

Middle School
English Language Arts

Grade 8

2019 – 2020

Extended Spring Break

Instructional Packet

WEEK 1

Name: _____

Unit 19

Unit 19

TEKS LEARNING TARGET

I will analyze characteristics and structures of argumentative text by identifying the claim and analyzing the argument.

I will analyze characteristics and structures of argumentative text by identifying and explaining the counter argument.

I will analyze characteristics and structures of argumentative text by identifying the intended audience or reader.

I will explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.

Focus for 9 Traits of Critical Thinking™



Examine: I use a variety of methods to explore and to analyze.

When you **examine**, you analyze an argumentative text and determine its characteristics and structures to support your identification of the author's claim, argument, counter argument, and intended audience or reader.

How does **examining** the characteristics and structures of an argumentative text help you better understand the author's claim?



Link: I apply knowledge to reach new understandings.

When you **link**, you analyze the author's claim and then determine the evidence, including counter argument, the author uses to support the claim.

What is the value of an author using counter argument as support for the claims in an argumentative text?



Inquire: I seek information that excites my curiosity and inspires my learning.
(Performance Task)

When you **inquire**, you ask questions to guide you as you gather meaningful information to support your task.

Why is it important for audiences to challenge speakers' claims?

Reader Tips

An **author** of an **argumentative text** writes for a specific purpose and for an **intended audience** or **reader**. This genre of text is built upon an **argument** which provides a reason for a **claim** using logic and persuasion to support that position or view on the topic. It is critical that readers **recognize** and **identify** the claim.

One **characteristic** of argumentative texts is the use of various types of evidence, including:

- **anecdote** – a brief story that illustrates a point made by the author
- **fact** – a statement that can be proven using reliable sources
- **testimonial** – a statement made by an expert that validates or corroborates an author's claim

Advanced authors include **counter arguments** in argumentative texts. Counter arguments show the reader that the author has put forth the time, energy, and effort to think deeply about all sides of the issue before drawing a conclusion or taking a position. Counter arguments also provide the author an opportunity to anticipate and counter common opposing opinions. Structurally, authors often present counter arguments either alongside the main arguments or after the main arguments have been presented.

Authors of argumentative texts also use rhetorical devices to persuade readers. **Rhetorical devices** are techniques that make the text or speech more evocative and memorable. Rhetorical devices include:

- **analogy** – an association between a concept and its characteristic(s)
- **juxtaposition** – a rhetorical device that compares two people, places, things, or ideas that are close in proximity

Authors may also include logical fallacies in their arguments. **Logical fallacies** are errors in reasoning that are, nevertheless, often persuasive. Authors may resort to using logical fallacies when their evidence is not compelling. It is important for readers to recognize logical fallacies in text and speech because they can influence an argument even though they are not based on sound reasoning. Logical fallacies include:

- **bandwagon appeal** – a type of logical fallacy that presents the argument that one must accept or reject an argument because of others who accept or reject the argument
- **circular reasoning** – a logical fallacy that occurs when the conclusion of an argument is used as a premise of the same argument

An author of an argumentative text is careful to consider the audience or reader of the text. If an author is writing a text regarding recycling in a community for an audience of government officials, the author would most likely include information about the cost of opening a recycling plant. If the same text were written for middle school students, the author would probably focus on methods for recycling that the students could implement. An author of an argumentative text often **structures** the text by first stating the claim and then following the claim with appropriate evidence and considerations of alternatives.

When you read argumentative texts, think about these questions.

1. *What is the topic of the text?*
2. *What is the claim the author is making about this topic?*
3. *How does the author use evidence to support the claim?*
4. *How does the author use counter arguments?*
5. *Does the author include rhetorical devices or logical fallacies?*
6. *What effect(s) do the rhetorical devices or logical fallacies have on the reader?*
7. *Who is the intended audience or reader for the text?*

Read the text and answer the questions.

Why YOU Should Be Running

by Alana Fetters

- 1 Humans have been running since the dawn of time, but never before has the sport of running been so popular. And with good reason.

Running Makes You Feel Good

- 2 When you run, your brain produces hormones called endorphins. These chemicals elevate mood and contribute to what is commonly known as a “runner’s high,” a feeling of contentment and invincibility. In addition to the feel-good factor, running reduces stress and induces better sleep. Runners sleep more soundly and wake feeling refreshed and energetic.

Running Helps Maintain a Healthy Weight

- 3 Depending upon speed, terrain, and body weight, running burns up to 300 calories every half hour. In fact, the only exercise that burns more calories per hour is cross-country skiing. So unless you live in a cold climate and plan to exercise only in the winter months, running is the exercise for you.

Running Is Easy, Convenient, and Cost-Effective

- 4 Unlike other exercises, such as Zumba, swimming, or tennis, there are no complicated moves, terms, or rules to slow you down. Humans are naturally born to run. You just tie on a pair of shoes (or not) and hit the road (or trail or treadmill), which is what makes running so convenient. You don’t have to belong to a gym, a pool, or a country club to enjoy the benefits of running. No expensive equipment is necessary.

Running Is for Life

- 5 The fact that so many people love to run proves that it is one of the best exercises available. At any age or fitness level, people participate in the sport of running with pleasure and success. Start slowly, building speed and endurance over time. And when you achieve your running goals, set new ones. Ed Whitlock, an English-born Canadian, began running in elementary school in the 1940s. In the fall of 2016, he became the oldest runner to complete a marathon—26.2 miles—in less than four hours . . . at the age of 85!

- 1 How does the author develop her claim in the text?
 - A By describing her personal experience with the sport of running
 - B By listing the many advantages of running over other sports
 - C By describing the positive effects of running on different parts of the body
 - D By providing details about the different ways a person can improve

- 2 Based on the text, who is the author's intended audience?
 - F People who already enjoy running
 - G People who are training for a marathon
 - H People who have tried exercise but disliked it
 - J People who are interested in improving their lives

- 3 Which sentence in the text presents an example of the logical fallacy known as bandwagon?
 - A *Humans have been running since the dawn of time, but never before has the sport of running been so popular.*
 - B *Runners sleep more soundly and wake feeling refreshed and energetic.*
 - C *You don't have to belong to a gym, a pool, or a country club to enjoy the benefits of running.*
 - D *The fact that so many people love to run proves that it is one of the best exercises available.*

Name: _____

Unit 19

Instruction

Reflection on My Learning



How do authors support their claims in argumentative texts?



Reflection on Critical Thinking – *Examine* and *Link*



How might using the critical thinking traits *examine* and *link* help you identify the characteristics and structures of argumentative texts?



Read the text and choose the best answer to each question.

Don't Be Them—Be You!

by Liz Sanchez

- 1 We hear it all the time, up and down the hallways, in the cafeteria, or on the bus: Check out my new phone . . . or app . . . or hilarious selfie. Look at my new (sports star-endorsed) shoes . . . or my (reality TV star-inspired) outfit or hairstyle. The list goes on and on. We live in a time when there are so many “must-haves” that it is hard for even the most tuned-in teenager to keep up! Then, there is an entire other list of “must dos,” like trying out the newest video games or binge-watching the newest video-on-demand drama series. And it seems that in the middle of all the must-haves and must dos, we’ve lost something important. We’ve lost sight of whether we really care about any of these things at all or whether we are allowing the fads and preoccupations of our peers to dictate our choices. We are in danger of forgetting how to be ourselves, with our own preferences and perspectives.
- 2 One of the problems we struggle with is thinking we all need to look alike. Don’t get me wrong. I like experimenting with new fashions and styles, but there’s a difference between trying a new look because I like it and trying a new look just to fit in. If everyone’s wearing it, what’s so special or distinctive about it anyway? I want to wear clothes and choose styles that tell the world who I am—not who others tell me I need to be. Some days I enjoy dressing up, but other days I like my old, comfortable sweatshirt—and that’s okay because that *is* being me. I don’t need an athlete’s name or a sports company’s logo on my shoes to have a great pair of shoes either. I’d like to think that five or ten years from now, my peers will remember me for the relationships we had—and how I treated them and made them feel—rather than for what I did or did not wear.
- 3 We also tend to think that we all need to behave alike. For example, binge-watching a current TV show and talking about it at lunch on Monday is fine if that is what you want to do. But what about the fun of watching a series as it’s released, an episode once a week for a few months, and then wondering what might happen next, what a character’s motives might be, or how the story line will resolve in the end? After all, Luke Skywalker didn’t learn that Leia was his sister in *Star Wars*. He had to wait until *The Return of the Jedi*! If you like to enjoy stories unfolding over time, with time to think and imagine, then do! Just be sure to avoid the hallways you know will be filled with spoilers!
- 4 Then there’s the selfie epidemic that there’s no denying—just take a peek at any social media site and the grinning, scowling, eye-crossing selfies are rampant. I have to say that I do a fairly good job of resisting the selfie craze. When I do post photos (I mostly post original poems), they are not the selfies most people take. They are photos of my cat Sophie—sleeping, stretching, or glaring at me when I push her out of my bed—and those photos express me, and my love for Sophie (and poetry). They say a lot about who I am; they’re not just some fleeting, insignificant moment.

- 5 We can also tend to believe that we *must* have every new “toy” that comes along—and they seem to come along constantly. Everyone seems to want the latest and greatest phone loaded with all the latest and greatest apps. I had a hunch that my friends weren’t that unlike me when it came to phone use. So I watched over their shoulders for about a week or so, and time spent on phones amounted to making calls, texting friends, and using only one or two of dozens of apps. All that extra stuff we just *had* to have on our phones isn’t put to use. And don’t get me started on fidget toys! There are a lot of ways to deal with empty time, and not all of them involve a game, no matter what color or pattern they come in. Besides, once enough teenagers put them down in random places and forget them (aka lose them), the fidget spinner craze will be done.
- 6 So is trying a new look, getting a new phone, or fiddling with a gadget wrong? Is it always a bad idea to do or try things that others enjoy? Of course not. Paying attention to what our friends like to do can introduce us to new ideas and experiences that suit our preferences and personalities. The important thing to remember, though, is that when we do add something to our lives, we do it because we enjoy doing it—and because it feels like it fits who we are. Because at our core, we are uniquely us.

- 1 Which sentence from the text best expresses the author's claim?
 - A *We live in a time when there are so many "must-haves" that it is hard for even the most tuned-in teenager to keep up!*
 - B *And it seems that in the middle of all the must-haves and must dos, we've lost something important.*
 - C *We've lost sight of whether we really care about any of these things at all or whether we are allowing the fads and preoccupations of our peers to dictate our choices.*
 - D *We are in danger of forgetting how to be ourselves, with our own preferences and perspectives.*

- 2 How does the author craft the argument in the text?
 - F By quoting experts to support the reasons
 - G By providing examples that will be familiar to the reader
 - H By asking a series of personal questions of the reader
 - J By comparing today's decision-making process with that of the past

- 3 The author wrote this text most likely for an audience of —
 - A teachers who need to be aware of the issue
 - B parents who should encourage their children to be themselves
 - C students who could benefit from the encouragement
 - D counselors who might use the text when speaking with administrators

- 4 In which sentence does the author point out the problem with bandwagon appeal?
 - F *If everyone's wearing it, what's so special or distinctive about it anyway?*
 - G *I don't need an athlete's name or a sports company's logo on my shoes to have a great pair of shoes either.*
 - H *I have to say that I do a fairly good job of resisting the selfie craze.*
 - J *Is it always a bad idea to do or try things that others enjoy?*

Unit 19

- 5 How does the use of parenthetical comments contribute to the author's voice?
- A By adding humor to a serious topic of concern
 - B By suggesting that the information in the parentheses is not important to the context
 - C By giving the text a personal and conversational tone
 - D By proving that the author speaks expertly about the subject
- 6 What effect does the use of the word "we" have on the reader?
- F It underscores for the reader that the author's message is about belonging.
 - G It shows that the author is willing to disclose personal information to prove her argument.
 - H It helps the reader imagine the scenarios the author describes.
 - J It establishes a connection between the author and the intended reader.

- 7 Read this sentence from paragraph 2.

I'd like to think that five or ten years from now, my peers will remember me for the relationships we had—and how I treated them and made them feel—rather than for what I did or did not wear.

Based on this sentence, the reader can conclude that —

- A the author values her relationships with peers
 - B the author is embarrassed by her clothing choices
 - C the author intends to maintain her friendships for five to ten years
 - D the author prefers wearing comfortable clothing over dressy clothing
- 8 What words in paragraph 4 provide context clues to help the reader determine the meaning of the word rampant?
- F *selfie, social media site*
 - G *epidemic, craze*
 - H *resisting, express me*
 - J *post, photos*

9 Read this sentence from the text.

Paying attention to what our friends like to do can introduce us to new ideas and experiences that suit our preferences and personalities.

How does the author's introduction of this counter argument affect the author's argument? Use evidence from the text to support your answer.

10 Read these sentences from the text.

After all, Luke Skywalker didn't learn that Leia was his sister in Star Wars. He had to wait until The Return of the Jedi!

Why does the author include this analogy in paragraph 3? Use evidence from the text to support your answer.

Name: _____

Unit 19

Reflection on My Learning

Why is it important to consider the characteristics and structures of argumentative texts?

Reflection on Critical Thinking – *Examine* and *Link*



Examine – I use a variety of methods to explore and to analyze.

Why is it important to determine the intended audience of an argumentative text?



Link – I apply knowledge to reach new understandings.

Why might an author include rhetorical devices and logical fallacies in an argumentative text?

Writing: Revising/Editing

Read the text and choose the best answer to each question.

Stefani wrote this narrative in response to a class assignment. Read Stefani's paper and look for any revisions she should make. Then answer the questions that follow.

Country Music Matchmaking



(1) "Roll up the window, quick!" my sister yelled, scrambling to press the button on her armrest. (2) Moments before, she'd been singing at the top of her lungs to an old Alan Jackson song. (3) Windows down, country music playing—that's how we roll. (4) She pulled up beside her crush at the next red light. (5) She slid down in her seat and gave him an embarrassed wave.

(6) "What are you doing?" I asked, not yet understanding how the sight of a boy in a car could totally transform a fun-loving sister into a featherbrain. (7) I stared at the red light as if it might provide the answer before I lost it in the closed car. (8) It was getting hotter by the second, and I had no choice but to open my window for relief. (9) Then, floating from the crush's open window, I caught the notes of a familiar tune. (10) Next, tapping my fingers to the beat of the music, I gave him a nonchalant wave.

Unit 19

- 1 In sentence 3, Stefani did not use the most appropriate word to describe how the sisters ride in their vehicle. Which of the following is the best replacement for the word *playing*?
- A squawking
 - B blaring
 - C roaring
 - D ringing
- 2 What is the most effective revision of sentence 4?
- F Moments later, she pulled up beside her crush at a red light.
 - G But that was before we rolled up to a red light beside my sister's crush.
 - H "Roll up the window," my sister yelled for the second time.
 - J No revision should be made to this sentence.
- 3 In sentence 7, Stefani did not use the most appropriate word to convey the circumstances. Which of the following is the best replacement for the word *lost it*?
- A got angry
 - B passed out
 - C heated up
 - D found the window
- 4 What is the BEST revision to make in sentence 10?
- F I stared at the car beside me as if it might provide some solution to this awkward social situation before the light turned green.
 - G Now, listening to the same song coming from the car beside me, I knew how popular country music had grown.
 - H I realized he likes country music too, and I decided then and there that I liked him.
 - J Reaching over to crank up the volume, I gave my sister a wink.

Writing: Composition

READ the information in the box below.

Social media is addictive precisely because it gives us something which the real world lacks: it gives us immediacy, direction, and value as an individual.

—David Amerland, *British journalist*

THINK carefully about the following statement.

A common complaint is that people spend more time engaging with others on social media than they do actually engaging with others in the real world.

WRITE an essay stating your opinion about whether social media has improved the lives of users.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Writing Guide

Planning

- Read the prompt.
- Plan your draft by selecting a genre that matches the topic, purpose, and audience.
- Use a planning strategy such as discussion, background reading, and personal interests.

Drafting

- Develop a draft that is focused, structured, and coherent.
- Organize your draft with a structure that includes an introduction, transitions, coherence within and across paragraphs, and a conclusion.
- Develop engaging ideas with depth of thought using specific facts, details, and examples.
- Incorporate genre characteristics and craft in your writing.

Revising

- Are my introduction, transitions, and conclusion focused, structured, and coherent?
- Have I ensured coherence within and across paragraphs?
- Have I employed appropriate word choice and sentence variety?
- Does my language convey the mood, voice, and tone I intended?

Editing

- Are all my words used correctly according to meaning, part of speech, and form?
- Have I used capitalization, punctuation, and spelling rules accurately?
- Did I incorporate nonrestrictive phrases and clauses correctly?

Publishing

- Make corrections as noted in revising and editing.
- Select a mode of communication to share your opinion.
- Publish your final version for an appropriate audience.

Unit 19**Performance Task**

Inquire — *I seek information that excites my curiosity and inspires my learning.*

When you **inquire**, you ask questions to guide you as you gather meaningful information to support your task.

Select and analyze a famous speech. Defend or challenge the speaker's claims. Choose an appropriate mode of delivery to share your analysis with an audience.

Performance Task Steps

1. Read "Don't Be Them—Be You!"
2. Develop a plan to use print and digital sources to conduct preliminary research to locate famous speeches.
3. Select the speech that will be the topic of your analysis.
4. Generate questions for inquiry and conduct formal research about the claims in your selected speech, revising your plan and refining the major research question, if necessary.
5. Record academic citations that you use to gather information for your analysis.
6. Answer questions about your task.
 - In "Don't Be Them—Be You!" what are the author's claims?
 - What criteria will you use to select the speech that will be the topic of your analysis?
 - What questions will guide the formal research about your author's claims?
 - How will you compose the results of your analysis so that it clearly defends or challenges the speaker's claims made in the speech?
 - What criteria will you use to choose an appropriate mode of delivery?
7. Analyze your selected speech.
8. Compose an analysis that defends or challenges the claim made by the speaker of your selected speech, assuring that your response uses relevant text evidence.
9. Choose an appropriate mode of delivery to share your analysis, including academic citations.
10. Share your analysis that advocates your position of defense or challenge of the speaker's claims, using appropriate eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language.
11. Lead a discussion with your audience members that invites them to agree or disagree with your defense or challenge by providing support based on their thinking.

Scoring Criteria

Your Performance Task will be evaluated using the following criteria:

Analysis of Speech, Evidence of Research, Inclusion of Citations, Appropriateness of Mode of Delivery.

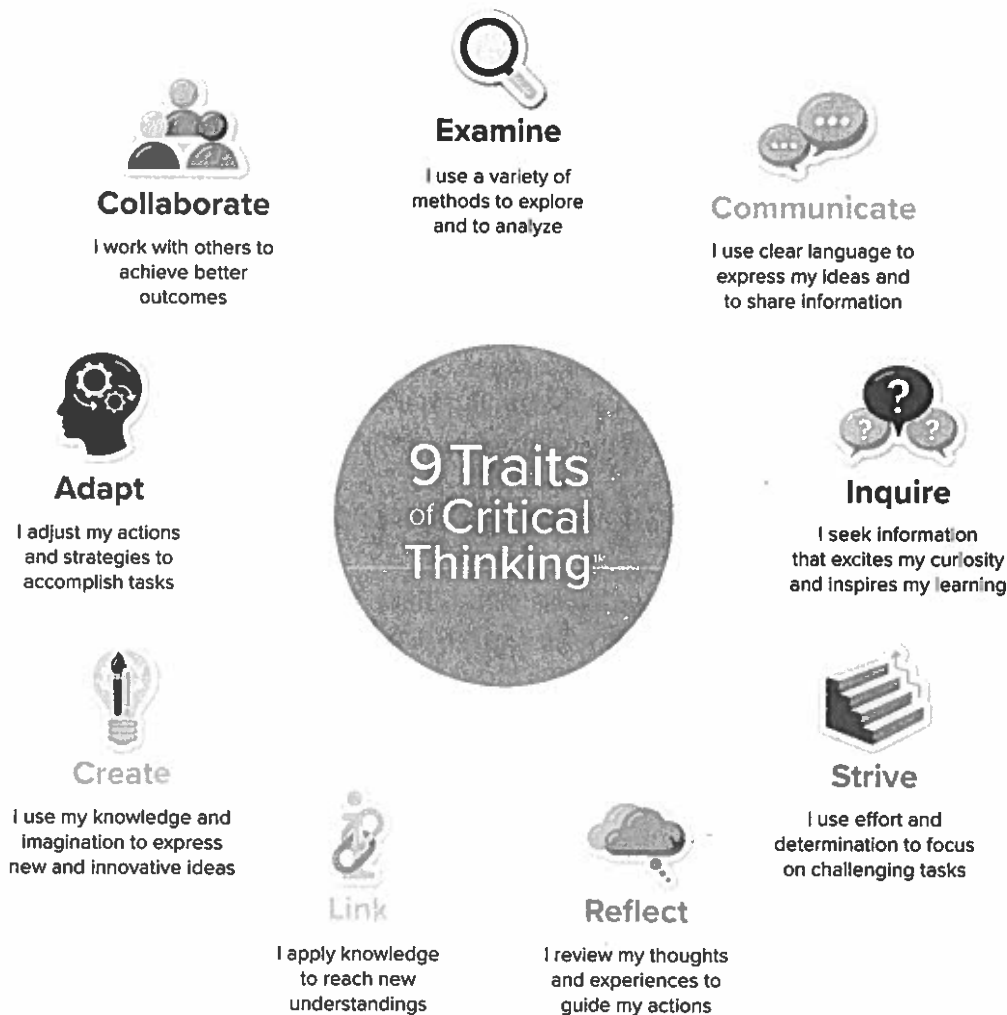
Reflection on My Learning

How did you use the **inquire** critical thinking trait as you analyzed your selected speech, defended the speaker's claims, and shared your analysis with an audience?

Reflection on Critical Thinking

During this unit, you used a variety of critical thinking traits. Which of the critical thinking traits did you use most often?

Explain how you used that critical thinking trait.



Middle School
English Language Arts

Grade 8

2019 – 2020

Extended Spring Break

Instructional Packet

WEEK 2

Name: _____

Unit 20

Unit 20

TEKS LEARNING TARGET

I will make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Focus for 9 Traits of Critical Thinking™



Inquire: I seek information that excites my curiosity and inspires my learning.

When you **inquire**, you ask questions about text features, genre characteristics, and structures to make, correct, and confirm predictions about the text.

How might asking questions about text features, genre characteristics, and text structures help you better comprehend and understand texts as you are reading?



Strive: I use effort and determination to focus on challenging tasks.

When you **strive**, you remain focused while reading to correct and confirm predictions as you learn new information.

What strategies might help you remain focused on correcting and confirming predictions as you read to develop a deeper understanding of texts?



Examine: I use a variety of methods to explore and to analyze. (Performance Task)

When you **examine** a topic, you investigate its fundamental elements and draw conclusions or make decisions based on that study.

How might you use details from your research to support your claim?

Reader Tips

Authors include elements in their texts to help readers gain meaning from them. These elements include **text features**, **characteristics of genre**, and **structure**.

- **Text features** include graphic features, such as images, charts, and graphs, and print features, such as titles, headings, captions, sidebars, and bulleted lists. Text features make texts visually appealing and provide additional information to clarify challenging concepts for readers.
- **Characteristics of genre** refer to what is typically included in literary or informational texts. For example, characteristics of informational texts might include facts and details, quotes from experts, or findings from research.
- **Structure** refers to how texts are organized. Informational texts use a variety of structures. Some informational texts may be structured in sequential order. Others are organized by presenting a problem and offering solutions or describing the causes and effects of a topic.

Readers use their knowledge of these elements to **make**, **correct**, and **confirm predictions**. When readers make predictions, they use knowledge of texts to think about what might happen in the text or what they might learn from the text. Use these steps to guide predictions as you read.

Before reading:

1. Browse the text and note the features. Skim the text to get a sense of the structure used by the author.
2. Determine the genre of the text and think about what is typically included in the genre.
3. Combine the clues you have gathered from the text features and your knowledge of the genre characteristics and structure to make predictions about the text. Record your predictions.

During reading:

1. Revisit your predictions and confirm predictions that prove to be accurate.
2. Correct predictions that you discover to be inaccurate.
3. Use new clues and information in the text to make additional predictions.

After reading:

1. Review the predictions you made before and during reading.
2. Confirm the predictions that were accurate. Correct predictions that were inaccurate.
3. Think about why some of your predictions might have been inaccurate. Did the author include surprises? Did the author include additional characteristics or structures?

Think about these questions as you read texts.

1. *How can I use knowledge of texts to help me make predictions?*
2. *How and when will I correct and confirm my predictions?*
3. *How does making predictions help me interact with the text?*

Read the text and answer the questions.

Up for a Challenge

- 1 Cheryl and Nikki Bart are a mother-daughter mountain climbing team from Australia. Their determination and love of adventure have led to some impressive accomplishments.

Tackling the Seven Summits

- 2 When Nikki was 18, she and her mother tackled the first of the Seven Summits. This is the name given to the highest mountain peaks on each of the seven continents. Climbing all seven is so difficult that very few climbers attempt it. By 2008, however, Cheryl and Nikki had conquered all the peaks except the tallest.

A Double Climbing Achievement

- 3 Mount Everest's weather is some of the harshest on Earth. Its great height means there is very little oxygen for climbers to breathe. Many skilled climbers have failed to reach the summit.
- 4 During their own attempt, Cheryl and Nikki endured various problems. Nonetheless, on May 24, 2008, the pair reached the top. Not only had they set a record as the first mother-daughter team to summit Everest, they had also become the first mother and daughter to complete the Seven Summits.

The Adventures Continue

- 5 In 2013, Cheryl Bart became the 31st person in the world to complete the Explorers Grand Slam. This challenge involves climbing the Seven Summits and skiing to both the North and South Poles.
- 6 During her years of mountain climbing with her mother, Nikki also completed her medical degree. She currently researches the effect of high-altitude conditions on the human body.
- 7 What other adventures do the Barts have in sight? Whatever they are, they will most certainly tackle them together.

- 1 Why does the author include the last paragraph of the text?
 - A To restate an important idea about Cheryl and Nikki from the second paragraph
 - B To show that Cheryl and Nikki will likely keep pushing themselves
 - C To express worry that few challenges are left for Cheryl and Nikki
 - D To suggest that Nikki has less time for outdoor activities than Cheryl

- 2 The subheadings contribute to the reader's understanding of the fact that Cheryl and Nikki Bart —
 - F enjoy competing against each other
 - G think mountain climbing is the most difficult of all sports
 - H have a passion for climbing mountains
 - J faced obstacles while trying to achieve their goals

- 3 What do the facts included in paragraph 6 help the reader predict about Nikki?
 - A Her experience as a climber has influenced her career choices.
 - B She is close to solving a problem no one else has been able to figure out.
 - C Her mother encouraged her to seek a medical degree.
 - D She has quit climbing as a result of what she has learned from her research.

Name: _____

Unit 20

Instruction

Reflection on My Learning



How do text features, genre characteristics, and structure help you make predictions about texts?



Reflection on Critical Thinking – *Inquire* and *Strive*



How did you use the critical thinking traits *inquire* and *strive* to make, correct, and confirm predictions about this text?



Read the texts and choose the best answer to each question.

Jason Baldes: Shoshone Buffalo Representative

- 1 In 1984, historic tribal enemies, the Eastern Shoshone and the Northern Arapaho, banded together to establish new regulations that would restore native game species to the prairie. Now, herds of elk, pronghorn, bighorn sheep, moose, mule deer, and white-tailed deer roam the Wind River Reservation in Wyoming. Noticeably absent were American bison, or *buffalo* as American Indians prefer to call them, which once numbered in the millions across the West.
- 2 But the American bison has had an advocate in Jason Baldes. Baldes grew up on the Wind River Reservation. He spent hours on horseback with his father, a US Fish and Wildlife Service biologist, taking fish and water samples from the backcountry of the reservation. Baldes learned the importance of conservation and its effects on ecology. But it took a trip to the African Serengeti to make it personal.

The Inspiration

- 3 In 1997, Baldes and his dad visited East Africa. There, he witnessed the Great Wildebeest Migration. He learned that over 1.5 million wildebeest, alongside 200,000 zebra and antelope, travel from Tanzania to Kenya each year. The sights and sounds were overwhelming, especially when Baldes compared his experience to that of the American Indian of not-so-long ago. In fewer than 200 years, the American bison population decreased from 60 million to less than 1000. Baldes had always known that the buffalo was vital to the history and culture of his people. But he didn't have a personal connection until that moment.

The Plan

- 4 Restoring American bison to the Wind River Reservation became Baldes' passion. He earned a degree in Land Resources and Environmental Sciences from Montana State University. His studies included a bison management plan, which helped him earn a Science to Achieve Results (STAR) Graduate Fellowship from the Environmental Protection Agency. The STAR award supported Baldes' efforts to earn a master's degree.

The Partnership

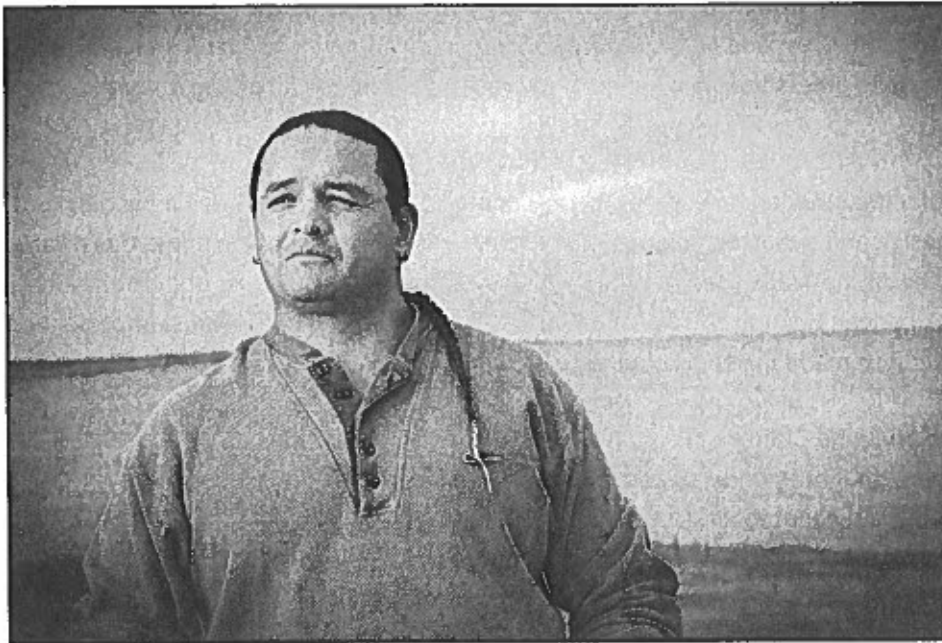
- 5 Baldes feels especially grateful to be working with his native community. He understands that many native students lose their cultural identity as they assimilate to the customs of others. Partnering with state and national authorities such as the National Wildlife Federation, Baldes, the Shoshone Buffalo Representative, was able to bring his message to the InterTribal Buffalo Council.

Name: _____

Unit 20

The Future

- 6 On November 3, 2016, the first buffalo herd in over 100 years was introduced to the Wind River Reservation. Baldes says of his accomplishments, "Having bison on the Wind River is like having a family member that's been gone for a long, long time, that you've missed, and is now home again. To restore a connection to buffalo is a way to be able to heal the past. It's a way to help us heal as native people."



Jason Baldes

Courtesy of Kelly Gorham/Montana State University

Preserve the Language, Preserve the People

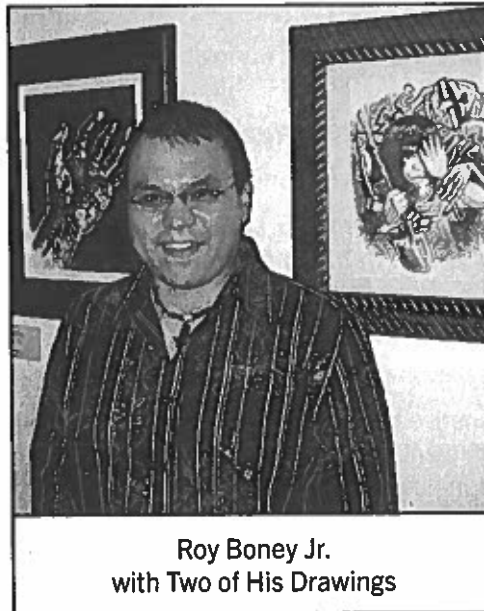
- 1 You have likely heard the saying, "You are what you eat." You may have heard another, "Clothes make the man." Both adages refer to the idea that particular things—food and clothing—symbolize aspects of a person's essential self—physical well-being and status in society. But what about words? How does language affect an individual? How does it impact a culture? How does it shape a society?
- 2 Roy Boney Jr. is a Cherokee by birth, an artist by nature, and a language technologist by occupation. His work with the Cherokee Nation Education Services Group allows him to research and communicate to others the importance of reviving the Cherokee language through the use of modern technology.
- 3 Born in Tahlequah, Oklahoma, Boney is an accomplished artist. He earned a bachelor's degree in graphic design and a master's degree in studio art. His artwork has won numerous awards, including Best of Show at the Trail of Tears Art Show in 2006 and Magazine Cover of the Year 2011 Finalist from the American Society of Magazine Editors. But Boney believes his most important contributions have been those made in support of the Cherokee language.
- 4 In order to bring the Cherokee language from the past to the future, Boney sought to understand its history. This research culminated in a presentation by the Cherokee Language Program called "From Talking Leaves to Pixels." The exhibit includes samples from more than 13 million pages written in the Cherokee syllabary, which was invented in the early 1800s. A syllabary is a set of symbols that represent language. A syllabary differs from an alphabet because each symbol represents a single syllable instead of a letter. The documents include handwritten and printed samples, including love letters, church bulletins, and comic books.
- 5 The presentation documents the history of the syllabary as it was adapted for use in printing presses, typewriters, and, now, digital media. Boney has consulted with technology companies such as Google, Microsoft, and Apple to ensure that applications have access to fonts that support communication using the Cherokee syllabary. By downloading the free Cherokee Unicode font and keyboard software, Mac, PC, and smartphone users can create Web pages, post on Facebook, or send texts in their native language.

"One great part of the shared Cherokee experience is our history of adaptability. We have a long history of adapting and adopting things and making them our own. One of the most famous examples is Sequoyah's creation of the Cherokee syllabary. He created a writing system for us, and throughout history, we adapted it to various forms of communication technology such as the printing press, typewriters, computers, and now digital devices such as cell phones and tablets."

—Roy Boney Jr.

Unit 20

- 6 To educate members of the Cherokee Nation, Boney wrote and illustrated a graphic novel-style account titled "Cherokee Syllabary: From Paper to Screen." The article first appeared in the magazine *Indian Country Today* in 2011. Anyone with Internet access can view a digital version provided by the Manataka® American Indian Council.
- 7 Language is part of what makes an individual, a culture, or a society unique. By preserving the use of the Cherokee syllabary, Roy Boney Jr. is preserving the rich history of his people.



Roy Boney Jr.
with Two of His Drawings

Image in the public domain.

Use “Jason Baldes: Shoshone Buffalo Representative” to answer questions 1–4.

- 1 Based on the subheading “The Inspiration,” what might the reader predict about Baldes’ involvement in bringing bison to the Wind River Reservation?
 - A Baldes had an experience that changed his perspective on the wildlife on the reservation.
 - B Baldes challenged others to get involved in conservation efforts on the reservation.
 - C Baldes decided to become a biologist like his father.
 - D Baldes had a personal experience with a bison.

- 2 Which detail from the text supports the idea that during his college years, Baldes focused on learning how to reintroduce bison to the wild?
 - F *Restoring American bison to the Wind River Reservation became Baldes’ passion.*
 - G *He earned a degree in Land Resources and Environmental Sciences from Montana State University.*
 - H *His studies included a bison management plan, which helped him earn a Science to Achieve Results (STAR) Graduate Fellowship from the Environmental Protection Agency.*
 - J *The STAR award supported Baldes’ efforts to earn a master’s degree.*

- 3 Which is the best paraphrase of paragraph 5?
 - A Baldes is happy to work with native students in the education community. He hopes that students who lose their cultural identity do not accept others’ customs. Since he brought his plan to save the bison before the InterTribal Buffalo Council, state and government agencies have partnered with him.
 - B Baldes is thankful that his education supports his cultural heritage and vice versa. He knows not everyone has been so lucky. Due to his relationships with state and national agencies and his position in the Shoshone tribe, Baldes was able to share his passion for bison with the InterTribal Buffalo Council.
 - C The work Baldes does within his native community is enjoyable to him. He knows that native students often assimilate to the customs of others, losing their tribal identities in the process. The InterTribal Buffalo Council has helped Baldes gain needed support from state and national agencies.
 - D The native community appreciates the work Baldes has done to help maintain their cultural identity. Baldes has a relationship with state and national agencies and he also holds the position of Shoshone Buffalo Representative. Baldes has been able to share his views with the InterTribal Buffalo Council.

- 4 Read this sentence from paragraph 6.

To restore a connection to buffalo is a way to be able to heal the past.

Based on Baldes’ words, the reader can infer that —

- F bison symbolize health and well-being to the native people
- G bison represent a link to the past that native people would rather forget
- H native people were hurt when settlers devastated the bison population
- J native people find it exciting to be able to connect with their past

Use “Preserve the Language, Preserve the People” to answer questions 5–8.

- 5 Which phrase from the last paragraph best serves as a context clue for the word rich?
- A *Language is part*
 - B *what makes an individual, a culture, or a society unique*
 - C *preserving the use of the Cherokee syllabary*
 - D *history of his people*
- 6 Which statement is supported by details in paragraphs 4 and 5?
- F The unique characters in the Cherokee syllabary make it challenging for manufacturers to produce equipment and software for printing.
 - G As communication technology has advanced, Cherokee speakers have advocated for their language to remain accessible.
 - H Boney is solely responsible for collecting and preserving the 13 million printed examples of the Cherokee language.
 - J Large technology companies are committed to ensuring historic languages remain available to their speakers.
- 7 Read this sentence from paragraph 2.

Roy Boney Jr. is a Cherokee by birth, an artist by nature, and a language technologist by occupation.

Based on this sentence, what might the reader expect to learn about Boney in paragraph 3?

- A Duties he has as a language technologist
 - B Ways he is like other artists
 - C Reasons he became a language technologist
 - D Details about his birth and artwork
- 8 How does the direct quotation in the inset enhance the reader’s understanding of the text?
- F It conveys the pride Boney feels for his ancestors and their ability to adjust to changing times without losing their identity.
 - G It shows that Boney expects readers to be familiar with the Cherokee syllabary.
 - H It demonstrates the progress that has been made in communication technology by listing the devices with which people communicate.
 - J It repeats information in the text in a simpler, easier-to-read format.

Use “Jason Baldes: Shoshone Buffalo Representative” and “Preserve the Language, Preserve the People” to answer questions 9–12.

9 In what way are the structures of the texts similar?

- A Both emphasize the cause and effect progression of events in the men's lives.
- B Both describe how inspiring events changed the courses of the men's educational and professional careers.
- C Both explain how the men's cultural identity fuels their passion to keep the traditions of the past alive for the future.
- D Both provide details about the personal lives of the men to make connections to the reader.

10 Read this sentence from “Jason Baldes: Shoshone Buffalo Representative.”

Restoring American bison to the Wind River Reservation became Baldes' passion.

Which of these sentences from “Preserve the Language, Preserve the People” demonstrates a similar tone?

- F *Born in Tahlequah, Oklahoma, Boney is an accomplished artist.*
- G *But Boney believes his most important contributions have been those made in support of the Cherokee language.*
- H *The article first appeared in the magazine Indian Country Today in 2011.*
- J *By preserving the use of the Cherokee syllabary, Roy Boney Jr. is preserving the rich history of his people.*

11 The authors of both texts would most likely agree that —

- A Maintaining cultural identity is important for one's emotional well-being.
- B Conservation of natural resources is a vital component of today's society.
- C Education changes lives.
- D Government agencies should protect historic documents.

12 One difference between the two texts is that only “Jason Baldes: Shoshone Buffalo Representative” —

- F relates information about its subject's youth to his actions as an adult
- G acknowledges that working with others is a good way to achieve a goal
- H offers evidence that the subject possesses an appreciation for his culture
- J uses a sorrowful tone to describe changes that have affected native peoples

Name: _____

Unit 20

- 13 Based on the subheadings in "Jason Baldes: Shoshone Buffalo Representative," what prediction might be made about the organization of the text? Use evidence from the text to support your answer.

- 14 Based on the topic sentence presented in paragraph 4 of "Preserve the Language, Preserve the People," what prediction might the reader make? Use evidence from the text to support your answer.

Reflection on My Learning

Why is it important for a reader to be familiar with genre characteristics and types of text features and structures?

Reflection on Critical Thinking – *Inquire* and *Strive*



Inquire – I seek information that excites my curiosity and inspires my learning.

Why should you determine whether the predictions you make about texts are accurate?



Strive – I use effort and determination to focus on challenging tasks.

How does making, correcting, and confirming predictions help you develop a deeper understanding of a text?

Writing: Revising/Editing

Read the text and choose the best answer to each question.

Malcolm has written the following narrative based on a Native American legend. Read Malcolm's paper and look for any corrections he should make. Then answer the questions that follow.

How Coyote Became a Buffalo



(1) Long ago, Coyote and Buffalo were friends. (2) Coyote was hungry, for he had grown too old and weak to capture his pray. (3) He looked across the prairie and saw that his friend Buffalo was fat and well-fed. (4) Trotting alongside the mighty bull, Coyote asked his friend for help. (5) Buffalo agreed to turn Coyote into a buffalo so that he, too, could eat grass and live. (6) His instructions were clear, "Stand still and have faith." (7) Coyote watched in terror as the massive beast pawed the ground and charged toward him. (8) Six times, Coyote feared for his life and jumped from the buffalo's path. (9) Finally, he forced himself to trust his friend. (10) When Buffalo struck Coyote, he was hurled into the air. (11) When he returned to earth, he landed not on Coyote's pause but on the hooves of a young buffalo. (12) After thanking his friend, Buffalo (who was once Coyote) lived happily on the bounty of the prairie.



Unit 20

- 1 What change should be made in sentence 2?
 - A Delete the comma after *hungry*
 - B Change *grown* to *groan*
 - C Change *weak* to *week*
 - D Change *pray* to *prey*

- 2 What is the correct way to write sentence 6?
 - F His instructions were clear: "Stand still and have faith."
 - G His instructions were clear; "Stand still and have faith."
 - H His instructions were clear. "Stand still and have faith."
 - J Sentence 6 is correct in the paper.

- 3 How does sentence 11 need to be changed?
 - A Change *earth* to *Earth*
 - B Delete the comma after *earth*
 - C Change *pause* to *paws*
 - D Insert a comma after *pause*

- 4 What change needs to be made in sentence 12?
 - F Delete the comma after *friend*
 - G Change the parentheses to commas
 - H Insert a comma after *happily*
 - J Make no change

Writing: Composition

READ the information in the box below.

I have great respect for the past. If you don't know where you've come from, you don't know where you're going.

—Maya Angelou, American poet, author, and civil rights activist

THINK carefully about the following question.

What ancient or outdated object, experience, or event would you like to see preserved or restored for the future?

WRITE an essay explaining the importance of your selected object, experience, or event.

Be sure to —

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Writing Guide

Planning

- Read the prompt.
- Plan your draft by selecting a genre that matches the topic, purpose, and audience.
- Use a planning strategy such as discussion, background reading, and personal interests.

Drafting

- Develop a draft that is focused, structured, and coherent.
- Organize your draft with a structure that includes an introduction, transitions, coherence within and across paragraphs, and a conclusion.
- Develop engaging ideas with depth of thought using specific facts, details, and examples.
- Incorporate genre characteristics and craft in your writing.

Revising

- Are my introduction, transitions, and conclusion focused, structured, and coherent?
- Have I ensured coherence within and across paragraphs?
- Have I employed appropriate style, word choice, and sentence variety?
- Does my language convey the mood, voice, and tone I intended?

Editing

- Are all my words used correctly according to meaning, part of speech, and form?
- Have I spelled commonly confused terms correctly?
- Did I use colons and parentheses correctly and effectively to support the meaning of my writing?

Publishing

- Ask a peer to review your draft before preparing the final version.
- Make corrections as noted in revising and editing.
- Publish your final version for an appropriate audience.

Performance Task



Examine – I use a variety of methods to explore and to analyze.

When you **examine** a topic, you investigate its fundamental elements and draw conclusions or make decisions based on that study.

Design and create a T-shirt to promote the restoration of an object or experience (e.g., animal, language, technology, tradition, musical instrument, town, library/bookstore) that is becoming extinct or obsolete. Wear or display your T-shirt as a visual to enhance a presentation of your findings to an audience.

Performance Task Steps

1. Read "Jason Baldes: Shoshone Buffalo Representative" and "Preserve the Language, Preserve the People."
2. Develop a plan to use print and digital sources to conduct preliminary research to identify objects or experiences that are becoming extinct or obsolete.
3. Select an object or experience that will be the topic of your research.
4. Generate questions for inquiry and conduct formal research on your selected object or experience, revising your plan and refining the major research question, if necessary.
5. Research the measures that are being taken to restore the object or experience.
6. Answer questions about your task.
 - How did Jason Baldes and Roy Boney Jr. work to restore the American bison and the Cherokee language in "Jason Baldes: Shoshone Buffalo Representative" and "Preserve the Language, Preserve the People"?
 - What criteria will you use to select an object or experience that will be the topic of your research?
 - What questions will guide your research on your selected object or experience?
 - How will you synthesize your learnings to produce an explanation of your findings?
 - What text and images will you use to convey your message on your T-shirt?
 - What resources will you need to design and create your T-shirt?
7. Design and create your T-shirt.
8. Plan and write a script that advocates your position on the measure to be taken to restore your topic. Be sure to use anecdotes, analogies, or illustrations.
9. Present your script, wearing or displaying your T-shirt and employing eye contact to communicate effectively.
10. Invite your audience members to provide feedback about the likely success of your restoration process.

Scoring Criteria

Your Performance Task will be evaluated using the following criteria:

Evidence of Research, Support of Script for Purpose, Representation of T-shirt Design, Quality of Presentation.

Reflection on My Learning



How did you use the **examine** critical thinking trait as you selected an object or an experience that needs restoration and designed a T-shirt and composed a presentation to promote the restoration of the object or experience?

Reflection on Critical Thinking

During this unit, you used a variety of critical thinking traits. Which of the critical thinking traits did you use most often?

Explain how you used that critical thinking trait.

