Vocabulary for Embracing Our Differences — LIST ONE

Activity 1: In-Context Predictions
Based on the context sentence and the photo, write down your best prediction for the definition of each word.

1. Conduct (kuhn-duhkt)
The mom told her son she hopes he will conduct himself well while sitting in church.

Definition prediction: __________________________

______________________________________________

______________________________________________

Correct definition: __________________________

______________________________________________

______________________________________________

The zoo keeper was alarmed at the way the tigers conducted themselves.

2. Disturb (dih-sturb)
The theater posted “Do Not Disturb” signs to remind people to turn off the sound on their phone.

Definition prediction: __________________________

______________________________________________

______________________________________________

Correct definition: __________________________

______________________________________________

______________________________________________

The loud music disturbed the baby while he was napping.
3. **Gesture (jes-chér)**
Camila **gestured** with her arms for the taxi cab to pullover.

Definition prediction: ________________________
_______________________________
_______________________________

Correct definition: ________________________
_______________________________
_______________________________

As Ryan talked, he used his hands to **gesture** and explain the ideas.

4. **Predict (pri-dikt)**
Since Carlos does the same thing everyday, you can **predict** where he will be at any given time.

Definition prediction: ________________________
_______________________________
_______________________________

Correct definition: ________________________
_______________________________
_______________________________

Knowing his mother, Sam **predicted** she would be furious at the broken window.

5. **Reputation (rep-yuh-tye-shuhn)**
All the teachers watch those boys carefully because they have a **reputation** for fighting in school.

Definition prediction: ________________________
_______________________________
_______________________________

Correct definition: ________________________
_______________________________
_______________________________

Everyone wants to work with Myra because she has a **reputation** as a hard worker.
6. **Survival** (ser-vahy-vuh ɪ)

Food, shelter, and clean water are necessary for **survival**.

Definition prediction: ________________________

__________________________________________

__________________________________________

Correct definition: ________________________

__________________________________________

__________________________________________

*The survival of the Terracotta Warriors after thousands of years is amazing.*

7. **Tone** (tohn)

Lacey’s **tone** changed after she realized she had not been accepted on the cheerleading squad.

Definition prediction: ________________________

__________________________________________

__________________________________________

Correct definition: ________________________

__________________________________________

__________________________________________

*The man yelled at the other driver in an angry **tone**.*
Activity 2: Fill-in-the-Blank Sentence

Fill in the blanks using the correct vocabulary word to complete each sentence.

<table>
<thead>
<tr>
<th>Conduct</th>
<th>Disturbed</th>
<th>Gestured</th>
<th>Predict</th>
<th>Reputation</th>
<th>Survived</th>
<th>Tone</th>
</tr>
</thead>
</table>

1. If you could ________________ the upcoming lottery number, you could be a millionaire.
2. The sixth graders acknowledged Miss Kimble’s ________________ as a fair but hard teacher to the fifth graders.
3. Having forgotten her lunch, Lisbeth ________________ on peanut butter crackers and water until she got home.
4. Because the monkeys were not acting the way they normally do, the zookeeper monitored their ________________ for the rest of the day.
5. The police officer ________________ for the drivers to stop so that the pedestrians could cross the street.
6. Rainey knew her father was working and didn’t want to be bothered, but she ________________ him anyway.
7. You could tell the teacher was upset by the ________________ of her voice.
Activity 3: Fill-in-the-Blank Scenario

Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why the vocabulary word best fits 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 relentless about training because he is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.

<table>
<thead>
<tr>
<th>Conduct</th>
<th>Disturb</th>
<th>Gesture</th>
<th>Predictable</th>
<th>Reputation</th>
<th>Survival</th>
<th>Tone</th>
</tr>
</thead>
</table>

1. For the spring semester, Justin has art first period. He has math second period. He has biology fourth period. He has American history third period. He has biology fourth period. This will be his schedule everyday of this semester.

   Justin’s schedule is __________________________ because __________________________


2. The principal was disappointed in the way the two students were talking to each other in the hallway. She reminded the students of the proper way to behave when walking and talking in the hallway.

   The students did not __________________________ themselves well because __________________________


3. It was the first day of class and everyone was working quietly at their desks until: crash! Boom! A new student had dropped all her stuff from an open book bag.

   The new student caused a __________________________ because __________________________


4. Sometimes, it is hard to know how someone feels just by looking at their face. However, you can listen to their voice to determine how they feel.

   You can use a person’s __________________________ to tell __________________________


5. Laney somehow got separated from the group on the hike. She was lost and it was getting dark. She hadn’t packed any water or snacks since it was only supposed to be a one hour hike. She didn’t know how she would live through the night.

   In order to __________________________, Laney needs __________________________


6. The burgers were never cooked well. The french fries were always cold. I make it a point to check my bag because they always left something out. I can’t think of one time that I have purchased food and everything was correct.

   This restaurant has a bad __________________________ because __________________________
7. Standing in line at the grocery store, I waited until the cashier motioned for me to walk over to her register.

The cashier ___________________________ because _______________________________________

________________________________________
**Activity 4: Matching**

*Match the following vocabulary words to their synonyms.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct</td>
<td>_____</td>
<td>A. Attitude</td>
</tr>
<tr>
<td>2. Disturb</td>
<td>_____</td>
<td>B. Living</td>
</tr>
<tr>
<td>3. Gesture</td>
<td>_____</td>
<td>C. Motion</td>
</tr>
<tr>
<td>4. Predict</td>
<td>_____</td>
<td>D. Opinion</td>
</tr>
<tr>
<td>5. Reputation</td>
<td>_____</td>
<td>F. Bother</td>
</tr>
<tr>
<td>6. Survival</td>
<td>_____</td>
<td>G. Guess</td>
</tr>
<tr>
<td>7. Tone</td>
<td>_____</td>
<td>H. Behave</td>
</tr>
</tbody>
</table>
Activity 5: Application of Vocabulary

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

1. How do you think students should conduct themselves when working in groups? Explain or describe.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Do you think people playing music without headphones disturb the people around them? Explain why or why not.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. What are two ways people gesture when they are nervous? Describe.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. What is one thing you do in the morning in a predictable way? Explain.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

5. Can a person improve their reputation if they have a bad one? Explain why or why not.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

6. What is one piece of advice you would give a fifth grader about survival in school? Explain why.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

7. Describe a time you used the wrong tone with a friend or a parent. What happened?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
## Vocabulary for Unit 5: Embracing Our Differences — LIST ONE

### Notes for Teachers

Teachers, some notes about this vocabulary packet:

- The words in this list have been taken from “Fish Cheeks,” “Chameleon,” “Unusual Normality,” and “inside Out.” The words are **Tier 2 vocabulary**, selected based on (a) their relevance to the unit and (b) their utility in a variety of contexts.

- The student packet is designed to furnish students with **multiple exposures** to their new vocabulary words. Research indicates that it takes 12 to 20 exposures for students to learn a new word. This packet is **one tool** to help your students reach that level of exposure.

- Research also shows that **explicit instruction** of new vocabulary terms will help students learn them. We recommend that this instruction take place between Activities 1 and 2 of this packet.

- The vocabulary **words and student-friendly definitions** are provided below. These definitions are **not provided** within the student packet itself.

### Words and Definitions:

1. **Conduct (v)** to behave (oneself) or carry out a task in a specific way

2. **Disturb (v)** to interrupt or prevent someone from continuing what they were doing  
   *Related: disturbance, disturbed*

3. **Gesture (v)** To use your body to communicate with others

4. **Predict (v)** to know or say what will happen in the future  
   *Related: prediction, predictable, predictably, predictability*

5. **Reputation (n)** the opinion that most people have about someone or something

6. **Survival (n)** the state of continuing to live or exist despite danger or struggle  
   *Related: survive*

7. **Tone (n)** The feeling(s) that a person reveals in the way they speak about something.
# ANSWER KEY: UNIT 5 VOCABULARY PACKET LIST 1

## Activity 1: In-Context Predictions

**Correct Definitions:**

1. Conduct: to behave or carry out a task in a specific way
2. Disturb: to interrupt or prevent someone from continuing what they were doing
3. Gesture: to use your body to communicate with others
4. Predict: to know or say what will happen in the future
5. Reputation: the opinion that most people have about someone or something
6. Survival: the state of continuing to live or exist despite danger or struggle
7. Tone: the feeling(s) that a person reveals in the way they speak about something.

## Activity 2: Fill-in-the-Blank Sentence

| 1. Predict | Activity 3: Fill-in-the-Blank Scenario |
| 2. Reputation |
| 3. Dispute |
| 4. Survived |
| 5. Conduct |
| 6. Gesture |
| 7. Disturb |
| 8. Tone |

## Activity 3: Fill-in-the-Blank Scenario

*Student explanations will vary, but should show an understanding of each word’s meaning.*

| 1. Predictable |
| 2. Conduct |
| 3. Disturbance |
| 4. Tone |
| 5. Survive |
| 6. Reputation |
| 7. Gesture |

## Activity 4: Matching

| 1. H -- Behave |
| 2. F -- Bother |
| 3. C -- Motion |
| 4. G -- Guess |
| 5. D -- Opinion |
| 6. B -- Live |
| 7. A -- Feeling, Mood |

## Activity 5: Application of Vocabulary

*Student answers will vary, but each answer should include the underlined vocabulary word.*
TEACHER COPY: Point of View Handout

Name: ___________________________ Class: ___________________________ Date: ___________________________

MODEL

DIRECTIONS: Follow along and write what your teacher writes as they demonstrate how to analyze point of view.

<table>
<thead>
<tr>
<th>Excerpt from “Raymond’s Run” by Toni Cade Bambara</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now some people like to act like things come easy to them, won’t let on that they practice. Not me. I’ll high-prance down 34th Street like a rodeo pony to keep my knees strong even if it does get my mother uptight so that she walks ahead like she’s not with me, don’t know me, is all by herself on a shopping trip, and I am somebody else’s crazy child. Now you take Cynthia Procter for instance. She’s just the opposite. If there’s a test tomorrow, she’ll say something like, “Oh, I guess I’ll play handball this afternoon and watch television tonight,” just to let you know she ain’t thinking about the test. Or like last week when she won the spelling bee for the millionth time, “A good thing you got ‘receive,’ Squeaky, cause I would have got it wrong. I completely forgot about the spelling bee” … I could kill people like that. I stay up all night studying the words for the spelling bee. And you can see me any time of day practicing running. I never walk if I can trot, and shame on Raymond if he can’t keep up.</td>
</tr>
</tbody>
</table>

A. **Find Evidence:** Underline two details that show the narrator’s point of view about practicing.
   - “Now some people like to act like things come easy to them, won’t let on that they practice. Not me. I’ll high-prance down 34th Street like a rodeo pony to keep my knees strong even if it does get my mother uptight”
   - “I stay up all night studying the words for the spelling bee. And you can see me any time of day practicing running. I never walk if I can trot, and shame on Raymond if he can’t keep up.”

B. **Write:** In your own words, what is the narrator’s point of view about practicing?
   - The narrator believes you should be open about how much you need to practice in order to succeed.

C. **Select One:** How does the author develop the narrator’s point of view in this section?
   - a. **Thoughts**
   - b. **Dialogue**
   - c. **Actions**
INDEPENDENT PRACTICE

DIRECTIONS: Read the excerpt from “The Medicine Bag.” Notice what the narrator thinks, says, and does. Then answer the questions which follow.

Excerpt from “The Medicine Bag” by Virginia Driving Hawk Sneve

“After the [medicine] bag is yours, you must put a piece of prairie sage within and never open it again until you pass it on to your son.” He replaced the pebble and the piece of iron and tied the bag.

I stood up, somehow knowing I should. Grandpa slowly rose from the bed and stood upright in front of me, holding the bag before my face. I closed my eyes and waited for him to slip it over my head. But he spoke.

“No, you need not wear it.” He placed the soft leather bag in my right hand and closed my other hand over it. … “Put it safely away until you are again on the reservation. Wear it then, when you replace the sacred sage.”

Grandpa turned and sat again on the bed. Wearily he leaned his head against the pillow. “Go,” he said, “I will sleep now.”

“Thank you, Grandpa,” I said softly, and left with the bag in my hands.

That night Mom and Dad took Grandpa to the hospital. Two weeks later I stood alone on the lonely prairie of the reservation and put the sacred sage in my medicine bag.

A. **Find Evidence:** Underline two details that show how the narrator views the medicine bag his grandfather is giving him.
   - “I stood up, somehow knowing I should. Grandpa slowly rose from the bed and stood upright in front of me, holding the bag before my face. I closed my eyes and waited for him to slip it over my head.”
   - “Two weeks later I stood alone on the lonely prairie of the reservation and put the sacred sage in my medicine bag.”

B. **Write:** In your own words, what is the narrator’s point of view about the medicine bag?
   - The narrator appreciates and respects it.

C. **Select One:** How does the author **mostly** develop the narrator’s point of view in this section?
   - a. Thoughts
   - b. Dialogue
   - c. **Actions**
TEACHER COPY: Fish Cheeks
Amy Tan

About this Text
Amy Tan is an American writer whose work often provides insight into the experiences of Chinese Americans and family relationships. While her parents emigrated from China, Tan herself was born in Oakland, California. **As you read, pause to answer the questions beside the text.**

Skills Focus
In this lesson, you’ll analyze how the author develops the narrator’s point of view.

How do we analyze how an author develops point of view?
Point of view is the way the narrator or other character sees a person or situation.

In order to analyze how an author develops a narrator’s point of view, we determine what the narrator thinks and believes about a person or situation. Then we analyze how the author develops the narrator’s point of view (e.g. through actions, dialogue, or thoughts).

WHOLE CLASS READING

[1] I fell in love with the minister’s son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose.

[2] When I found out that my parents had invited the minister’s family over for Christmas Eve dinner, I cried. What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food?

[3] On Christmas Eve I saw that my mother had outdone herself in creating a strange menu. She was pulling black veins out of the backs of fleshy prawns. The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil. Tofu, which looked like stacked wedges of rubbery white sponges. A bowl soaking dried fungus back to life. A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.

POINT OF VIEW: Paragraphs 2-3

A. **Write:** What is the narrator’s point of view toward her Chinese heritage and family?
   - *She is embarrassed by it.*

B. **Find Evidence:** Underline two details that support your response.
   - “*What would Robert think of our shabby Chinese Christmas?*” (2)
   - “*What would he think of our noisy Chinese relatives who lacked proper American manners?*” (2)
   - “*What terrible disappointment would he feel upon seeing ... Chinese food?*” (2)
   - “*The kitchen was littered with appalling mounds of raw food.*” (3)

C. **Underline One:** How does the author develop the narrator’s point of view in this section?
   - Actions
   - Thoughts
   - Dialogue

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1 Prawn is a common name for shrimp, used particularly in the United Kingdom and Ireland.
2 Appalling (adjective): causing shock, disgust, or alarm
[4] And then they arrived — the minister’s family and all my relatives in a clamor\(^3\) of doorbells and rumpled Christmas packages. Robert grunted hello, and I pretended he was not worthy of existence.

[5] Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and his family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. “Amy, your favorite,” he said, offering me the tender fish cheek. I wanted to disappear.

[6] At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. “It’s a polite Chinese custom to show you are satisfied,” explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.

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“Fish Cheeks” by Amy Tan from Seventeen Magazine. Copyright © 1987 by Amy Tan and the Sandra Dijkstra Literary Agency. Reprinted with permission, all rights reserved.

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\(^3\) **Clamor** (noun): loud and confusing noise
EXIT TICKET for “Fish Cheeks”

Step 1
Directions: Answer the multiple choice questions below.

MULTIPLE CHOICE QUESTIONS

1. How does the narrator’s point of view affect how events are described in the passage? [RL.6]
   A. She is nervous to have the boy she likes over for Christmas dinner, so the text focuses on the boy’s reactions.
   B. **She is embarrassed by her family’s Chinese customs, so she describes the food as foreign and disgusting.**
   C. She is excited to have the minister’s son over for Christmas, which causes her to criticize every detail of her mother’s cooking.
   D. She is bored with her family’s Chinese traditions and wants to try new modern customs, so the text focuses on her desire to be more “American.”

2. In paragraph 7, Amy’s mother says to her, “‘You want to be the same as American girls on the outside... But inside, you must always be Chinese.’” What does this reveal about her mother’s point of view? [RL.6]
   A. Her mother believes that Amy is confused about what it means to be American.
   B. **Her mother believes that Amy is wrong to be ashamed of her Chinese identity.**
   C. Her mother believes that Amy needs to spend more time learning Chinese traditions.
   D. Her mother believes that Amy’s American friends need to be less concerned about their appearance.
Step 2
Directions: Respond to the Short Response prompt below.

SHORT RESPONSE

What do paragraphs 2-3 reveal about the narrator’s point of view? How does the author develop her point of view in this section of the text? [RL.6]

SAMPLE CLAIM AND EVIDENCE:

These paragraphs develop the narrator’s point of view by revealing her thoughts about her family’s Chinese traditions. They reveal how embarrassed she is of her family and Chinese heritage.

- “What would Robert think of our shabby Chinese Christmas?” (2)
- “What would he think of our noisy Chinese relatives who lacked proper American manners?” (2)
- “What terrible disappointment would he feel upon seeing... Chinese food?” (2)
- “The kitchen was littered with appalling mounds of raw food” (3)

SAMPLE SHORT RESPONSE:

Paragraphs 2-3 develop the narrator’s point of view by revealing her thoughts about her family’s Chinese traditions. They reveal how embarrassed she is of her family and her Chinese heritage. When Amy learns that the minister’s family will be coming to dinner, she worries: “What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners?” (Paragraph 2). Amy is ashamed and concerned that her crush, the minister’s son, will look down on her family’s customs and behavior. When Amy describes the meal her mother is preparing, she says, “The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes” (Paragraph 3). Amy’s embarrassment causes her to describe the food as if it disgusts her. In these paragraphs, Amy’s thoughts reveal her point of view to the reader, even though she is not expressing her feelings to other characters in the story.

HELPFUL RESOURCES

SENTENCE PROMPTS FOR INTRODUCING EVIDENCE:

- In the text, / In the story ...
- In [paragraph X] ...
- When [X happens] / When [character Y does / says] ...
- The author illustrates this when ...
- For example, ...

SENTENCE PROMPTS FOR EXPLAINING EVIDENCE:

- This means ...
- This illustrates ...
- This reveals ...
- This highlights ...

PARAGRAPH OUTLINE

Claim:

- Evidence
  - Explanation
- Evidence
  - Explanation
- Evidence
  - Explanation
### TEACHER COPY: Determining a Theme

**Guided Practice Directions:** Complete each step in the table below to determine a theme for “Fish Cheeks.”

<table>
<thead>
<tr>
<th>“Fish Cheeks”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Identify a <strong>big idea</strong> in the text. To do this, think about the characters, conflicts, and events.</td>
</tr>
<tr>
<td><em>Identity</em></td>
</tr>
<tr>
<td><strong>2</strong> Ask yourself:</td>
</tr>
<tr>
<td>- Where does this big idea show up in the text?</td>
</tr>
<tr>
<td><em>Amy, the narrator, is ashamed of her family and identity at the beginning of the story. In the end, she appreciates what her mother tries to tell her about being proud of who she is.</em></td>
</tr>
<tr>
<td>- What is the author trying to say about this big idea?</td>
</tr>
<tr>
<td><em>I think the author is trying to say that it is important to be proud of your identity, even when it makes you different from other people.</em></td>
</tr>
<tr>
<td><strong>3</strong> Use a prompt to draft a <strong>theme statement</strong>.</td>
</tr>
<tr>
<td>- “[Big idea] can ...”</td>
</tr>
<tr>
<td>- “It’s right / wrong to ...” / “You should ...”</td>
</tr>
<tr>
<td>- “It’s difficult to ...”</td>
</tr>
<tr>
<td>- “If ... , then ...”</td>
</tr>
<tr>
<td><em>You should be proud of your unique identity, even when it makes you different from other people.</em></td>
</tr>
</tbody>
</table>
**TEACHER COPY: Outlining a Literary Analysis Essay**

**Guided Practice Directions:** Fill in each section of the Literary Analysis Essay outline as your teacher instructs you to.

<table>
<thead>
<tr>
<th>Literary Analysis Essay about “Fish Cheeks”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prompt:</strong> You have read the story “Fish Cheeks.” In the story, how does the change in Amy’s point of view develop the theme of the story?</td>
</tr>
<tr>
<td>Be sure to use specific details and evidence from the text to support your ideas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CLAIM / THEME:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the story “Fish Cheeks,” Amy’s change in point of view develops the theme that you should be proud of your unique identity, even when it makes you different from other people.</td>
</tr>
</tbody>
</table>

**REASON 1:**

In the beginning of the story, Amy’s thoughts reveal that she is ashamed of her family’s traditions and identity.

- **EVIDENCE:**
  
  “What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners?” (Paragraph 2)
  
  - **EXPLANATION:**
    
    Amy’s thoughts show how embarrassed she is by her family’s behavior and traditions. She is afraid of what her crush Robert will think and wishes that she were more American.

- **EVIDENCE:**
  
  “The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes” (Paragraph 3)
  
  - **EXPLANATION:**
    
    Amy describes her mother’s preparations for the dinner as if she is disgusted by them.

- **EVIDENCE:**
  
  “I wanted to disappear...I was stunned into silence for the rest of the night.” (Paragraphs 5-6)
Amy’s reactions during the dinner reveal how uncomfortable and self-conscious she feels as her family enjoys the meal and shares Chinese customs with Robert’s family.

REASON 2:

By the end of the story, Amy realizes the importance of her Chinese identity.

EVIDENCE:

“You want to be the same as American girls on the outside...But inside you must always be Chinese.” (Paragraph 7)

EXPLANATION:

Amy’s mother has seen Amy’s embarrassment but has a different point of view. She believes that Amy should be proud of who she is.

EVIDENCE:

“It wasn’t until many years later — long after I had gotten over my crush on Robert — that I was able to fully appreciate her lesson and the true purpose behind our particular menu. For Christmas Eve that year, she had chosen all my favorite foods.” (Paragraph 8)

EXPLANATION:

The narrator’s thoughts show how her point of view has changed over time. Amy learns to appreciate her family and her Chinese American identity, as her mother wanted her to.

CONCLUSION:

The change in Amy’s point of view suggests that it can become easier to embrace our differences as we get older. Looking back on the dinner years later, she realizes the wisdom of her mother’s words: it is wrong to be ashamed of who you are.
About this Text
In 2014, David Lopera, an 11th grade student in Boston, wrote this personal essay as a part of a collection of student-written essays exploring culture and identity. As you read, pause to answer the questions beside the text.

Skills Focus
In this lesson, you will analyze how an author develops their point of view.

How do we analyze how an author develops point of view?
Point of view is the way an author sees a person or situation.

In order to analyze how an author develops their point of view, we determine what they think and believe about a person or situation. Then, we analyze how specific sections of the text develop the author’s point of view (e.g. through actions, dialogue, or thoughts).

Vocabulary
Let’s pronounce these words together as a class:
Survival (ser-vah-y-vuhl)
Reputation (rep-yuh-tee-shuhn)

WHOLE CLASS READING

Our desire to fit in sometimes influences the choices we make. Here, David Lopera describes what happened once when he went to great lengths to fit in.

[1] High school students are a lot like chameleons. They love to blend into their surroundings. Walk down the halls of a high school and you will see exactly that: students trying to fit in. Similar to chameleons, high school students do it for the same reason — survival. Being singled out is a dangerous thing. In a place where reputation defines you, having anything jeopardize reputation can prove dreadful. In my freshman year, I was in a group of friends who loved to talk about shoes. Our conversations consisted of shoes, Call of Duty, shoes, girls, shoes, shoes, and school. The more they talked about it, the more I saw sneaker trends everywhere I went. It wasn’t long until I figured out that all the “popular” kids had the most expensive sneakers, more specifically Jordans. Looking down at my plain, worn-out shoes, I knew I was no match. How could I expect to survive high school if I had nothing to show on my feet?

[2] That night, I scrolled through page after page of Jordans. Different designs, different colors, but all well over $100. Which ones were cool? What designs were best? Didn’t that one senior wear these? He got a lot of attention at school. Maybe I should get the same. Nah, probably not. Maybe these? An hour into my search, I finally saw the pair I wanted — the Royal Blue 10s. This pair not only had my favorite color schemes (blue, white and silver) but they were, more importantly, “cool” enough for me to be recognized and accepted. In a jungle of trendsetters I was the chameleon trying to blend in.

POINT OF VIEW: Paragraphs 1-2
A. Think & Share: Is this text being told from first or third point of view. How do you know?
• It is being told from a first person point of view.
• The author’s use of the pronoun “I,” and we, the readers, know what the narrator is thinking.

B. Write: What is the author’s point of view about fitting in?
• He believes wearing a pair of Jordans that all the popular kids wear will help him fit in.

C. Turn & Talk: Do you agree with the author’s point of view about fitting in?
• Student answers will vary.

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1 Chameleon (noun): a lizard that changes its color to match its background
2 an expression that means to be spoken to or treated differently than others
3 jeopardize (verb): to risk losing something important
4 Trendsetter (noun): a person who leads the way in fashion and ideas
PARTNER READING

[3] I woke up at 7 a.m. on a chilly March Saturday morning. It was the day the Royal Blue 10s were being released.

[4] I waited patiently outside the Champs store for two hours. All the guys around me had $100+ shoes. They discussed the newest releases and the sneaker trades as I stood there awkwardly in my $60 Nikes. I felt out of place, and even if I could fit in, I slowly realized I didn’t want to. My thoughts were interrupted by the sound of a door opening. All heads turned toward the employee coming out of the store. Within 30 seconds, those outside in the cold jam-packed into the small store, dollar bills waving in the air. Stealthily sneaking toward the front, I got the shoes, paid, and quickly left with a vibrant smile on my face. Whatever doubt I had before had gone.

[5] That Monday, I wore the shoes for the first time. As I slipped them on, I could feel the soft sole press against the bottom of my foot. The new shoe smell flew up my nose. I could just imagine the look of awe on everyone’s face, the compliments I would get, and most of all, the recognition. With a delicate hand, I wiped off a minor smudge on the side of the right one. A smile hit my face as I laced them up. Perfect.

[6] There was a hop to my step that day and my head was held just a little bit higher. Looking around, I met everyone in the eye expecting to catch one of them staring at my shoes. First period passed. Nothing. Second period passed. Same thing. No compliments or anything. By lunch, I embraced my disappointment. I had imagined that I would be transformed into a new light, but as soon as I stepped through the school door I was still the same old freshman I was the week before. How could that be? I had the Jordans and everything. Were they really worth $160 and two hours of my time? Not once did I ask myself whether I truly wanted the pair. The shoes didn’t represent who I was, but I had imagined the shoes would help create a better me. What I failed to realize, however, is that when chameleons try to avoid being singled out, they don’t fit into their surroundings. They disappear.

QUESTIONS

POINT OF VIEW: Paragraphs 3-4
A. Write: How do these paragraphs develop the author’s point of view?
   - They show how he is determined to purchase the shoes in order to fit in.
   - They show that he is starting to feel conflicted about wanting to fit in.

Paras 5-6
Find Evidence: Underline two details that illustrate the result of wearing the new shoes.
- “First period passed. Nothing.” (6)
- “Second period passed. Same thing. No compliments or anything.” (6)
- “as soon as I stepped through the school door I was still the same old freshman I was the week before.” (6)

POINT OF VIEW: Paragraphs 5-6
A. Write: Rewrite the last two sentences of paragraph 6 in your own words.
   - When I tried to fit in, I blended in too well.
     I disappeared and stopped being unique.
   - I didn’t realize that instead of fitting in, I would not be noticed at all.

B. Write: How do these paragraphs develop the author’s point of view?
   - He once believed that blending in was a good thing. He now believes that trying to blend in is negative because it takes away his unique identity.

“Chameleon” by David Lopera from It’s Not the Stone That Brings You Strength. Reprinted by permission of 826 Boston.

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5 Awkward (adj): strange or uncomfortable, especially in a person’s interactions with others
6 Stealth (adj): secret and quiet
EXIT TICKET for “Chameleon”

Step 1
Directions: Answer the multiple choice questions below.

MULTIPLE CHOICE QUESTIONS

1. **PART A**: What is the author’s point of view about fitting in at the end of the passage? [RI.6]
   A. The author believes that when a person changes their identity to blend in, they become like an animal.
   B. The author believes that when a person changes their identity to blend in, they start trends and become popular.
   C. The author believes that when a person changes their identity to blend in, they lose the things that make them unique.
   D. The author believes that when a person changes their identity to blend in, they buy the shoes that everyone is wearing.

2. **PART B**: Which of the following quotations from the text best reveals the narrator’s point of view? [RI.1]
   A. “Walk down the halls of a high school and you will see exactly that: students trying to fit in.” (Paragraph 1)
   B. “It wasn’t long until I figured out all the ‘popular’ kids had the most expensive sneakers, more specifically Jordans.” (Paragraph 1)
   C. “In a jungle of trendsetters I was the chameleon trying to blend in.” (Paragraph 2)
   D. “When chameleons try to avoid being singled out, they don’t fit into their surroundings. They disappear.” (Paragraph 6)

3. Which statement best describes the relationship between the chameleon and the behavior of high school students? [RI.3]
   A. High school students and chameleons both struggle to survive.
   B. High school students and chameleons are both known for their bright colors.
   C. High school students and chameleons both try to look the same as their surroundings.
   D. High school students and chameleons both prefer to stand out from their surroundings.
Step 2  
Directions: Respond to the Short Response prompt below.

SHORT RESPONSE

How does the narrator’s point of view change over the course of the text? Support your answer with evidence that shows how the point of view develops. [RI.6]

SAMPLE CLAIM AND EVIDENCE:

Write the outline here:

The author once believed that blending in was a good thing. He now believes that trying to fit in is negative because it takes away his unique identity.

- [High school students] love to blend into their surroundings (1)
- Looking down at my plain, worn-out shoes, I knew I was no match. (1)
- I waited patiently outside the Champs store for two hours (4)
- I felt out of place, and even if I could fit in, I slowly realized that I didn’t want to. (4)
- No compliments or anything. By lunch, I embraced my disappointment. (6)
- ...when chameleons try to avoid being singled out, they don’t fit into their surroundings. They disappear. (6)

SAMPLE SHORT RESPONSE:

In the beginning of the text, the author believes that blending in with his peers is a good thing. By the end of the text, he believes that trying to fit in is negative because it takes away his unique identity. At first, the narrator believes that all high school students, like chameleons, love to “blend into their surroundings” and that being singled out is a bad thing (Paragraph 1). This means that most high school students would rather be the same than different. In order to fit in, the narrator buys expensive Jordans that all of the popular students are wearing. After buying the shoes and wearing them to school, the author doesn’t get the reaction he expected, receiving “no compliments or anything” (Paragraph 6). In that moment, the author realizes that new shoes don’t make the person. Ultimately, he learns that he does not want to fit in. He believes that if you try to fit in and avoid being singled out or different, you don’t blend in; you actually “disappear” and lose the things that make you unique (Paragraph 6).
About this Text
Ishmael Beah was born in Sierra Leone, West Africa. He is a New York Times best-selling author of A Long Way Gone: Memoirs of a Boy Soldier and Radiance of Tomorrow: A Novel. As you read, pause to answer the questions beside the text.

Skills Focus
In this lesson, you will analyze how an author develops their point of view.

How do we analyze how an author develops point of view?
Point of view is the way an author sees a person or situation.
In order to analyze how an author develops their point of view, we determine what the author thinks and believes about a person or situation. Then, we analyze how specific sections of the text develop the author’s point of view (e.g. through actions, dialogue, or thoughts).

Vocabulary
Let’s pronounce these words together as a class:
Conduct (kuhn-duhkt)
Dispute (dih-spyooht)
Predict (pri-dikt)
Survive (ser-vahyv)

WHOLE CLASS READING

[1] I came to New York City in 1998. I was seventeen.

[2] I entered the United States with just a passport in my hand, because somehow the baggage that I’d checked when I boarded the flight from Ivory Coast (which was tattered in ways unimaginable) didn’t make it.

[3] I stood there at the luggage rack watching all these huge bags go by, and mine didn’t come. This bag held all my possessions at this point: two pairs of pants and two shirts—one long-sleeved and one short. So I just started laughing, and I didn’t even bother going to the lost-baggage section to claim it.

[4] I just walked right out to meet my new adoptive mother, who was standing there with a beaming smile, waiting for me. And I explained to her what had happened, and we laughed some more.

[5] We left and went into Manhattan, and that evening we went to Kmart. (After we had had Chinese food and a fortune cookie that said, “You’re about to have new clothes.”)


[7] I was coming from a country called Sierra Leone. At age eleven, a war had started in my country. At twelve I had become an orphan, because my mother, father, and two brothers had been killed in that war. At thirteen I was fighting as a soldier in that same war. At sixteen, after three years of war, I’d been removed from all that and had gone through rehabilitation, where I began learning how to deal with the memories of the war.

[8] So from this experience, I had come to the United States. To have a new home, and to live with a mother who was willing to take me into her life when most people at the time were afraid of somebody like me.

Paragraphs 1-6
Think & Share: How would you describe the author’s reaction to losing all his things?
• It is unusual because most people would feel sad after losing all their possessions.

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1 Omen (noun): a sign of what will happen in the future
2 Rehabilitation (noun): a process of becoming healthy and active after a bad experience
[9] It was a chance at living again, because all I had come to know, since I was eleven, was how to **survive**. I didn't know how to live. All I knew, really, up until this point in my life, was struggle. This was what I had come to expect from life, and I didn't trust in happiness or any kind of normality at all.

**Paragraphs 7-9**

**Think & Share: Summarize the events that influenced the author’s past identity.**

- A war started in his country, Sierra Leone.
- His mother, father, and two brothers had been killed in the war.
- He fought as a child soldier.

**POINT OF VIEW: Paragraphs 7-9**

**Think & Share: What is the author’s point of view on moving to a new country?**

- He believes that moving to a country will take him away from the stress and trauma of his past.
- He sees it as a chance to live life as a normal teenager.

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**Partner Reading**

[10] So here I was in New York, with my new mother. We needed to step into that normality.³

[11] But we had a lot of things to deal with, and one of the most pressing⁴ ones was that I needed to get into school. You see, the visa that I had been given was a prospective-student visa. This meant that when I arrived in the United States, I had three months to get into a school. If I didn’t, I would be returned to my war-torn⁵ country, Sierra Leone.

[12] Now, when I arrived, it was in the summer, so all the schools were closed. But my mother got on the phone and called every school principal she could think of in Manhattan, and tried to get them to grant me an interview.

[13] When I went to some of the interviews, I was immediately denied because of the following conversation:

[14] "Do you have a report card to show that you had been in school?"

[15] I would say, "No, but I know I have been in school."

[16] And then my mother would interject⁶ to explain the context.⁷

[17] I would sit there thinking to myself, **What do these school principals think? Do they really think that when there’s a war in your village or when your town is attacked, and people are gunned down in front of you, and you’re running for your life, you’re thinking to yourself, "You know, I must take my report card and put it in the back of my pocket."**

[18] At some of these interviews, I was able to say some of these things, thinking that it would be funny. But the school principals didn’t find it funny. I learned a new American term for what they did find it. They were "weirded out" by the strange sense of humor that I had about this.

[19] So I decided that I was going to write an entrance essay about this, and the essay was simply titled "Why I Do Not Have a Report Card."

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³ **Normality** (noun): the state of being normal

⁴ **Pressing** (adjective): most important or urgent

⁵ a country or city destroyed by the effects of war

⁶ **Interject** (verb): to interrupt someone suddenly

⁷ **Context** (noun): the situation or background

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**Paragraph 11**

**Write: What was especially challenging about enrolling in school?**

- He had three months to get registered and attend school or he would be sent back to Sierra Leone.

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**Paragraphs 13-18**

**Find Evidence:** Underline two reasons why many principals did not admit him to their schools.

- "Do you have a report card...’No, but I know I have been in school.’(14-15).

- "They were 'weirded out' by the strange sense of humor that I had about this." (18).
[20] With this essay, along with exams that were given to me, I was accepted to the United Nations International School and placed in the eleventh grade.

WHOLE CLASS READING

[21] Thus began my two years of high school and making other teenagers confused about who I was. You see, I didn’t fit into any box. I didn’t have the same worries about what shoes or clothes I wore. And so my teenage counterparts always wanted to find out why I was like that. Why I didn’t worry about my essays or exams or things.

[22] And of course I couldn’t tell them, because I felt that they were not ready to hear the truth. What was I going to say?

[23] During a break from class, "Hey, you know, I was a child soldier at thirteen. Let’s go back to class now."

[24] So I was silent, mostly. I didn’t say much. I would just smile. And this made them more curious.

[25] They would say to me, “You’re such a weird kid.”

[26] And I would respond by saying, “No, no, no. I’m not weird. Weird has a negative connotation. I prefer the word unusual. It has a certain sophistication and gravitas to it that suits my character.”

[27] And of course when I was finished saying this, they would look at me and say, “Why don’t you speak like a normal person?”

[28] The reason I spoke like this was because of my British-African English that I’d learned, which was the only formal English that I knew. So whenever I spoke, people felt ill at ease, particularly my fellow teenagers. They thought, What is wrong with this fellow?

[29] Some of them, though, didn’t find it as strange. They thought maybe my English was like this because I was from some royal African family.

[30] So throughout my high-school years, I tried to make my English less formal, so that my friends would not feel disturbed by it. (However, I did not dispute the fact that I was from some royal African family or that I was a prince. Because, you see, sometimes some stereotypes have their benefits, and I certainly took advantage of that.)

[31] But I needed to be silent about my background, because I also felt like I was being watched. When I got into the school, some of the other parents were not very happy that somebody with my background was in school with their children. And I realized that the way I conducted myself would determine whether they would ever let another child who had been through war into such a school.

[32] But even with all of these attitudes, and with my silence, I started making friends. To them it was sufficient that I was just some kid who lived in the East Village, who was from an African country.

QUESTIONS

Paragraphs 21-29
Write: List two details about the author that made his classmates view him as “unusual.”

● He did not care about shoes or clothes.
● He stayed silent most of the time.
● He spoke too formally, using British-African English.

POINT OF VIEW: Paragraphs 21-32
A. Write: What is the author’s point of view on sharing his background?

● He believes in not sharing too much so that he would seem less unusual and dangerous to classmates and parents.

B. Find Evidence: Underline two details that reveal the author’s point of view about sharing his background.

● ...Making teenagers confused about who I was (21)
● And of course, I couldn’t tell them... (22)
● So, I was silent, mostly. (24)
● But I needed to be silent about my background, because I also felt like I was being watched. (31)

8 A counterpart is a person or thing that closely resembles another person or thing, for example two people of the same age.

9 Connotation (noun): a feeling beyond its meaning

10 Sophistication (noun): the feeling of being advanced or more refined

11 seriousness

12 an old-fashioned word for man

13 Stereotype (noun): a belief that all members of a group share common traits

14 Sufficient (adjective): a good amount of good enough
INDEPENDENT READING

[33] And these kids were tough (they told me). Because they lived in a tough city, New York. And therefore they were tough.

[34] They had been to the Bronx. They had been to Bed-Stuy. They had taken the train there. They had gotten into fights and won.

[35] So they would say things to me like, "If you want to survive the streets of New York City, we need to teach you a few things."

[36] And I'd be like, "Okay, sure. I'm open to learning."

[37] And they would tell me things about how to be tough and stuff, and I would say, "Well, thank you very much. I truly appreciate this advice that you're giving me."

[38] They were like, "No worries, our African brother. Anytime, any time."

[39] Truth was, I'd been to some of these places that they spoke about, these neighborhoods, and I knew that the people who lived there didn't glorify violence the way they did. They didn't have time to pretend, because they lived in it, just like I had.

[40] I noticed that these kids had a sort of idea of violence that they'd never really lived. They glorified it in a way, because they'd never actually experienced it at all.

[41] When I walked with them, I observed that I paid more attention to the people who walked past us—how the person walked, which way they were coming from. I didn't take the same route twice, because I didn't want to develop a predictable path. These were all habits that were formed from my experiences, but I noticed that my new friends didn't do that at all. So I knew they were just saying these things to seem tough to me.

[42] Now, I did enjoy listening to my new friends that I had made. I enjoyed listening to them tremendously, because I wished, when I listened to them, that the only violence I knew was the violence that I imagined.

[43] And listening to them allowed me to experience childhood in a way that I hadn't known was possible. It let me be a normal kid.

[44] So I listened to them, and we hung out all the time, and through that I participated in what was left of my childhood.

[45] I got to be a child again with them; the only worries that we had were when we went Rollerblading without any protective gear. We took our brakes off, and sometimes we would avoid hitting an old lady by falling into a trash can on the street, and we laughed about it.

[46] These things meant a lot to me.

Paragraph 33
Write: Who thought the kids were “tough”?
- They thought it about themselves.

Paragraph 40
Write: What does the author mean that his friends “glorified” violence “because they’d never actually experienced it”?
- His friends thought that violence was cool, but if they had ever experienced real violence, they wouldn’t feel that way.

WHOLE CLASS READING

[47] After about a year of being friends with these boys, one of them decided to invite a group of us, about ten of us, to upstate New York. His family had property up there, and he said we were going there for the weekend to play a game called paintball.

[48] I said, “Well, what is that?”

---

15 Glorify (verb): to make something important or to praise it as good
16 Tremendous (adjective): very great in size or amount
[49] And he said, "Oh, man, you've never played paintball? You're gonna love it. It's a great game. The fellows and I, we always play it. And don't worry, we'll teach it to you, and we'll protect you.

[50] "You use these balls of paint, and you shoot people," and he explained the basics of the game to me.

[51] I said, "Okay, that sounds interesting."

[52] And I thought, if these guys who only pretend about violence can play it, it must not be that difficult a game.

[53] But of course I didn't say this. I just thought these things. So I went with them upstate to a humongous17 property that had trees and creeks that ran into a bigger river—this beautiful open place.

[54] But as soon as we arrived, I began to memorize the terrain18 immediately, and this was from habit. I knew how many paces it took to get to the house, how many paces19 it took to the first tree, to the first bush, to the shed. I learned the spaces between the trees.

[55] Overnight, while everybody was sleeping, I tried to replay some of these things in my head — to memorize the terrain.

[56] And this was all out of habit, because where I came from, in my previous life, this kind of skill set could determine whether you lived or died.

[57] In the morning, at breakfast, they were pumped up.

[58] Everyone was saying, "Yeah, the game is gonna be awesome today."

[59] And so after we finished breakfast, I was introduced to the game of paintball. They showed me the weapon, how you can shoot it. And I allowed them to teach me to shoot things.

[60] They were very macho20 about it.

[61] They said to me, "This is how you shoot, you aim like this."

[62] I said, "Okay." I tried it a few times. I deliberately21 missed.

[63] Then they showed me the camouflage and the combat gear and everything.

[64] And then everybody was ready to go, and they were amped up, and all like, "Yeah, we're gonna go out! We're gonna DO THIS!!"

[65] They decided we were going to play one-on-one. And then, after, we would play team games.

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**INDEPENDENT READING**

[66] So they started painting their faces, getting into this idea of war that they knew.

[67] I declined putting the face paint on, and I wanted to give them a hint about my past, but then I thought, You know what? I'm going to have fun with this.

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**QUESTIONS**

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**Paragraphs 50-53**

**Turn & Talk:** Why does the author keep his thoughts about the paintball game to himself?

- So that his friends will not know his background as a war soldier
- So that his friends will think he is a normal teenager who is just learning the game

**Paragraphs 59-62**

**Think & Share:** Why do you think the author chooses not to reveal that he knew how to shoot a gun?

- So that his friends would not see him as strange or abnormal.
- So that he would not ruin the fun of the game for his friends.
- So that he would not have to reveal that he had been a child soldier.

---

17 **Humongous** *(adjective)*: very large
18 **Terrain** *(noun)*: land
19 **Paces** *(noun)*: steps
20 a term that means behaving aggressively or acting overly proud to be a man
21 **Deliberate** *(adjective)*: done with intention or on purpose
[68] So we went off into the bush, and when one of them shouted, "Yeah, let the war begin! I’m going to bring pain to all of you! I’m going to show you how it’s done!" I thought to myself, First rule of warfare,\(^2\) you never belittle\(^2\) your opponent.

[69] But I didn’t say this. I went into the bushes. I already knew where to go, because I had memorized the layout of the place.

[70] And so I would hide. I would wait for them. I would climb a tree here, I would hide under certain shrubs. And they would come rolling around, jumping, doing all kinds of things, things they’d probably seen in movies about how people act in war.

[71] I would just wait for them. And after they were done exhausting themselves, I would come up behind them, and I would shoot the paintball at them.

[72] This went on all day. And when we came back that night, during dinner, they talked about it.

[73] You know: How come you’re so good? You’re sure you’ve never played paintball before?

[74] I said, "No, I have never played paintball before. I’m just a quick learner, and you guys explained the game to me, and you are really great teachers. This is why I’m able to play so well."

[75] But they said, "That can’t be all."

[76] Some of the kids’ parents were there, and the kids said to them, "This guy, he comes up on you. You can’t even hear him coming at all."

[77] And I said, "Well, you know, I grew up in a village. And I used to be a hunter when I was a boy, so I know how to blend into the forest, like a chameleon. I know how to adapt to my environment."

[78] And they looked at me and said, “You’re a very strange fellow, man. But you’re badass at paintball."

[79] I said, “Well, thank you. Thank you very, very much.”

[80] So this went on. We never got to play the group game. We played as individuals all throughout the weekend, because they wanted to beat me, and so they started to team up with each other. I would see them doing this, and then I would come up with a kind of watered-down\(^2\) version of another guerrilla tactic,\(^2\) just to play with them.

[81] For example, sometimes I would walk backwards and then stand where my footsteps “began” and hide. They would follow my footprints, and then I would come up behind them.

[82] Anyway, at some point I decided that I was going to sit out the game, just so they could enjoy it. And I saw a sense of relief on all of their faces.

[83] They were like, Oh, well, FINALLY!

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\(^2\) Warfare describes the act of being at war.

\(^2\) Belittle (verb): to talk down or make fun of someone

\(^2\) A watered-down version of something is a weak or simple version.

\(^2\) A guerrilla tactic is a war or fighting strategy.

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Paras 66-71

Write: What does the author understand about war that his friends do not?

- He understands that in real war a soldier would not belittle or even speak to their opponent.
- He understands war strategies like hiding from his opponents and waiting for the right moment to attack.

Paras 72-78

Find Evidence: Underline two pieces of evidence that reveal the author’s dishonesty.

- “I’m just a quick learner, and you guys explained the game to me, and you are really great teachers. This is why I’m able to play so well.” (74)
- “Well, you know, I grew up in a village. And I used to be a hunter.” (77)

POINT OF VIEW: Paras 71-81

Write: How does this section develop the author’s point of view about sharing his background?

- By not sharing the real reasons he is so good at paintball, he can continue to be seen as a normal teenager.
WHOLE CLASS READING

[84] When I returned, I told my mother about this game. And my mother, being a mother, was immediately worried.

[85] She said, “Oh, did that bring up something for you?”

[86] And I said, “No, it didn’t, absolutely.”

[87] Because I know the difference between pretend war and real war.

[88] But it was interesting for me to observe how my friends perceived what war is.

[89] The next day at school, these friends of mine talked about the awesome weekend of paintball we’d had. But they never said how I’d won all the games. And I said nothing at all.

[90] They never invited me back to play paintball with them. And I didn’t ask to be invited back.

[91] I so wanted to talk to them about the war while we were playing the game. I wanted to explain certain things, but I felt that if they knew about my background, they would no longer allow me to be a child. They would see me as an adult, and I was worried that they would fear me.

[92] My silence allowed me to experience things, to participate in my childhood, to do things I hadn’t been able to do as a child.

[93] It was only years later that they learned why I had won the game.

[94] But I wish I had been able to tell them early on, because I wanted them to understand how lucky they were to have a mother, a father, grandparents, siblings. People who annoyed them by caring about them so much and calling them all the time to make sure they were okay.

[95] I wanted to tell them that they were so lucky to have this naïve innocence about the world. I wanted them to understand that it was extremely lucky for them to only play pretend war and never have to do the real thing. And that their naïve innocence about the world was something for which I no longer had the capacity.

POINT OF VIEW: Paragraphs 91-92

Write: What do these paragraphs add to the author’s point of view about sharing his background?

- The author believes his background is so different from his friends’ lives that not sharing it helps him feel like a normal child.
- If he keeps his background to himself, his friends will not fear him.

Paragraphs 94-95

Think & Share: In your own words, what does the author wish he could have told his friends?

- Be grateful for your innocence and having family who care about you.
- You are lucky if you only play pretend war and never have to experience the real thing.

“Unusual Normality” by Ishmael Beah from The Moth Presents All These Wonders. Copyright © 2017 Crown Archetype. Reprinted by permission of The Moth.

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26 Naïve innocence is an expression that means lack of life experience in or understanding about the bad things of the world.
EXIT TICKET for “Unusual Normality”

Step 1
Directions: Answer the multiple choice questions below.

MULTIPLE CHOICE QUESTIONS

1. PART A: What is the author’s point of view about sharing his background? [RI.6]
   A. He believes that sometimes it’s fun to pretend to be a different person.
   B. He believes that a person should always be careful to never share anything with people.
   C. He believes that in order to live the life he wants, he needs to choose what to share with others.
   D. He believes that in order to live the life he wants, he should always share his background with everyone.

2. PART B: Which of the following quotations from the text best reveals the author’s point of view? [RI.1]
   A. “to live with a mother who was willing to take me into her life when most people at the time were afraid of somebody like me” (Paragraph 8)
   B. “Thus began my two years of high school and making other teenagers confused about who I was.” (Paragraph 21)
   C. “The reason I spoke like this was because of my British-African English that I’d learned, which was the only formal English that I knew.” (Paragraph 28)
   D. “I wanted to explain certain things, but I felt that if they knew about my background, they would no longer allow me to be a child.” (Paragraph 91)

3. How does paragraph 74 develop the author’s point of view on sharing his background? [RI.6]
   A. It reveals the author’s belief that by learning paintball the American way, he can properly fit in.
   B. It reveals the author’s belief that by pretending to not know something, he can still seem like a regular teenager.
   C. It reveals the author’s belief that by learning paintball from the other teenagers, he will make friendships that last a lifetime.
   D. It reveals the author’s belief that by pretending to want to learn paintball, he can try out different personalities to see which one people like the most.

4. In paragraph 92, the author discusses silence. How does the author’s silence support his point of view? [RI.6]
   A. It gives him the opportunity to have a normal childhood.
   B. It gives him the opportunity to learn if a person is safe or unsafe.
   C. It gives him an opportunity to process the shame he feels about being a child soldier.
   D. It gives him an opportunity to watch other teenagers and learn how to be an American teenager.
Step 2
Directions: Respond to the Short Response prompt below.

SHORT RESPONSE

What is the author’s point of view on sharing his full identity? Support your answer with evidence that shows how the point of view develops throughout the text. [RI.6]

SAMPLE CLAIM AND EVIDENCE:

Write the outline here:
The author believes it’s best to hide his differences and pretend to be like everyone else. He develops this point of view by showing how he chose not to share his full background with his peers in his new home.

- a chance at living again (9)
- But I needed to be silent about my background, because I also felt like I was being watched. (31)
- And I allowed them to teach me to shoot things. (58)
- I said, “Okay.” I tried a few times. I deliberately missed. (61)
- I’m just a quick learner, and you guys explained the game to me, and you are really great teachers. This is why I’m able to play so well. (74)
- My silence allowed me to experience things, to participate in my childhood, to do things I hadn't been able to do as a child. (92)

SAMPLE SHORT RESPONSE:

The author believes it’s best to hide his differences and pretend to be normal like everyone else so he can have “a chance at living again” (Paragraph 9). He develops his point of view by showing how he chose not to share his full background with his peers in his new home. First, he says he “needed to be silent about [his] background” so that classmates and parents at school won’t see him as unusual or dangerous (Paragraph 31). Then, he pretends to not know how to play paintball, allowing the other teenagers to teach him to shoot (Paragraph 58), and he even deliberately misses the targets (Paragraph 61). This allows him to keep his war experience a secret. Even when his background with war slips through, he lies and says, “I’m just a quick learner… and you guys are really great teachers” (Paragraph 74). Finally, at the end of the text, when the author shares the thought “my silence allowed me to experience things, to participate in my childhood, to do things I hadn’t been able to do as a child,” it reveals his belief that not sharing his full background allows him to be a normal kid (Paragraph 92).
**About this Text**
Francisco Jiménez is a Mexican American writer and professor in Santa Clara, California. His stories are influenced by his experiences working on a migrant labor camp as a child. *As you read, pause to answer the questions beside the text.*

<table>
<thead>
<tr>
<th>Skills Focus</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this lesson, you will analyze how an author develops a narrator’s point of view.</td>
<td>Let’s pronounce these words together as a class:</td>
</tr>
<tr>
<td><strong>How do we analyze how an author develops point of view?</strong></td>
<td>Disturb (dih-sturb)</td>
</tr>
<tr>
<td>Point of view is the way the narrator or other character sees a person or situation.</td>
<td>Gesture (jes-cher)</td>
</tr>
<tr>
<td>In order to analyze how an author develops a narrator’s point of view, we determine what the narrator thinks and believes about a person or situation. Then, we analyze how the author develops the narrator’s point of view (e.g. through actions, dialogue, or thoughts).</td>
<td>Tone (tohn)</td>
</tr>
</tbody>
</table>

**WHOLE CLASS READING**

[1] “I remember being hit on the wrists with a twelve-inch ruler because I did not follow directions in class,” Roberto answered in a mildly angry *tone* when I asked him about his first year of school. “But how could I?” he continued, “the teacher gave them in English.”


[3] “I always guessed what the teacher wanted me to do. And when she did not use the ruler on me, I knew I had guessed right,” he responded. “Some of the kids made fun of me when I tried to say something in English and got it wrong,” he went on. “I had to repeat first grade.”

[4] I wish I had not asked him, but he was the only one in the family, including Papá and Mamá, who had attended school. I walked away. I did not speak or understand English either, and I already felt anxious. Besides, I was excited about going to school for the first time that following Monday. It was late January and we had just returned, a week before, from Corcoran where my family picked cotton. We settled in “Tent City,” a labor camp owned by Sheehey Strawberry Farms located about ten miles east of Santa Maria.

**QUESTIONS**

**Paragraphs 1-4**

A. **Think & Share:** What can you infer about Roberto and the narrator as students?
- *English is not their first language.*

B. **Find Evidence:** Underline two details that describe how the narrator feels about going to school.
- *I wished I had not asked him (4)*
- *I did not speak or understand English, and I already felt anxious. (4)*
- *I was excited about going to school for the first time... (4)*

C. **Think & Share:** Is this reflection being told from a first or third person point of view. How do you know?
- *It is being told from a first person point of view.*
- *The narrator is using the pronoun “I,” and the narrator is a character in the story.*

**PARTNER READING**

[5] On our first day of school, Roberto and I got up early. I dressed in a pair of overalls, which I hated because they had suspenders, and a flannel checkered shirt, which Mamá had bought at the Goodwill store. As I put on my cap, Roberto reminded me that it was bad manners to wear a hat indoors. I thought of leaving it at home so that I would not make the mistake of forgetting to take it off in class, but I decided to wear it. Papá always wore a cap and I did not feel completely dressed for school without it.
[6] On our way out to catch the school bus, Roberto and I said goodbye to Mamá. Papá had already left to look for work, either topping carrots or thinning lettuce. Mamá stayed home to take care of Trampita, and to rest because she was expecting another baby.

[7] When the school bus arrived, Roberto and I climbed in and sat together. I took the window seat and, on the way, watched endless rows of lettuce and cauliflower whiz by. The furrows that came up to the two lane road looked like giant legs running alongside us. The bus made several stops to pick up kids and, with each stop, the noise inside got louder. Some kids were yelling at the top of their lungs. I did not know what they were saying. I was getting a headache. Roberto had his eyes closed and was frowning. I did not disturb him. I figured he was getting a headache too.

[8] By the time we got to Main Street School, the bus was packed. The bus driver parked in front of the red brick building and opened the door. We all poured out. Roberto, who had attended the school the year before, accompanied me to the main office where we met the principal, Mr. Sims, a tall, redhead man with bushy eyebrows and hairy hands. He patiently listened to Roberto who, using the little English he knew, managed to enroll me in the first grade.

[9] Mr. Sims walked me to my classroom. I liked it as soon as I saw it because, unlike our tent, it had wooden floors, electric lights, and heat. It felt cozy. He introduced me to my teacher, Miss Scalapino, who smiled, repeating my name, “Francisco.” It was the only word I understood the whole time she and the principal talked. They repeated it each time they glanced at me. After he left, she showed me to my desk, which was at the end of the row of desks closest to the windows. There were no other kids in the room yet.

[10] I sat at my desk and ran my hand over its wooden top. It was full of scratches and dark, almost black, ink spots. I opened the top and inside were a book, a box of crayons, a yellow ruler, a thick pencil, a pair of scissors. To my left, under the windows, was a dark wooden counter the length of the room. On top of it, right next to my desk, was a caterpillar in a large jar. It looked just like the ones I had seen in the fields. It was yellowish green with black bands and it moved very slowly, without making any sound.

**INDEPENDENT READING**

[11] I was about to put my hand in the jar to touch the caterpillar when the bell rang. All the kids lined up outside the classroom door and then walked in quietly and took their seats. Some of them looked at me and giggled. Embarrassed and nervous, I looked at the caterpillar in the jar. I did this every time someone looked at me.

[12] Miss Scalapino started speaking to the class and I did not understand a word she was saying. The more she spoke, the more anxious I became. By the end of the day, I was very tired of hearing Miss Scalapino talk because the sounds made no sense to me. I thought that perhaps by paying close attention, I would begin to understand, but I did not. I only got a headache, and that night, when I went to bed, I heard her voice in my head.

[13] For days I got headaches from trying to listen, until I learned a way out. When my head began to hurt, I let my mind wander. Sometimes I imagined myself flying out of the classroom and over the fields where Papá worked and

**QUESTIONS**

**Paragraph 9**

A. Write: What is the narrator’s name?
   ● **Francisco**.

B. Write: How would you describe the narrator’s first experiences at his new school?
   ● Confusing because he doesn’t understand any English
   ● Comfortable because people are nice and the school is cozy even if he doesn’t understand English.

C. Find Evidence: Underline two pieces of evidence to support your response.
   ● “I liked it as soon as I saw it... It felt cozy.” (9)
   ● “Miss Scalapino, who smiled” (9)
   ● “It was the only word I understood the whole time she and the principal talked.” (9)
   ● “They repeated it each time they glanced at me.” (9)

**POINT OF VIEW: Paragraphs 11-14**

A. Write: What is Francisco’s point of view about fitting in at school?
   ● He wishes he could understand what the teacher was saying like the rest of the students.
   ● He sees school as a confusing place.

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1 the process of removing smaller plants to make room for the other plants to grow bigger
2 Furrow (noun): a deep row or line between plants in a field
3 Accompany (verb): to go with someone
4 Glance (verb): to look at someone and look away quickly
landing next to him and surprising him. But when I daydreamed, I continued to look at the teacher and pretend I was paying attention because Papà told me it was disrespectful not to pay attention, especially to grownups.

[14] It was easier when Miss Scalapino read to the class from a book with illustrations because I made up my own stories, in Spanish, based on the pictures. She held the book with both hands above her head and walked around the classroom to make sure everyone got a chance to see the pictures, most of which were of animals. I enjoyed looking at them and making up stories, but I wished I understood what she was reading.

B. Find Evidence: Underline three details that develop this point of view.
- Embarrassed and nervous, I looked at the caterpillar... (11)
- The more she spoke, the more anxious I became. (12)
- I was tired of hearing Miss Scalapino talk because the sounds made no sense to me (12)
- For days I got headaches from trying to listen, until I learned a way out. (13)
- I enjoyed looking at them and making up stories, but I wished I understood what she was reading. (14)

C. Write: How does the author develop Francisco’s point of view: through actions, dialogue or thoughts?
- Through thoughts

WHOLE CLASS READING

[15] In time I learned some of my classmates’ names. The one I heard the most and therefore learned first was “Curtis.” Curtis was the biggest, strongest, and most popular kid in the class. Everyone wanted to be his friend and to play with him. He was always chosen captain when the kids formed teams. Since I was the smallest kid in the class and did not know English, I was chosen last.

[16] I preferred to hang around Arthur, one of the boys who knew a little Spanish. During recess, he and I played on the swings and I pretended to be a Mexican movie star, like Jorge Negrete or Pedro Infante, riding a horse and singing the corridos we often heard on the car radio. I sang them to Arthur as we swung back and forth, going as high as we could.

[17] But when I spoke to Arthur in Spanish and Miss Scalapino heard me, she said “NO!” with body and soul. Her head turned left and right a hundred times a second and her index finger moved from side to side as fast as a windshield wiper on a rainy day. “English, English,” she repeated. Arthur avoided me whenever she was around.

[18] Often during recess I stayed with the caterpillar. Sometimes it was hard to spot him because he blended in with the green leaves and twigs. Every day I brought him leaves from the pepper and cypress trees that grew on the playground.

[19] Just in front of the caterpillar, lying on top of the cabinet, was a picture book of caterpillars and butterflies. I went through it, page by page, studying all the pictures and running my fingers lightly over the caterpillars and the bright wings of the butterflies and the many patterns on them. I knew caterpillars turned into butterflies because Roberto had told me, but I wanted to know more. I was sure information was in the words written underneath each picture in large black letters. I tried to figure them out by looking at the pictures. I did this so many times that I could close my eyes and see the words, but I could not understand what they meant.

POINT OF VIEW: Paragraphs 17-18

A. Write: How does Francisco’s point of view about fitting in at school change?
- After Miss Scalapino disciplines him for speaking Spanish, Francisco thinks of school as even more lonely.

B. Write: How does the author develop Francisco’s point of view: through actions, dialogue or thoughts?
- Through actions

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5 Disrespectful (adjective): showing a lack of respect, honor, or importance
6 Prefer (verb): to like one choice better than all the other choices
[20] My favorite time in school was when we did art, which was every afternoon, after the teacher had read to us. Since I did not understand Miss Scalapino when she explained the art lessons, she let me do whatever I wanted. I drew all kinds of animals but mostly birds and butterflies. I sketched them in pencil and then colored them using every color in my crayon box. Miss Scalapino even tacked one of my drawings up on the board for everyone to see. After a couple of weeks it disappeared and I did not know how to ask where it had gone.

Paragraph 20
**Turn & Talk:** How does his time doing art start to change Francisco’s point of view?
- He sees it as an opportunity to fit in and participate in school.
- It gives him something to be successful at.

### Partner Reading

[21] One cold Thursday morning, during recess, I was the only kid on the playground without a jacket. Mr. Sims must have noticed I was shivering because that afternoon, after school, he took me to his office and pulled out a green jacket from a large cardboard box that was full of used clothes and toys. He handed it to me and *gestured* for me to try it on. It smelled like graham crackers. I put it on, but it was too big, so he rolled up the sleeves about two inches to make it fit. I took it home and showed it off to my parents. They smiled. I liked it because it was green and it hid my suspenders.

[22] The next day I was on the playground wearing my new jacket and waiting for the first bell to ring when I saw Curtis coming at me like an angry bull. Aiming his head directly at me, and pulling his arms straight back with his hands clenched, he stomped up to me and started yelling. I did not understand him, but I knew it had something to do with the jacket because he began to pull on it, trying to take it off me. Next thing I knew he and I were on the ground wrestling. Kids circled around us. I could hear them yelling Curtis’s name and something else. I knew I had no chance, but I stubbornly held on to my jacket. He pulled on one of the sleeves so hard that it ripped at the shoulder. He pulled on the right pocket and it ripped. Then Miss Scalapino’s face appeared above. She pushed Curtis off of me and grabbed me by the back of the collar and picked me up off the ground. It took all the power I had not to cry.

[23] On the way to the classroom Arthur told me that Curtis claimed the jacket was his, that he had lost it at the beginning of the year. He also said that the teacher told Curtis and me that we were being punished. We had to sit on the bench during recess for the rest of the week. I did not see the jacket again. Curtis got it but I never saw him wear it.

Paragraphs 21-23
**Write:** Why does Curtis fight with Francisco?
- Curtis notices the jacket is his and wants it back. They end up fighting over the jacket.

### Independent Reading

[24] For the rest of the day, I could not even pretend I was paying attention to Miss Scalapino, I was so embarrassed. I laid my head on top of my desk and closed my eyes. I kept thinking about what had happened that morning. I wanted to fall asleep and wake up to find it was only a dream. The teacher called my name but I did not answer. I heard her walk up to me. I did not know what to expect. She gently shook me by the shoulders. Again, I did not respond. Miss Scalapino must have thought I was asleep because she left me alone, even when it was time for recess and everyone left the room.

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7 *Explain* (verb): to tell someone something in an understandable way
8 *Shiver* (verb): to shake because you are cold
9 *Stubbornly* (adverb): to do in a way that shows you will hold firm and not change
10 *Punish* (verb): to make someone suffer the consequences of doing something wrong
[25] Once the room was quiet, I slowly opened my eyes. I had had them closed for so long that the sunlight coming through the windows blinded me. I rubbed my eyes with the back of my hands and then looked to my left at the jar. I looked for the caterpillar but could not see it. Thinking it might be hidden, I put my hand in the jar and lightly stirred the leaves. To my surprise, the caterpillar had spun itself into a cocoon and had attached itself to a small twig. It looked like a tiny, cotton bulb, just like Roberto had said it would. I gently stroked it with my index finger, picturing it asleep and peaceful.

[26] At the end of the school day, Miss Scalapino gave me a note to take home to my parents. Papá and Mamá did not know how to read, but they did not have to. As soon as they saw my swollen upper lip and the scratches on my left cheek, they knew what the note said. When I told them what happened, they were very upset but relieved that I did not disrespect the teacher.

[27] For the next several days, going to school and facing Miss Scalapino was harder than ever. However, I slowly began to get over what happened that Friday. Once I got used to the routine in school and I picked up some English words, I felt more comfortable in class.

Paragraphs 24-27
Write: How does Francisco feel about school after the fight?
- He feels embarrassed and like he does not belong at school.

POINT OF VIEW: Paragraph 27
A. Write: How does Francisco’s point of view about fitting in at school change?
- He sees school as a place he could belong; it feels more comfortable to him.

B. Write: How does the author develop Francisco’s point of view: through actions, dialogue or thoughts?
- Through thoughts

[28] On Wednesday, May 23, a few days before the end of the school year, Miss Scalapino took me by surprise. After we were all sitting down and she had taken role, she called for everyone’s attention. I did not understand what she said, but I heard her say my name as she held up a blue ribbon. She then picked up my drawing of the butterfly that had disappeared weeks before and held it up for everyone to see. She walked up to me and handed me the drawing and the silk blue ribbon that had a number one printed on it in gold. I knew then I had received first prize for my drawing. I was so proud I felt like bursting out of my skin. My classmates, including Curtis, stretched their necks to see the ribbon.

Whole Class Reading

Questions

Paragraph 28
Think & Share: What has made Francisco stand out to his classmates?
- His drawing of a butterfly won first prize.
- His classmates recognize his special talent in art.

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11 Cocoons (noun): a protective home for when a caterpillar changes into a butterfly
12 Relieved (adjective): to feel happy because you are no longer worried
That afternoon, during our free period, I went over to check on the
caterpillar. I turned the jar around, trying to see the cocoon. It was beginning to
crack open. I excitedly cried out, “Look, look,” pointing to it. The whole class, like
a swarm of bees, rushed over to the counter. Miss Scalapino took the jar and
placed it on top of a desk in the middle of the classroom so everyone could see it.
For the next several minutes we all stood there watching the butterfly emerge\(^\text{13}\)
from its cocoon, in slow motion.

At the end of the day, just before the last bell, Miss Scalapino picked up the
jar and took the class outside to the playground. She placed the jar on the ground
and we all circled around her. I had a hard time seeing over the other kids so,
Miss Scalapino called me, and motioned for me to open the jar. I broke through
the circle, knelt on the ground, and unscrewed the top. Like magic, the butterfly
flew into the air, fluttering\(^\text{14}\) its wings up and down.

\[\text{Paragraphs 29-30}\]

**Think & Share:** In paragraph 29, Francisco says
“Look, Look!” Why is this a significant moment for Francisco?
- **It is the first time Francisco has spoken in English; he’s becoming more comfortable with the language.**

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\[\text{Partner Reading}\]

After school I waited in line for my bus in front of the playground. I proudly
carried the blue ribbon in my right hand and the drawing in the other. Arthur and
Curtis came up and stood behind me to wait for their bus. Curtis motioned for me
to show him the drawing again. I held it up so he could see it.

“He really likes it, Francisco,” Arthur said to me in Spanish.

“I¿Cómo se dice ‘es tuyo’ en inglés?” I asked.

“It’s yours,” answered Arthur.

“It’s yours,” I repeated, handing the drawing to Curtis.

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\(^{13}\) **Emerge** (verb): to appear

\(^{14}\) **Flutter** (verb): to move back and forth very fast
EXIT TICKET for “Inside Out”

Step 1
Directions: Answer the multiple choice questions below.

   A. He feels hungry while attending a new school.
   B. He feels confident in a new school.
   C. He feels comfortable in his new classroom.
   D. He feels overwhelmed attending a new school.

2. PART B: Which piece of evidence best supports the answer to Part A? [RL.1]
   A. “They repeated it each time they glanced at me.” (Paragraph 9)
   B. “By the end of the day, I was very tired of hearing Miss Scalapino talk because the sounds made no sense to me.” (Paragraph 12)
   C. “It was easier when Miss Scalapino read to the class from a book with illustrations” (Paragraph 14)
   D. “Her head turned left and right a hundred times a second and her index finger moved from side to side as fast as a windshield wiper.” (Paragraph 17)

3. How does paragraph 20 develop Francisco’s point of view about fitting in? [RL.6]
   A. He sees art class as another place where he does not fit in or belong.
   B. He sees art class as an opportunity to participate and belong at school.
   C. He sees art class as a waste of time because he would rather be reading than painting.
   D. He sees art class as an easy part of his day because he knows so much about caterpillars.

4. How does paragraph 27 develop Francisco’s point of view about fitting in? [RL.6]
   A. It illustrates how Francisco’s point of view is shifting.
   B. It explains why other characters support Francisco’s point of view.
   C. It reveals how other characters disagree with Francisco’s point of view.
   D. It shows that Francisco’s point of view is the same as it was in the beginning of the story.
Step 2
Directions: Respond to the Short Response prompt below.

SHORT RESPONSE

How does Francisco’s point of view about fitting in at school change over the course of the text? How does the author develop his point of view? [RL.6]

SAMPLE CLAIM AND EVIDENCE:

At first Francisco sees attending school as stressful and confusing, but by the end of the story, he sees it as exciting and a place where he can fit in. The author reveals the narrator’s point of view mostly through thoughts.

- Embarrassed and nervous... I did this every time someone looked at me. (11)
- ...I did not understand a word she was saying. The more she spoke, the more anxious I became. (12)
- Miss Scalapino even tacked one of my drawings up on the board for everyone to see. (20)
- Once I got used to the routine in school and I picked up some English words, I felt more comfortable in class. (27)

SAMPLE SHORT RESPONSE:

At first, the narrator sees attending school as stressful and confusing, but by the end of the story, he views it as exciting and a place where he can fit in. The author mostly reveals the narrator’s point of view through thoughts, as well as dialogue toward the end of the text. On his first day of school, the narrator, Francisco, feels embarrassed and nervous when other students look at him. When Francisco states “I did not understand a word she was saying,” it reveals that Francisco does not see school as a comfortable place (Paragraph 12). Through his participation in art class, Francisco’s perspective starts to change. Paragraph 20 details how “Miss Scalapino even tacked one of my drawings up on the board for everyone to see”; this suggests that Francisco is beginning to feel more confident and successful in school.

Francisco observes that he feels “more comfortable” as he learns more English words (Paragraph 27). Francisco speaks in English to the class and to Curtis, which shows that he is overcoming challenges and learning how to fit in. By the end of the text, Francisco has shown his talent in art and becomes more comfortable speaking English. These change his point of view about school. In the end, he has found a place to fit in at school.

HELPFUL RESOURCES

SENTENCE PROMPTS FOR INTRODUCING EVIDENCE:

- In the text, / In the story ...
- In paragraph X, ...
- When [X happens] / When [character Y does / says] ...
- The author illustrates this when ...
- For example, ...

SENTENCE PROMPTS FOR EXPLAINING EVIDENCE:

- This means ...
- This illustrates ...
- This reveals ...
- This highlights ...

PARAGRAPH OUTLINE

Claim:

- Evidence
  - Explanation
- Evidence
  - Explanation
- Evidence
  - Explanation
TEACHER Unit 5 Vocabulary Quiz 1: Answer KEY

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

Part One: Scenarios

1. A
2. B
3. B
4. C
5. C
6. A
7. A

Part Two: Fill in the Blank

8. B
9. A
10. A
11. B
12. C
13. B
14. A
Vocabulary for Embracing Our Differences — LIST TWO

**Activity 1: In-Context Predictions**

*Based on the context sentence and the photo, write down your best prediction for the definition of each word.*

1. **Expose** (ik-spohz)
   Climbing the mountain exposed Lalia to danger.
   
   Definition prediction: ______________________
   ______________________
   ______________________
   ______________________
   
   Correct definition: ______________________
   ______________________
   ______________________
   ______________________
   
   Dylan wears protective gear to keep from exposing himself to chemicals.

2. **Eternal** (ih-tur-nl)
   Of course it didn’t really last forever, but that speech was so boring it felt eternal.
   
   Definition prediction: ______________________
   ______________________
   ______________________
   ______________________
   
   Correct definition: ______________________
   ______________________
   ______________________
   ______________________
   
   Stars shine in an eternal sky.
3. **Harness (hahr-nis)**

The operator lowered the harness on Ed and Elizabeth’s seat before the rollercoaster started moving.

Definition prediction: 

____________________________________________________

____________________________________________________

Correct definition: 

____________________________________________________

____________________________________________________

4. **Identity (ahy-den-ti-tee)**

Lexi considers volleyball an essential part of her identity, as well being an honor student and sister to three brothers.

Definition prediction: 

____________________________________________________

____________________________________________________

Correct definition: 

____________________________________________________

____________________________________________________

5. **Shun (shuhn)**

The lion pride shunned the injured lion, refusing to allow it to eat and sleep with the group.

Definition prediction: 

____________________________________________________

____________________________________________________

Correct definition: 

____________________________________________________

____________________________________________________
Activity 2: Fill-in-the-Blank Sentence

Fill in the blanks using the correct vocabulary word to complete each sentence.

Exposed  Eternal  Harness  Identity  Shunned

1. Some students _____________ the new student as he looked for a place to sit at lunch.
2. The parents asked the reporters to protect their daughter’s _____________ by not posting her picture or name.
3. Some thinkers debate whether human beings have an _____________ soul or not.
4. Tabitha felt _____________ when she realized Carly had told everyone she had a crush on Ken.
5. The horse was controlled by a _____________ that allowed the rider to get it to go in a specific direction.
Activity 3: Fill-in-the-Blank Scenario

Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why the vocabulary word best fits 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 relentless about training because he is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.

<table>
<thead>
<tr>
<th>Exposed</th>
<th>External</th>
<th>Harness</th>
<th>Identity</th>
<th>Shunned</th>
</tr>
</thead>
</table>

1. Justin was on a mission to lose 10 pounds in two months. In order to reach his goal, he avoided sugar, processed foods, and large amounts of meat. Even when all his friends were eating a burger, he would grab a salad with no dressing or cheese.

Justin ____________________ bad foods because ____________________

2. Liliana transferred to school in the middle of the year. One day, while looking online, some students found a picture of a celebrity’s daughter that looked like her. Soon they discovered it was her! The next day at school, photographers were waiting for her to arrive.

Liliana was ____________________, when ____________________

3. One by one, the owner attached each horse to the cart. First, she put a collar around each horse. Then, she put a saddle on the horse and put a bridle over the horse’s head. Now, the horses were locked in and easier to control.

The owner used a ____________________ on the horses because ____________________

4. At the time, we think our friends in middle and high school will be our friends forever. No matter how old we get or what happens with us in school, these people seem to be forever friends. It is only later that we realize some friendships are temporary.

Not all friendships are ____________________ because ____________________

5. For some people, it can be the house you live in. For other people, it can be the religion they believe in. For some people, it can be the sports or talents you develop. And still, for others, it is the way you style your hair and clothes.

A person’s ____________________ can be many different things because ____________________
Activity 4: Matching
Match the following vocabulary words to their synonyms.

1. Expose _____ A. Forever
2. Eternal _____ B. Uncover
3. Harness _____ C. Avoid
4. Identity _____ D. Strap
5. Shun _____ E. Self, Uniqueness
Activity 5: Application of Vocabulary

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

1. If you could be exposed to any extracurricular class to learn something new, what would it be and why?

2. Do you believe that love is eternal? Why or why not?

3. What do you feel acts as a harness on your life that keeps you from doing bad things? Explain.

4. What is one aspect of your identity that is very important to you? Explain or describe.

5. What is a habit or choice you should shun to stay healthy?
# Vocabulary for Unit 5: Embracing Our Differences — LIST TWO

## Notes for Teachers

Teachers, some notes about this vocabulary packet:

- The words in this list have been taken from “Identity” and “Drum Dream Girl.” The words are **Tier 2 vocabulary**, selected based on (a) their relevance to the unit and (b) their utility in a variety of contexts.

- The student packet is designed to furnish students with **multiple exposures** to their new vocabulary words. Research indicates that it takes 12 to 20 exposures for students to learn a new word. This packet is *one tool* to help your students reach that level of exposure.

- Research also shows that **explicit instruction** of new vocabulary terms will help students learn them. We recommend that this instruction take place between Activities 1 and 2 of this packet.

- The vocabulary **words and student-friendly definitions** are provided below. These definitions are **not provided** within the student packet itself.

## Words and Definitions:

1. **Eternal** (adj) lasting or existing forever *Related: eternally, eternity*

2. **Expose** (v) to uncover or leave open; to not protect or keep hidden *Related: exposure, exposed*

3. **Harness** (n) an arrangement of straps that securely holds someone or something

4. **Identity** (n) the way a person sees themselves; the qualities and attitudes that make someone different from other people *Related: identification, identify*

5. **Shun** (v) to avoid someone or something on purpose *Related: shunned*
**ANSWER KEY: UNIT 5 VOCABULARY PACKET LIST 2**

**Activity 1: In-Context Predictions**

Correct Definitions:
1. Eternal: lasting or existing forever *Related: eternally, eternity*
2. Expose: to uncover or leave open; to not protect or keep hidden *Related: exposure, exposed*
3. Harness: a set of straps or material used to hold someone or something tied down
4. Identity: the way a person sees themselves; The qualities and attitudes that make someone different from other people
5. Shun: to avoid someone or something on purpose

<table>
<thead>
<tr>
<th><strong>Activity 2: Fill-in-the-Blank Sentence</strong></th>
<th><strong>Activity 3: Fill-in-the-Blank Scenario</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shunned</td>
<td>Student explanations will vary, but should show an understanding of each word’s meaning.</td>
</tr>
<tr>
<td>2. Identity</td>
<td>1. Shunned</td>
</tr>
<tr>
<td>3. Eternal</td>
<td>2. Exposed</td>
</tr>
<tr>
<td>4. Exposed</td>
<td>3. Harness</td>
</tr>
<tr>
<td>5. Harness</td>
<td>4. Eternal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activity 4: Matching</strong></th>
<th><strong>Activity 5: Application of Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B -- Uncover</td>
<td>Student answers will vary, but each answer should include the underlined vocabulary word.</td>
</tr>
<tr>
<td>2. A -- Forever</td>
<td></td>
</tr>
<tr>
<td>3. D -- Strap</td>
<td></td>
</tr>
<tr>
<td>4. E -- Self, Uniqueness</td>
<td></td>
</tr>
<tr>
<td>5. C -- Avoid</td>
<td></td>
</tr>
</tbody>
</table>
Preparing for Discussion

**Discussion Question:**
Is it more important to hide your unique identity from others or embrace it?

Explain your answer using textual evidence from both “Chameleon” and “Inside Out”.

**Brainstorming:**

<table>
<thead>
<tr>
<th>Text</th>
<th>Evidence &amp; Page/Paragraph #</th>
<th>My Explanation</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>During Discussion</td>
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<td>--------------------</td>
<td></td>
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<tr>
<td>Interesting Points My Classmates Made</td>
<td>Questions I Have</td>
<td>My New Ideas</td>
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<tr>
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</tbody>
</table>
TEACHER COPY: Determining a Theme

Guided Practice Directions: Complete each step in the table below to determine a theme for “Inside Out.”

<table>
<thead>
<tr>
<th>“Inside Out”</th>
</tr>
</thead>
</table>
| 1 | Identify a **big idea** in the text. To do this, think about the characters, conflicts, and events.  
  *Identity*
| 2 | Ask yourself:  
  * Where does this big idea show up in the text?  
  *For Francisco, the parts of his identity that are unique actually help him start to fit in at school. His love of art helps him experience success at school when he wins a blue ribbon for his picture of the butterfly. This also helps him make friends. Being who he is helps him gain acceptance and changes his point of view about fitting in at school.*  
  *What is the author trying to say about this big idea?  
  *I think the author is trying to say that holding on to the things that are special about you can actually help you feel more comfortable in a new place.*
| 3 | Use a prompt to draft a **theme statement**.  
  *“[Big idea] can …”*  
  *“It’s right / wrong to …” / “You should …”*  
  *“It’s difficult to …”*  
  *“If …, then …”*

*Embracing your unique identity can actually help you fit in to a new environment.*
Prompt: You have read the story “Inside Out.” In the story, how does the change in Francisco’s point of view develop the theme of the story?

Be sure to use specific details and evidence from the text to support your ideas.

**CLAIM / THEME:**

In the story “Inside Out,” Francisco’s change in point of view develops the theme that embracing your unique identity can help you fit in to a new environment.

**REASON 1:**

In the beginning of the story, Francisco feels that school is a confusing place where he doesn’t belong.

- **EVIDENCE:**

  “Some of them looked at me and giggled. Embarrassed and nervous, I looked at the caterpillar in the jar. I did this every time someone looked at me.” (Paragraph 10)

  - **EXPLANATION:**

    This suggests that Francisco feels uncomfortable around his fellow students and looks to the caterpillar because it is familiar and comfortable.

- **EVIDENCE:**

  “The more she spoke, the more anxious I became. By the end of the day, I was very tired of hearing Miss Scalapino talk because the sounds made no sense to me.” (Paragraph 11)

  - **EXPLANATION:**

    This highlights that Francisco views school as a confusing place. He is unable to comprehend or communicate, so he feels even more frustrated.

- **EVIDENCE:**
“But when I spoke with Arthur in Spanish and Miss Scalapino heard me, she said ‘NO!’ with body and soul...Arthur avoided me whenever she was around. Often during recess I stayed with the caterpillar.” (Paragraphs 16-17)

- **EXPLANATION:**
  
  Even after Francisco finds a friend he can communicate with, fitting in at school is still difficult for him. Since their teacher prevents Francisco and Arthur from speaking in Spanish, Arthur distances himself from Francisco. Overall, school is a place where Francisco feels confused and out of place, like he doesn’t fit in.

- **REASON 2:**

  Francisco’s point of view about fitting in at school changes because he experiences moments of success and friendship. He begins to see school as a place where these things are possible.

  - **EVIDENCE:**

    “My favorite time in school was when we did art...she let me do whatever I wanted...I drew all kinds of animals but mostly birds and butterflies...Miss Scalapino even tacked one of my drawings up on the board for everyone to see.” (Paragraph 19)

    - **EXPLANATION:**

      This illustrates that Francisco begins to experience happiness and success during art class. He is able to be creative and his teacher recognizes him for his work.

  - **EVIDENCE:**

    “However, I slowly began to get over what happened that Friday. Once I got used to the routine in school and I picked up some English words, I felt more comfortable in class.” (Paragraph 27)

    - **EXPLANATION:**

      Francisco’s point of view about fitting in at school also begins to change as it becomes easier for him to communicate.

  - **EVIDENCE:**

    “I knew then that I had received first prize for my drawing. I was so proud I felt like bursting out of my skin. My classmates, including Curtis, stretched their necks to see the ribbon.” (Paragraph 28)

    - **EXPLANATION:**

      After winning the prize, Francisco sees school as a place where he can be successful and accepted. Embracing his interest in art has helped Francisco begin to fit in.
“‘He really likes it, Francisco,’ Arthur said to me in Spanish...‘It’s yours,’ I repeated, handing the drawing to Curtis.” (Paragraphs 32, 35)

- EXPLANATION:

  By giving the drawing to Curtis, Francisco shows both kindness to a new friend and confidence in his own abilities. The end of the story suggests that school is becoming a much more positive place for him.

CONCLUSION:

The change in Francisco’s point of view develops the idea that having the confidence to show your talents can help you fit into a new environment. Focusing on his interests and talents helps Francisco feel successful and build relationships with others.
**TEACHER COPY: Analyzing Academic Writing**

**DIRECTIONS:** Read the paragraphs below. Then determine which paragraph sounds more like strong 6th grade writing.

<table>
<thead>
<tr>
<th>Paragraph A</th>
<th>Paragraph B</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the essay “Chameleons,” the narrator compares high school students to chameleons, who change colors to blend in to their surroundings. High school students try to fit in by talking about and wearing the same things as their peers. The narrator tries to keep up with the conversations his friends are having, which “consisted of shoes, Call of Duty, shoes, girls, shoes, shoes, and school” (Lopera, 1). He seeks out the shoes that everyone else is wearing — specifically, the Royal Blue 10 Jordans — so he can be accepted by the popular kids. When no one at school notices his new shoes, the narrator realizes trying to be popular makes him the opposite of special. He says, “What I failed to realize, however, is that when chameleons try to avoid being singled out, they don’t fit into their surroundings. They disappear.” (6)</td>
<td>In the essay “Chameleons,” the narrator compares high school students to chameleons, who change colors to blend in to their surroundings. Similarly, high school students try to fit in by talking about and wearing the same things as their peers. The narrator tries to keep up with the conversations his friends are having, which “consisted of shoes, Call of Duty, shoes, girls, shoes, shoes, and school” (Lopera, 1). In addition, he seeks out the shoes that everyone else is wearing — specifically, the Royal Blue 10 Jordans — so he can be accepted by the popular kids. However, when no one at school notices his new shoes, the narrator realizes trying to be popular makes him the opposite of special. He says, “What I failed to realize, however, is that when chameleons try to avoid being singled out, they don’t fit into their surroundings. They disappear.” (6)</td>
</tr>
</tbody>
</table>

1. Which paragraph shows a better example of strong 6th grade writing: paragraph A or B?
   - **Paragraph B**
2. Explain why you selected that paragraph.
   - **Paragraph A is stronger because the writer uses advanced transition words and clauses to show the relationship between their ideas.**
Here are some **transition words and phrases** we can use to show the relationships between ideas.

<table>
<thead>
<tr>
<th>To show addition</th>
<th>To show similarity</th>
<th>To show contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Additionally,</td>
<td>• Similarly,</td>
<td>• However,</td>
</tr>
<tr>
<td>• In addition (to X),</td>
<td>• In the same way,</td>
<td>• Alternatively,</td>
</tr>
<tr>
<td>• Furthermore,</td>
<td>• In fact,</td>
<td>• On the other hand,</td>
</tr>
<tr>
<td>• Moreover,</td>
<td></td>
<td>• In contrast,</td>
</tr>
</tbody>
</table>

**GUIDED PRACTICE**

**DIRECTIONS:** For each practice, read the paragraph and insert a transition word or phrase that best connects the two ideas.

**PRACTICE 1**

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Sample Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To show addition</strong></td>
<td>Books and movies about teenagers often portray them as being embarrassed of their families or siblings. Discovering your own identity as a teen can mean distancing yourself from your family, even temporarily. <strong>In the same way</strong>, the narrator of the story “Fish Cheeks” feels ashamed of her family’s Chinese traditions and identity.</td>
</tr>
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<tr>
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</tbody>
</table>
**PRACTICE 2**

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Sample Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To show addition</strong></td>
<td>Books and movies about teenagers often portray them as being embarrassed of their families or siblings. Discovering your own identity as a teen can mean distancing yourself from your family, even temporarily. In the same way, the narrator of the story “Fish Cheeks” feels ashamed of her family’s Chinese traditions and identity. She wonders, “What would Robert think of our shabby Chinese Christmas” (Tan, 2)? <strong>Additionally</strong>, Amy describes her mother’s cooking as if it disgusts her: “the kitchen was littered with appalling mounds of raw food” (3).</td>
</tr>
<tr>
<td><strong>To show similarity</strong></td>
<td></td>
</tr>
<tr>
<td>● Additionally,</td>
<td></td>
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<tr>
<td>● In contrast,</td>
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</tbody>
</table>

**PRACTICE 3**

<table>
<thead>
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<th>Transitions</th>
<th>Sample Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To show addition</strong></td>
<td>Books and movies about teenagers often portray them as being embarrassed of their families or siblings. Discovering your own identity as a teen can mean distancing yourself from your family, even temporarily. In the same way, the narrator of the story “Fish Cheeks” feels ashamed of her family’s Chinese traditions and identity. She wonders, “What would Robert think of our shabby Chinese Christmas” (Tan, 2)? <strong>Additionally</strong>, Amy describes her mother’s cooking as if it disgusts her: “the kitchen was littered with appalling mounds of raw food” (3).</td>
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<tr>
<td><strong>To show similarity</strong></td>
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<tr>
<td>● Similarly,</td>
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<td>● In fact,</td>
<td></td>
</tr>
<tr>
<td><strong>To show contrast</strong></td>
<td></td>
</tr>
<tr>
<td>● However,</td>
<td><strong>In contrast,</strong> Amy’s mother believes that Amy should be proud of who she is. She says to Amy after the dinner, “You must be proud you are different. Your only shame is to have shame” (7). Her mother’s different point of view develops the idea that you should embrace the things that make you unique.</td>
</tr>
<tr>
<td>● Alternatively,</td>
<td></td>
</tr>
<tr>
<td>● On the other hand,</td>
<td></td>
</tr>
<tr>
<td>● In contrast,</td>
<td></td>
</tr>
</tbody>
</table>
In the story “Inside Out,” Francisco’s change in point of view develops the theme that embracing your unique identity can help you fit in to a new environment.

In the beginning of the story, Francisco feels that school is a confusing place where he doesn’t belong. For instance, on his first day of school, Francisco reflects on his new classmates: “Some of them looked at me and giggled. Embarrassed and nervous, I looked at the caterpillar in the jar. I did this every time someone looked at me” (Paragraph 10). This suggests that Francisco feels uncomfortable around his fellow students and looks to the caterpillar because it is familiar and comfortable. In addition, Francisco feels confused during his teacher’s lessons. He thinks, “The more she spoke, the more anxious I became. By the end of the day, I was very tired of hearing Miss Scalapino talk because the sounds made no sense to me” (Paragraph 11). He is unable to comprehend or communicate, so he feels even more frustrated. Even after Francisco finds a friend he can communicate with, fitting in at school is still difficult for him.

He recalls, “But when I spoke with Arthur in Spanish and Miss Scalapino heard me, she said ‘NO!’ with body and soul… Arthur avoided me whenever she was around. Often during recess I stayed with the caterpillar” (Paragraphs 16-17). Since their teacher prevents Francisco and Arthur from speaking in Spanish, Arthur distances himself from Francisco. Overall, school is a place where Francisco feels confused and out of place, like he doesn’t fit in.

Francisco’s point of view about fitting in at school changes because he experiences moments of success and friendship. He begins to see school as a place where these things are possible. For example, in art class, Francisco “drew all kinds of animals but mostly birds and butterflies… Miss Scalapino even tacked one of my drawings up on the board for everyone to see” (Paragraph 19). This illustrates that Francisco begins to experience happiness and success during art class. He is able to be creative and his teacher recognizes him for his work. Similarly, Francisco begins to feel more comfortable in other classes: “Once I got used to the routine in school and I picked up some English words, I felt more comfortable in class” (Paragraph 27). Francisco’s point of view about fitting in at school also begins to change as it becomes easier for him to communicate. Winning first prize for his drawing is a turning point for Francisco. He remembers, “I was so proud I felt like bursting out of my skin. My classmates, including Curtis, stretched their necks to see the ribbon” (Paragraph 28). After winning the prize, Francisco sees school as a place where he can achieve and be accepted. Embracing his interest in art has helped Francisco begin to fit in. When Curtis shows interest in the drawing, Francisco responds, “‘It’s yours,’ … handing the drawing to Curtis” (Paragraphs 32, 35). By giving the drawing to Curtis,
Francisco shows both kindness to a new friend and confidence in his own abilities. The end of the story suggests that school is becoming a much more positive place for him.

The change in Francisco’s point of view develops the idea that having the confidence to show your talents can help you fit in to a new environment. Focusing on his interests and talents helps Francisco feel successful and build relationships with others.
**GUIDED PRACTICE 1:** Quote lines 1-3 from the poem “Harlem” correctly.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Quote</th>
</tr>
</thead>
</table>
| “Harlem” by Langston Hughes   | The speaker wonders what happens when a dream isn’t achieved: “What happens to a dream deferred?”  
| [1] What happens to a dream deferred? | // Does it dry up / like a raisin in the sun?” (Hughes, lines 6-8). |
| [2] Does it dry up            |                                                                      |
| [3] like a raisin in the sun? |                                                                      |
| [4] Or fester like a sore    |                                                                      |
| [5] And then run?            |                                                                      |

**GUIDED PRACTICE 2:** Quote lines 9-11 from the poem “Harlem” correctly.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Harlem” by Langston Hughes</td>
<td>The speaker suggests that a dream delayed can be harmful. The speaker asks whether it “sags / like heavy load // Or does it explode?” (lines 9-11).</td>
</tr>
<tr>
<td>[6] Does it stink like rotten meat?</td>
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<tr>
<td>[7] Or crust and sugar over —</td>
<td></td>
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<tr>
<td>[8] like a syrupy sweet?</td>
<td></td>
</tr>
<tr>
<td>[9] Maybe it just sags</td>
<td></td>
</tr>
<tr>
<td>[10] like a heavy load</td>
<td></td>
</tr>
<tr>
<td>[11] Or does it explode?</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: Read the paragraphs below. Then determine which paragraph shows a better example of analyzing the evidence.

<table>
<thead>
<tr>
<th>Paragraph A</th>
<th>Paragraph B</th>
</tr>
</thead>
<tbody>
<tr>
<td>In “Mother to Son,” the speaker of the poem describes how difficult her life has been. She says that “Life for me ain’t been no crystal stair. / It’s had tacks in it, / And splinters” (Hughes, lines 2-4). This mother is saying that her life is not like something made of crystal. Instead, she compares her life to a staircase that is old and worn down. This suggests that moments in her life have hurt her, like a tack or splinter that cuts someone as they walk up the stairs. The speaker also says that she’s been “a-climbin’ on, / And reachin’ landin’s, / And turnin’ corners” (lines 9-11). Here, she compares the corners and turns in a staircase to other obstacles in her life. She climbs past them, which illustrates that she has been determined to keep going in the face of life’s hardships. Through this comparison, the speaker shows her son that he should never give up.</td>
<td>In “Mother to Son,” the speaker of the poem describes how difficult her life has been. She says that “Life for me ain’t been no crystal stair. / It’s had tacks in it, / And splinters” (Hughes, lines 2-4). This mother is saying that her life is not like something made of crystal. The speaker also says that she’s been “a-climbin’ on, / And reachin’ landin’s, / And turnin’ corners” (lines 9-11). Here, she compares the corners and turns in a staircase to other obstacles in her life. Through this comparison, the speaker shows her son that he should never give up.</td>
</tr>
</tbody>
</table>

1. Which paragraph shows a better example of analyzing the evidence: paragraph A or B?
   - Paragraph A

2. Explain why you selected that paragraph.
   - Paragraph A is stronger because the writer explains both the meaning of the figurative language and how it develops the theme.
GUIDED PRACTICE

DIRECTIONS: For each practice activity, describe what is being compared in the quoted figurative language. Explain how the figurative language develops the theme of the poem. This means tying your analysis back to the reason.

<table>
<thead>
<tr>
<th>Sample Paragraph</th>
</tr>
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<tbody>
<tr>
<td>In “Harlem” the poet uses figurative language to show that delaying a dream can make someone discouraged or angry. The speaker asks, “What happens to a dream deferred? / Does it dry up / like a raisin in the sun?” (Hughes, lines 1-3). Here, the speaker compares a dream that hasn’t been achieved to a raisin that has dried up in the sun. By comparing the dream to a raisin in the sun, the poet suggests that delaying a dream can make someone “dried up” or discouraged. The speaker goes on to say, “Maybe it just sags / like a heavy load” (lines 9-10). Here, the speaker compares a dream delayed to a heavy load. This suggests that being unable to achieve a dream can weigh someone down, making them lose their confidence and enthusiasm.</td>
</tr>
</tbody>
</table>

INDEPENDENT PRACTICE

DIRECTIONS: Describe what is being compared in the quoted figurative language. Explain how the figurative language develops the meaning of the poem. This means tying your analysis back to the claim.

<table>
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<th>Sample Paragraph</th>
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<td>In “Harlem” the poet uses figurative language to show that delaying a dream can make someone discouraged or angry. The speaker asks, “What happens to a dream deferred? / Does it dry up / like a raisin in the sun?” (Hughes, lines 1-3). Here, the speaker compares a dream that hasn’t been achieved to a raisin that has dried up in the sun. By comparing the dream to a raisin in the sun, the poet suggests that delaying a dream can make someone “dried up” or discouraged. At the end of the poem, the speaker wonders, “or does it explode?” (line 12). The speaker compares a dream delayed to something that explodes, like a bomb. This suggests that having to put off their dreams can make someone so angry or frustrated that they “explode” and harm others.</td>
</tr>
</tbody>
</table>
About this Text
In this poem, the speaker imagines a vastly different life. Begin by following along as your teacher reads the poem out loud, all the way through, without stopping.

Skills Focus
In this lesson, you’ll analyze how the author uses word choice and figurative language to develop the meaning of a poem.

How do we analyze the effect of word choice and figurative language?
In order to analyze the effect of word choice and figurative language, we pay special attention to the descriptive words and phrases in a poem. We also notice the figurative language, especially similes and metaphors. Then, we determine what these words and phrases suggest about the speaker or topic of the poem and how they contribute to the author’s message.

Vocabulary
Let’s pronounce these words together as a class:
Eternal (ih-tur-nl)  Identity (ahy-den-ti-tee)
Expose (ik-sphohz)  Shun (shuhn)
Harness (v)- (hahr-nis)

FIRST READ (WHOLE CLASS): Teacher reads out loud without stopping.

[1] Let them be as flowers,
[2] always watered, fed, guarded, admired,
[3] but harnessed to a pot of dirt.
[4] I’d rather be a tall, ugly weed,
[5] clinging on cliffs, like an eagle
[7] To have broken through the surface of stone,
[8] to live, to feel exposed to the madness
[9] of the vast, \(^1\) eternal sky.
[10] To be swayed by the breezes of an ancient sea,

SECOND READ (WHOLE CLASS):
Teacher reads the poem out loud again. Teacher guides class through the questions below.

Lines 1-3
A. Write: When the speaker says “let them be as flowers,” whom is the speaker referring to?
   • Other people, everyone else
B. Find Evidence: Underline three words or phrases that describe how the “flowers” are treated [by others].
   • “watered” (2)
   • “fed” (2)
   • “guarded” (2)
   • “admired” (2)
   • “harnessed to a pot of dirt” (3)

Lines 4-6
Write: The speaker says they’d rather be a tall, ugly weed. What is the weed compared to in lines 5-6?
   • an eagle flying high above rocks

\(^1\) Vast (adjective): huge or enormous
[11] carrying my soul, my seed,

[12] beyond the mountains of time or into the abyss\(^2\) of the bizarre.

[13] I’d rather be unseen, and if

[14] then shunned by everyone,

[15] than to be a pleasant-smelling flower,

[16] growing in clusters\(^3\) in the fertile valley,

[17] where they’re praised, handled, and plucked

[18] by greedy, human hands.

[19] I’d rather smell of musty, green stench

[20] than of sweet, fragrant lilac.

[21] If I could stand alone, strong and free,

[22] I’d rather be a tall, ugly weed.

---

**Lines 7-9**

**Find Evidence:** Underline two words or phrases that describe how the speaker imagines living as a weed.

- “broken through the surface of stone” (7)
- “to live” (8)
- “to feel exposed to the madness of the vast, eternal sky” (7-8)

**Lines 13-18**

A. **Write:** Rewrite lines 13-14 in your own words.

- The speaker would rather be invisible and ignored by everyone.

B. **Write:** How does the speaker imagine that the flowers are treated by humans?

- The flowers are praised or complimented.
- They are also touched or plucked from the ground.

**Lines 16-22**

**Write:** According to the speaker, what are two ways that the weed and flowers are different?

- The weed has a “musty, green” smell, but the flower smells “sweet” and “fragrant.”
- The weed is “alone, strong and free,” while the flowers are part of a group and are surrounded by too much attention.

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**After the FIRST READ:** What is the main idea or “gist” of this poem?

The speaker says they want to be an “ugly weed.” The speaker would rather be an ugly weed than a beautiful flower if it means they can be more free.

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**THIRD READ (PARTNER OR INDEPENDENT): Students read the poem again. Students answer the questions below in writing.**

1. **Lines 1-3**: What does “harnessed to a pot of dirt” suggest about the life of a flower?
   - It suggests that a flower is tied down or controlled.

2. **Lines 17-18**: In these lines, how are the “pleasant-smelling flowers” treated in both positive and negative ways?
   - They are praised.
   - They are also touched and plucked from the ground.

3. **Lines 17-18**: What usually happens to a flower soon after it is “plucked” from the ground?
   - It usually dies.

4. **Lines 17-18**: What does this suggest about the how attention from “greedy, human hands” affects the flowers?
   - The attention can keep the flowers from growing. It can smother them, hold them back, or even kill them.

---

\(^{2}\) a seemingly deep or bottomless opening

\(^{3}\) Cluster (noun): a group of things or people close together
5. Based on your answers to questions 1-4, what kind of person does the “pleasant-smelling flower” represent?
   ○ The “pleasant-smelling flower” represents the kind of person who receives a lot of attention but is suffocated and harmed by it.

6. **Lines 16-22**: The speaker says that the flowers “grow in clusters” while a weed “stand[s] alone.” What does this suggest about the difference between a flower and a weed?
   ○ *A flower is one of many in a crowd; a weed is on its own and independent.*

7. **Lines 4-6**: What does the comparison in these lines suggest about the life of a weed?
   ○ *By comparing the weed to an eagle flying freely above high rocks, the speaker suggests that the weed is able to live freely.*

8. Based on your answers to questions 6-7, what does the image of the “weed” suggest about the kind of person the speaker wants to be?
   ○ *The speaker wants to be a free and independent person.*
EXIT TICKET for “Identity”

Step 1
Directions: Answer the multiple choice questions below.

MULTIPLE CHOICE QUESTIONS

1. **PART A:** How does the poet’s description of the weed contribute to the meaning of the poem? [RL.4]
   A. It emphasizes the wild nature of the weed, which shows its freedom.
   B. It portrays the weed as unwanted by others, which shows the pain of loneliness.
   C. It portrays the weed as dangerous to the other flowers, which explains why it is alone.
   D. It presents the weed as quietly beautiful, which challenges traditional ideas of beauty.

2. **PART B:** Which line from the poem best supports the answer to Part A? [RL.1]
   A. “but harnessed to a pot of dirt” (Line 3)
   B. “to live, to feel exposed to the madness” (Line 8)
   C. “I’d rather be unseen” (Line 13)
   D. “growing in clusters in the fertile valley” (Line 16)
Step 2
Directions: Respond to the Short Response prompt below.

SHORT RESPONSE

What theme does this poem express about identity? [RL.2]

SAMPLE CLAIM AND EVIDENCE:

Julio Noboa’s poem “Identity” expresses the theme that having a unique identity is better than being part of the crowd.

- “Let them be as flowers, / always watered, fed, guarded, admired, / but harnessed to a pot of dirt” (lines 1-3)
- “I’d rather be a tall, ugly weed, / clinging on cliffs, like an eagle / wind-wavering above high, jagged rocks.” (lines 4-6)
- “A pleasant-smelling flower, / growing in clusters in the fertile valley ... praised, handled, and plucked / by greedy, human hands.” (lines 15-18)
- “If I could stand alone, strong and free. / I’d rather be a tall, ugly weed.” (lines 21-22)

SAMPLE SHORT RESPONSE:

Julio Noboa’s poem “Identity” expresses the theme that having a unique identity is better than being part of the crowd. In the poem, the speaker says that they would “rather be a tall, ugly weed” than a “pleasant-smelling flower” (Lines 4, 15). This may seem like a surprising choice, but the speaker describes the life of a flower as unpleasant and limited. The flowers are “admired, / but harnessed to a pot of dirt” (Lines 2-3). This suggests that flowers receive positive attention but can be tied down and controlled by others. The speaker also describes the flowers as part of a crowd: “growing in clusters in the fertile valley” (Line 16). Each flower is one of many and not particularly special. Flowers are “praised” but also “plucked / by greedy, human hands” (Lines 17-18). Like a flower that dies after it is plucked from the ground, someone who receives too much attention can be suffocated or harmed by it. In contrast, the “tall, ugly weed” is compared to “an eagle / wind-wavering above high, jagged rocks (Lines 4-6). This suggests that a weed can fly freely. According to the speaker, a weed can also “stand alone, strong and free” (Line 21). This develops the idea that having more freedom is better in life, even if it means being on your own.
**About this Text**
Margarita Engle is a Cuban-American poet, novelist, and journalist, as well as the author of many children’s books. She has received numerous awards including the San Diego Book Award and Claudia Lewis Poetry Award. This poem is inspired by the childhood of Millo Castro Zaldarriago, who broke a Cuban drumming tradition. Begin by following along as your teacher reads the poem out loud, all the way through, without stopping.

**Skills Focus**
In this lesson, you’ll analyze how the author uses word choice and repetition to develop the meaning of a poem.

How do we analyze the effect of word choice and repetition?
In order to analyze the effect of word choice and repetition, we pay special attention to the descriptive words and phrases in a poem. We also notice the words and phrases that are repeated. Then, we determine what these words and phrases suggest about the speaker or topic of the poem and how they contribute to the author’s message.

<table>
<thead>
<tr>
<th>FIRST READ (WHOLE CLASS): Teacher reads out loud without stopping.</th>
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<tbody>
<tr>
<td>[1] On an island of music</td>
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<tr>
<td>[2] in a city of drumbeats</td>
</tr>
<tr>
<td>[3] the drum dream girl</td>
</tr>
<tr>
<td>[4] dreamed</td>
</tr>
<tr>
<td>[5] of pounding tall conga drums</td>
</tr>
<tr>
<td>[6] tapping small <em>bongó</em> drums</td>
</tr>
<tr>
<td>[7] and boom boom booming</td>
</tr>
<tr>
<td>[8] with long, loud sticks</td>
</tr>
<tr>
<td>[9] on big, round, <em>silvery</em></td>
</tr>
<tr>
<td>[10] moon-bright <em>timbales</em>. ¹</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND READ (WHOLE CLASS): Teacher reads the poem out loud again. Teacher guides class through the questions below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lines 1-10</td>
</tr>
<tr>
<td>A. <strong>Think &amp; Share:</strong> What does drum dream girl dream of?</td>
</tr>
<tr>
<td>● <em>She dreams of playing many different kinds of drums.</em></td>
</tr>
</tbody>
</table>

| B. **Find Evidence:** Underline two words or phrases that describe the sounds the girl is making with the drums. |
| ● “pounding” (5) |
| ● “tapping” (6) |
| ● “boom boom booming” (7) |

| Lines 11-21 |
| Write: Why does the drum dream girl have to keep her dreams secret? |
| ● *Because everyone on the island believed that only boys should play drums.* |

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¹ Conga, *bongó*, and *timbales* are different types of drums.
[22] At outdoor cafés that looked like gardens  
[23] she heard drums played by men  
[24] but when she closed her eyes  
[25] she could also hear  
[26] her own imaginary  
[27] music.

[28] When she walked under  
[29] wind-wavy palm trees  
[30] in a flower-bright park  
[31] she heard the whir of parrot wings  
[32] the clack of woodpecker beaks  
[33] the dancing tap  
[34] of her own footsteps  
[35] and the comforting pat  
[36] of her own  
[37] heartbeat.

[38] At carnivals, she listened  
[39] to the rattling beat  
[40] of towering  
[41] dancers  
[42] on stilts  
[43] and the dragon clang  
[44] of costumed drummers  
[45] wearing huge masks.

[46] At home, her fingertips  
[47] rolled out their own  
[48] dreamy drum rhythm  
[49] on tables and chairs...  
[50] and even though everyone  
[51] kept reminding her that girls  
[52] on the island of music  
[53] have never played drums  
[54] the brave drum dream girl  
[55] dared to play  
[56] tall conga drums  
[57] small bongó drums  
[58] and big, round, silvery  
[59] moon-bright timbales.

[60] Her hands seemed to fly  
[61] as they rippled  
[62] rapped  
[63] and pounded  
[64] all the rhythms  
[65] of her drum dreams.

Lines 22-27  
Write: What does the drum dream girl imagine when she closes her eyes?  
- She can hear imaginary music.  
- She imagines that she is making her own music with the drums.

Lines 32-45  
A. **Find Evidence:** Underline three sounds the girl hears in the park and at the carnival.  
- “clack of woodpecker beaks” (32)  
- “the dancing tap / of her own footsteps” (33-34)  
- “the comforting pat / of her own / heartbeat” (35-37)  
- “the rattling beat / of towering / dancers” (39-41)  
- “the dragon clang / of costumed drummers” (43-44)  
B. **Write:** How are all of these sounds similar?  
- They are all similar to the sound of a drum beat.

Lines 46-49  
**Think & Share:** What does drum dream girl do when she is home?  
- She taps her fingers to make drum sounds on tables and chairs.

Lines 50-59  
**Write:** How does drum dream girl respond to everyone’s reminders that girls don’t play drums?  
- She plays many different kinds of drums anyway.
[66] Her big sisters were so excited
[67] that they invited her to join
[68] their new all-girl dance band

[69] but their father said only boys
[70] should play drums.

[71] So the drum dream girl
[72] had to keep dreaming
[73] and drumming
[74] alone

[75] until finally
[76] her father offered
[77] to find a music teacher
[78] who could decide if her drums
[79] deserved
[80] to be heard.

[81] The drum dream girl’s
[82] teacher was amazed.
[83] The girl knew so much
[84] but he taught her more
[85] and more
[86] and more

[87] and she practiced
[88] and she practiced
[89] and she practiced

[90] until the teacher agreed
[91] that she was ready
[92] to play her small bongó drums
[93] outdoors at a starlit café
[94] that looked like a garden

[95] where everyone who heard
[96] her dream-bright music
[97] sang
[98] and danced
[99] and decided
[100] that girls should always
[101] be allowed to play
[102] drums

[103] and both girls and boys
[104] should feel free
[105] to dream.

Lines 69-80
Turn & Talk: How does the girl’s drumming affect her father?
• At first, her father says that only boys should play drums, but then he offers to find a music teacher to listen to her play.

Lines 81-89
A. Think & Share: Why was the drum dream girl’s music teacher “amazed”?
• Because the girl already knew so much about playing the drums.

B. Find Evidence: Repetition is used in poetry to emphasize a feeling or idea, or to create rhythm. Underline the two repeated phrases in these lines.
• “and more” (lines 85-86)
• “and she practiced” (lines 87-89)

Lines 95-105
Write: After hearing the drum dream girl play, what two decisions does her community make?
• They decide that girls should always be allowed to play drums.
• They decide that both girls and boys should feel free to dream.
After the FIRST READ: What is the main idea or “gist” of this poem?

A girl dreams of playing the drums in a society that only allows boys to play the drums. She eventually convinces a music teacher that she should be able to play.


THIRD READ (PARTNER OR INDEPENDENT): Students read the poem again. Students answer the questions below in writing.

1. **Lines 1-21**: How are the girl’s dreams different from her community’s expectations for girls?
   - Drum dream girl wants to play the drums, but her community only allows boys to play drums.

2. **Lines 22-45**: What do these lines suggest about the girl’s relationship with music?
   - She imagines, hears, and plays music wherever she goes.

3. **Lines 50-59**: In what way was drum dream girl “brave”?
   - She continued to pursue her dream in spite of people telling her that girls had never played the drums.

4. **Lines 81-89**: What do the repeated lines “and more” and “and she practiced” tell us about the drum dream girl?
   - She was dedicated to playing the drums, and learning how to play them even better.

5. **Lines 75-80 and Lines 95-105**: How does the girl’s dedication to her "drum dream" affect her family and community?
   - It convinces them that girls should be allowed the same dreams and opportunities as boys.
EXIT TICKET for “Drum Dream Girl”

Step 1
Directions: Answer the multiple choice questions below.

MULTIPLE CHOICE QUESTIONS

1. What do the descriptions in lines 28-37 suggest about the drum dream girl? [RL.4]
   A. The girl hears music in common sounds.
   B. The girl does not feel comfortable at home.
   C. The girl does not have a strong imagination.
   D. The girl prefers the sounds of nature to actual music.

2. What effect do the words “rippled,” “rapped,” and “pounded” have in lines 60-65? [RL.4]
   A. They show how frustrated the girl is that she is not allowed to play the drums.
   B. They suggest that the girl needs to learn more about how to play the drums.
   C. They highlight the powerful dreams the girl has about playing the drums.
   D. They emphasize the girl’s enthusiasm for playing the drums.

3. How do lines 95-105 contribute to the meaning of the poem? [RL.5]
   A. They show how the the community kept the girl from achieving her dream.
   B. They show that the girl’s performance changed what people believed.
   C. They emphasize how happy the girl was to be allowed to play.
   D. They convey that some people have more talent than others.
Step 2
Directions: Respond to the Short Response prompt below.

SHORT RESPONSE

What theme does this poem express about the effects of embracing your identity? [RL.2]

SAMPLE CLAIM AND EVIDENCE:

*Embracing your unique identity can create change.*

- “So the drum dream girl / had to keep dreaming / quiet / secret / drumbeat / dreams (Lines 16-21)
- “She heard the whir of parrot wings / the clack of woodpecker beaks / the dancing tap / of her own footsteps / and the comforting pat / of her own / heartbeat.” (Lines 31-37)
- “even though everyone / kept reminding her that girls / on the island of music / have never played drums / the brave drum dream girl / dared to play / tall conga drums” (Lines 50-56)
- “Where everyone who heard / her dream-bright music ... decided / that girls should always / be allowed to play / drums / and both girls and boys / should feel free / to dream” (Lines 95-105)

SAMPLE SHORT RESPONSE:

The poem “Drum Dream Girl” expresses the theme that embracing your identity can create change. In the poem, the speaker describes an island of music where everyone believes that only boys should play drums. However, there is a “drum dream girl” who dreams “quiet / secret / drumbeat / dreams” (Lines 18-21). As she walks in the park, the girl hears “the clack of woodpecker beaks / the dancing tap / of her own footsteps / and the comforting pat / of her own / heartbeat” (Lines 32-37). This illustrates that drum dream girl loves music so much that she hears it wherever she goes. She is also determined to follow her dream of playing the drums. Even though everyone on the island “kept reminding her that girls ... have never played drums,” the “brave drum dream girl / dared to play” (Lines 51, 53-55). Drum dream girl embraces who she is even though her community disapproves of it. When the island hears her play, they change their mind: “everyone who heard / her dream-bright music ... decided / that girls should always / be allowed to play / drums” and girls and boys “should feel free / to dream” (Lines 95-96, 99-102, 104-105). This develops the idea that being yourself can affect others, too.

HELPFUL RESOURCES

SENTENCE PROMPTS FOR INTRODUCING EVIDENCE:

- In the text, / In the poem ...
- In [line X], ...
- When [X happens] / When [the speaker states / says] ...
- The poet illustrates this when ...
- For example, ...
- The poet uses [figurative device] to ...

SENTENCE PROMPTS FOR EXPLAINING EVIDENCE:

- This means ...
- This illustrates ...
- This reveals ...
- This highlights ...

PARAGRAPH OUTLINE

Claim:

- Evidence
  - Explanation
- Evidence
  - Explanation
- Evidence
  - Explanation
TEACHER Unit 5 Vocabulary Quiz 2: Answer KEY

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

Part One: Scenarios

1. B
2. C
3. B
4. B
5. C

Part Two: Fill in the Blank

6. C
7. C
8. B
9. A
10. B
### Preparing for Discussion

**Discussion Question:**
Is it worth showing your true identity to the world if it involves facing negative consequences?

Explain using textual evidence from both “Identity” and “Drum Dream Girl”.

**Brainstorming:**

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<thead>
<tr>
<th>Text</th>
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<th>Evidence &amp; Page/Paragraph #</th>
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## During Discussion

<table>
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<th>Questions I Have</th>
<th>My New Ideas</th>
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