

**Middle School
English Language Arts
and Reading**

Grade 8

2019-2020

Instructional Packet II

Unit 18

TEKS LEARNING TARGET

I will explain how the setting influences the values and beliefs of characters.

Focus for 9 Traits of Critical Thinking™



Reflect: *I review my thoughts and experiences to guide my actions.*

When you **reflect**, you consider what you know about the literary elements of setting and character to determine how the setting of a text impacts the values and beliefs of the characters. How does the setting of the text affect the character's values and beliefs as well as the plot events?



Communicate: *I use clear language to express my ideas and to share information.*

When you **communicate**, you choose language that clearly expresses how the values and beliefs of the characters are impacted by the setting of the text. How might you help a peer understand the importance of the setting in a story in regard to the characters and their values and beliefs?



Create: *I use my knowledge and imagination to express new and innovative ideas.*
(Performance Task)

When you **create**, you use originality of thought and expression to convey your message. How can using a published literary text help you explore the possibilities of your own creativity as you write an adaptation?

Reader Tips

Authors of literary texts use **settings**, including historical and cultural settings, to influence the values and beliefs of the characters.

The setting is important to the development of a plot of a literary text because the setting establishes when, where, and in what context the events in the text take place. In effect, the location, time, and context in which the events take place influence the plot because they influence the characters' **values** and **beliefs**, which, in turn, influences their actions and reactions to one another and to plot events. Values are one's principles or standards of behavior. Values govern how we think and act at a subconscious level. Beliefs are the ideas we don't second-guess. They are the views and opinions that are so internalized, they shape our attitudes about life. With that in mind, a story that takes place in the midst of a tsunami in a poverty-stricken coastal village in Japan prior to discoveries in meteorological science would affect characters and events much differently than a story that takes place at an amusement park in a suburb of Los Angeles after the invention of cell phones because the values and beliefs held by the characters would cause them to react differently to their circumstances.

Consider these questions as you determine how settings influence characters' values:

- *What is the setting(s) in the story?*
- *How does the setting influence the principles of the characters?*
- *How does the setting influence the standards of behavior of the characters?*
- *How does the setting influence the actions and reactions of the characters?*

Consider these questions as you determine how settings influence characters' beliefs:

- *What is the setting(s) in the story?*
- *How does the time influence the beliefs of the characters?*
- *How does the place influence the beliefs of the characters?*
- *How does the context influence the beliefs of the characters?*

Read the text and answer the questions.

To Earth

- 1 From inside his pod, Laban grew mesmerized by the scarlet twin moons that were rising in the emerald sky above the mountains. This image transported Laban's mind back to his childhood. He relished the stories his mother had told him about planet Earth where she grew up. He longed to visit the planet with its sparkling seas and golden sun smiling so brightly that green plants sprung forth spontaneously. He watched as the silver man-faced moon changed shapes nightly in the sky like an astronomical chameleon.
- 2 "I've been thinking," Laban said, hopping into Maxum and Emme's pod. "What do you say about inventing a new type of transporter?"
- 3 Laban showed them a 3-D rendered image of an impressive-looking vehicle. It looked somewhat like the gliders that transported them on Falkor, but instead of biofuel engines, this vehicle boasted a supersized rocket.
- 4 "What is this spacecraft supposed to do?" Emme queried, shifting in her seat for a closer look.
- 5 "It will transport us to Earth, our parents' birthplace. I've calculated the coordinates and with the fuel capacity of this rocket, we'd have enough power to get us there."
- 6 Maxum sat silently. As he stared into the abyss, his eyes glazed over like a malfunctioning robot. Finally, he broke his silence. "I have always dreamed of our parents' planet," he whispered.
- 7 "We're in!" Emme exclaimed, adding agreement. "But we'll have to distract the Council. If they find out about this plan, they'll put a stop to it."

- 1 How does the story's setting affect the characters?
 - A It threatens their plan to build a spacecraft.
 - B It puts them in a situation where they are forced to become friends.
 - C It shows them how fortunate they are to have such advanced technology.
 - D It encourages their desire for adventure.

- 2 The setting of the story helps the reader accept the idea that Laban, Emme, and Maxum —
 - F could possess the skills needed to build a working spacecraft
 - G are growing up far from where their parents grew up
 - H all share the same dream for the future of planet Earth
 - J intend to work on their project but then reveal it to the Council

- 3 Which belief of the characters is influenced by the setting of the story?
 - A Inventions can often be adapted for other uses.
 - B Young people can achieve a great deal on their own.
 - C Ruling powers can be controlling.
 - D Children should have respect for their parents.

Name: _____

Unit 18

Instruction

Reflection on My Learning



How does your analysis of the setting and its influence on the values and beliefs of the characters contribute to your understanding of the story?



Reflection on Critical Thinking – *Communicate and Reflect*



How did you use the **communicate** trait to articulate your analysis of the setting? How did you use the **reflect** trait to think deeply about how time, place, and context affect the characters' values and beliefs?



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

from A Mysterious Case

by Anna Katharine Green

- 1 My patient, a young typewriter¹, lay in a small room, afflicted with a painful malady. We found her in an almost dying condition from having taken a dose of poison instead of the soothing mixture which had been left for her.
- 2 The mixture was pure when it left my hand, and, according to the nurse, it went into the glass pure. And yet when, two hours later, without her having left the room or anybody coming into it, poison was in the cup, and the patient was only saved from death by the most immediate measures.
- 3 There were in the room Mrs. Dayton, the landlady, the nurse, and myself.
- 4 She was very lovely. Though without friends, she possessed charm. "Will you tell me if there is any one whom you can call your enemy?"
- 5 "I don't know what to say," she murmured. "It seems absurd to talk of having an enemy. On the contrary, everyone seems to love me more than I deserve."
- 6 I made a vow that I would penetrate the secret of what looked like a persistent attempt upon this poor girl's life.
- 7 What should I do? I determined upon the immediate removal of my patient. But I changed my mind. Removal of the patient meant safety to her, but not the explanation of her mysterious poisoning.
- 8 And what produced this change in my plans? The look of a woman whom I met on the stairs. When I encountered her glance, I was not surprised to hear her ask:
- 9 "How is Miss Wilcox today?"
- 10 "Miss Wilcox is very low," I returned.
- 11 "She will get well?"

¹typewriter: the term for a typist

- 12 The look which passed over the woman's face satisfied me; and, though I left the house, it was with the intention of speedily returning and making inquiries into the woman's character and position in the household.
- 13 I learned little or nothing. She occupied a room and paid for it regularly. Her face possessed an eager look which I could not forget, and the slight gesture with which she had passed me had a suggestion of mysterious hate.
- 14 I went into Miss Wilcox's room very thoughtful.
- 15 "Whose step is that?" I asked.
- 16 "Oh, someone in the next room. The walls here are very thin."
- 17 If I could hear steps through the partition, then could our neighbors hear us talk? I drew a sheet of paper toward me and wrote:
- 18 "I shall stay here tonight. But I must appear to go. Bid me good-night. Lock the door after me, but instantly unlock it again. I shall quietly return. On my re-entrance I shall expect to find Miss Wilcox on the couch with the screen drawn up around it, you in your big chair, and the light lowered. Pretend to go to sleep."
- 19 The nurse nodded. I prepared the medicine as usual, placed it in its glass, and laid that glass where it had always been set. Then I said "Good-night," and passed hurriedly out.
- 20 I regained the room and finding everything in order, proceeded at once to the bed.
- 21 My idea was this—the nurse had been forced to either poison the glass herself or open the door for another to do it. If this were so, she or the other person would be obliged to pass around the foot of the bed to reach the glass, and I should be sure to see it. I waited with anxiety, but no one appeared, and the nurse in her big chair did not move.
- 22 At last I grew weary, and fearful of losing control over my eyelids, I fixed my gaze upon the glass, when I saw! A hand, a creeping hand coming from nowhere and joined to nothing, closing about that glass and drawing it slowly away till it disappeared entirely from before my eyes!
- 23 I gasped—but I did not stir. And then—look! the glass is returning; the hand—a woman's hand—is slowly setting it back in its place—

- 24 With a bound I have that hand in my grasp. The glass has fallen and lies shattered between us. The nurse, has jumped to her feet and is even now assisting me in holding the struggling member. I at once release my own grasp.
- 25 I hastened into the hall, where I found the landlady running to see what was the matter. "I have found the wretch," I cried, and drawing her after me, hurried about to the other side of the partition, where I found the woman I had met on the stairs, but glaring now like a tiger in her rage.
- 26 That woman was my patient's bitter but unknown enemy. Enamoured of a man who had expressed his admiration for the pretty typewriter, she had conceived the idea that he intended to marry the latter, and, vowing vengeance, had taken up in the same house with the innocent girl. The hole in the partition she had herself cut. This had been done at first for the purpose of observation, she having detected in passing by Miss Wilcox's open door that a banner of painted silk hung over that portion of the wall.
- 27 Afterward, when Miss Wilcox fell sick, and she discovered that the glass of medicine was placed on a table just under this banner, she could not resist the temptation to enlarge the hole to admit the reaching through of her murderous hand.
- 28 When the gentleman of whom I have spoken learned of the wicked attempt which had been made upon Miss Wilcox's life, his heart took pity upon her, and a marriage ensued, which I have every reason to believe is a happy one.

- 1 How does the housing situation impact the jealous woman's values?
 - A By giving her an opportunity to befriend Miss Wilcox
 - B By providing the quiet she needs to contemplate her actions
 - C By making her crime so easy she cannot allow the opportunity to pass
 - D By witnessing the attention of the gentleman that makes her jealousy grow

- 2 Which is the best summary of the text?
 - F A doctor investigates the possible poisoning of his young female patient. When he believes he has a suspect, he tests his theory and successfully catches the young woman's neighbor in a murder attempt.
 - G A young woman's illness is suspected to be poisoning, so her doctor questions her nurse and slowly pieces together clues. After discovering the truth, he calls the landlady and explains what happened.
 - H A doctor meets a woman on the stairs of a boardinghouse and instantly feels suspicious of her. Later that evening, he watches over his patient, a lovely young woman who has been mysteriously poisoned.
 - J A young woman continues to worsen despite the medical care she is receiving. Because she is beautiful and kind, the doctor first suspects her nurse and then the neighbor who lives in the room next to hers.

- 3 How does the encounter between the doctor and the woman he meets on the stairs in paragraph 8 affect the plot?
 - A It inserts humor into a tense situation.
 - B It builds suspense as the doctor investigates the case.
 - C It provides a flashback to explain the doctor's reaction.
 - D It foreshadows the woman's involvement in the case.

- 4 In paragraph 21, the word obliged means —
 - F willing
 - G able
 - H forced
 - J eager

- 5 What is the purpose of the footnote for "typewriter" in the first paragraph?
- A To provide the reader with an important clue to solve the case
 - B To clarify a lesser-known use of the word "typewriter"
 - C To describe a common job for women during the time period
 - D To urge the reader to consider how the character is portrayed in the text
- 6 Which aspect of the text best identifies it as a mystery?
- F The doctor
 - G The rented room
 - H The jealousy
 - J The crime
- 7 The author changes from past tense to present tense verbs in paragraph 23 to —
- A impart a sense of urgency during the climax of the story
 - B convey the passage of time during the course of the night's events
 - C help the reader envision the events as they occur
 - D demonstrate how difficult it was for the doctor to stay awake
- 8 Why does the young man propose to Miss Wilcox?
- F He wants to prove, once and for all, that he does not have romantic feelings for the jealous woman.
 - G He feels responsible for the pain she has endured and wants to protect her from any further harm.
 - H He hopes to repay the doctor for the care he gave Miss Wilcox and for the discovery of the attempted murderess.
 - J He realizes that his life would be meaningless without Miss Wilcox in it.

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Unit 18

Assessment

- 9 How does the time in which the story is set influence Miss Wilcox's humble response in paragraph 5? Use evidence from the text to support your answer.

- 10 How does the setting contribute to the doctor's belief that the marriage between the young man and Miss Wilcox is a happy one? Use evidence from the text to support your answer.

Reflection on My Learning

How might the setting influence the characters' values and beliefs in a literary text?

Reflection on Critical Thinking – *Reflect and Communicate*



Reflect – *I review my thoughts and experiences to guide my actions.*

What questions do you have about settings and how they affect the characters' values and beliefs in literary texts?



Communicate – *I use clear language to express my ideas and to share information.*

What details in a literary text help you understand how the setting influences the characters' values and beliefs?

Writing: Revising/Editing

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

Darrion wrote about his favorite fictional character in this response to a class assignment. Read Darrion's paper and look for any corrections he should make. When you finish reading, answer the questions that follow.

Sherlock Holmes

(1) When sir Arthur Conan Doyle imagined the fictional character Sherlock Holmes in 1887, he likely could not comprehend the character's sensational impression on the imaginations of readers. (2) Sherlock Holmes is the epitome of the British detective, intelligent, sophisticated, observant, and obsessive. (3) Doyle was inspired to create the character upon meeting Dr. Joseph Bell, a professor at the medical school of Edinburgh University. (4) Doyle recalls their introduction; "Dr. Bell [sat] in his receiving room ... and diagnose[d] the people as they came in, before they even opened their mouths." (5) And he was hardly ever wrong! (6) Doyle introduced his readers to Sherlock Holmes in *A Study in Scarlett*. (7) Adding to the mystique that surrounds Holmes and his friend Dr. Watson, there was a mystery of Doyle's own making. (8) One of the world's most famous addresses, 221B Baker Street, London, has been the center of a literary controversy for decades. (9) Now resolved, the Sherlock Holmes museum resides at the once fictional address.

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Unit 18

Assessment

- 1 What change needs to be made in sentence 1?
 - A Change *sir* to Sir
 - B Insert commas before and after *Sherlock Holmes*
 - C Change *character's* to characters
 - D Change *imaginations* to imagination

- 2 What change should be made in sentence 2?
 - F Change *is* to are
 - G Change the comma after *detective* to a colon
 - H Change *observant* to observent
 - J Change *obsessive* to obssesive

- 3 What change, if any, needs to be made in sentence 4?
 - A Change *their* to *they're*
 - B Change the semicolon to a colon
 - C Insert a period after *room*
 - D No change needs to be made.

- 4 What change should be made in sentence 9?
 - F Delete the comma after *resolved*
 - G Change *museum* to Museum
 - H Change *resides* to is residing
 - J Change *fictional* to fiction

Writing: Composition

READ the information in the box below.

In 2002, Dr. Desmond Morris revised and published *Peopewatching: The Desmond Morris Guide to Body Language*, the culmination of decades of study into the ways humans consciously and unconsciously convey their innermost attitudes, feelings, and desires through their bodies.

THINK carefully about the following question.

Only 7% of communication is verbal. Do you agree with this often-quoted communication rule?

WRITE an essay explaining how people convey thoughts and feelings through their facial expressions and body language.

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 tone and voice I intended?

Editing

- Are all my words used correctly according to meaning, part of speech, and form?
- Have I used spelling rules accurately?
- Have I used semicolons and colons correctly in my writing?

Publishing

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

Performance Task



Create – I use my knowledge and imagination to express new and innovative ideas.
When you **create**, you use originality of thought and expression to convey your message.

Write a dramatic adaptation of a published mystery using acts, scenes, dialogue, and stage directions. Read aloud one scene from your dramatic adaptation for an audience. Provide print or digital copies of your dramatic adaptation for your audience to use during your read aloud.

Performance Task Steps

1. Read "A Mysterious Case."
2. Use print and digital sources to self-select and read a variety of mystery short stories.
3. Select the mystery short story that will be the basis of your dramatic adaptation and read the text with that purpose in mind.
4. Use print and digital sources to review the characteristics and craft of drama.
5. Choose a graphic organizer to use as you plan the acts, scenes, dialogue, and stage directions of your adaptation.
6. Answer questions about your task.
 - How does the author of "A Mysterious Case" use suspense to enhance the plot of the mystery?
 - What criteria will you use to select the mystery short story that will be the basis of your dramatic adaptation?
 - How will you ensure that you incorporate genre characteristics and craft of drama in your dramatic adaptation?
 - How will you use the graphic organizer effectively to plan the acts, scenes, dialogue, and stage directions of your dramatic adaptation?
 - How will you ensure you employ appropriate enunciation, eye contact, speaking rate, volume, and a variety of natural gestures as you read one scene from your dramatic adaptation?
 - What resources will you use to provide copies of your dramatic adaptation to your audience?
7. Plan and write your dramatic adaptation. Draft, revise, and edit your draft before publishing.
8. Plan for creating and sharing copies of your dramatic adaptation with your audience.
9. Read aloud a scene of your dramatic adaptation for your audience as they read silently.
10. Ask your audience members to share how you might improve the readability of your dramatic adaptation.

Scoring Criteria

Your Performance Task will be evaluated using the following criteria:
Selection of Mystery Text, Interest of Dramatic Adaptation, Evidence of Genre Craft and Characteristics, Accuracy of Language and Conventions, Effectiveness of Presentation Techniques.

Reflection on My Learning



How did you use the **create** critical thinking trait as you composed a dramatic adaptation of a mystery short story and shared it 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.



Collaborate

I work with others to achieve better outcomes



Examine

I use a variety of methods to explore and to analyze



Communicate

I use clear language to express my ideas and to share information



Adapt

I adjust my actions and strategies to accomplish tasks



Inquire

I seek information that excites my curiosity and inspires my learning



Create

I use my knowledge and imagination to express new and innovative ideas



Strive

I use effort and determination to focus on challenging tasks



Link

I apply knowledge to reach new understandings



Reflect

I review my thoughts and experiences to guide my actions