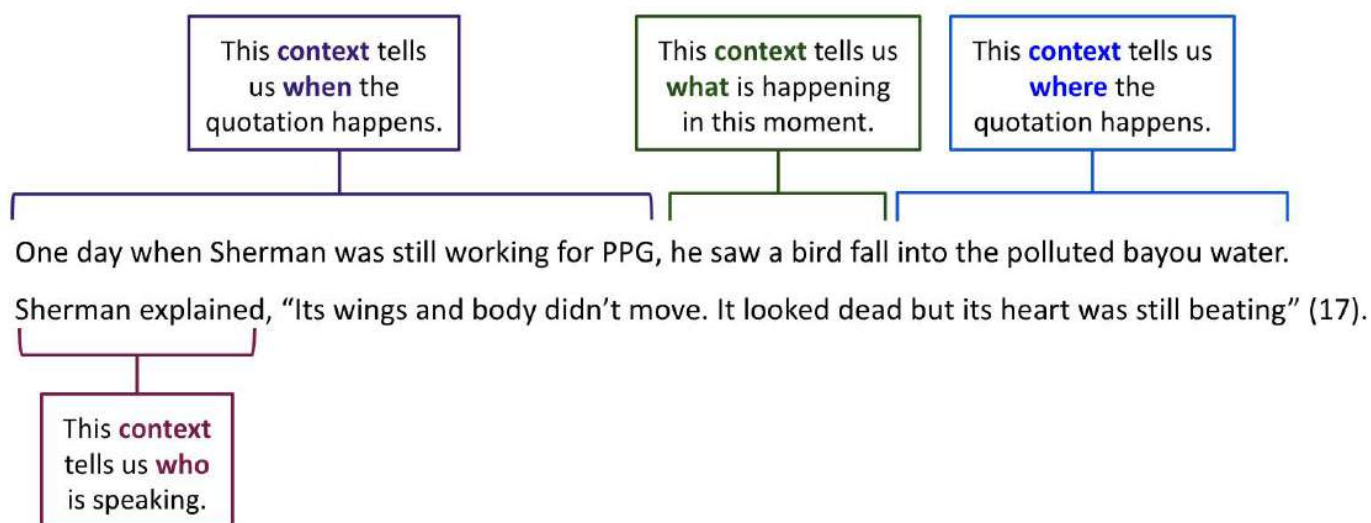
Introducing Evidence With Context

Context is information that clarifies what is happening in a moment or situation.

When introducing evidence:

- It must always be clear **who** is speaking, thinking, or writing at this moment in the text.
- Sometimes you need to add additional context to make your evidence more clear, such as **when** it is happening, **what** is happening in that moment, or **where** it is taking place.

Example



Sentence starters that introduce **who** is speaking:

- *The narrator states,*
- *The author writes,*
- *[Name] thinks,*
- *The speaker explains,*

Sentence starters that introduce context about **when, what, or where**:

- *At the beginning of the story...*
- *At the end of the story...*
- *When...*
- *Before...*
- *After...*

Name _____ Class _____

He—y, Come on Ou—t!

Shinichi Hoshi (translated by Stanleigh Jones)

About this text	
Shinichi Hoshi, one of the pioneers of Japanese science fiction, is best known for writing more than 1000 “short-short” stories like this one. In “He—y, Come on Ou—t!”, the residents of a Japanese village discover a mysterious hole.	
Purpose for Reading	Vocabulary
To gain a new perspective on people and the environment by analyzing the way an author uses structure and order of events to create mood and tension.	<p>Let’s pronounce these words together as a class:</p> <p>Accumulate [uh-kyoo-myuh-leyt] Contaminate [kuhn-tam-uh-neyt] Dispose [dih-spohz]</p>

WHOLE CLASS READING	DURING READING QUESTIONS
<p>[1] The typhoon had passed and the sky was a gorgeous blue. Even a certain village not far from the city had suffered damage. A little distance from the village and near the mountains, a small shrine¹ had been swept away by a landslide.</p> <p>[2] “I wonder how long that shrine’s been here.”</p> <p>[3] “Well, in any case, it must have been here since an awfully long time ago.”</p> <p>[4] “We’ve got to rebuild it right away.”</p> <p>[5] While the villagers exchanged views, several more of their number came over.</p> <p>[6] “It sure was wrecked.”</p> <p>[7] “I think it used to be right here.”</p> <p>[8] “No, looks like it was a little more over there.”</p> <p>[9] Just then one of them raised his voice. “Hey what in the world is this hole?” Where they had all gathered there was a hole about a meter in diameter. They peered in, but it was so dark nothing could be seen. However, it gave one the feeling that it was so deep it went clear through to the center of the earth.</p> <p>[10] There was even one person who said, “I wonder if it’s a fox’s hole.”</p> <p>[11] “He—y, come on ou—t!” shouted a young man into the hole. There was no echo from the bottom. Next he picked up a pebble and was about to throw it in.</p>	<p>MOOD: Paragraphs 9-12</p> <p>A. Find Evidence: <u>Underline</u> three things the villagers do to investigate the hole.</p> <p>B. Write: What mood do the actions of the villagers create?</p>

¹ a place or building that is considered holy; a church or chapel

[12] “You might bring down a curse on us. Lay off,” warned an old man, but the younger one energetically threw the pebble in. As before, however, there was no answering response from the bottom. The villagers cut down some trees, tied them with rope and made a fence which they put around the hole. Then they repaired to the village.

PARTNER READING

DURING READING QUESTIONS

[13] “What do you suppose we ought to do?”

[14] “Shouldn’t we build the shrine up just as it was over the hole?”

[15] A day passed with no agreement. The news traveled fast, and a car from the newspaper company rushed over. In no time a scientist came out, and with an all-knowing expression on his face he went over to the hole. Next, a bunch of gawking curiosity seekers showed up; one could also pick out here and there men of shifty glances who appeared to be concessionaires.² Concerned that someone might fall into the hole, a policeman from the local substation kept a careful watch.

[16] One newspaper reporter tied a weight to the end of a long cord and lowered it into the hole. A long way down it went. The cord ran out, however, and he tried to pull it out, but it would not come back up. Two or three people helped out, but when they all pulled too hard, the cord parted at the edge of the hole.

[17] Another reporter, a camera in hand, who had been watching all of this, quietly untied a stout rope that had been wound around his waist.

[18] The scientist contacted people at his laboratory and had them bring out a high-powered bull horn, with which he was going to check out the echo from the hole’s bottom. He tried switching through various sounds, but there was no echo. The scientist was puzzled, but he could not very well give up with everyone watching him so intently. He put the bull horn right up to the hole, turned it to its highest volume, and let it sound continuously for a long time. It was a noise that would have carried several dozen kilometers above ground. But the hole just calmly swallowed up the sound.

[19] In his own mind the scientist was at a loss, but with a look of apparent composure he cut off the sound and, in a manner suggesting that the whole thing had a perfectly plausible³ explanation, said simply, “Fill it in.”

[20] Safer to get rid of something one didn’t understand.

MOOD: Paragraphs 15-20

A. Write: How does this section build tension?

B. Turn & Talk: Do you agree with the scientist’s recommendation that the villagers fill in the hole? Explain your answer.

INDEPENDENT READING

DURING READING QUESTIONS

[21] The onlookers, disappointed that this was all that was going to happen, prepared to disperse.⁴ Just then one of the concessionaires, having broken through the throng and come forward, made a proposal.

[22] “Let me have that hole. I’ll fill it in for you.”

[23] “We’d be grateful to you for filling it in,” replied the mayor of the village, “but we can’t very well give you the hole. We have to build a shrine there.”

² a business person; a person who manages an area of land and the businesses that operate there

³ **Plausible** (*adjective*): believable or reasonable

⁴ **Disperse** (*verb*): to leave; to go in different directions

[24] “If it’s a shrine you want, I’ll build you a fine one later. Shall I make it with an attached meeting hall?”

[25] Before the mayor could answer, the people of the village all shouted out.

[26] “Really? Well, in that case, we ought to have it closer to the village.”

[27] “It’s just an old hole. We’ll give it to you!”

[28] So it was settled. And the mayor, of course, had no objection.

[29] The concessionaire was true to his promise. It was small, but closer to the village he did build for them a shrine with an attached meeting hall.

[30] About the time the autumn festival was held at the new shrine, the hole-filling company established by the concessionaire hung out its small shingle⁵ at a shack near the hole.

[31] The concessionaire had his cohorts mount a loud campaign in the city. “We’ve got a fabulously deep hole!”

[32] “Scientists say it’s at least five thousand meters deep! Perfect for the **disposal** of such things as waste from nuclear reactors.”

[33] Government authorities granted permission. Nuclear power plants fought for contracts. The people of the village were a bit worried about this, but they consented⁶ when it was explained that there would be absolutely no above-ground **contamination** for several thousand years and that they would share in the profits. Into the bargain, very shortly a magnificent road was built from the city to the village.

[34] Trucks rolled in over the road, transporting lead boxes. Above the hole the lids were opened, and the wastes from nuclear reactors tumbled away into the hole.

[35] From the Foreign Ministry and the Defense Agency boxes of unnecessary classified documents were brought for disposal. Officials who came to supervise the disposal held discussions on golf. The lesser functionaries,⁷ as they threw in the papers, chatted about pinball.

[36] The hole showed no signs of filling up. It was awfully deep, thought some; or else it might be very spacious at the bottom. Little by little the hole-filling company expanded its business.

[37] Bodies of animals used in contagious disease experiments at the universities were brought out, and to these were added the unclaimed corpses of vagrants.⁸ Better than dumping all of its garbage in the ocean, went the thinking in the city, and plans were made for a long pipe to carry it to the hole.

Paragraphs 21-30

Write: What agreement do the mayor and the concessionaire make?

Paragraphs 31-33

Write: Why do the villagers agree to the nuclear waste disposal?

MOOD: Paragraphs 34-37

Write: How do the details in this section help to develop the tension about the hole?

⁵ a small sign, especially one found outside a business

⁶ **Consent** (*verb*): to agree to something

⁷ a public official

⁸ a person who is homeless or who wanders from place to place

WHOLE CLASS READING
DURING READING QUESTIONS

[38] The hole gave peace of mind to the dwellers of the city. They concentrated solely on producing one thing after another. Everyone disliked thinking about the eventual consequences. People wanted only to work for production companies and sales corporations; they had no interest in becoming junk dealers. But, it was thought, these problems too would gradually be resolved by the hole.

[39] Young girls whose betrothals⁹ had been arranged discarded old diaries in the hole. There were also those who were inaugurating new love affairs and threw into the hole old photographs of themselves taken with former sweethearts. The police felt comforted as they used the hole to get rid of **accumulations** of expertly done counterfeit¹⁰ bills. Criminals breathed easier after throwing material evidence into the hole.

[40] Whatever one wished to discard, the hole accepted it all. The hole cleansed the city of its filth; the sea and sky seemed to have become a bit clearer than before.

[41] Aiming at the heavens, new buildings went on being constructed one after the other.

[42] One day, atop the high steel frame of a new building under construction, a workman was taking a break. Above his head he heard a voice shout:

[43] **“He—y, come on ou—t!”**

[44] But, in the sky to which he lifted his gaze there was nothing at all. A clear blue sky merely spread over all. He thought it must be his imagination. Then, as he resumed his former position, from the direction where the voice had come, a small pebble skimmed by him and fell on past.

[45] The man, however, was gazing in idle reverie¹¹ at the city’s skyline growing ever more beautiful, and he failed to notice.

Paragraphs 38-40

Turn & Talk: What does this section reveal about the city-dwellers’ attitudes toward production and waste?

Paragraphs 41-45

A. Think & Share: Think back to paragraphs 11-12. What were the first three things the villagers did to investigate the depth of the hole?

B. Think & Share: What does the story’s ending suggest about what will happen next to the city?

“He—y, Come on Ou—t” by Shinichi Hoshi, translated by Stanleigh Jones. Used with permission. All rights reserved.

⁹ engagement to be married

¹⁰ **Counterfeit** (*adjective*): fake or imitation

¹¹ a saying that means to look lazily at something without thinking deeply

Further Analysis Questions

Directions: Complete the questions with a partner or independently. Be prepared to discuss your answers with your class. *5 minutes*



1. Remember this story is an **allegory**, which means that the events that take place in the story are symbolic of real-life events. What real-life actions does throwing the items in the hole symbolize?

2. Consider the pebble that falls from the sky at the end of the story. What does this event symbolize in the real world?

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “He—y, Come on Ou—t!” *5 minutes*



1. How do paragraphs 32-34 contribute to the development of the theme? **[RL.2]**
 - A. They illustrate the cooperative way people can work with the government to solve problems.
 - B. They illustrate the selfish way people act without caring what their consequences might be.
 - C. They illustrate the generous way people in power can act when they care about a community.
 - D. They illustrate the strange way people behave when they know they are doing something wrong.
2. How do paragraphs 34-37 affect the mood of the story? **[RL.5]**
 - A. They build tension because the readers know that the items going into the hole are potentially lethal.
 - B. They build mystery because the readers are curious about how the villagers are not getting caught.
 - C. They build surprise because it is shocking that the village has so much waste to dispose of.
 - D. They build suspense because the readers want to know where the waste comes from.
3. How does the ending of the story help create a sense of surprise? (Paragraphs 41-45) **[RL.5]**
 - A. It reveals the destination of the people’s trash.
 - B. It illustrates the impact of the city’s development.
 - C. It reveals why the people disposed of trash in the hole.
 - D. It demonstrates the amount of damage the pebble caused.
4. How does the workman’s response develop the story’s theme in paragraphs 44-45? **[RL.3]**
 - A. It highlights the necessity of industry, even though it results in waste.
 - B. It highlights the beauty of the environment and how it can captivate humans.
 - C. It highlights the strength of the bond between humans and their environment.
 - D. It highlights the lack of awareness people have about the environment around them.

Independent Practice

Directions: Answer the short response prompt for “He—y, Come on Ou—t!” 15 minutes



PROMPT: You have just read “He—y, Come on Out—t!” by Shinichi Hoshi. How does the resolution develop the theme? **[RL.2]**

In your response be sure to:

- clarify what is happening at this moment in the story.
- state who is speaking, narrating, or being quoted for each piece of evidence.
- include when or where the action took place, if needed for clarification.

CHECKLIST FOR INTRODUCING EVIDENCE:

- ☐ Highlight or bold each introduction of evidence.

Did you explain what is happening at this moment in the story?

- A. YES!
B. No, I will go back and add that.

Did you state who is speaking, narrating, or being quoted?

- A. YES!
B. No, I will go back and add that.

If needed, did you include when it happens or where it takes place?

- 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 SENTENCE STARTERS	
<p>Summarizing</p> <ul style="list-style-type: none"> • <i>My point is this: ...</i> • <i>Overall, I'd argue that...</i> • <i>The evidence for this is strong when you consider that...</i> 	<p>Invite Peers to Refer to Text Evidence</p> <ul style="list-style-type: none"> • <i>Do you see different or conflicting ideas in the text? If so, where?</i> • <i>What evidence do you have that supports that idea?</i> • <i>What's an example of that?</i>

1. **CROSS-TEXTUAL:** Both “Lee Sherman and the Toxic Louisiana Bayou” and “He—y, Come on Ou—t!” show people **disposing** of their waste in irresponsible ways. Do you think people are aware of the dangers of unsafe waste **disposal** and choose to ignore them, or do you think they are simply uninformed?

2. Many people make their **livelihoods** in the waste removal **industry** by helping people dispose of their garbage and recyclables. Is safe **disposal** the responsibility of the waste removal companies and their workers or of those who produce the waste?

3. Paragraph 20 reads, “Safer to get rid of something one didn’t understand.” What are some real-life examples of people acting on this mindset? What are the dangers and drawbacks of this mindset?

Name _____ Class _____

Writing Explanations

Today's Goals

Learn about and practice writing strong explanations. [W.2]

PART 1: Free Writing Journal Prompt

Directions: Read the background, then respond to the prompt. *10 minutes*



Background: For over a century, industries in Northeast Ohio dumped waste into the Cuyahoga River. Because of the pollution, the river caught on fire more than a dozen times—yes, you read that right: the river caught on fire! The first fire occurred in 1868, and the most famous fire, which helped spark the environmental movement in the United States, happened in 1969. Fifty years later, the organization *American Rivers* called the Cuyahoga a “national success story” and named it the “River of the Year” because of how much the water quality had improved.

Prompt: Write a journal response capturing your thoughts about the Cuyahoga River’s history:

In your journal response, consider any of the following:

- Does this connect to “He—y, Come on Ou—t!”? How?
- Do you believe people have learned their lesson about protecting the environment?
- Any other thoughts, ideas, or questions that come to mind.



PART 2: Analyzing a Strong Explanation

Directions: Review the prompt and example below. Then, answer the questions. *5 minutes*

Prompt: How do paragraphs 13-20 of “He—y, Come on Ou—t!” create suspense? [RL.5]

In paragraphs 13-20, the author creates suspense by creating mystery around the hole. When visitors inspect the hole, a scientist tries blasting a bull horn into the hole, but the narrator explains, “the hole just calmly swallowed up the sound” (18). The scientist expects to hear an echo, but because they don’t hear one, it suggests that the hole is either incredibly deep or maybe even goes on forever. Because we don’t get an answer, the mystery helps build suspense.

Part 1 of the
Explanation

Part 2 of the
Explanation

1. Based on the example, what is the purpose of “Part 1 of the Explanation”? What is the writer doing here?

2. What is the purpose of “Part 2 of the Explanation”?

PART 3: Notes on Strong Explanations

Directions: Complete the notes by adding the criteria for strong explanations. *5 minutes*



STRONG EXPLANATIONS



PART 4: Practice Writing Strong Explanations

Directions: The sample response below includes two weak explanations. Revise both explanations. 10 minutes

STUDENT SAMPLE	
<p>Prompt: You have just read “He—y, Come on Ou—t!” by Shinichi Hoshi. How does the resolution develop the theme? [RL.2]</p> <p>The resolution of “He—y, Come on Ou—t!” develops the theme that humans’ harmful actions toward the environment will eventually come back to hurt them. At the end of the story, a man hears someone shout “He—y, Come on Ou—t” and then “a small pebble skimmed by him and fell on past” (44). <i>This shows that their actions will come back to hurt them.</i> This is important because earlier in the story people put everything they could into the hole, including “bodies of animals used in contagious disease experiments” (37) and “the wastes from nuclear reactors” (34). <i>This shows people hated the environment.</i></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 2px solid purple; padding: 10px; margin-bottom: 10px;"> Weak Explanation 1 </div> <div style="border: 2px solid green; padding: 10px;"> Weak Explanation 2 </div> </div>

1. Revise “Weak Explanation 1.”

	Checklist For Strong Explanations: <ul style="list-style-type: none"> <input type="checkbox"/> Explains what the evidence means, represents, or implies <input type="checkbox"/> Explains how the evidence connects to and supports the argument
--	---

2. Revise “Weak Explanation 2.”

	Checklist For Strong Explanations: <ul style="list-style-type: none"> <input type="checkbox"/> Explains what the evidence means, represents, or implies <input type="checkbox"/> Explains how the evidence connects to and supports the argument
--	---

Writing Explanations

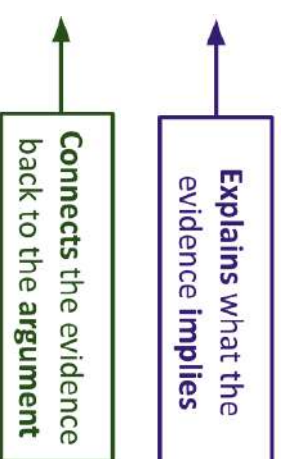
A Strong Explanation:

- Explains what the evidence means, represents, or implies
- Explains how the evidence connects to and supports the argument

Example

Prompt: How do paragraphs 13-20 of “He—y, Come on Ou—t!” create suspense? [RL.5]

In paragraphs 13-20, the author creates suspense by creating mystery around the hole. When visitors inspect the hole, a scientist tries blasting a bull horn into the hole, but the narrator explains, “the hole just calmly swallowed up the sound” (18). The scientist expects to hear an echo, but because they don’t hear one, it suggests that the hole is either incredibly deep or maybe even goes on forever. Because we don’t get an answer, the mystery helps build suspense.



Sentence Starters to Explain

- *This means...*
- *In other words...*
- *Put another way...*

Sentence Starters to Connect

- *This emphasizes...*
- *This suggests...*
- *This conveys the idea that...*

Writing Explanations

A Strong Explanation:

- Explains what the evidence means, represents, or implies
- Explains how the evidence connects to and supports the argument

Weak Example

Prompt: How do paragraphs 13-20 of “He—y, Come on Ou—t!” create suspense? [RL.5]

In paragraphs 13-20, the author creates suspense by creating mystery around the hole. When visitors inspect the hole, a scientist tries blasting a bull horn into the hole, but the narrator explains, “the hole just calmly swallowed up the sound” (18). *This description creates suspense for the reader.*

Weak Explanation
Does not explain how the evidence creates suspense

Strong Example

Prompt: How do paragraphs 13-20 of “He—y, Come on Ou—t!” create suspense? [RL.5]

In paragraphs 13-20, the author creates suspense by creating mystery around the hole. When visitors inspect the hole, a scientist tries blasting a bull horn into the hole, but the narrator explains, “the hole just calmly swallowed up the sound” (18). *The scientist expects to hear an echo, but because they don’t hear one, it suggests that the hole is either incredibly deep or maybe even goes on forever. Because we don’t get an answer, the mystery helps build suspense.*

Explains what the evidence implies

Connects the evidence back to the argument

Sentence Starters to Explain

- *This means...*
- *In other words...*
- *Put another way...*

Sentence Starters to Connect

- *This emphasizes...*
- *This suggests...*
- *This conveys the idea that...*

Name _____ Class _____

Vocabulary Quiz 1 for Unit 2: People and the Environment

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 at home. 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 my roommate moved out, she left behind a bunch of things she didn’t want. I didn’t want them, either, so I donated what I could and threw the rest of her things away.</p> <p>A. Dispose B. Lethal C. Toxic</p>	<p>My answer</p>
<p>2. Not wearing a seatbelt can be a deadly mistake. According to the CDC, people not wearing a seatbelt are twice as likely to die in a car accident as those who buckle up.</p> <p>A. Emit B. Lethal C. Toxic</p>	<p>My answer</p>
<p>3. The Blanton family loves to go fishing. They spend all day on the river and eat the fish they catch for dinner. However, a leaking pipe has let oil enter the river water and made the fish unsafe to eat.</p> <p>A. Contaminate B. Dispose C. Livelihood</p>	<p>My answer</p>
<p>4. In Beijing, China, the air quality is terrible! Coal burning factories near the city produce a huge amount of unhealthy smoke, and trucks moving through the city add exhaust to the air. Some days the air is so bad that people can’t leave their homes.</p> <p>A. Dispose B. Emissions C. Livelihood</p>	<p>My answer</p>

	My answer
5. One of the fastest growing sections of the American economy is beer. More than 5000 small breweries have opened since 2012, earning more than \$23 billion. A. Contaminate B. Emissions C. Industry	
6. I saw a warning on the news about some young children who mistook dishwasher detergent pods for candy. The children ate the pods and became very ill. A. Accumulate B. Industry C. Toxic	
7. DaQuan used to have to work two jobs in order to pay his bills. However, since he finished technical school and got his electrician's license, he is able to work just one job, pay all his bills, and save a little each month. A. Accumulate B. Lethal C. Livelihood	
8. Ron and Wendy have lived in their house for 42 years. Wendy loves Christmas decorations and has added a few to her collection each year. However, she now realizes she has too many decorations: over 100 items that are crammed in all over the house! A. Accumulate B. Contaminate C. Industry	

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>9. <i>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.</i></p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
---	----------------------------------

<p>9. Fishermen, sailing companies, and others who make their ____ on the water are pressuring the government to pass stricter clean water regulations.</p> <p>A. Emission B. Livelihood C. Toxicity</p>	<p>My answer</p>
<p>10. Throughout our relationship, I’ve ____ so many happy memories.</p> <p>A. Accumulated B. Emitted C. Disposed</p>	
<p>11. California has very strict rules that limit car ____ because the legislature there is very concerned about air quality.</p> <p>A. Emissions B. Industry C. Livelihood</p>	
<p>12. Be careful when you get rid of things like paint or oil; you don’t want your waste to ____ the water supply.</p> <p>A. Accumulate B. Lethal C. Contaminate</p>	

	My answer
<p>13. Many diseases that can be cured if they are treated early on can also be ____ if the person doesn't seek medical attention.</p> <p>A. Accumulated B. Lethal C. Livelihood</p>	
<p>14. A doctor's office has to follow particular rules when they ____ of anything that has touched someone's blood.</p> <p>A. Dispose B. Lethal C. Contaminate</p>	
<p>15. Lawyers sued Pacific Gas and Electric company for releasing ____ chemicals into the groundwater, causing high levels of cancer in the local population.</p> <p>A. Disposed B. Industrial C. Toxic</p>	
<p>16. The movie ____ is the major source of jobs and wealth in Hollywood.</p> <p>A. Contamination B. Industry C. Toxicity</p>	

Name _____ Class _____

Unit 2: People and the Environment

Vocabulary Quiz 1 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. _____

Part 2: Fill-in-the-Blank

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Name _____ Class _____

Song for the Turtles in the Gulf

Linda Hogan

About this text

Linda Hogan is a world-renowned poet and finalist for the International Impact Award. Her writing is best known for its focus on environmental and Indigenous people's activism.

Purpose for Reading

To analyze how the poet uses diction to develop a message about people and nature.

FIRST READ (WHOLE CLASS): *Read for the gist.*

SECOND READ (WHOLE CLASS):
Read for literal understanding.

- [1] We had been together so very long,
- [2] you willing to swim with me
- [3] just last month, myself merely small
- [4] in the ocean of splendor and light,
- [5] the reflections and distortions of us,
- [6] and now when I see the man from British Petroleum
- [7] lift you up dead from the plastic
- [8] bin of death,
- [9] he with a smile, you burned
- [10] and covered with red-black oil, torched
- [11] and pained, all I can think is that I loved your life,
- [12] the very air you exhaled when you rose,
- [13] old great mother, the beautiful swimmer,
- [14] the mosaic growth of shell
- [15] so detailed, no part of you
- [16] simple, meaningless,

Lines 1-5

Think & Share: Based on the title and lines 1-5, who or what is the speaker talking to?

Lines 6-12

Turn & Talk: Summarize what happens in lines 6-10.

[17] or able to be created

[18] by any human,

[19] only destroyed.

[20] How can they learn

[21] the secret importance

[22] of your beaten heart,

[23] the eyes of another intelligence

[24] than ours, maybe greater,

[25] with claws, flippers, plastron¹.

[26] Forgive us for being thrown off true,

[27] for our trespasses²,

[28] in the eddies of the water

[29] where we first walked.

After the FIRST READ: What do you *think* the poem is about?

Lines 14-19

Write: Rewrite lines 14-19 in your own words.

Lines 26-29

Think & Share: What is the speaker asking for?

Copyright © 2014 by Linda Hogan. From *Dark. Sweet.: New and Selected Poems* (Coffee House Press, 2014). Reprinted from Split This Rock's The Quarry: A Social Justice Poetry Database.

¹ the part of a turtle's shell that forms the underside

² trespasses is a synonym for sins; lines 26-27 allude to a Christian prayer that includes the line "forgive us our trespasses"

THIRD READ (PARTNER OR INDEPENDENT): *Read for deeper meaning.*

1. **Consider the entire poem.** Underline the two lines that *best* convey the speaker's feelings towards the turtle.

1. **Lines 9-11:** The poet describes the turtle as “burned,” “torched,” and “pained.” What does the poet’s diction suggest about the relationship between people and nature?

2. **Line 13:** What is the speaker suggesting when they call the turtle an “old great mother”?

3. **Lines 20-25:** Why does the speaker refer to the turtle’s “secret importance” and their “eyes of another intelligence”?

4. What messages does this poem express about humans’ relationship to nature?

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Song for the Turtles in the Gulf.” 5 minutes



1. What does the speaker’s mention of the man from British Petroleum suggest about the relationship between humans and nature? (Lines 6-9) **[RL.4]**
 - A. Humans sometimes find nature amusing.
 - B. Humans believe nature is an inconvenience.
 - C. Humans may not care about the harm they do to nature.
 - D. Humans are embarrassed by how they have harmed nature.

2. Which lines from the poem *best* express the idea that the turtle cannot be replaced? **[RL.1]**
 - A. “We had been together so very long / you willing to swim with me” (Lines 1-2)
 - B. “and now when I see the man from British Petroleum / lift you up dead from the plastic” (Lines 6-7)
 - C. “no part of you / simple, meaningless / or able to be created / by any human” (Lines 16-18)
 - D. “in the eddies of the water / where we first walked.” (Lines 28-29)

3. How does the phrase “ocean of splendor and light” in line 4 contribute to the poem’s meaning? **[RL.4]**
 - A. It shows the speaker’s desire to keep the turtle safe.
 - B. It reinforces the speaker’s admiration for nature’s beauty.
 - C. It reveals the speaker’s negative feelings toward pollution.
 - D. It supports the speaker’s observation that the turtle was a beautiful swimmer.

4. The author creates a contrast by describing both the speaker’s swim with the turtle and the aftermath of the oil spill. How does this contrast add to the meaning of the poem? (Lines 1-11) **[RL.2]**
 - A. It emphasizes how dangerous oil is for swimmers.
 - B. It shows how differently humans move than turtles.
 - C. It highlights the sadness of losing something so beautiful.
 - D. It illustrates the loving relationship between humans and nature.

Independent Practice

Directions: Answer the short response prompt for “Song for the Turtles in the Gulf.” 15 minutes



PROMPT: In “Song for the Turtles in the Gulf” how does Linda Hogan’s diction develop the theme? **[RL.4]**

In your response be sure to:

- explain what the evidence means or represents.
- explain how the evidence connects to and supports the argument.

CHECKLIST FOR WRITING EXPLANATIONS:

- ☐ Highlight or bold each explanation.

Did you explain what the evidence means, represents, or implies without repeating it?

- A. YES!
- B. No, I will go back and add that.

Does your explanation connect the evidence to the paragraph’s argument?

- A. YES!
- B. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS	
<p>Summarizing</p> <ul style="list-style-type: none"> • <i>My point is this: ...</i> • <i>Overall, I'd argue that...</i> • <i>The evidence for this is strong when you consider that...</i> 	<p>Invite Peers to Refer to Text Evidence</p> <ul style="list-style-type: none"> • <i>Do you see different or conflicting ideas in the text? If so, where?</i> • <i>What evidence do you have that supports that idea?</i> • <i>What's an example of that?</i>

1. In the poem, the speaker says the turtle has “the eyes of another intelligence / than ours, maybe greater” (lines 23-24). What can we, as humans, learn from animals? What do we stand to lose when a species goes extinct?

2. Oil is the world’s largest source of energy: it fuels our cars and heats our homes. The oil **industry** also employs a large number of Americans and people worldwide. Do the benefits of oil outweigh the damage the industry does to nature? What other options do we have?

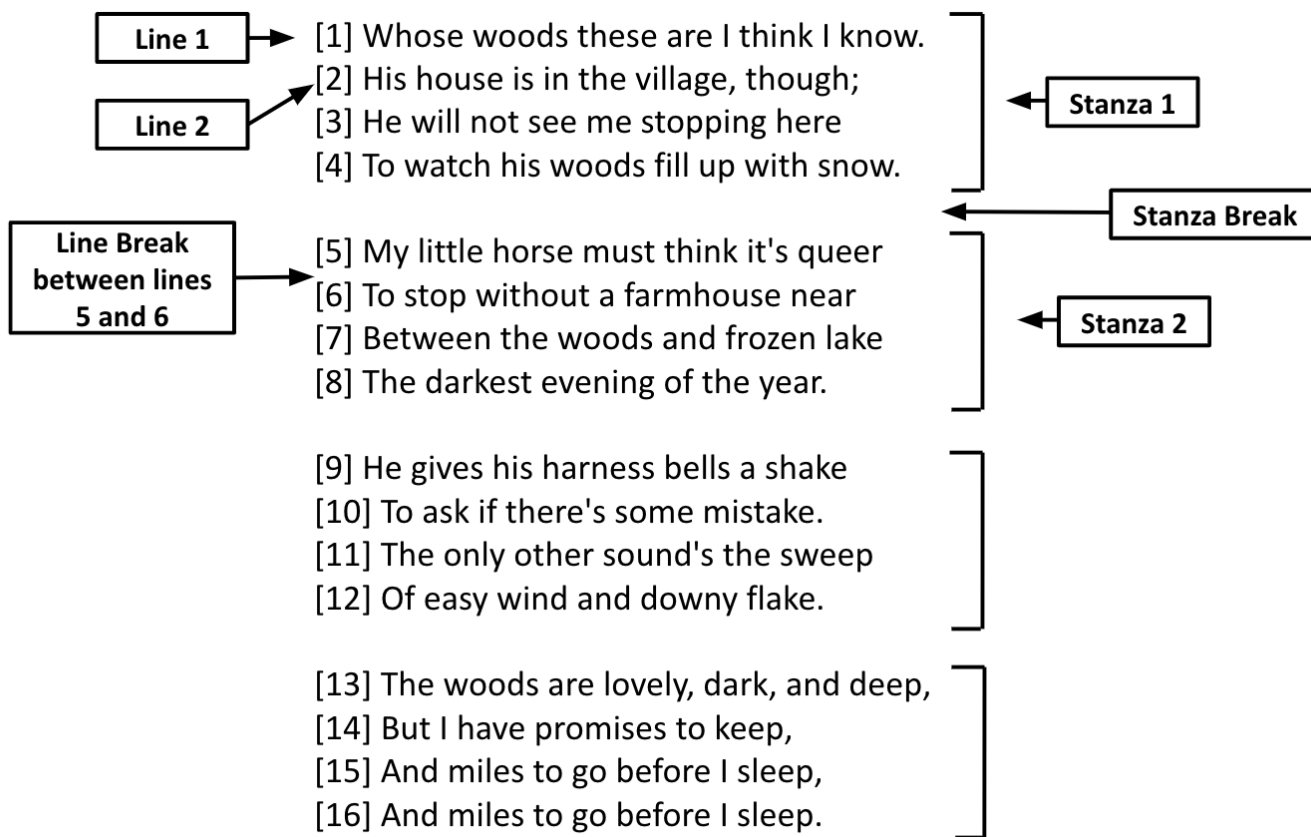
3. **CROSS-TEXTUAL:** In “Lee Sherman and the Toxic Louisiana Bayou” we read about how Pittsburgh Plate Glass dumped **toxic** waste into the bayou. In this poem, the British Petroleum oil spill caused harm to sea turtles. What rules or laws should be in place to make big companies responsible for the damage they cause? Who should be in charge of ensuring that companies follow those rules and laws? Refer to evidence from both texts to support your answer.

Poetry Reference Sheet

Definitions of Common Poetry Terms

- Poems are made up of **lines** and **stanzas**.
- A group of lines is called a **stanza**.
- A **line break** refers to the end of one line and the start of the next.
- A **stanza break** refers to the end of one stanza and the start of the next
- The **speaker** of a poem is like the narrator of a story. The **speaker** is the voice of the poem.

"Stopping by Woods on a Snowy Evening"
Robert Frost



"Stopping by Woods on a Snowy Evening" by Robert Frost is in the public domain

Quoting & Citing Poetry

Notes and Example

Quoting poetry is slightly different from quoting a story or article.

When quoting poetry, you:

- Use a single slash (/) to represent a **line break**
- Use a double slash (//) to represent a **stanza break**
- Always **cite the author's last name and the line numbers** at the end of the quote

Below is an example of how to correctly quote poetry taken from a student essay.

Begin and end your quotation with quotation marks (" ").

This single slash (/) shows a line break.

The speaker describes his quiet surroundings, "The only other sound's the sweep / Of easy wind and downy flake. // The woods are lovely, dark, and deep" (Frost, lines 11-13).

This double slash (//) shows a line break.

At the end of the quote, place the author's last name and the line numbers in parentheses.

Name _____

Class _____


Vocabulary for Unit 2: People and the Environment — LIST 2


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.



<ol style="list-style-type: none"> Begin by looking at the photo. Ask yourself, What do I see? <i>I see birds flying in the air.</i> <i>They are not being controlled or told where to go.</i> Next, look at the caption. Ask yourself, what word could I use in place of the underlined vocabulary word? <i>Here I might substitute "all" or "complete" for absolute.</i> Then, look at the example sentence. Ask yourself, do my substitutions from the caption — "all" and "complete" — make sense in this sentence? <i>Yes, "complete" works in the example sentence as well.</i> Finally, write or type a prediction in the last box.

<p style="text-align: center;"><i>Example: Absolute [ab-suh-loot]</i></p> <hr style="border: 0.5px dotted black;"/> <p style="text-align: center;">My mother's no was <u>absolute</u>. Once she said it, there was no chance of changing her mind.</p>

<p style="text-align: center;"><i>Birds have <u>absolute</u> freedom to go wherever they like.</i></p>
<p style="text-align: center;">What's your prediction?</p> <p>My Answer: complete</p>
<p>Correct Definition:</p>

1. Displace [dis-plays]
<p>When sugary foods <u>displaced</u> healthy foods in American diets, there was a huge increase in diabetes.</p>

<p style="text-align: center;"><i>My foot <u>displaced</u> the water in the puddle.</i></p>
<p style="text-align: center;">What's your prediction?</p> <p>My Answer:</p>
<p>Correct Definition:</p>

2. Erosion [ih-roh-zuhn]
<p><u>Erosion</u> caused by ocean waves has shrunk the beach by 10%.</p>

<p style="text-align: center;"><i>Over time, the wind <u>eroded</u> a hole through the rock wall.</i></p>
<p style="text-align: center;">What's your prediction?</p> <p>My Answer:</p>
<p>Correct Definition:</p>

3. Impact [im-pakt]

Barack Obama's election to the presidency had a deep impact on the country.



Mrs. Mwenesi was a great teacher who had a lasting impact on me.

What's your **prediction**?

My Answer:

Correct Definition:

4. Resident [rez-i-duhnt]

Each building resident may bring one guest at a time to the pool.



You'll see tourists at the monuments; D.C. residents rarely go there.

What's your **prediction**?

My Answer:

Correct Definition:

5. Severe [suh-veer]

The little boy's fever was so severe that his parents took him to the hospital.



Last year's severe flooding caused millions of dollars of property damage.

What's your **prediction**?

My Answer:

Correct Definition:

6. Urgent [ur-juhnt]

I'm sorry to interrupt our meeting, but this phone call is urgent and I have to answer it.



Reggie needed surgery urgently — there was no time to wait!

What's your **prediction**?

My Answer:

Correct Definition:

7. Vulnerable [vuhl-ner-uh-buhl]

Grandma's doctor warned us that older people are more vulnerable to diseases and infections, so we should take good care of her.



Babies are vulnerable to extreme cold and must be kept warm.

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).

Displace	Erosion	Impact	Resident	Severe	Urgent	Vulnerable
----------	---------	--------	----------	--------	--------	------------

	My answer
1. It's hard to believe that the Grand Canyon was formed by ____, but, over thousands of years, the Colorado River has worn away the bedrock to create this breathtaking national landmark.	
2. Many elderly people live lonely, isolated lives and are especially ____ to people who act friendly in order to steal from them.	
3. Think carefully before you speak — you never know what ____ your words might have on someone else!	
4. The neighborhood is changing quickly. As wealthier people buy houses to live in, they ____ the people who had been renting those houses.	
5. The wind storm was so ____ that the mayor asked people to stay inside and board up their windows!	
6. Oswald moved to the U.S. from Germany in 1922 and was a ____ here for more than 40 years before he applied for citizenship.	
7. When a young child was reported missing, the police put all less ____ cases aside to join in the search.	



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>

Displace	Erosion	Impact	Resident	Severe	Urgent	Vulnerable
----------	---------	--------	----------	--------	--------	------------

- For years, Patrick moved every six months, working at a ski resort in the winter and a national park in the summer. However, he fell in love and wanted to get married and settle down. Patrick and his spouse bought a house in New Jersey and have lived in that same spot for 7 years.

Patrick is now a(n) _____ of New Jersey because _____

My Answer	My Reason

- Tionna has a very serious peanut allergy. If she eats even one tiny piece of a peanut, her airway closes and she can't breathe.

Tionna's allergy is _____ because _____

My Answer	My Reason

3. Li Jun's mother was giving him a bath, but she accidentally ran too much water into the tub. When Li Jun got in, the water sloshed over the sides and made a huge mess.

Li Jun _____ the water because _____

My Answer	My Reason

4. Jack was surfing the internet one day when he saw an ad for his dream job. However, the deadline for applications was only 24 hours away! Jack canceled all his plans for that evening and stayed up till midnight perfecting his resumé and cover letter in an effort to meet the tight deadline.

Jack's job application was _____ because _____

My Answer	My Reason

5. Mario never thought planting an herb garden at his new house would change his life. But when his neighbors noticed the herbs, they stopped to ask if they could use some in their cooking. Soon Mario had met all of his neighbors and felt more at home.

The garden had a(n) _____ on Mario's life because _____

My Answer	My Reason

6. Dolores likes to build sandcastles at the beach during low tide. When the tide changes, the waves come closer and closer. Soon, waves are washing over the castle walls. Little by little, the castle gets washed away until nothing remains.

The sandcastle is destroyed by _____ because _____

My Answer	My Reason

7. Sometimes we read about topics in English class that can be very emotional or painful for some students. Ms. Adeyemi, our English teacher, has talked to us about being sensitive to the feelings of other students and careful about how we discuss emotional topics. We want our classroom to be a place where everyone feels safe to be honest about their situations.

Some topics make students feel _____ 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:	Change	Push out	Extreme	Hurried	Defenseless	Wear down	Live in
------------------	--------	----------	---------	---------	-------------	-----------	---------

Words	My Answer
1. Displace	
2. Erode	
3. Impact	
4. Reside	
5. Severe	
6. Urgent	
7. Vulnerable	



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. When people transition from middle school to high school, new friends can sometimes displace their old ones. Have you seen this happen? Do you think this is a positive change in someone's life?

2. Erosion caused by rising sea levels is destroying roads and buildings in many towns. Do you think towns should spend the money to repair these structures? Why or why not?

3. Write about one person who has had an impact on how you see the world. What did they teach you?

4. When you are older, what kind of area would you like to be a resident of? Explain.

5. Many schools have rules stating that a student caught cheating on an assignment will receive a zero and not be able to make up the work. Do you think that punishment for cheating is too severe? Why or why not?

6. Rising sea levels have created an urgent situation in America's coastal cities. What do you think should be done to help these cities prepare for the change in sea level?

7. Describe a situation that would leave you feeling vulnerable.

Name _____ Class _____

Related Media Exploration

How Do People and the Environment Impact Each Other?

INTRODUCTION: Nature Is Speaking

Directions: Complete the Turn & Talk question below with your partner.



Turn & Talk: If nature could speak, what do you think it would say to people?

Directions: Select 1-2 of the “Nature Is Speaking” videos to watch. Then, answer questions 1-2.



<u>FOREST</u>	<u>SKY</u>	<u>MOUNTAIN</u>
<u>HOME</u>	<u>THE OCEAN</u>	<u>THE REDWOOD</u>
<u>WATER</u>	<u>CORAL REEF</u>	<u>FLOWER</u>

1. Summarize your chosen video’s message(s) to humans.

2. Do any of the unit texts support or contradict the message in these videos? Explain your response.

PART 1: Humans' Responsibility to Nature

Directions: Watch "Our Incredible Ocean: Now is the Time to Protect It." Then answer questions 3-5.



3. *Gaylord Nelson said about humans' ability to win the environmental war: "Are we able? Yes. Are we willing? That's the unanswered question."* What message is he trying to convey?

4. *One person says, "The ocean has an extraordinary capacity to regenerate when it is protected."* Paraphrase what he is suggesting about nature.

5. How could the messages in this video be used to encourage people to help protect the environment?

PART 2: Strengthening Nature's Roots

Directions: Watch "One Man's Mission to Revive the Last Redwood Forests." Then answer question 6-8.



6. How does this video support the idea from Part 1 that nature has the ability to "regenerate when it is protected"?

7. Human technology is often viewed as contributing to nature's destruction. How does the way people use technology in this video challenge that idea?

8. Describe this man's motives for replanting the Redwoods.

PART 3: Working With Mother Nature

Directions: Watch “50 Years Ago, This Was a Wasteland. He Changed Everything | Short Film Showcase.” Then answer questions 9-11.



9. How did Mr. Bamberger “work with Mother Nature instead of against her?”

10. What were the different effects of introducing the native grass seeds to the land?

11. *Mr. Bamberger says, “We can’t expect the government to do it all anyway.”* What is he suggesting about who should take responsibility for restoring nature?

PART 4: Your Community. Your Choice.

Directions: Watch “ESSENCE Black Girl Magic: Meet The 20-Year-Old Environmentalist Fighting For Her Community.” Then answer questions 12-14.



12. Summarize how the “dumping ground mentality” harms people and nature.

13. What does this video suggest about the cost and consequences of being unaware of how man-made resources impact the environment?

14. How does Destiny illustrate the impact that active resistance can have on a community and the environment?

PART 5: Environmental Changemakers

Directions: Watch “Meet the 2020 Taking Nature Black Environmental Champions.” Then answer questions 15-16.



15. How do the environmental champions in this video relate to the idea of “active resistance” in Part 4?

16. Describe the mindset that these environmental champions all share.

PART 6: Independent Reflection

Directions: Respond to the prompt below by writing or typing in the box.



PROMPT: How did these videos change or confirm your perspective on the relationship between people and the environment? Summarize evidence from the videos in your response.

PART 7: Whole Class Discussion

Directions: Share your answer to the question from Part 6 with the class. Then, keep the conversation going by discussing the following optional questions.



- Which term would you use to describe Lee Sherman’s actions: passive acceptance or active resistance? Explain your answer.
- How do the videos in this exploration support the idea that people thrive when nature thrives?
- How do you think the people in “He-y, Come On Ou-t!” would have reacted differently if someone had made them aware of the harmful effects their actions would have on their environment and community?
- How do you think hearing from more voices about the ways our choices impact the environment will change what people believe to be normal or acceptable?
- Do you agree with Destiny’s belief that it is possible for people to progress and have modern resources while also living in healthy and unpolluted environments?

PART 8: Optional Extension Activity

Directions: Complete the writing task below.



<u>FOREST</u>	<u>SKY</u>	<u>MOUNTAIN</u>
<u>HOME</u>	<u>THE OCEAN</u>	<u>THE REDWOOD</u>
<u>WATER</u>	<u>CORAL REEF</u>	<u>FLOWER</u>

PROMPT: At the beginning of this lesson, you watched 1-2 “Nature Is Speaking” videos. Write your own “Nature Is Speaking” monologue from the perspective of one of the following:

- The Louisiana Bayou from “Lee Sherman and the Toxic Louisiana Bayou”
- The earth and soil from “He-y, Come on Ou-t!”
- The turtles from “Song for the Turtles in the Gulf”

Consider the message this piece of nature would want to send to humans. Use the “Nature Is Speaking” videos as examples. Also consider adding images, videos, or music to make your message more powerful.

Name _____ Class _____

Quiet Town

Jason Gurley

About this text

Fantasy and science fiction writer Jason Gurley is known for his novels set in the *Silo* universe, as well as the fantasy novel *Eleanor*. In this story, Gurley imagines life in an American coastal town in the very near future.

Purpose for Reading

To learn about how the author structures and orders events to reveal tension between the characters and their environment.

Vocabulary

Let's pronounce these words together as a class:

Contaminate [kuhn-**tam**-uh-neyt]

Displace [dis-**plays**]

Severe [suh-**veer**]

WHOLE CLASS READING

DURING READING QUESTIONS

[1] She was in the laundry room, bent over a basket of Benjamin's muddy trousers and grass-stained T-shirts and particularly odorous socks, when a rap sounded on the screen door. She didn't hear at first; she'd noticed, bent over there, a cluster of webbed, purplish veins just below her thigh, beside her knee. She didn't like seeing them there. They were like a slow-moving car wreck, those veins, a little darker, a little more **severe** each time she looked. They bothered her.

[2] The front porch creaked, and the screen door rattled on its hinges as the knock came again.

[3] Bev eased up to standing, still clutching a mound of laundry against her middle. She pinned the clothes with one hand, and with the other, looped the hair out of her eyes.

[4] "Yeah?" she called over her shoulder.

[5] "Me," the answer came.

[6] Bev took in a long breath, let it fill up her lungs and raise her voice to a tone one might reasonably mistake for pleasant.

[7] "Come on in, Ezze," she hollered. "Coffee cake on the table, you want some."

[8] The screen door complained a bit, and not for the first time Bev made a mental note to oil the d— thing. But she knew she'd forget between now and the next time Ezze hobbled over. The door banged shut, followed by the scuff of the dining chair being pulled out, the expulsion of breath as Ezze dropped, too heavily, onto it. The chair wouldn't take such abuse forever. Bev sometimes wished it would give out, and then felt guilty for thinking such things. Beneath her gravel and bluster, Ezze was just lonely.

Paragraphs 1-8

Think & Share: Describe the relationship between Bev and Ezze.

INDEPENDENT READING

[9] Bev stuffed the clothes into the wash and spun the old machine up. It rocked agreeably, knocking with a small clatter into the dryer beside it. Bev leaned against the wall, just for a second, just to take a few breaths before going in to the kitchen. The back door was open, its own screen door shut. Gray light spilled through the window, leaked through the uneven gaps in the doorjamb. She could see the pale, lumbering clouds that scraped the tops of the houses around hers. Most of those houses were empty now.

[10] Just me and Benji, Bev thought.

[11] From the kitchen, a smacking sound, the clink of a serving knife against the platter.

[12] Just me and Benji and Ezze, Bev corrected.

[13] She didn't like the wind out there today. The Aparicios had left laundry on the line when they moved out — in a hurry, like everybody these past few weeks — and almost all of it was scattered around the neighborhood now, T-shirts and pantyhose and thermal underwear caught up in bare tree branches, soaked and plastered in gutters. Almost all of it, except for the heavy quilt, heavier now from all the rain, that dragged the laundry line low. The wind caught even that, lifted it nearly horizontal, a cheerful, soggy flag.

[14] "A bit dry, dear," came Ezze's voice.

[15] Bev turned away from the screen door. Cold air breathed around it, pushing through the gaps, and Bev shivered. But she left the inner door open for Benjamin, and went into the kitchen.

[16] "How's the hip?" Bev asked, ignoring Ezze's comment.

[17] Ezze groaned theatrically. "I'd give anything for a new one," she said. "But who's got money for that?"

[18] Her gray cane rested against the table beside her, tipped up on two of its four stubby feet. The rubber nubs on the end of each were damp and clumped with gray earth and grit. Bev sighed and picked up the cane and carried it onto the porch. Ezze didn't say anything. Bev cranked the spigot¹ attached to the house. It choked and sputtered, coughing up a weak stream. Bev rinsed the cane, then propped it against the house, and went back inside.

[19] Ezze regarded her irritably as Bev spritzed a paper towel with Windex, then wiped up the mud the cane had left behind.

[20] "That's for windows, dear," Ezze said, watching Bev from beneath her glasses.

[21] Bev didn't say anything, just balled up the towel and dropped it into the wastebasket. The plastic lid swung twice, stopped.

[22] "That's why it's called Windex," Ezze went on. "Windows. Windex." She wrinkled her slug of a nose and squinted up at the ceiling thoughtfully. "Don't know where the ex part came from, though."

[23] Bev went into the kitchen, her hands searching for tasks. Perhaps if she appeared to be busy, Ezze would leave. But the countertops were tidy, the sink free of dishes.

¹ a faucet

DURING READING QUESTIONS

MOOD: Paragraphs 9-13

Write: How do the details in these paragraphs create a sense of mystery?

Paragraphs 14-27

Write: Based on the details in this section, what can readers infer about Bev and Ezze's financial status?

[24] “Your linoleum’s² soft,” Ezze said. Bev looked up to see the woman bouncing lightly in the chair. Below her, the linoleum bowed. “It’s cheap stuff. I’ve got the same in my place.”

[25] “Well, stop making it worse,” Bev said.

[26] Ezze laughed as if this was funny. “You should see mine,” she said. “Sagging all over the place.”

[27] I wonder why, Bev thought but did not say.

[28] Ezze took another bite of coffee cake, then made a show of gagging on crumbs. “Water,” she croaked, putting one damp hand to the loose skin around her throat. “Water.”

[29] Bev filled a glass from the tap, then put it down in front of Ezze, who stared at it in horror, her stage act forgotten.

[30] “Dear,” Ezze said. “You’re not drinking it, are you? There’s a warning. It’s all over the TV.”

[31] “We don’t have a TV,” Bev said flatly. “What warning?”

[32] “**Contaminated** supply or something. I don’t know,” Ezze waved her hand about. “Real problem is what I came over to tell you about, though. You’re not going to believe it.”

[33] Bev took the glass of water away from Ezze, crossed back into the kitchen and dumped it aggressively into the sink. Then the fight faded from her, just as quickly as it seemed to have risen up. Ezze didn’t mean any harm, she reminded herself again. She was old; she was alone. It wasn’t her fault, none of it. Can’t fight age. Can’t make people stay.

MOOD: Paragraphs 28-33

Write: How do the details in this section help create suspense?

WHOLE CLASS READING

[34] “What’s that?” Bev asked, brushing her hair back again. “Believe what?”

[35] The back screen door banged open then, and Benji clattered into the kitchen like a runaway shopping cart. He was out of breath, his pants rolled up to his knees. He held his tennis shoes in one hand, but whatever he’d gotten into, he’d taken them off too late. They were caked with gray mud, and his legs were splashed with it.

[36] Ezze looked at Benji, who gasped like a fish, trying to get some words out.

[37] “He knows,” Ezze said. “Don’t you, boy.”

[38] Bev looked wide-eyed at Ezze, then back at Benjamin. “Knows what? Benjamin, you’re filth —”

[39] Benjamin shook his head and held up a hand, working on just breathing.

[40] “Oh, fine,” Ezze said. “I’ll tell her.”

[41] “Tell me what?” Bev asked. “What the h— is going on?”

[42] Benjamin, cheeks strawberry-colored against his pale skin, said, “Water — water —”

[43] Bev turned to fill her glass again, but Benji lurched forward and grabbed her hand.

DURING READING QUESTIONS

MOOD: Paragraphs 35-36

A. Find Evidence: Underline three details about the way Benji arrives in the kitchen.

B. Think & Share: What mood do the details above create?

² a type of floor covering

[44] “No,” he said, chest heaving. “Water’s — the water —”

[45] “Oh, for Pete’s sake,” Ezze said. “The water’s here, Bev.”

• • • •

Paragraphs 37-45

Turn & Talk: What are Benji and Ezze trying to tell Bev?

PARTNER READING

DURING READING QUESTIONS

[46] What was it Gordy had said?

[47] “When ice melts, the glass don’t spill over.”

[48] Bev had leaned against him in the porch swing, comforted by his disbelief, while he told her about a column he read when they were in college, by that brainy woman who answered people’s letters. Someone wrote in and asked the woman if you were to fill a glass with ice cubes, then run tap water right up to the rim of the glass, what would happen when the ice melted? And the brainy woman said something about melting ice cubes **displacing** the same amount of water as the frozen ice.

[49] It’s not my fault, Bev thought now. It’s his fault, not mine. His. She wasn’t the fool. It was him. He was.

[50] But that wasn’t fair. Gordy hadn’t taken the news seriously, but at the time, nobody had. They’d been on the porch, listening to the radio while the neighborhood noisily settled in for the night. Benjamin had been scrambling around in the front yard, kicking dried-out pinecones around like footballs.

[51] “You remember the oddest things,” Bev had said, and Gordy had laughed. There had been plenty of laughter in those days. Those days, that’s how Bev thought of them. As in: those days when life was good. Those days when there were still people around. When the sun blazed and they called it a nice summer day, not an ice-melter like everyone did now. Those days. When Gordy was still around.

[52] But Gordy had been wrong. The brainy woman had been wrong. The radio warning all those years ago, when Benji was small, had been wrong. Fifty years, they’d said. In fifty years, the coastlines will be different. Your homes will be underwater. Fifty years.

[53] They’d listened to the talk shows afterward, the pundits arguing that nobody knew what the next ten years would look like, much less the next fifty. It’s all a farce,³ they argued. It’s a campaign strategy. A ploy.⁴ Fifty years — ha!

[54] It had happened in five.

[55] Gordy went and died before it got serious, and on summer evenings, when the skies went purple and orange, Bev and Benjamin and sometimes Ezze, even, would wander down to the sea wall⁵ with the rest of the town, and they’d all stand on the wall and look down at the water level. When they couldn’t see the high-water mark, somebody would motor out in a rubber boat and spray a new line of paint on the wall.

Paragraphs 50-56

A. Write: What were most people’s initial attitudes toward the warnings on the radio?

B. Write: How does this section build an understanding of Bev’s current situation?

³ **Farce** (*noun*): a ridiculous event

⁴ **Ploy** (*noun*): a tricky plan

⁵ a thick wall that blocks the ocean from coming onto land

[56] Soon enough, someone could just lean over the rail and spray that new line. The water kept rising. When it was a few inches from the top of the wall, people started leaving town. In a month's time, the village had emptied.

• • • •

INDEPENDENT READING

[57] Ezze scooped up her cane and went heavily down the porch steps. Benji tugged on Bev's hand. He held it tightly as they walked, following the older woman as she puffed along. Bev barely registered his grip until it was too tight, and she yelped.

[58] "Sorry, Mama," he said.

[59] She saw Gordy in Benji's eyes. They weren't a child's eyes anymore. Benji was nearly thirteen, and already his eyes were narrow slots. He and Gordy both had a Clint Eastwood squint, and she could see the boy's jawline, his cheekbones, sharpening. His hair was already drawing back on his head, though. She didn't dare break his heart by telling him now, but he'd lose most of it by twenty, probably, just like his father.

[60] The thought that he might not see twenty was a block of ice in her gut.

[61] "I knowed about it when Pippa came home with a crabshell in her mouth," Ezze said, huffing as she waddled ahead. "Came right on home with it. No place else she could've gotten it. Had to have washed up over the wall. Fresh, too. She'd pulled half the meat out, but I swear the thing was still twitching."

[62] The street was gritty under their feet. Bev padded along in her flip-flops, and as Ezze fell silent, Bev's shoes pock-pocked like tennis balls. There was a sound she hadn't heard in a long time.

[63] Used to be a court down by the high school, and on quiet days, you could hear the distant sound of rackets pocking the balls, back and forth, back and forth. The sharp shriek of tennis shoes on the clay, too. People grunting and shouting excitedly.

[64] Quiet town.

[65] "I saw your Rascal,"⁶ Benji said. "I tried to fix it, but . . ."

[66] He trailed off.

[67] "Your Rascal?" Bev asked.

[68] Ezze stopped for a moment, breathing heavily. "Yeah," she admitted, bending over a bit, leaning on the cane. "I rode down there on it with Pippa to see for myself. Battery died right up at the wall. There were some boys putting down sandbags, and they tried to help me with it, but it's just dead. One of them walked me back home. Nice kid. I don't know whose kid. Not many left, you know."

[69] Benji said, "It's still where you left it. There's some seagull s— on it, but —"

[70] "Benjamin Howard Marsh," Bev said sharply.

[71] Benji sighed and muttered, "Yeah, okay. Sorry."

DURING READING QUESTIONS

Paragraphs 59-60

Write: What does the "block of ice" in Bev's gut suggest about her feelings?

⁶ a motorized scooter that helps with mobility

[72] “Never mind that,” Ezze said loudly. She pounded the rubber feet of her cane on the concrete. “Look.”

[73] They all looked down to see a thin ribbon of water. It cascaded between their feet, and they all watched in a hush as it passed them by, gathering up bits of leaves and fine gravel. The water kept going, making its way down the street until they couldn’t quite make out its leading edge. It was here now, Bev thought.

[74] “Oh, Jesus,” Ezze cried. She high-stepped around her cane as another rivulet ran through the yellowed grass on the shoulder of the road. And in the quiet then they could hear it: the water, its thousand narrow fingers, creeping through the dead lawns and over the bleached asphalt. They could see it, stream after stream of it moving across empty driveways, splitting around the stop sign post, and then the thousand fingers of it bled together until the water was a blue-gray sheet, rippling along beneath the darkening sky, claiming the land for its own.

[75] “Mama,” Benji said.

[76] The water spilled around their feet, thin but here.

[77] “Mama,” he said again, tugging Bev’s hand. She looked up at him, then at Ezze, whose stern features had folded into a new shape, a softer, more honest mask, a fearful one.

[78] “Mama, we gotta go,” Benjamin said.

[79] Such a fool, Bev thought to herself again. What would Gordy have done? But it didn’t matter what he would do now. It mattered what he had done then, and what he had done then was laugh, then die.

[80] We should’ve had a TV, she thought absurdly.

[81] She looked at Ezze. The fading sun caught the faint whiskers on Ezze’s cheeks, turning them into tiny glowing filaments. Benji stared at her, his narrow eyes still fierce with hope and promise, his skin rosy where it faced the sunset, and dusky purple on the opposite side, in shadow, as if he was already dead, and there was no way around it.

“Quiet Town” by Jason Gurley. Jason Gurley is the author of *Eleanor* and *Awake in the World*. “Quiet Town” first appeared in *Lightspeed Magazine*, and in the anthology *Loosed Upon the World*. Used with permission, all rights reserved.

MOOD: Paragraphs 73-76

Write: How does the imagery of the water in this section develop the story’s mood?

MOOD: Paragraph 81

A. Write: What is the mood of this final section?

B. Find Evidence: Underline two details that help create the mood above.

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Quiet Town.” 5 minutes



1. How do paragraphs 28-32 contribute to the theme? **[RL.2]**
 - A. They demonstrate how the government has failed to keep the townspeople safe.
 - B. They demonstrate how changes in the environment can present dangers to one’s health.
 - C. They demonstrate that strong relationships can develop between neighbors in difficult times.
 - D. They demonstrate that the townspeople are unconcerned with what is happening to the environment.

2. Which detail *best* supports the idea that Bev had time to take action to save herself and Benji? **[RL.1]**
 - A. “Most of those houses were empty now. Just me and Benji, Bev thought.” (Paragraphs 9-10)
 - B. “He held his tennis shoes in one hand, but whatever he’d gotten into, he’d taken them off too late. They were caked with gray mud.” (Paragraph 35)
 - C. “The radio warning all those years ago, when Benji was small, had been wrong. Fifty years, they’d said.” (Paragraph 52)
 - D. “And in the quiet then they could hear it: the water, its thousand narrow fingers, creeping through the dead lawns and over the bleached asphalt.” (Paragraph 74)

3. What impact do the phrases “its thousand narrow fingers, creeping” and “claiming the land for its own” have on the story’s mood? (Paragraph 74) **[RL.4]**
 - A. They make the reader surprised at how deep the water is.
 - B. They make the reader tense about how cold the water must feel.
 - C. They make the reader anxious about how quickly the water is moving.
 - D. They make the reader confused about what the characters will do next.

4. How does the description of Benji’s face in paragraph 81 help build tension? **[RL.5]**
 - A. by drawing a connection between Benji and his father
 - B. by suggesting the unavoidable danger he is in
 - C. by revealing the anger he has for his mother
 - D. by illustrating Benji’s conflicting motives



Independent Practice

Directions: Answer the short response prompt for “Quiet Town.” 15 minutes

PROMPT: You have just read “Quiet Town” by Jason Gurley. How does the flashback in paragraphs 46-54 create tension? **[RL.5]**

In your response be sure to:

- clarify what is happening at this moment in the story.
- state who is speaking, narrating, or being quoted for each piece of evidence.
- include when or where the action took place, if needed for clarification.

CHECKLIST FOR INTRODUCING EVIDENCE:

- ☐ Highlight or bold each introduction of evidence.

Did you explain what is happening at this moment in the story?

- A. YES!
- B. No, I will go back and add that.

Did you state who is speaking, narrating, or being quoted?

- A. YES!
- B. No, I will go back and add that.

If needed, did you include when it happens or where it takes place?

- 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 SENTENCE STARTERS	
<p>Summarizing</p> <ul style="list-style-type: none"> • <i>My point is this: ...</i> • <i>Overall, I'd argue that...</i> • <i>The evidence for this is strong when you consider that...</i> 	<p>Invite Peers to Refer to Text Evidence</p> <ul style="list-style-type: none"> • <i>Do you see different or conflicting ideas in the text? If so, where?</i> • <i>What evidence do you have that supports that idea?</i> • <i>What's an example of that?</i>

1. **CROSS-TEXTUAL:** In “He—y, Come on Ou—t!” the author writes that “everyone disliked thinking about the eventual consequences.” How is Bev from “Quiet Town” similar to these villagers?

2. Why do you think Bev did not want to **displace** her family, despite the warnings about rising sea levels?

3. Explain the author’s choice to title the story “Quiet Town.” Is this an accurate title for the story? Why or why not?

Name _____ Class _____

Mid-Unit Writing Review

About this lesson

Strong paragraphs include clear arguments, evidence, and explanations. In this lesson, you will review a strong paragraph. Then, you will demonstrate your ability to use these skills in your own writing. **[W.2]**

PART 1: Reviewing a Strong Paragraph

Directions: Read the prompt and sample response. Then, answer the questions that follow. *10 minutes*



PROMPT: You have just read “Quiet Town” by Jason Gurley. How does the flashback in paragraphs 46-54 create tension? **[RL.5]**

The flashback creates tension because it shows how Bev realizes her mistakes after her family is already in danger. When Bev’s son Benjamin bursts into the house to tell her about the rising water, she thinks back to when her husband, Gordy, was alive. Bev remembers: “Gordy hadn’t taken the news seriously, but at the time, nobody had” (50). This line creates tension because readers do not know what news Bev is referring to, but it’s clear it was a mistake not to have taken it seriously. Then, the narrator reveals that the news projected that coastlines would be flooded in fifty years, but that it actually “had happened in five” (54). Because the flooding happened much faster than the news predicted, it reveals that Bev made a terrible mistake. Even though she now realizes her mistake, it is too late, and the danger she finds herself in creates tension.

Argument

Context for the First Quotation

Final Explanation

1. Arguments should use academic language and clearly answer the prompt. Explain how this writer did both.

2. We learned about four types of context that writers can use to make a quotation clear: who, what, when, and where. Explain at least two types of context this writer used before her first quotation.

3. Analyze the writer’s final explanation. What is the purpose of each sentence in this explanation?

PART 2: Independent Practice

Directions: Answer the short response prompt about “Quiet Town” by Jason Gurley. *15 minutes.*



PROMPT: You have read “Quiet Town” by Jason Gurley. How does the author’s description of the setting develop mood? **[RL.5]**

Name _____ Class _____

Vocabulary Quiz 2 for Unit 2: People and the Environment

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 at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. Angry b. Caring c. Artistic</p>	<div>My answer</div> <div style="text-align: center; font-size: 2em; font-weight: bold;">B</div>
<p>1. Clarisa never lets a little illness slow her down. But this cold she has now is so bad that she hasn’t left her house in three days!</p> <p>A. Urgent B. Residential C. Severe</p> <hr/> <p>2. When my family got a second dog, I made sure to spend a lot of time playing with our first dog. I didn’t want him to feel like the new pet had pushed him out of his place in our lives.</p> <p>A. Displace B. Vulnerable C. Erosion</p> <hr/> <p>3. In the movie <i>It’s a Wonderful Life</i>, George is so unhappy that he thinks everyone would be better off if he’d never been born. But, when an angel comes to show him what the world would be like without him, George realizes the positive influence he’s had on everyone around him.</p> <p>A. Displacement B. Impact C. Severity</p> <hr/> <p>4. Tamika loves to travel and has been to 23 different countries. However, there’s nothing she enjoys more than coming home to her city, Washington, D.C., where she has lived since she was born.</p> <p>A. Erosion B. Resident C. Urgency</p>	<div>My answer</div> <div style="height: 400px;"></div>

	My answer
<p>5. Maceo is going through a tough time right now. His parents are splitting up and it's really stressing him out. Things seem to upset him more than usual; it's like he's a little more sensitive and easier to hurt.</p> <p>A. Displaced B. Resident C. Vulnerable</p>	
<p>6. Behind our house is a steep hill down to a parking lot. After a big storm, you can see a pile of dirt in the parking lot that was washed out of our yard by the stormwater.</p> <p>A. Erosion B. Impact C. Vulnerability</p>	
<p>7. We just got the very exciting news that we made it to the second round of the choir contest! We only have one week to send in a video of our choir singing, so let's get started rehearsing our best song!</p> <p>A. Severe B. Urgent C. Impact</p>	

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>8. <i>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.</i></p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
---	----------------------------------

<p>8. It's exciting to have a new soccer stadium, but I worry about the families who were ____ when the city knocked down houses to build it.</p> <p>A. Displaced B. Severe C. Eroded</p>	<p>My answer</p>
<p>9. The oddly shaped rock formations along the edge of the ocean were formed by ____ over thousands of years.</p> <p>A. Vulnerability B. Residents C. Erosion</p>	
<p>10. Lou's parents believe in ____ punishments: one time they took his phone away for six months!</p> <p>A. Severe B. Vulnerable C. Urgent</p>	
<p>11. Maia couldn't believe how long they made her wait at the emergency room — couldn't they see her situation was ____ ?</p> <p>A. Displaced B. Impactful C. Urgent</p>	

	My answer
<p>12. It would be good for the environment if we shut down those pollution-causing factories, but we also have to consider the ____ on the people who work in them.</p> <p>A. Impact B. Urgency C. Residency</p>	
<p>13. Our country has many special laws to protect children because they are more ____ than adults.</p> <p>A. Displaced B. Vulnerable C. Eroded</p>	
<p>14. In order to register at a city school, you have to show proof of ____, such as an apartment lease or electricity bill.</p> <p>A. Impact B. Urgency C. Residency</p>	

Name _____ Class _____

Unit 2: People and the Environment

Vocabulary Quiz 2 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. _____

Part 2: Fill-in-the-Blank

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

Name _____ Class _____

The Sea Also Rises

Ron Cassie

About this text

Ron Cassie is a journalist and a senior editor at *Baltimore* magazine, where this piece was originally published. In this article, Cassie examines the effects of sea level rise on Maryland's Eastern Shore communities.

Purpose for Reading

To analyze specific details that develop an author's central claim about the impact rising sea levels are having on the residents of Maryland's Eastern Shore communities.

Vocabulary

Let's pronounce these words together as a class:

Erosion [ih-roh-zhuhn]
 Industry [in-duh-stree]
 Impact [im-pakt]
 Resident [rez-i-duhnt]
 Urgent [ur-juhnt]
 Vulnerable [vuhl-ner-uh-buhl]

WHOLE CLASS READING

[1] The first thing you notice is the standing water in the roadside gullies, even though it hasn't rained in a week. Then, you notice the small houses and churches all teetering on concrete blocks or bricks four or five feet above the muddy, soft ground. But driving down Maryland Route 335 toward Hooper's Island, it's the trees that give you the deepest pause. Thousands of pine trees have been stripped bare of their needles, branches, and brown bark in this part of south Dorchester County. Ramrod straight, white as ghosts, the hollow trunks look like some kind of zombie deadwood, the staggering aftermath of an unfolding calamity.¹

[2] Which, it turns out, is exactly what they are.

[3] The land here is sinking beneath a fast rising Chesapeake Bay and the pine trees can't survive the encroaching² saltwater. Look closer, says Shawn Riley, a local waterman who makes his living harvesting oysters and blue crabs, and you can see that the process has been picking up speed. "Out on the boat, you'll see trees leaning like this," Riley says, holding his arm at a 45-degree angle. "There are tons of stumps, too, in the water. We have to maneuver around 'em."

[4] Riley, 53, grew up in the nearby small town of Crocheron and has lived on Hooper's Island — the original home of the state's century-old, family-owned Phillips Seafood — for 20-plus years. Technically, he lives in Hoopersville, the middle of Hooper's string of three islands. Well, two islands now.

[5] Or maybe one and a half.

DURING READING QUESTIONS

Paragraphs 1-6

A. Think & Share: How have the rising sea levels affected the Hooper's Island area?

B. Turn & Talk: What is Riley's attitude about the rising sea levels?

¹ **Calamity** (*noun*): a serious event causing great suffering; a disaster

² **Encroaching** (*adjective*): to slowly move beyond the usual limits

[6] “I know those Arctic glaciers are melting and that water has to go somewhere,” Riley says, shrugging in his driveway on a recent, unseasonably warm afternoon. “I guess it’s coming here.”

PARTNER READING

[7] It is not just Maryland’s Eastern Shore islands that are in danger of disappearing beneath the surface because of global climate change and rising sea levels. In truth, 13 of the lower bay’s charted islands, many of them once inhabited, are already gone. Even more alarming are stories foretold by the interactive displays at the visitor center at the Blackwater National Wildlife Refuge in nearby Cambridge. Those models show that by the end of the century more than half of Dorchester County, the third-largest county in the state in terms of land area, will be under water. Of course, much of the Eastern Shore — most **urgently**, the lower counties of Dorchester, Wicomico, Somerset, and Worcester, which includes vacation haven Ocean City — is threatened by rising seas, **erosion**, tidal flooding, and storm surges.³ So, too, are western shore small towns in Anne Arundel, Harford, and eastern Baltimore counties.

[8] Due to the region’s geology and Atlantic Ocean currents, sea levels in the Chesapeake Bay are rising twice as fast as the global average and are projected to jump by as much as two feet in the next 35 years, and up to five feet or more by the end of the century. That leaves the state’s two largest cities on the bay **vulnerable**: Baltimore, with its iconic waterfront and port, and the state capital, Annapolis, with its historic city dock, will be challenged like never before in the coming decades by near constant flooding. So-called “nuisance flooding,” when storm drains get overwhelmed and water pools two or three feet deep, has already become more commonplace here than anywhere else in the country. Floods have already increased by more than 900 percent in both cities since 1960. Some projections call for 225 or more such floods a year for Baltimore and, essentially, daily inundation⁴ for Annapolis by 2045, according to a recent study based on National Oceanic and Atmospheric Administration data.

[9] “The question really isn’t what will be lost anymore,” says Jim Titus, a Maryland **resident** and leading sea-level-rise official at the Environmental Protection Agency, “but what we will decide to save.”

[10] “By our estimate, we should prepare for a sea level that’s going to come up to our knees by 2050 and then chest-high by the end of the century. It’s no longer a question of ‘if’ sea levels will rise that high, but ‘how fast,’” says Donald Boesch, president of the University of Maryland Center for Environmental Science.

DURING READING QUESTIONS

AUTHOR’S CLAIM: Paragraphs 7-10

A. Write: What claim does the author make about climate change along Maryland’s Eastern Shore?

B. Turn & Talk: How does the author develop the claim above?

INDEPENDENT READING

[11] Nothing in either the Climate Central or the Maryland Climate Change Commission report would come as a surprise to Mary McCoy, 60, who lives not on the bay, but about 90 feet up from the Chester River outside the small Eastern Shore town of Centreville in Queen Anne’s County. McCoy readily recalls the early morning hours of Sept. 19, 2003, when she and her husband decided to ride out Hurricane Isabel at home. When the winds finally quieted, they went downstairs, hoping damage to the home, previously owned by her

DURING READING QUESTIONS

³ an unusual rise in sea level caused by a storm

⁴ **Inundation** (*noun*): flooding

grandparents, was minimal. That is, until McCoy looked out her first-floor windows. “The lawn was glistening in the dark,” she says. “The Chester River was in our front yard. We were moving the furniture as it began seeping through the floorboards. When it receded, there were jellyfish and sticks and things all over the grass.”

[12] Water entering the house was something that had never happened in the 80-year history of McCoy’s home. The ductwork in the basement needed to be replaced, and soon she and her husband, like certainly thousands more in the coming years, had to start making decisions about a future that they hadn’t considered previously. Initially, they discussed landscaping options, and then, later, sought a bid from a contractor to move the house further from the river. Ultimately, moving the home, though probably necessary in the long run, was too costly at the time. McCoy had hoped to pass the family home onto her younger cousins, but now she’s doubtful that will happen. “I ‘Googled’ and found a Maryland Department of Natural Resources map showing that the Chester River will eventually be lapping at the foundations of my house,” she says.

[13] Even more than the compelling data and science — the past year also recorded the warmest global temperatures since they began being measured in 1880 — such anecdotal⁵ evidence, says Mike Tidwell, director of the Chesapeake Climate Action Network, is at least helping Marylanders recognize that climate change is undeniable. The change in sea level may be imperceptible⁶ year by year, but when a flood comes rushing in like never before, the message gets driven home, he says. “It’s something that is difficult to wrap your mind around when scientists talk about projections in 2050 or the end of the century,” Tidwell says. “But when you hear more people say, ‘That never happened before’ — and we’re hearing a lot of ‘that never happened before’ these days — people begin to connect the dots.”

AUTHOR’S CLAIM: Paragraphs 11-13

Write: Why does the author include the anecdote about the McCoy family in this section?

PARTNER READING

[14] One recent “never before” was Superstorm Sandy 26 months ago, which flooded the Inner Harbor, but mostly spared Baltimore City. “Sandy completely changed the community’s consciousness around climate change,” says James Lane, a Crisfield minister and community historian. “People recognize that we are, and will be, consistently⁷ challenged by rising sea levels now. And we will have hard choices to make. We lost a lot of people who moved after Sandy, elderly people who didn’t feel like they could deal with something like that again, as well as young families and newer **residents**, who don’t want to face these issues their whole lives. So, what do we do? Abandon and move? Those people become climate-change gypsies, as I call them, or refugees,”⁸ Lane continues. “Then again, what about the people who can’t leave because they’re poor and have no place to go? We have a lot of folks who make a living on the water or in the maritime **industry**, struggling to get by as it is.”

[15] But so much climate change and sea-level rise is “baked into the cake” at this point, says Boesch, that in reality, any action taken in the next 40 years likely won’t make any major **impact** in Maryland until the next century. “There’s little we can do now to reduce sea-level rise by the middle of the

DURING READING QUESTIONS

Paragraph 14

Turn & Talk: What obstacles are stopping people from moving away from the Eastern Shore?

⁵ **Anecdotal** (*adjective*): based on personal stories or experiences

⁶ **Imperceptible** (*adjective*): unnoticeable

⁷ **Consistently** (*adverb*): on a regular basis

⁸ **Refugee** (*noun*): a person who has been forced to leave their home in order to escape war, persecution, or natural disaster

century, but we can potentially help by stabilizing⁹ global temperatures and sea-levels by the end of the century, for the next century,” Boesch says. “I can tell you one anecdote about this that’s funny but also a little sad at the same time,” he continues. “There’s an elderly couple on the Eastern Shore that I visit from time to time. They used to always ask me, ‘How much longer is our house safe?’ Well, the last time I saw them, they didn’t ask about the house. They told me they’re going to be buried in Oxford, and they wanted to know if their graves would be safe. I told them, ‘Probably until the end of the century, I can’t make any promises after that.’”

Paragraph 15

Write: What does the anecdote about the elderly couple reveal about residents’ attitudes toward climate change?

INDEPENDENT READING

[16] On Smith Island, where the official Maryland state dessert, Smith Island cake, is still made by local women at the Smith Island Baking Company right off the dock, the looming threat to home, community, and a way of life is never far from the minds of the remaining **residents**. A 45-minute boat ride from Crisfield, the island remains happily isolated from the harried pace of modern life and people here like the sunsets. It’s the last of Maryland’s inhabited lower bay islands not accessible by car.

[17] The post office is only open four hours a day and the public school, with 11 students, is the smallest in the state. Home to watermen, a few retired folks, and a couple of bed-and-breakfasts mostly catering to summer visitors, the island rallied after the state offered buyouts, turning them down and instead organizing a group called Smith Island United to fight for grants¹⁰ to build badly needed sea walls and jetties to slow down **erosion**, and, at least, delay what is most likely its fate.

[18] Erin Pruitt, who grew up on nearby Tangier Island, on the Virginia side of the bay, is one of the bakers at the Smith Island Baking Company, and like all the women working in this friendly atmosphere, she doesn’t want to leave. Only 26, she lived in Ocean City for a while before falling in love with a young man and moving to Smith Island. She admits occasionally missing the convenience of living inland, but she cherishes the slower pace and strong sense of community here.

[19] “It’s the people here I love more than anything else, and if the island ever disappears, the culture and community will, too,” she says. “And that’s what I grew up with.”

[20] Lively and thoughtful, a white apron tied around her waist as she removes the nine-layer chocolate and coconut cakes from the baking racks, Pruitt pauses and looks down for a moment. “People ask, from time to time, ‘Do you think when you have kids and grandchildren that Smith Island will still be here?’” she says. “‘I hope so,’ I say.

[21] “But the truth is, and the reason it takes me a while to answer that question,” she continues, “is that I don’t want to think about it. That’s the harsh reality.”

DURING READING QUESTIONS

Paragraph 17

Write: What do the residents’ attempts to build sea walls reveal about their attitudes toward rising sea levels?

Paragraphs 18-21

Write: Is Erin Pruitt helpless or irresponsible? Explain your answer.

“The Sea Also Rises” by Ron Cassie. Copyright © 2015. Originally published in Baltimore magazine. Used with permission, all rights reserved.

⁹ **Stabilize** (verb): to make something steady or unchanging

¹⁰ **Grant** (noun): money given by an organization, especially a government, for a particular purpose

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “The Sea Also Rises.” 5 minutes



1. Which of the following statements *best* expresses the central idea of “The Sea Also Rises”? **[RI.2]**
 - A. Rising sea levels have inflicted severe damage to historic landmarks along the Maryland Eastern Shore.
 - B. Rising sea levels threaten the livelihood of residents of Maryland's Eastern Shore, but they refuse to acknowledge the challenges ahead.
 - C. Rising sea levels caused by climate change have forced people on Maryland's Eastern Shore to move inland due to fear of losing everything.
 - D. Rising sea levels caused by climate change will continue to have a devastating impact on humans and nature along Maryland's Eastern Shore.

2. Which detail *best* supports the idea that sea level rise can no longer be prevented? **[RI.1]**
 - A. “Look closer, says Shawn Riley, a local waterman who makes his living harvesting oysters and blue crabs, and you can see that the process has been picking up speed.” (Paragraph 3)
 - B. “It is not just Maryland's Eastern Shore islands that are in danger of disappearing beneath the surface because of global climate change and rising sea levels.” (Paragraph 7)
 - C. ““It's no longer a question of ‘if’ sea levels will rise that high, but ‘how fast,’ says Donald Boesch, president of the University of Maryland Center for Environmental Science.” (Paragraph 10)
 - D. “The island rallied after the state offered buyouts, turning them down and instead organizing a group called Smith Island United to fight for grants to build badly needed sea walls and jetties to slow down erosion.” (Paragraph 16)

3. Which paragraph develops the author's claim that people affected by rising sea levels have tough choices to make about their future? **[RI.5]**
 - A. Paragraph 11
 - B. Paragraph 14
 - C. Paragraph 17
 - D. Paragraph 21

4. Which of the following *best* describes how the article is organized? **[RI.5]**
 - A. The author alternates between anecdotes and facts throughout the article.
 - B. The author opens with discussing the effects of rising sea levels on animals and then on the environment.
 - C. The author alternates between interviews with people who have vastly different perspectives on climate change.
 - D. The author opens with discussing the impact of climate change on land and closes with discussing its impact on ocean life.



Independent Practice

Directions: Answer the short response prompt for “The Sea Also Rises.” 15 minutes

PROMPT: You have just read “The Sea Also Rises” by Ron Cassie. The article ends with an anecdote about Erin Pruitt, a baker from Smith Island (Paragraphs 18-21). Imagine that Erin someday loses her home and business to rising sea levels. Is Erin to blame? Write a response defending your answer. **[RI.1]**

In your response be sure to:

- explain what the evidence means or represents.
- explain how the evidence connects to and supports the argument.

CHECKLIST FOR WRITING EXPLANATIONS:

- ☐ Highlight or bold each explanation.

Did you explain what the evidence means, represents, or implies without repeating it?

- A. YES!
- B. No, I will go back and add that.

Does your explanation connect the evidence to the paragraph’s 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 SENTENCE STARTERS	
<p>Summarizing</p> <ul style="list-style-type: none"> • <i>My point is this: ...</i> • <i>Overall, I'd argue that...</i> • <i>The evidence for this is strong when you consider that...</i> 	<p>Invite Peers to Refer to Text Evidence</p> <ul style="list-style-type: none"> • <i>Do you see different or conflicting ideas in the text? If so, where?</i> • <i>What evidence do you have that supports that idea?</i> • <i>What's an example of that?</i>

1. **CROSS-TEXTUAL:** What similar attitudes about climate change do you see between Bev in “Quiet Town” and the real-life **residents** quoted in “The Sea Also Rises”? To what degree are they responsible for the situation they are in? To what degree are they helpless?

2. Many people seek to own homes on coastlines for the beautiful views and access to water. In your opinion, is it worth buying a home near water given how **vulnerable** the home might be to rising sea levels in the future?

3. In your opinion, what is the more **urgent** aspect of the Maryland Coastline that needs to be saved: homes or **livelihoods**? Explain your answer.

Name _____ Class _____

Grammar and Usage Activities: PARALLEL STRUCTURE

PART 1: Analyzing Structure

DIRECTIONS: Read the two sets of example sentences below. As you read, note the differences between version A and version B of each example. Then, answer the questions that follow.



	VERSION A	VERSION B
EXAMPLE 1	The resort offers visitors the chance to ski, snowshoe, or to snowboard.	The resort offers visitors the chance to ski, to snowshoe, or to snowboard.
EXAMPLE 2	Mr. Garcia asked his employees that they come to work on time, that they meet their call quotas, and to clock out for all breaks and lunches.	Mr. Garcia asked his employees that they come to work on time, that they meet their call quotas, and that they clock out for all breaks and lunches.

1. How are the two versions of Example 1 different?

2. In Example 1, which version of the list is easier to understand, with each listed item written in a similar—or parallel—manner?

3. Examine versions A and B for Example 2. In version B, what words do all of the items in the list have in common?

4. In Example 2, which version of the list is easier to understand, with each listed item written in a similar—or parallel—manner?



PART 2: Notes on Parallel Structure

DIRECTIONS: Review the key points about parallel structure below. Then, complete the practice exercises on the following pages.

PARALLEL STRUCTURE

- Parallel structure is using the same pattern of words, phrases, and voice in a sentence to show that all parts of the sentence have equal importance.
- When a sentence has parallel structure, it follows the same grammatical structure throughout to make the sentence balanced and easier for the reader to understand. This helps the writer avoid grammatical errors.

WORDS AND PHRASES

- In sentences, words and phrases in a list should appear in the same grammatical form.

Non-Example:

For his last week before school, Harvey decided he would go to the woods to do some **camping, hiking, and to fish**.

Corrected Example:

For his last week before school, Harvey decided he would go to the woods to do some **camping, hiking, and fishing**.

→ "Camping, hiking, and fishing" all maintain the same "-ing" ending.

CLAUSES: MAINTAINING PATTERN

- To maintain parallel structure, all clauses in a sentence should maintain the same pattern of verb tense, phrasing, and voice.

Non-example of maintaining pattern with multiple clauses:

The teacher **told them to study** and **that they should practice** their words every night.

→ "To study" and "that they should practice" do not match and make the sentence clunky and unclear.

Example of maintaining pattern with multiple clauses:

The teacher told them **that they should study** and **that they should practice** their words every night.

→ "That they" before both verb phrases keeps the sentence balanced and easy to read.



PART 3: Parallel Structure with Words and Phrases Practice

DIRECTIONS: Read each sentence below and select the correct **word or phrase** to maintain parallel structure within the sentence. Then, explain your answer. Refer to your notes on “Words and Phrases” in Part 2 for support.

Example:

My dog spends his days playing, running, and	<i>chasing</i>	cars.
--	----------------	-------

- A. chase
- B. **chasing**
- C. to chase

Explain why you chose your answer.

“Chasing” is the best answer because its structure matches “playing” and “running” in the first part of the sentence. All three use the gerund form of the word.

1	To prepare dinner, I cleaned, chopped, and		the vegetables.
----------	--	--	-----------------

- A. to cook
- B. **cooking**
- C. cooked

Explain why you chose your answer.

2	The teacher asked that the students read,		and speak during group work.
----------	---	--	------------------------------

- A. write,
- B. **writing,**
- C. wrote,

Explain why you chose your answer.

3	Slowly, carefully, and		I walked out of the sleeping baby’s room.
----------	------------------------	--	---

- A. quiet,
- B. **quietly,**
- C. in quietness,

Explain why you chose your answer.

4	My aunt is a dancer,		and a great cook.
---	----------------------	--	-------------------

- A. sings,
- B. Likes to sing,
- C. a singer,

Explain why you chose your answer.

--

5	Tired,		and confused, Melvin sat down.
---	--------	--	-----------------------------------

- A. bored,
- B. boring,
- C. in boredom,

Explain why you chose your answer.

--



PART 4: Parallel Structure with Clauses Practice 1

DIRECTIONS: Read each sentence below and select the correct **clause** to maintain parallel structure within the sentence. Then, explain your answer. Refer to your notes on “Clauses: Maintaining Pattern” in Part 2 for support.

Example:

The doctor said that I should rest,	<i>that I should eat healthy foods,</i>	and that I should get plenty of exercise.
-------------------------------------	---	---

- A. that I am eating,
- B. to eat healthy foods,
- C. that I should eat healthy foods,**

Explain why you chose your answer.

“That I should eat healthy foods” has the phrase “that I should” and is followed by the verb “eat.” This matches the structure and pattern of “that I should rest” and “that I should get.”

1	Before the first day of school, Josephine’s mother assured her that she would make new friends,		and that she would have fun.
----------	---	--	------------------------------

- A. that she would be learning new things,
- B. that new things would be learned,
- C. that she would learn new things,**

Explain why you chose your answer.

2	I accidentally dropped the package,	tripped over it,	
----------	-------------------------------------	------------------	--

- A. and broke it.
- B. and it got broken.
- C. and it breaks.**

Explain why you chose your answer.

3	To prepare for the exam, it is important that you study your vocabulary,		and that you have a full night's rest.
---	--	--	--

- A. that your notes are read,
- B. that you reread your notes,
- C. spend some time rereading your notes,

Explain why you chose your answer.

4	The investigators visited the crime scene,	they viewed surveillance footage,	
---	--	-----------------------------------	--

- A. and witnesses were interrogated.
- B. and interrogate witnesses.
- C. and they interrogated witnesses

Explain why you chose your answer.

5	As the emcee played his warm-up music and		the all-star player rushed out of the locker room doors.
---	---	--	--

- A. announced his name,
- B. his name was announced,
- C. was announcing his name,

Explain why you chose your answer.



PART 5: Parallel Structure with Clauses Practice 2

DIRECTIONS: Complete each sentence by adding a **clause** that maintains parallel structure throughout the sentence. Refer to your notes on “Clauses: Maintaining Pattern” in Part 2 for support.

EXAMPLE	
Beginning	End
The coach told the players that they should get a lot of sleep, that they should not eat much, and	<i>that they should drink lots of water.</i>

	Beginning	End
1.	Before I left school, I made sure I grabbed my backpack, I made sure I wrote down my homework, and	
2.	At my family’s cookout, we will play lawn games, swim in the pool, and	
3.	In order to make it to my new job on time, I set my alarm five minutes early, got breakfast ready the night before, and	
4.	The new principal promised the students that he would listen to student concerns, that he would change the uniform policy, and	
5.	Stranded on the side of the road, we had no water to keep us hydrated, no food to keep us energized, and	

PART 6: Writing with Parallel Structure



DIRECTIONS: Write a short paragraph in which you list all of the things that you'd like to accomplish this weekend. Use at least two sentences that include a list with appropriate parallel structure.

Name _____ Class _____

Letter to Someone Living Fifty Years from Now

Matthew Olzmann

About this text

Matthew Olzmann is the poetry editor of *The Collagist*. In this poem, he explores the relationship between people and the environment.

Purpose for Reading

To analyze how the poet's use of diction develops a theme about people and the environment.

FIRST READ (WHOLE CLASS): *Read for the gist.*

SECOND READ (WHOLE CLASS):
Read for literal understanding.

[1] Most likely, you think we hated the elephant,

[2] the golden toad, the thylacine¹ and all variations

[3] of whale harpooned² or hacked into extinction.

[4] It must seem like we sought³ to leave you nothing

[5] but benzene,⁴ mercury, the stomachs

[6] of seagulls rippled with jet fuel and plastic.

[7] You probably doubt that we were capable of joy,

[8] but I assure you we were.

[9] We still had the night sky back then,

[10] and like our ancestors, we admired

[11] its illuminated doodles

Title:

Think & Share: Who is the speaker writing to?

Lines 1-6

A. Write: What does the speaker imagine the world of the future will be like?

B. Write: What does line 4 reveal about what the person in the future most likely thinks?

¹ A thylacine is a wolf-like marsupial native to Australia. Thylacines and golden toads are both believed to be extinct.

² to use a long spear to catch a whale or large fish

³ attempted

⁴ a toxic liquid used to make plastics. It is known to be harmful to humans through exposure.

[12] of scorpion outlines and upside-down ladles.⁵

[13] Absolutely, there were some forests left!

[14] Absolutely, we still had some lakes!

[15] I'm saying, it wasn't all lead paint⁶ and sulfur dioxide.⁷

[16] There were bees back then, and they pollinated

[17] a euphoria⁸ of flowers so we might

[18] contemplate the great mysteries and finally ask,

[19] "Hey guys, what's transcendence?"⁹

[20] And then all the bees were dead.

After the FIRST READ: What do you *think* the poem is about?

Lines 9-14:

Write: How does the speaker describe humans' attitude toward the environment in this section?

Lines 15-20:

A. Write: How is line 20 different from other lines in the poem?

B. Write: What is the significance of the final line?

Copyright © 2017 by Matthew Olzmann. Originally published in Poem-a-Day on April 14, 2017, by the Academy of American Poets.

⁵ a group of stars, or constellation, forming an imaginary outline or pattern such as a scorpion or inanimate object, like the Big Dipper

⁶ a paint containing lead, a toxic metal known to cause serious health problems to humans through exposure

⁷ a toxic gas produced by burning fossil fuels that is known to cause respiratory disease and premature death

⁸ **Euphoria** (*noun*): a feeling of intense excitement and happiness

⁹ **Transcendence** (*noun*): an existence or experience beyond the normal or physical level; the feeling of being transported to another world

THIRD READ (PARTNER OR INDEPENDENT): *Read for deeper meaning.*

1. **Lines 1-6:** What do the words “harpooned,” “hacked,” and “rippled” suggest about humanity’s relationship to nature?

1. **Lines 16-19:** The speaker claims that people of their generation “contemplate[d] the great mysteries” while experiencing a “euphoria of flowers.” What does this diction suggest about the speaker’s feelings toward nature?

2. How does the juxtaposition of diction like “harpooned,” “hacked,” and “rippled” with phrases like “euphoria of flowers” develop a message about the relationship between people and nature?

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Letter to Someone Living Fifty Years from Now.” 5 minutes



1. Which of the following *best* describes a theme of the poem “Letter to Someone Living Fifty Years from Now”? **[RL.2]**
 - A. The natural world may die out, but humans will always remember it.
 - B. Through human interaction, we can replicate the joy nature brings.
 - C. Communication between generations will save nature.
 - D. Humans will regret destroying the natural world.

2. How do lines 5-6 develop the poem’s overall meaning? **[RL.4]**
 - A. It shows the destruction that human activity caused nature.
 - B. It illustrates how connected humans and nature used to be.
 - C. It reveals the different animals that used to exist on Earth.
 - D. It demonstrates the technology humans used on animals.

3. Why are the lines “and like our ancestors, we admired / its illuminated doodles” important to the development of the poem’s theme? (Lines 10-11) **[RL.2]**
 - A. They emphasize the speaker’s need to make sense of the stars.
 - B. They highlight the importance of communicating with future generations.
 - C. They suggest that humans in future generations will continue to admire the stars.
 - D. They reinforce the idea that many previous generations were able to enjoy the environment.

4. How do the phrases “lead paint” and “sulfur dioxide” in line 15 help the reader understand the speaker’s generation? **[RL.4]**
 - A. It shows how damaging the speaker’s generation was to nature.
 - B. It demonstrates the industries the speaker’s generation valued.
 - C. It reveals how dangerous life was for the speaker’s generation.
 - D. It emphasizes the activities the speaker’s generation enjoyed.



Independent Practice

Directions: Answer the short response prompt for “Letter to Someone Living Fifty Years from Now.” 15 minutes

PROMPT: You have just read “Letter to Someone Living Fifty Years from Now” by Matthew Olzmann. How does the poet’s diction develop the theme? **[RL.4]**

In your response be sure to:

- explain what the evidence means or represents.
- explain how the evidence connects to and supports the argument.

CHECKLIST FOR WRITING EXPLANATIONS:

- ☐ Highlight or bold each explanation.

Did you explain what the evidence means, represents, or implies without repeating it?

- A. YES!
- B. No, I will go back and add that.

Does your explanation connect the evidence to the paragraph’s argument?

- A. YES!
- B. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS	
<p>Summarizing</p> <ul style="list-style-type: none"> • <i>My point is this: ...</i> • <i>Overall, I'd argue that...</i> • <i>The evidence for this is strong when you consider that...</i> 	<p>Invite Peers to Refer to Text Evidence</p> <ul style="list-style-type: none"> • <i>Do you see different or conflicting ideas in the text? If so, where?</i> • <i>What evidence do you have that supports that idea?</i> • <i>What's an example of that?</i>

1. If you could tell a future generation something about your current generation what would it be? Why might they need to know it?

2. Which lines in this poem *best* emphasize our planet's **vulnerability**? Explain.

3. **CROSS-TEXTUAL:** Compare the speaker's views about nature with those of the speaker in "Song for the Turtles in the Gulf." How are they similar and/or different?

Name _____ Class _____

Unit 2 Narrative

PART 1: Narrative Prompt

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



NARRATIVE PROMPT

Write a narrative about a character who is faced with an environmental conflict. Consider the following:

- Rising sea levels
- Oil spills
- Pollution of food and water sources
- A different environmental conflict of your choice

[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 _____

Trophic Cascade

Camille T. Dungy

About this text

Camille T. Dungy is an American poet known for her nature-themed works. She is the author of four collections of poetry and editor of *Black Nature: Four Centuries of African American Nature Poetry*, which was nominated for an NAACP Image Award.

Purpose for Reading

To analyze how a poem's structure develops and reveals a message about nature.

FIRST READ (WHOLE CLASS): *Read for the gist.*

SECOND READ (WHOLE CLASS):
Read for literal understanding.

After the reintroduction of gray wolves [1]
to Yellowstone and, as anticipated, their culling¹ [2]
of deer, trees grew beyond the deer stunt² [3]
of the mid century. In their up reach [4]
songbirds nested, who scattered [5]
seed for underbrush, and in that cover [6]
warren³ed snowshoe hare. Weasel and water shrew [7]
returned, also vole, and came soon hawk [8]
and falcon, bald eagle, kestrel, and with them [9]
hawk shadow, falcon shadow. Eagle shade [10]
and kestrel shade haunted newly-berried [11]
runnels³ where mule deer no longer rummaged⁴, cautious [12]
as they were, now, of being surprised by wolves. Berries [13]

Lines 1-4

Write: Paraphrase the first sentence of the poem.

Lines 4-9

Write: What do these lines suggest about how the reintroduction of the wolves impacted certain animal species?

¹ killing

² stopped from growing properly, in this case the deer ate the trees causing them to stop growing

³ a very small stream

⁴ hunting through

brought bear, while undergrowth and willows, growing [14]
 now right down to the river, brought beavers, [15]
 who dam. Muskrats came to the dams, and tadpoles. [16]
 Came, too, the night song of the fathers [17]
 of tadpoles. With water striders⁵, the dark [18]
 gray American dipper bobbed in fresh pools [19]
 of the river, and fish stayed, and the bear, who [20]
 fished, also culled deer fawns and to their kill scraps [21]
 came vulture and coyote, long gone in the region [22]
 until now, and their scat⁶ scattered seed, and more [23]
 trees, brush, and berries grew up along the river [24]
 that had run straight and so flooded but thus dammed, [25]
 compelled to meander, is less prone⁷ to overrun. Don't [26]
 you tell me this is not the same as my story. All this [27]
 life born from one hungry animal, this whole, [28]
 new landscape, the course of the river changed, [29]
 I know this. I reintroduced myself to myself, this time [30]
 a mother. After which, nothing was ever the same. [31]

Lines 10-26

Write: What was the overall effect of reintroducing the wolves to Yellowstone?

Lines 26-29

Write: Paraphrase lines 26-29.

Lines 30-31

Write: Why has the speaker "reintroduced" herself to herself?

After the FIRST READ: What do you *think* the poem is about?

"Trophic Cascade" from *Trophic Cascade* © 2017 by Camille Dungy. Published by Wesleyan University Press and reprinted with permission.

⁵ a type of insect

⁶ animal droppings

⁷ likely

THIRD READ (PARTNER OR INDEPENDENT): *Read for deeper meaning.*

1. **Lines 1-4:** What does the phrase “as anticipated” reveal about the reintroduction of the wolves?

1. **Lines 4-25:** In these lines, the poet uses the technique of enjambment, which forces the reader to connect one line to the next. How does this structure emphasize the meaning of the poem?

2. **Lines 26-31:** How does the poem shift in these lines?

3. **Lines 26-31:** Why does the speaker say that the reintroduction of the “one hungry animal” is “the same as my story”?

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Trophic Cascade.” 5 minutes



1. In lines 4-7, the speaker says, “In their up reach / songbirds nested, who scattered / seed for underbrush, and in that cover / warren’d snowshoe hare.” What do these lines reveal about the relationship between trees and animals? **[RL.4]**
 - A. When trees grow taller, they provide safety for birds from animals like hares.
 - B. When trees and animals can grow, both are beautiful parts of nature.
 - C. When trees can grow, more animal life is created around them.
 - D. When animals respect trees, they grow higher and healthier.

2. How does the phrase “All this / life born from one hungry animal” develop a theme of the poem? (Lines 27-28) **[RL.4]**
 - A. It reveals how nature is all connected.
 - B. It describes the way a wolf raises her young.
 - C. It illustrates how important food is for animals.
 - D. It highlights how important it is to protect animals.

3. What do lines 30-31 reveal about the speaker? **[RL.3]**
 - A. The speaker is very proud of her child.
 - B. The speaker finds motherhood difficult.
 - C. The speaker was transformed by motherhood.
 - D. The speaker is determined to become a mother.

4. Which lines from the poem *best* demonstrate how the speaker is similar to the environment she describes? **[RL.1]**
 - A. “In their up reach / songbirds nested, who scattered / seed for underbrush,” (Lines 4-6)
 - B. “Came, too, the night song of the fathers / of tadpoles.” (Lines 17-18)
 - C. “to their kill scraps / came vulture and coyote, long gone in the region” (Lines 21-22)
 - D. “this whole, / new landscape, the course of the river changed, / I know this.” (Lines 28-30)



Independent Practice

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

PROMPT: You have just read “Trophic Cascade” by Camille T. Dungy. How does the poem’s structure emphasize the theme? **[RL.5]**

In your response be sure to:

- explain what the evidence means or represents.
- explain how the evidence connects to and supports the argument.

CHECKLIST FOR WRITING EXPLANATIONS:

- ☐ Highlight or bold each explanation.

Did you explain what the evidence means, represents, or implies without repeating it?

- A. YES!
- B. No, I will go back and add that.

Does your explanation connect the evidence to the paragraph’s argument?

- A. YES!
- B. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS	
<p>Summarizing</p> <ul style="list-style-type: none"> • <i>My point is this: ...</i> • <i>Overall, I'd argue that...</i> • <i>The evidence for this is strong when you consider that...</i> 	<p>Invite Peers to Refer to Text Evidence</p> <ul style="list-style-type: none"> • <i>Do you see different or conflicting ideas in the text? If so, where?</i> • <i>What evidence do you have that supports that idea?</i> • <i>What's an example of that?</i>

1. Is this poem more about wildlife or motherhood? Explain.

2. **CROSS-TEXTUAL:** How is the human **impact** on nature different in this poem than in "Song for the Turtles in the Gulf"? Explain.

3. In this unit, you have explored texts which show how humans negatively impact the environment. In this poem, humans help restore some of the damage they have done. Do you believe humans are more likely to destroy or rebuild? Explain.

Name _____ Class _____

Grammar and Usage Quiz: Parallel Structure

Directions: Write a paragraph in response to the prompt below. In your response, be sure to:

- Include **two examples** of parallel structure.
 - One example must include parallel structure between the words and phrases in a list.
 - One example must include parallel structure between all clauses in a sentence.
- Underline both sentences that include parallel structure.
- Use correct capitalization and punctuation.

Prompt: You have invited a friend for a fun weekend activity. Write a note to your friend detailing what activities you will take part in, why you chose the activities, and what they will need to bring with them.

GRADING	POINTS
Parallel Structure in verb tense and phrasing	/3
Parallel structure in words or phrases	/3
Correct capitalization	/2
Correct punctuation	/2
Total	/10

Name _____ Class _____

Summarizing Points of Agreement and Disagreement During Discussion

PART 1: Sample Discussion

Directions: Read the excerpt from a student discussion about the text “Lee Sherman and the Toxic Louisiana Bayou.” As you read, pause to answer the questions beside the text.



SAMPLE DISCUSSION PROMPT

Who is to blame for the contamination of the Bayou d’Inde?

SAMPLE DISCUSSION DIALOGUE

[1] **Lisa:** PPG is clearly responsible for contaminating the bayou. In the text, it’s shown that they released all sorts of **toxins** into the water. They knew it was illegal and dangerous — that’s why they made Lee Sherman do it “after dusk, and always in secret.” That’s from paragraph 13.

[2] **Amin:** But what about Lee Sherman himself? He has to take some of the blame for what happened. After all, paragraph 15 says, “Sherman would look around ‘to make sure no one saw me’ and check if the wind was blowing away from him, so as to avoid fumes blowing into his face.” He wouldn’t have done all that unless he knew how dangerous the chemicals were.

[3] **Lisa:** Yes, but PPG ordered him to do it. And later they pretended not to know about it. So, they dumped **toxins** into the bayou for years and then acted all innocent and confused about it.

[4] **Amin:** You’re talking about the public meeting with the fishermen in paragraph 30. In that scene, Sherman admits he’s responsible. His sign says, “I’M THE ONE WHO DUMPED IT IN THE BAYOU.” So, that just proves that he has to take some blame.

[5] **Roy:** It sounds like we’re disagreeing about whether PPG is solely responsible. I heard Lisa say that they ordered the dumping, made sure it was secret, and later pretended to be shocked by the contamination. Amin pointed out that Lee Sherman knew the **toxins** were dangerous while he was dumping them and later took responsibility for his role in it. Lisa and Amin, do you agree that there are moments in the story that challenge your thinking, and if so, how would you revise your thinking?

QUESTIONS

Paragraphs 1-4

Write: What are Lisa and Amin disagreeing about?

Paragraph 5

A. Find Evidence: Underline words or phrases that show that Roy is summarizing Lisa’s and Amin’s positions?

B. Discuss: How do you think Roy’s efforts to summarize will affect the conversation? How do you think Lisa and Amin might revise their thinking?

PART 2: Summarizing Points of Agreement and Disagreement

Directions: In our discussion, we are going to practice an important discussion strategy: how to respond thoughtfully to diverse perspectives and summarize points of agreement and disagreement. With a partner or independently, read the examples and summarize two key points to remember about this skill.



Examples of how you can **respond thoughtfully** to your peers' diverse perspectives and **summarize points of agreement and disagreement**:

- *It sounds like we are agreeing that _____. I heard [student A] say...and I heard [student B] say...*
- *It sounds like we are disagreeing that _____. I heard [student A] say...but I heard [student B] say...*
- *We seem to be agreeing/disagreeing about _____. Let me summarize what I am hearing from the group...*

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 the discussion question. Then, complete the chart by finding evidence to support your ideas.



Discussion Questions:

Are people more impacted by the environment or is the environment more impacted by people?

Explain using textual evidence from **two** of the following texts:

- "Lee Sherman and the Toxic Louisiana Bayou"
- "He—y, Come on Ou—t!"
- "Song for the Turtles in the Gulf"
- "Quiet Town"
- "The Sea Also Rises"
- "Letter to Someone Living Fifty Years from Now"
- "Trophic Cascade"

Brainstorming:

Text	Evidence & Page/Paragraph #	My Explanation
Text 1:		

Text 2:		
---------	--	--



PART 2: During Discussion

Directions: Take notes in the chart during the discussion.

Reminder: Don't forget to use the discussion skill you've focused on in this unit.

Examples of how you can **respond thoughtfully** to your peers' diverse perspectives and **summarize points of agreement and disagreement**:

- *It sounds like we are agreeing that _____. I heard [student A] say...and I heard [student B] say...*
- *It sounds like we are disagreeing that _____. I heard [student A] say...but I heard [student B] say...*
- *We seem to be agreeing/disagreeing about _____. Let me summarize what I am hearing from the group...*

Interesting Points My Classmates Made	Questions I Have	My New Ideas

Keep the discussion going!
<ul style="list-style-type: none"> • What are some examples of positive impacts people have had on the environment? • What are some examples of negative impacts people have had on the environment? • How do people benefit from the environment around them? • What needs to be in place for both people and the environment to remain healthy?



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 summarize points of agreement and disagreement.
- ☐ 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 incorporated others into the discussion by asking their opinion.
- ☐ If I revised my ideas throughout the discussion, I shared how they changed.
- ☐ I supported my ideas with evidence from the text(s).

Name _____ Class _____

Unit 2 Essay: Planning

Today's Goal

Prepare to write your essay by:

- Breaking down your final essay prompt
- Reviewing and discussing unit texts
- Planning your evidence
- Drafting your thesis
- Analyzing an exemplar essay

PART 1: Breaking Down the Essay Prompt

Directions: Carefully read the prompt. Then, answer the question. *5 minutes*



Unit 2 Essay Prompt

How have the texts in this unit changed or reinforced your perspective about the relationship between people and the environment? Use at least **two** unit texts to support your response. **[W.1, W.2]**

1. What does this prompt require you to do?

PART 2: Reviewing the Unit Texts

Directions: Respond to the quick write, then jot notes on how at least **three** of the unit texts informed your response. *10 minutes*



1. **Quick Write:** How has your perspective about the relationship between people and the environment changed or been reinforced?

2. Consider the unit texts. Which of the following most impacted how you now view the relationship between people and the environment? Jot down notes about how at least **three** texts impacted your perspective.

Text Title	How has this text changed or reinforced your perspective?
"Lee Sherman and the Toxic Louisiana Bayou"	
"Hey—y, Come on Ou—t!"	
"Song for the Turtles in the Gulf"	
"Quiet Town"	
"The Sea Also Rises"	
"Letter to Someone Living Fifty Years from Now"	
"Trophic Cascade"	

PART 3: Discussing Your Ideas

Directions: Discuss the essay prompt. Take notes on ideas from your classmates that could help you with your essay. *10 minutes*



Discussion Question: How have the texts in this unit changed or reinforced your perspective about the relationship between people and the environment? Use at least **two** unit texts to support your response.

PART 4: Finding Evidence

Directions: Write the title and author of the **two** texts you will write about. Then, review the texts to find at least **two** pieces of evidence that changed or reinforced your perspective. *10 minutes*



Title and Author	Evidence that supports my perspective on the relationship between people and the environment (include paragraph # for evidence)
Text Title and Author #1	
Text Title and Author #2	

PART 5: Drafting Your Thesis

Directions: Review the prompt and draft your thesis. *5 minutes*



Unit 2 Essay Prompt

How have the texts in this unit changed or reinforced your perspective about the relationship between people and the environment? Use at least **two** unit texts to support your response. **[W.1, W.2]**

Thesis

Your thesis should:

- ☐ Clearly answer the prompt
- ☐ Use literary terms and/or academic vocabulary
- ☐ Be 1-2 sentences long



PART 6: What Does a Great Student Essay Look Like?

Directions: Below is an exemplar student essay about a theme from Unit 1, Following the Crowd. While the topic and texts are different, the question and essay format are similar to what you will write. Skim the essay and the teacher comments. Then, answer the reflection question. *10 minutes*

Prompt:

How have the texts in the unit changed or reinforced your perspective on following the crowd? [W.1, W.2]

EXEMPLAR STUDENT ESSAY

TEACHER COMMENTS

[1] When I was in fourth grade, I was biking with some of my friends. One of my friends ran a red light, and everyone followed him. I was halfway across the road when I heard a blaring horn followed by screeching tires. I looked up just in time to see the speeding car barely miss the back of my bike. In “All Summer in a Day” by Ray Bradbury and “The Lottery” by Shirley Jackson, characters also blindly follow others. However, in these stories, the characters who follow others aren’t the ones who are harmed. These texts made me realize that blindly going along with what everyone else is doing can lead us to hurt people other than ourselves.

You definitely grabbed my attention. Great hook!

Strong thesis that captures your new perspective.

[2] In Ray Bradbury’s short story “All Summer in a Day,” a group of children follow the lead of one student and rob a girl of the only experience she wanted. The story is set on Venus, where the sun comes out just once every seven years. Margot, who lived on Earth for several years, is the only child who remembers the sun, and this makes her an outsider to the other children. The day the sun will appear, one student shouts that they should lock her in a closet, and the rest of the students “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” (43). Each one of the students followed the crowd, and because of this, Margot misses the one moment she had looked forward to for years. It is only after the rain returns and the sun disappears for another seven years that they realize how cruel they were, at which point, “They could not meet each other’s glances. Their faces were solemn and pale” (81). They are ashamed of how their actions hurt Margot, and it’s hard to believe that most of these children would have done this to Margot if they weren’t following a crowd.

Excellent job providing context for a complicated story.

[3] There is something about following a crowd that makes us capable of harming people who are different from us, but in “The Lottery” by Shirley Jackson, following a crowd leads to hurting someone who is part of the ingroup. In this village, people gather to carry out a violent tradition of stoning a person to death just because their name is selected from a

I love this transition. Great job linking your body paragraphs together while highlighting their key difference.

box, and the narrator explains, “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” (20). Here, people are waiting to find out which of them will be killed, but they’ve done it so often they’re just going through the motions as if it were a boring event. A woman named Tessie is selected and the villagers gang up on her: “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” (78). *The villagers are so programmed to go along with this tradition that they don’t even stop to realize they’re killing someone they know. If everyone else is doing it, and if it’s something we’ve always done, then it must be right, right?*

Great explanation. The rhetorical question makes a strong point about following the crowd while connecting to your thesis.

[4] When we blindly follow the group, it’s not just ourselves that we might hurt. In “All Summer in a Day,” following a crowd leads to hurting someone because she is different. In “The Lottery,” following others leads to killing someone who is part of the group. Growing up, teenagers are constantly told that they shouldn’t follow the crowd because we might hurt ourselves. These stories reveal that there is another danger: by blindly following the actions of others, we might also do irreparable harm to someone else. *In fourth grade, if I had been just a second slower when following my friends through an intersection, I would have been hurt badly, but the pain wouldn’t have just been my own: the driver who hit me would also have faced a lifetime of guilt for having hit a child on a bike.*

I love how you connected this back to your hook. Well done!

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.
- 3.

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 2 Essay

PART 1: Essay Prompt

Directions: Read the essay prompt.



PROMPT
How have the texts in this unit changed or reinforced your perspective about the relationship between people and the environment? Use at least two unit texts to support your response. [W.1, 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 Engaging Introductions

Today's Goals

1. Complete a draft of your essay introduction.
2. Hook your reader's attention by describing a moment, setting, or scene using imagery and powerful diction. **[W.2.A]**

PART 1: Analyzing a Professional Writer's Introduction

Directions: Read the introduction to "The Sea Also Rises" and answer the questions. *5 minutes*



Introduction from "The Sea Also Rises"

[1] The first thing you notice is the standing water in the roadside gullies, even though it hasn't rained in a week. Then, you notice the small houses and churches all teetering on concrete blocks or bricks four or five feet above the muddy, soft ground. But driving down Maryland Route 335 toward Hooper's Island, it's the trees that give you the deepest pause. Thousands of pine trees have been stripped bare of their needles, branches, and brown bark in this part of south Dorchester County. Ramrod straight, white as ghosts, the hollow trunks look like some kind of zombie deadwood, the staggering aftermath of an unfolding calamity.

"The Sea Also Rises" by Ron Cassie. Copyright © 2015. Originally published in Baltimore magazine. Used with permission, all rights reserved.

1. How does this introduction hook the reader's attention?

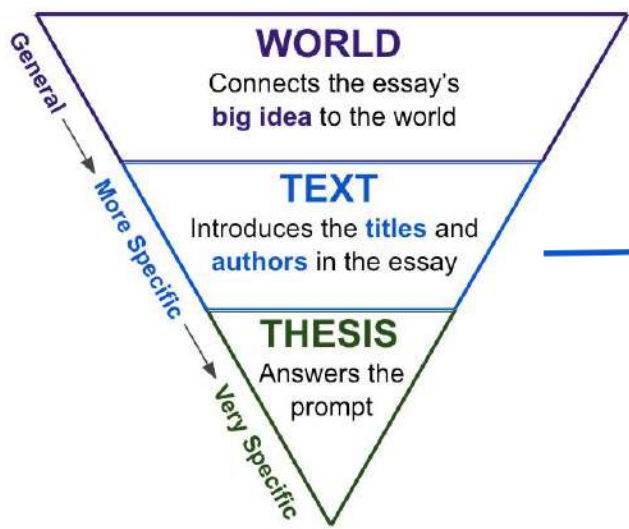
2. List two examples of imagery or strong diction in this introduction.

3. What similar types of details could you include to make your own essay introduction engaging?



PART 2: Analyzing a Student's Introduction

Directions: Read the sample student introduction and answer the questions. *5 minutes*

Student Example	
<p style="text-align: center;">An Upside-Down Triangle Introduction</p> 	<p style="text-align: center;">Sample Introduction</p> <p>When I was in fourth grade, I was biking with some of my friends. One of my friends ran a red light, and everyone followed him. I was halfway across the road when I heard a blaring horn followed by screeching tires. I looked up just in time to see the speeding car barely miss the back of my bike. In “All Summer in a Day” by Ray Bradbury and “The Lottery” by Shirley Jackson, characters also blindly follow others. However, in these stories, the characters who follow others aren’t the ones who are harmed. These texts made me realize that blindly going along with what everyone else is doing can lead us to hurt people other than ourselves.</p>

1. Which part of the upside-down triangle is meant to hook the reader?
 - A. the world statement
 - B. the text statement
 - C. the thesis statement

2. How does this writer try to hook the reader's attention?

PART 3: Brainstorming Your Hook

Directions: Read the essay prompt and brainstorm ideas to hook your reader's attention. *5 minutes*



Unit 2 Essay Prompt

How have the texts in this unit changed or reinforced your perspective about the relationship between people and the environment? Use at least **two** unit texts to support your response. **[W.1, W.2]**

1. Think about your answer to the essay prompt. What setting or event could you describe to hook your reader's attention and also connect to your essay's topic and thesis?

2. When describing the scene, how could you use imagery to bring the setting or event to life? Recall that imagery can be used to describe any of the five senses: sight, sound, smell, taste, and touch.

PART 4: Draft Your Introduction

Directions: Apply what you have learned as you draft your essay introduction. When you have finished drafting your introduction, move on to Part 5 to check your work. *15 minutes*





PART 5: 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 hook your reader's attention by describing a scene or event? 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.

Name _____ Class _____

End-of-Unit Writing Options

Option 1: Essential Question Analysis Essay (Recommended)

How have the texts in this unit changed or reinforced your perspective about the relationship between people and the environment? Use at least **two** unit texts to support your response. **[W.1, W.2]**

Option 2: Personal Activity and Reflection Essay

Get involved! Volunteer to help the environment where you live. Then, write an essay describing your experience and explaining the environmental problem you were helping to fix. **[W.3]**

Option 3: On Demand Literary Analysis Essay

Both “Lee Sherman and the Toxic Louisiana Bayou” and “The Sea Also Rises” discuss people and the environment. Write an essay in which you identify the similar purpose of the two texts and analyze how specific paragraphs or sections of each text help achieve that purpose. **[W.2]**

Option 4: Write Your Own Poem

In this unit, you have read three poems that use figurative language to convey the speaker’s feelings about nature. Write your own poem that reveals your feelings about nature. It should include figurative language. **[W.4]**