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7th Grade Reading Sample Packet

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*Appetizers*TM



Gourmet Learning's menu for reading, math and science goes beyond the regular educational "menu" and serves smooth, rich differentiated instruction that actively engages students in their learning. The end result is students taking responsibility for their learning and ultimately achieving significantly higher test scores! The Gourmet Lesson design provides teachers with all the tools to learn how to teach more effectively and thus increasing their teaching success with significantly data measurable outcomes.

Appetizers are short, daily warm-ups that provide daily reading comprehension skills review. The content for each grade level Appetizer has been carefully selected to include across-the-curriculum, high interest content that incorporates a reading skill with a variety of literary and expository texts. These teacher-modeled activities provide informal assessments of students reading, problem-solving and critical thinking development.

More specifically *Appetizers*:

- provide high interest content, relating students' experiences to the objective of the lesson and putting the students in a receptive frame of mind for learning;
- focus students' attention on the lesson objective; create a framework for students to organize and metacognitively interact with text;
- extend students' understanding and application of skills to real-world text;
- review reading and writing skills in a short comprehensive format;
- empower teachers with thousands of opportunities to emphasize test-taking strategies;
- provide models and analyze thinking strategies for why an answer choice is wrong or right;
- written specifically to the New Texas TEKS/STAAR standards

There you have it, fully aligned to **the Texas TEKS/STAAR**, the "full meal deal" utilizing a fun, different approach to learning. All materials are available in print or online. For additional teaching ideas and suggestion for using Appetizers as part of your daily reading, please refer to page iv. Additional information about other Gourmet products can be found at www.gourmetlearning.com. There are no "left-overs" in the Gourmet Learning meals!

You will have a fantastic scholastic year using the Gourmet Menu of products.

Jan Garber
President and Publisher
Gourmet Learning



AppetizersTM



Using Reading Appetizers:

Model the following procedure and expectations with your entire class for several weeks until students are comfortable with them.

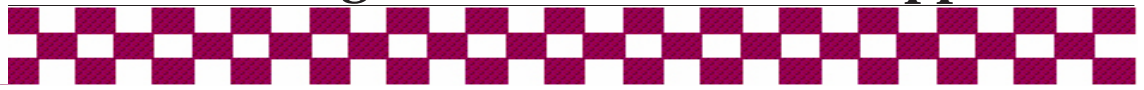
Procedure and Expectations:

- Step 1: Read aloud the definition(s) of the skill(s) presented on each recipe card. The answer keys have the definition of each skill. It is *very important* that the same definition be restated so students hear the same terminology and vocabulary each time the skill is presented.
- Step 2: Read each card's passage from the transparency or Media Presentation.
- Step 3: Next, read and discuss the question. Read each of the possible multiple-choice answers, and discuss whether that choice is a reasonable answer. If it is a possibility, put a question mark next to the letter. If it is a choice that can be eliminated, draw a \checkmark or an X through the letter.
- Step 4: As students eliminate possible answer choices, ask them to use information from the passage to justify their reasoning. This is a critical test-taking skill that *Appetizers* help reinforce.
- Step 5: Continue this process until one or two answers remain. Use direct questioning to prompt students to redirect or fine tune their search for accurate justifications from the text that clarify why an answer is correct or incorrect.
- Step 6: Once a final answer is selected, ask students for verbal justification, specific with information from the text, why this is the best possible answer.

After students are comfortable with these expectations, have students complete the recipe cards and record their answers. Using spiral notebooks for this activity allows students to accumulate their daily responses efficiently and simplifies your grading and long-term assessment of their progress.

Procedural Example: Sept. 5 page 14
 Card 1 B
 Card 2 H
 Card 3 A

Sample



Spiderman, the cursed musical

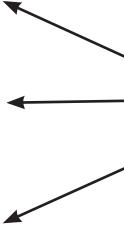
Clearly the most stunt-filled, death defying musical ever hit the Broadway stage this spring. Spiderman: Turn off the Dark arrived, complete with a musical score from U2. While many are excited for the show, it has had more problems getting started than most. This, of course, leads some to believe the show is cursed. The show has been postponed from its original opening date more than once and has had over three times as many “preview” showings as other productions. Its original director, Julie Taymor resigned. Perhaps the scariest problems with the show have been the injuries. One actor fell while working on a flying stunt, and another ended up with a concussion during rehearsals. Even as recently as March 11, the opening date of March 15 was postponed again—this time all the way to June of 2011.

Stated Main Idea 7(b)(10)(A), 7(b)(13)(A)

Related Details 7(b)(10)(A)

Fill in related details from the passage in the empty boxes below.

While many are excited for the show, it has had more problems getting started than most.



Factual Claims/Common Assertions 7(b)10(B)

Which of the following statements is a common place assertion that cannot be proven?

- F Clearly the most stunt-filled, death defying musical ever hit the Broadway state this spring.
- G This, of course, leads some to believe the show is cursed.
- H The show has been postponed from its original opening date more than once and has had over three times as many “preview” showings as other productions.
- J Perhaps the scariest problems with the show have been the injuries.

Information Text/Expository Text 7(B)(10)

The main idea of a paragraph or text is the theme or topic which all other paragraphs, sentences, and details directly support. The main idea may be stated (written directly) or implied. The main idea of a paragraph is supported by facts. Facts are things known to have happened or known to be so because they can be verified. Details explain and clarify the facts by providing answers to the “who, what, when, where, why, and how” of a passage. Related Details are the examples, illustrations, etc., that add more in-depth background information to the details—in order to clarify or further enhance the meaning of the text. Summarization is the action of restating in a concise form what the author has said. The main idea of the passage must be retained, but elaboration should be eliminated

Answers: postponed show; actor fell; concussion;

Factual Claims/Common Assertions 7(b)10(B)

A common assertion is a nonspecific belief about a subject based on available information and one’s knowledge or opinion about a part of that subject. A common assertion can be valid, a statement proven with facts, or invalid, a statement that cannot be proven.

F Clearly the most stunt-filled, death defying musical ever hit the Broadway state this spring.



Anger Management

“Gah! I hate this! I’ll never get this stupid question right!” John’s graphing calculator flew across the room and hit the wall with a loud thud.

“John!” His mom came running up the stairs. “What is the matter? Why are you so angry?”

John’s face was red, and he had broken three pencils. “I hate this assignment! It’s too hard, and I can’t get anything right!” Another pencil snapped under the pressure of John’s hands.

“Ok, let’s calm down. I want you to take a few deep breaths. Let’s do it together. Breathe in. Breathe out.” The two of them took five deep breaths. “Now, let’s think about why you’re really angry.”

John sighed. “I don’t understand this assignment. It’s frustrating to me because all of my other classes are relatively easy for me. This one is just the opposite. It’s not research and writing – it’s a complex application. It makes me feel stupid.”

Getting John to express his true feelings helped his mom to better understand the situation. John wasn’t really angry, he was unhappy that this project wasn’t going as planned. Using words, taking deep breaths, and understanding where your feelings are coming from are all great ways to manage anger.

Make Inferences 7(b)(10); Fig. 19(D)

Which of the following projects is most likely what John is working on?

- A A history project involving a complex 3-D map showing the reign of the Ottoman Empire.
- B A science project involving the effects of vitamins A, B1 and B12 on the green bean plant.
- C A math project involving creating a structure light enough to be carried by one man but strong enough to hold 10 tons.
- D An English project involving the research of a famous author and the creation of a work based on that author’s own works.

Vocabulary Development 7(b)(2)(A);(B) & (E)

Which of the following words can replace unhappy?

- F discontent H disastrous
- G distasteful J disclose

Information Text/Expository Text 7(B)(10); Fig 19(D)

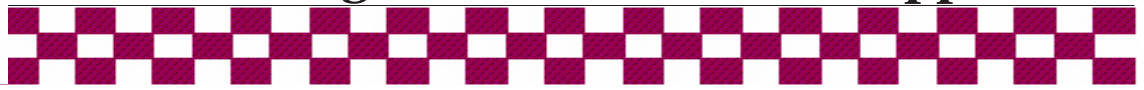
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C; The passage mentions a graphic calculator. It also mentions that the project involves an application. This narrows it to either B or C and C is the choice more likely to involve a graphing calculator.

Vocabulary Development 7(b)(2)(A);(B) & (E)

Structural analysis is a word identification strategy that uses knowledge of **Greek and Latin roots, derivatives and prefixes and suffixes** in order to determine the meanings of new words. Prefixes and suffixes are letters that, when combined with a root word, form a new meaning for the root word. These new words are called **derivatives**. (SE) **Students are expected to: determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; and 2(B)(SE) Students are expected to: use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words, and; 2(E) - (SE) Students are expected to: use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.**

Answer: F



Roosevelt's Tree Army

People are shaped by their environment, but they also have the power to alter their environment. In 1933, President Roosevelt proposed the Civilian Conservation Corps (CCC). He wanted to drastically improve national parks and give young people jobs. The CCC was for men between the ages of 18 and 25 who were unmarried and willing to travel. It was nicknamed the Tree Army because the group worked mostly to protect the trees in the forests. They also worked to improve outdoor facilities. This included building reservoirs and creating fish ponds. Crews also built dams and bridges and dug ditches. Groups still work to improve outdoor areas and protect trees. However, today most environmental groups are also concerned about recycling, the supply of natural resources, and overflowing landfills.

Vocabulary Development 7(b)(2)(E)

In the text above, the word drastically most likely means –

- A barely
- B slightly
- C slowly
- D greatly

7(b)(10)(A); Fig. 19(E)

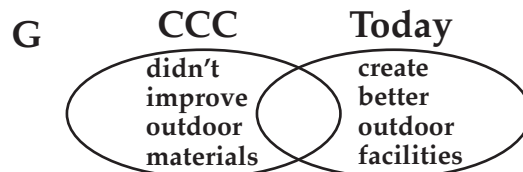
Write a sentence that best summarizes the main idea.

Compare/Contrast 7(b)(10)(C, D)

Which of the following diagrams accurately shows a difference between Roosevelt's CCC and environmental groups today based on the information in the text?

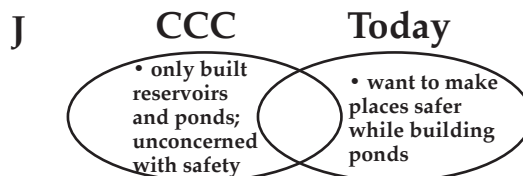
F

CCC	Today
• concerned about protecting trees	• no worries about trees



H

CCC	Today
• no concerns about recycled products	• worried about landfills and recycling



Ingredients For Success

Vocabulary Development 7(b)(2)(E)

Using a dictionary, glossary or thesaurus helps the reader identify the definitions of unknown words and determine meaning, syllabication, pronunciations, alternate word choices and parts of speech of words. **(SE) Students are expected to: use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.**

D greatly

Information Text/Expository Text 7(b)(10)(A)

The main idea of a paragraph or text is the theme or topic which all other paragraphs, sentences, and details directly support. The main idea may be stated (written directly) or implied. The main idea of a paragraph is supported by facts. Summarization is the action of restating in a concise form what the author has said. The main idea of the passage must be retained, but elaboration should be eliminated **(SE) evaluate a summary of the original text for accuracy of the main ideas supporting details and overall meaning.**

President Roosevelt wanted to drastically improve national parks and give young people jobs.

Organizational Patterns: Author's Organization 7(b)(10)(C)(D)

An author strives to present his ideas in some type of logical order so that the reader can synthesize important information and understand the text message and intent. Organizational patterns may include: cause and effect, where the first event is the cause, or the reason something happens, and the second event is the effect, or the result of the cause; sequential order which involves the logical occurrence of events and flow of ideas; or compare and contrast where information between and among texts is analyzed for similarities and differences. All three are organizational techniques that authors may use in order to best drive home the intended message.

H	CCC	Today
	<ul style="list-style-type: none">• no concerns about recycled products	<ul style="list-style-type: none">• worried about landfills and recycling



Scaffolding

The format of each reading objective (skill)

Evaluation Level
Header - students evaluate how skill could be used in other situations to solve problems

Analysis/Synthesis Level
Header - students work collaboratively to produce a new product using the skill

Comprehension/Application Level
Header - game for applying what was learned

Knowledge Level Bloom
M. Hunter - Explicit Instruction
Checking for Understanding

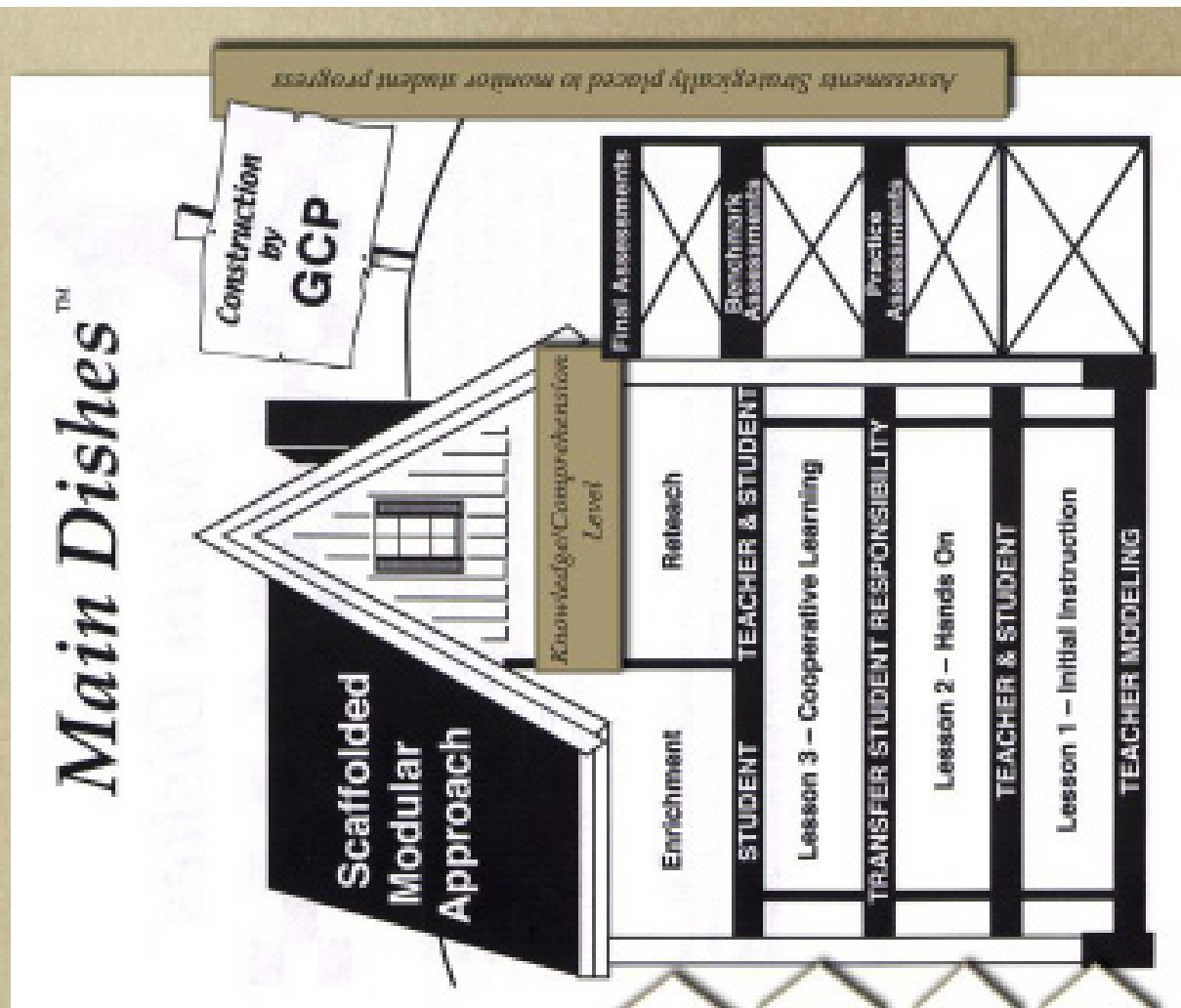


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2(A)(B)(C) 1.
(D)(E)

I. Vocabulary Development

	/Grade Level	Pages
A. Introductory/Lesson 1		1-33
B. Lesson 2/Test 1 (Practice Test - Expository) 1065 Word Count	1010/6-8	34-44
C. Lesson 3/Test 2 (Benchmark Test - Mixed) 965 Word Count	1120/9+up	45-52
D. Enrichment		53-54
E. Reteach		55-58
F. Final Test (Expository) 1075 Word Count	830/4-5	59-63
G. Answer Keys		65-66
H. Endnotes		67-68

10(A)(C)
(D); 12(A)
(B); 23(A)
(B)(C)(D);
24(A)(B);
25(A)(B)
(C)(D)

II. Related Details

A. Introductory/Lesson 1		1-25
B. Lesson 2/Test 1 (Practice Test - Expository) 980 Word Count	1030/6-8	26-39
C. Lesson 3/Test 2 (Benchmark Test - Expository) 725 Word Count	1070/8-9	40-48
D. Enrichment		49-53
E. Reteach		54-58
F. Final Test (Expository) 840 Word Count	900/5-6	59-62
G. Answer Keys		63-70

10(A)(B);
13(A);
15(A);
17(A)

III. Main Idea

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B. Lesson 2/Test 1 (Practice Test - Expository) 1026 Word Count	1050/7-9	15-34
C. Lesson 3/Test 2 (Benchmark Test - Mixed) 1063 Word Count	1020/6-8	35-42
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F. Final Test (Expository) 842 Word Count	950/6-7	48-52
G. Answer Keys		53-56

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4; 8; 10(A); Fig 19(D)	IV. Implied Main Idea		
	A. Introductory/Lesson 1		1-13
	B. Lesson 2/Test 1 (Practice Test - Mixed) 1035 Word Count	900/5-6	14-26
	C. Lesson 3/Test 2 (Benchmark Test - Expository) 830 Word Count	1060/7-9	27-35
	D. Enrichment		36-38
	E. Reteach		39-41
	F. Final Test (Expository) 919 Word Count	1050/7-9	42-45
	G. Answer Keys		47-48
	H. Endnotes		49
10(A); 12(A); Fig 19(E)	V. Summarization		
	A. Introductory/Lesson 1		1-11
	B. Lesson 2/Test 1 (Practice Test - Expository) 993 Word Count	1000/6-8	12-24
	C. Lesson 3/Test 2 (Benchmark Test - Expository) 980 Word Count	1100/9+up	25-35
	D. Enrichment		36-40
	E. Reteach		41-42
	F. Final Test (Expository) 1355 Word Count	960/6-7	43-48
	G. Answer Keys		49-53
	H. Endnotes		54
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	B. Lesson 2/Test 1 (Practice Test - Mixed) 1346 Word Count	910/5-6	43-58
	C. Lesson 3/Test 2 (Benchmark Test - Poem) 1162 Word Count	1010/6-8	59-81
	D. Enrichment		82-83
	E. Reteach		84-86
	F. Final Test (Mixed) 1352 Word Count	1010/6-8	87-93
	G. Answer Keys		95-98
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	B. Lesson 2 / Test 1 (Practice Test - Mixed) 1100 Word Count	1040/6-7	26-37
	C. Lesson 3 / Test 2 (Benchmark Test - Mixed) 1136 Word Count	960/6-7	38-46
	D. Enrichment		47-49
	E. Reteach		50-52
	F. Final Test (Paired) 779 Word Count	980/6-7	53-56
	G. Answer Keys		57-60
	H. Endnotes		61-62
3(A)(B)(C); 4; 5; 6(A) (B)(C); 8; 10(B)(C) (D); 15(A); Fig 19(D)	II. Literary Theme and Genres - Fiction		
	A. Introductory / Lesson 1		1-46
	B. Lesson 2 / Test 1 (Practice Test - Paired) 826 Word Count	990/6-7	47-57
	C. Lesson 3 / Test 2 (Benchmark Test - Expository) 1012 Word Count	800/5-7	58-69
	D. Enrichment		70-71
	E. Reteach		72-74
	F. Final Test (Expository) 860 Word Count	1020/6-7	75-78
	G. Answer Keys		79-81
	H. Endnotes		82-83
7; 9; 10(A) (B)(C) (D); 12(A); 13(A)(C) (D); 17(A) (B)(D); 23(A)	III. Literary Theme and Genres - Nonfiction		
	A. Introductory / Lesson 1		1-56
	B. Lesson 2 / Test 1 (Practice Test - Paired) 848 Word Count	800/5-7	57-71
	C. Lesson 3 / Test 2 (Benchmark Test - Expository) 978 Word Count	1230/6-8	72-78
	D. Enrichment		79-80
	E. Reteach		81-85
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	G. Answer Keys		91-93
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	B. Lesson 2/ Test 1 (Practice Test - Mixed) 1026 Word Count	1050/7-9	22-31
	C. Lesson 3/ Test 2 (Benchmark Test - Expository) 1034 Word Count	1030/6-8	32-38
	D. Enrichment		39
	E. Reteach		40
	F. Final Test (Expository) 749 Word Count	1050/7-9	41-44
	G. Answer Keys		45-49
	H. Endnotes		50
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	B. Lesson 2/ Test 1 (Practice Test - Paired) 1040 Word Count	1080/8-9	16-24
	C. Lesson 3/ Test 2 (Benchmark Test - Expository) 980 Word Count	1080/8-9	25-33
	D. Enrichment		34-35
	E. Reteach		36-40
	F. Final Test (Expository) 856 Word Count	1100/9	41-44
	G. Answer Keys		45-47
	H. Endnotes		48
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	A. Introductory /Lesson 1		1-17
	B. Lesson 2/ Test 1 (Practice Test - Expository) 1026 Word Count	910/5-6	18-25
	C. Lesson 3/ Test 2 (Benchmark Test - Mixed) 1068 Word Count	980/6-7	26-34
	D. Enrichment		35-39
	E. Reteach		40-42
	F. Final Test (Mixed) 985 Word Count	810/4-5	43-47
	G. Answer Keys		49-51

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		/Grade Level	Pages
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	A. Introductory / Lesson 1		1-25
	B. Lesson 2 / Test 1 (Practice Test - Paired) 953 Word Count	1120/9+up	26-34
	C. Lesson 3 / Test 2 (Benchmark Test - Paired) 1036 Word Count	1020/6-8	35-47
	D. Enrichment		48-50
	E. Reteach		51-56
	F. Final Test (Paired) 1136 Word Count	1090/8-9	57-61
	G. Answer Keys		63-65
	H. Endnotes		66
12(A)(B); 23(B); 25(C); 26(A)	VIII. Informational Text/Text Features		
	A. Introductory / Lesson 1		1-35
	B. Lesson 2 / Test 1 (Practice Test - Mixed) 759 Word Count	870/5-6	36-45
	C. Lesson 3 / Test 2 (Benchmark Test - Mixed) 913 Word Count	900/5-6	46-52
	D. Enrichment		53-54
	E. Reteach		55-59
	F. Final Test (Expository) 846 Word Count	960/6-7	60-65
G. Answer Keys		67-69	
6(C); 9; 27	IX. Author's Purpose/Author's Viewpoint		
	A. Introductory / Lesson 1		1-15
	B. Lesson 2 / Test 1 (Practice Test - Narrative) 1034 Word Count	990/6-7	16-29
	C. Lesson 3 / Test 2 (Benchmark Test - Expository) 1021 Word Count	1060/7-9	30-37
	D. Enrichment		38-40
	E. Reteach		41-45
	F. Final Test (Mixed) 1022 Word Count	1080/8-9	46-50
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9; 10;
12(A);
Fig 19(D))

I. Inferences

	/Grade Level	Pages
A. Introductory / Lesson 1		1-14
B. Lesson 2 / Test 1 (Practice Test - Narrative) 1099 Word Count	930 / 5-6	15-31
C. Lesson 3 / Test 2 (Benchmark Test - Mixed) 1094 Word Count	920 / 5-6	32-39
D. Enrichment		40-41
E. Reteach		42-54
F. Final Test (Expository) 1006 Word Count	840 / 4-5	55-59
G. Answer Keys		61-62
H. Endnotes		63

6; 7; 9;
10(A)(B);
12(A);
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II. Generalizations

A. Introductory / Lesson 1		1-18
B. Lesson 2 / Test 1 (Practice Test - Expository) 764 Word Count	1010 / 6-8	19-29
C. Lesson 3 / Test 2 (Benchmark Test - Expository) 1007 Word Count	900 / 5-6	30-37
D. Enrichment		38
E. Reteach		39
F. Final Test (Expository) 1056 Word Count	910 / 5-6	40-45
G. Answer Keys		47-49

6(B); 7; 9;
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III. Predictions

A. Introductory / Lesson 1		1-26
B. Lesson 2 / Test 1 (Practice Test - Paired) 940 Word Count	920 / 5-6	27-36
C. Lesson 3 / Test 2 (Benchmark Test - Expository) 956 Word Count	1050 / 7-9	37-47
D. Enrichment		48-50
E. Reteach		51-55
F. Final Test (Mixed) 737 Word Count	1090 / 8-9	56-59
G. Answer Keys		61-64
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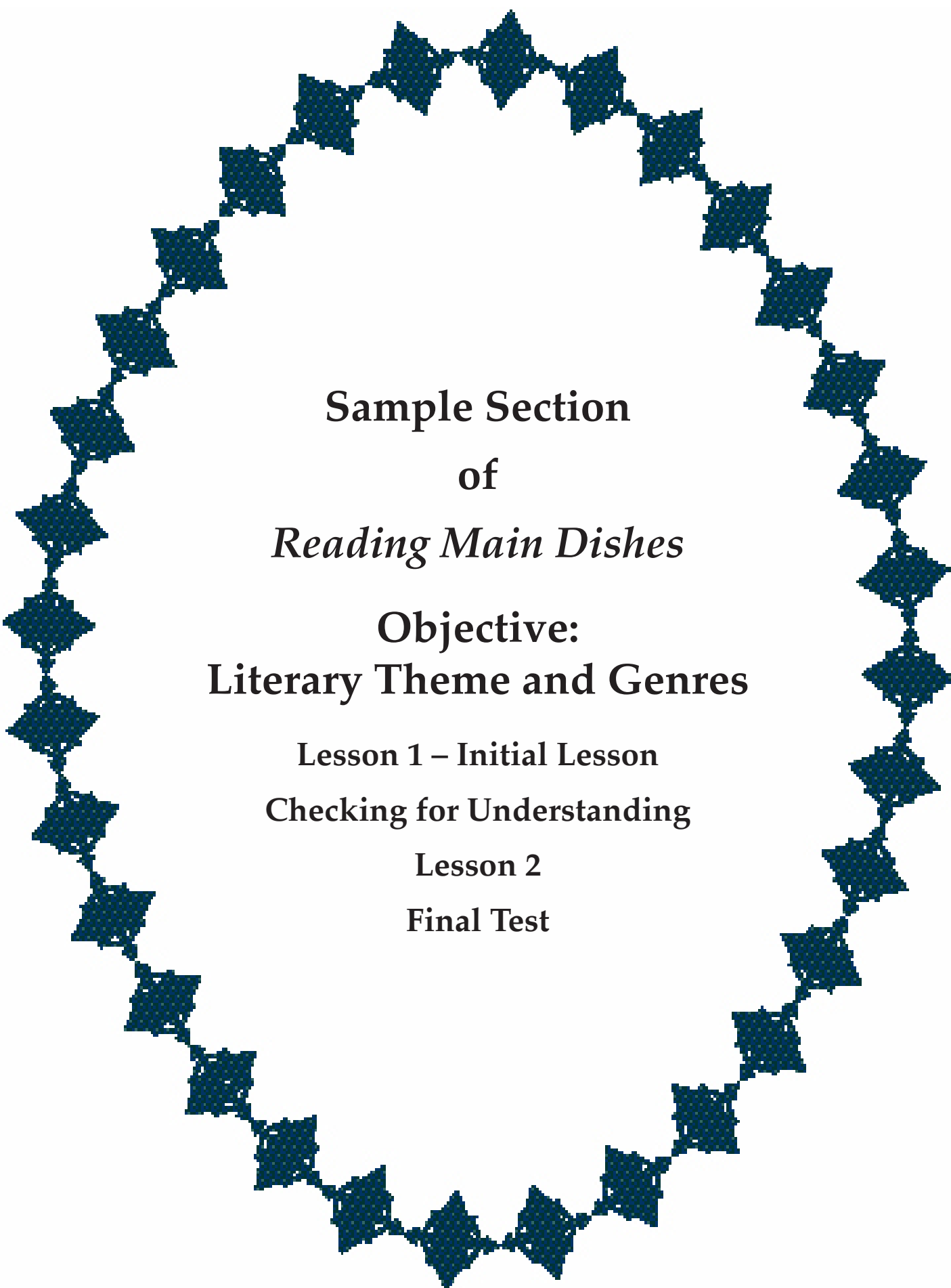
TEKS/STAAR
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		/Grade Level	Pages
10(A)(B); 11(A)(B); 12(A); Fig 19(D)	IV. Factual Claims/Common Place Assertions		
	A. Introductory/Lesson 1		1-11
	B. Lesson 2/Test 1 (Practice Test - Narrative) 1114 Word Count	850/5	12-25
	C. Lesson 3/Test 2 (Benchmark Test - Paired) 612 Word Count	770/4-5	26-33
	D. Enrichment		34-35
	E. Reteach		36-39
	F. Final Test (Narrative) 1202 Word Count	790/4-5	40-45
	G. Answer Keys		47-49
	H. Endnotes		50
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	C. Lesson 3/Test 2 (Benchmark Test - Narrative) 1106 Word Count	770/4-5	43-51
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	B. Lesson 2/Test 1 (Practice Test - Mixed) 802 Word Count	720/4	35-43
	C. Lesson 3/Test 2 (Benchmark Test - Mixed) 281 Word Count	810/4-5	44-53
	D. Enrichment		54-57
	E. Reteach		58-59
	F. Final Test (Expository) 785 Word Count	1050/7-9	60-63
	G. Answer Keys		65-66

Literature Connection

Seventh Grade		Book List		(S)uggested (N)eeded (E)xcerpt (R)eference	Lexile Score	Approximate Grade Equivalent		
Objective	Activity	Title	Author					
Context Clues	Initial Instruction	<i>Lizzie Bright and the Buckminster Boy</i>	Gary D. Schmidt	E	1000	6th and up		
Stated Main Idea	Enrichment	<i>Anno's U.S.A.</i>	Mitsumasa Anno	S	*			
		<i>Window</i>	Jeannie Baker	S	NP			
		<i>Riding the Tiger</i>	Eve Bunting	S	*			
		<i>Hicks</i>	Tomie DePaola	S	*			
		<i>Sidewalk Circus</i>	Paul Fleischman and Kevin Hawkes	S	*			
		<i>Ship of Dreams</i>	Dean Morrissey	S	*			
		<i>You Can't Take a Balloon Into the Metropolitan Museum</i>	Jacqueline Preiss Weitzman	S	*			
		<i>Sector 7</i>	David Wiesner	S	*			
		Implied Main Idea	Initial Instruction	<i>The River Between Us</i>	Richard Peck	E	740	3rd-5th
			Enrichment	<i>The Very Hungry Caterpillar</i>	Eric Carle	S	AD460	2nd
		<i>The Very Quiet Cricket</i>	Eric Carle	S	AD430	2nd		
		<i>The Grumpy Ladybug</i>	Eric Carle	S	560	2nd-3rd		
		<i>Where the Wild Things Are</i>	Maurice Sendak	S	AD740	3rd-5th		
		<i>Alligators All Around: An Alphabet</i>	Maurice Sendak	S	NP			
		<i>In the Night Kitchen</i>	Maurice Sendak	S	AD330	1st-2nd		
		<i>Boo Who?</i>	Joan Holub	S	*			
		<i>Happy Monster Day!</i>	Joan Holub	S	270	1st-2nd		
		<i>The Spooky Sleepover</i>	Joan Holub	S	*			
		<i>The Polar Express</i>	Chris Van Allsburg	S	520	2nd-3rd		
		<i>Two Bad Ants</i>	Chris Van Allsburg	S	780	3rd-5th		
		<i>Jumanji</i>	Chris Van Allsburg	S	AD620	3rd-4th		
		<i>The Garden of Abdul Gasazi</i>	Chris Van Allsburg	S	AD550	2nd-3rd		
		<i>The Snowman</i>	Raymond Briggs	S	300	1st-2nd		
		<i>Carl Goes Shopping</i>	Alexandra Day	S	*			
		<i>Good Dog Carl</i>	Alexandra Day	S	*			
		<i>Pancakes for Breakfast</i>	Tomie dePaola	S	NP			
		<i>Story of a Main Street</i>	John Goodall	S	NP			
		<i>Frog Goes to Dinner</i>	Mercer Mayer	S	*			
	Reteach	<i>The River Between Us</i>	Richard Peck	E	740	3rd-5th		
Summarization	Initial Instruction	<i>I Heard the Owl Call My Name</i>	Margaret Craven	R	1050	6th and up		
	Lesson 3	<i>Hoops</i>	Walter Dean Myers	R	740	3rd-5th		
		<i>All-American Girl</i>	Meg Cabot	R	880	4th-6th		
		<i>Hoot</i>	Carl Hiaasen	R	760	3rd-5th		
		<i>Breaking Through</i>	Francisco Jimenez	R	750	3rd-5th		
		<i>Down a Dark Hall</i>	Lois Duncan	R	750	3rd-5th		
		<i>Fever 1793</i>	Laurie Halse Anderson	R	580	2nd-3rd		
<i>The River Between Us</i>	Richard Peck	R	740	3rd-5th				

Sample



Sample Section
of
Reading Main Dishes

Objective:
Literary Theme and Genres

Lesson 1 – Initial Lesson
Checking for Understanding
Lesson 2
Final Test

Sample

Introductory Lesson Nonfiction Literary Theme & Genres

Focus:

Say: Today we will begin analyzing a variety of nonfiction genres.

Say: Examine the headlines and articles on the front page of this newspaper. (Show teaching page 2.)

Ask: How do these headlines and articles represent a variety of nonfiction genres? (The headlines and articles discuss or reflect autobiographies, biographies, blogs, editorials, primary and secondary sources, and even consumer materials and workplace documents. Accept reasonable responses.)

Say: Each of these genres has distinct characteristics, but they all can be classified as nonfiction because they are not based on made-up information; while some opinions may be used, the information in biographies, editorials, and even blogs is usually true. Today we will begin examining examples of these genres and the characteristics of each.

Statement of Importance:

Understanding and analyzing **nonfiction literary forms and genres** is an important skill that allows students to choose nonfiction works based on their purpose and audience.

Across the Curriculum Goals:

Social Studies – Compare and analyze information in both primary historical documents and secondary sources, such as textbooks

Science – Utilize autobiographies and biographies to gain knowledge and understanding of famous scientists and their contributions

Language Arts – Utilize nonfiction works to gain an understanding of a specific time period or the people who lived in a certain age



Objective:

At the close of this lesson students will be able to analyze a variety of nonfiction genres and their forms and will be able to compare and contrast various nonfiction genres.

Objective: Students will analyze biographies and autobiographies; students will describe how a person's life connects to written information

Initial Instruction—Part I—Biographies and Autobiographies

Teacher note: In the following portion of the Initial Instruction students will examine both a biographical and autobiographical excerpt. Along with understanding the form and basic characteristics of each, students will focus on the purpose of these texts and the facts and details they can tell us about a person's life. Students will also discuss how a person's biography or autobiography can apply to their own lives.

Group size: whole class

Materials: Direct Questioning, pages 4-6; examples, teaching pages 7-8; Venn diagram, page 9; Genre Webs, pages 42-43; markers

Before class: Copy the Venn diagram, excerpts, and Genre Webs for each student. Gather necessary materials.

Directions: Use the Direct Questioning and examples to guide students through this portion of the Explicit Instruction. Use the Venn diagram to assist students with comparing the two excerpts. Students will use the Genre Webs to learn and record characteristics of each genre and should keep the webs in their reading folders for future use.

Questioning Technique

Direct Questioning

Ask: What is a biography? (A biography is the story of a person's life, as told by someone else.)

Ask: Who talks or tells the story in a biography? (told by third person)

Ask: What is an autobiography? (An autobiography is the story of a person's life told by that person.)

Say: Compare a biography and autobiography. (Both have a similar form and are usually in chronological order from the beginning of a person's life to the end. Both are nonfiction.)

Ask: How do you think reading the biography or autobiography of a historical person can help you to better connect with that person? (Reading a person's life story gives the reader better insight into that person's personal life. Not only does the reader gain a unique perspective of important historical events, but he/she learns about the historical figure as an actual person and can often connect to events or emotions in that person's life.)

Place the biography teaching page 7 on the overhead. Have a student read the passage aloud.

Say: Summarize the events in the biography. (The excerpt mostly describes Roosevelt's childhood and his efforts to overcome weakness and physical ailments.)

Say: Explain how the biographical excerpt fits the form and characteristics of a biography. (It is told from third-person point-of-view. It includes events about the beginning of Roosevelt's life and is nonfiction.)

Objective: Students will analyze biographies and autobiographies; students will describe how a person's life connects to written information

Initial Instruction—Part I—Biographies and Autobiographies

Biographical Example

In 1912 Theodore Roosevelt ran for President for a third time and lost the election to Woodrow Wilson. In her book, *The River of Doubt*, Candice Millard tells of the years following this defeat and Roosevelt's life-threatening trip down the River of Doubt, a tributary of the Amazon River.

If rejection was new to Roosevelt, loss and disappointment were not. Although he was only 54 years old, he had already lived an extraordinarily full life. He had achieved more than most men dream of achieving, and he had lost more than most men could bear to lose. Perhaps even more striking than the peaks and valleys of Roosevelt's life, was the clear relationship between those extremes—the ex-President's habit of seeking solace from heartbreak and frustration by striking out on even more difficult and unfamiliar terrain, and finding redemption by pushing himself to his outermost limits. When confronted with sadness or setbacks that were beyond his power to overcome, Roosevelt instinctively sought out still greater tests, losing himself in punishing physical hardship and danger—experiences that came to shape his personality and form his most impressive achievements.

The impulse to defy hardship became a fundamental part of Roosevelt's character, honed from earliest childhood. Frail and sickly as a child, and plagued by life-threatening asthma, Roosevelt forced himself into a regimen of harsh physical exercise in an effort to conquer his weakness. His sister, Corinne, remembered her brother as a "fragile, patient sufferer . . . struggling with the effort to breathe" in their nursery on East 20th Street in New York City. But before Theodore had reached adolescence, he had already resolved to free himself from invalidism and frailty. Through what Corinne described as "regular, monotonous motion"—swinging from horizontal bars, struggling with heavy, awkward barbells—Teedie, as his family called him, slowly broadened his chest, strengthened his arms, and transformed himself into a young man whose body was as strong and sure as his mind.

Although it was Theodore's own iron discipline that brought about this transformation, it was his father's admonition that sparked his resolve. Theodore Sr. loomed large in the lives of all his children, but for his oldest son, he was idol, hero, and savior. "One of my memories," Roosevelt wrote later in life, "is of my father walking up and down the room with me in his arms at night when I was a very small person, and of sitting up in bed gasping, with my father and mother trying to help me."

Objective: Students will analyze online news articles and blogs

Initial Instruction—Part III—Online News Articles and Blogs

Teacher note: In Part III of the Explicit Instruction, students will examine a news article from www.cbs.com and the blog written by the reporter, giving her reaction to the story. Students will examine the connections between and characteristics of both genres. The article describes the effects and dangers of abusing prescription drugs and may require extra class discussion after the Explicit Instruction is completed.

Group size: whole class

Materials: Direct Questioning, pages 20-21; examples, teaching pages 22-24; Genre Webs, pages 42-43; pens or pencils

Before class: Gather necessary materials.

Directions: Use the Direct Questioning and examples to guide students through this portion of the Initial Instruction.

Questioning Technique

Direct Questioning

Ask: Where can news articles be found? (daily, weekly newspapers, online newspaper websites, television news websites such as www.cbs.com)

Say: Define online news articles. (Online news articles are texts that are written for computers, smart phones, etc.)

Say: These sites often provide readers with text versions of stories that were aired during the television news times. They provide the same information as news articles, and often follow a similar general to specific format.

Ask: What are some other basic characteristics of news articles? (They are nonfiction, answer “who,” “what,” “when,” “where,” “why,” and “how,” and are based on current events. An online news article should have the most important information stated early in the article. They also make use of print features such as bolded text to help people scan. Accept reasonable responses.)

Say: Let’s examine an online news article.

Show the news article teaching page. Have students read the article aloud.

Say: Let’s write a quick summary of the news article. (The article is about the abuse of prescription drugs and focuses on one student and one adult who have been affected in opposite ways by prescription drug abuse.)

Ask: How does this article focus on a current event? (It focuses on a current problem in society—prescription drug use.)

Say: Explain the organization of the passage. (The passage begins with a short summary of Couric’s series and then a general introduction to Erin. It then gets more specific, describing Erin’s drug use and that of others.)

Lesson 1

Nonfiction Literary Theme & Genres

Objective: Students will analyze online news articles and blogs

Initial Instruction—Part III—Online News Articles and Blogs

Blog Example

November 30, 2007, 5:23 PM

Generation Rx: Talking To My Kids About Drugs

Posted by Katie Couric | 6 (CBS)

Our series this week on the Evening News about “Generation Rx” hit very close to home for me.

I’ve wanted to report on the problem of kids and prescription drugs for a while, going back to my days at NBC. It’s one of those stories that every parent has a stake in – but so few actually do anything about it. The statistics are alarming: only about HALF of parents have any in-depth conversation with their kids about drugs. And only about a THIRD even bring up the subject of prescription drugs.

I didn’t want to be one of those statistics, so I decided to make this a “teachable moment” in my own family.

So a few weeks back, as I was conducting interviews for this series, I broached the subject with my two daughters, who are 16 and 11. We were having dinner and of course, the series gave me the perfect icebreaker. (And you could even use it as one yourself: “Hey, I saw this really interesting series on the CBS Evening News I wanted to tell you about . . .”)

After explaining what I was working on, I asked them if they had ever heard of kids abusing prescription drugs like painkillers and Ritalin. My youngest daughter hadn’t, but my 16-year-old immediately piped in with “Yes! I saw that on Law and Order SVU!” Who said TV doesn’t teach kids anything? We talked about “Pharm” parties . . . where kids throw all sorts of pills in a bowl and take whatever they grab, “stacking” when kids become as one expert told us “junior chemists” and take a number of different pills in succession to counter the effects of what they took before . . . and about the highly addictive qualities of drugs like oxycontin, that one police chief told me was as addictive as heroin. They both agreed that this all sounded very scary and more importantly, very stupid. I hope they will always feel that way.

This led to a conversation about the stupidity of smoking, which is something that should be talked about early and often. I also made sure my medicine cabinet didn’t have any pills that I’d been prescribed in the past that could potentially be abused.

My fervent hope is that many parents who watched our series will take some time to talk to their kids. I know I’m really glad I did. I hope their good judgment will last long after the conversation ended. I’m crossing my fingers.

Objective: Students will examine primary and secondary sources for research; students will compare primary and secondary sources

Initial Instruction—Part IV—Primary and Secondary Source Materials

Teacher note: In Part IV of the Initial Instruction students will examine both primary and secondary sources to understand how and why each type of document is used for research. This is an important lesson, building a foundation for students' future use and analysis of both types of sources. The use of **primary sources** to provide multiple perspectives enriches students overall understanding of a person, topic, or event. It also encourages students to actively link or integrate facts and details presented in multiple texts, giving students ownership of the learning and discovery process. The use of **multiple primary sources** additionally requires students to compare and contrast information to check for consistency of facts, bias, etc. **Secondary sources** present an omniscient big picture of an event by integrating information for students, requiring them only to read and understand the information presented rather than construct the knowledge for themselves. The value of secondary sources cannot be underestimated however. The expertise writers of secondary sources bring to their works provides relevant background knowledge and a critical perspective, which enhances a student's understanding of the person, topic, or event. Additionally, the condensed form of many secondary sources makes them accessible to a greater range of readers. In this lesson, students will understand the value of using a variety of both types of sources in their future research endeavors.

Group size: whole class

Materials: Direct Questioning, pages 25-29; student reference, page 30; examples, teaching pages 31-33; Genre Webs, pages 42-43; markers

Before class: Copy the student reference for each student.

Directions: Use the Direct Questioning and examples to guide students through this portion of the Explicit Instruction. Students will fill in the student reference page and should keep this information in their reading folders for future use.

Questioning Technique

Direct Questioning

Say: Primary sources are original, uninterpreted, first-hand accounts of an activity or event. These documents were created by persons directly involved in the event either during or after the time period of the experience. The accounts reflect the unique viewpoint of the participant or observer. The Declaration of Independence, an autobiography, and diary entries are all examples of primary source materials.

Ask: Based on this information, how can primary source documents be helpful for research? (They provide facts about an event and the people involved, and details about the emotions and opinions of those involved. They present the reader the author's exact thoughts and feelings, not another person's idea or interpretation of what the subject probably thought or felt.)

Say: Primary sources enable a researcher to get as close as possible to his/her subject.

Lesson 1

Nonfiction Literary Theme & Genres

Objective: Students will examine primary and secondary sources for research; students will compare primary and secondary sources

Initial Instruction—Part IV—Primary and Secondary Source Materials Student Reference

Definitions:

Primary Source -

Secondary Source -

Subject	Primary Sources	Secondary Sources
Literature	<ul style="list-style-type: none">• Poem “The Young Dead Soldiers”• <i>The Diary of a Young Girl</i> by Anne Frank	<ul style="list-style-type: none">• Article from the Library of Congress on the poem’s historical importance related to World War II• Book on the purpose and impact of diaries written during the Holocaust
History	<ul style="list-style-type: none">• Interview with Rosa Parks• _____• _____	<ul style="list-style-type: none">• Biography of Rosa Parks – Her life and stand for civil rights• _____• _____
Science	<ul style="list-style-type: none">• Research findings on the link between high fructose corn syrup in an adolescent’s diet and adolescent diabetes• _____• _____	<ul style="list-style-type: none">• Article on ways to improve your child’s diet and reduce his/her risk for diabetes• _____• _____

Key Questions to Ask When Using Sources for Research

- Are the facts/details in this document the same as those in other documents?
- Examine the source/author of the document. What purpose did he/she have for writing? Did his/her bias or preference possibly change the content of the document?
- Consider the time and place in which the document was written. How might this have affected the content recorded?

Objective: Students will examine primary and secondary sources for research; students will compare primary and secondary sources

Initial Instruction—Part IV—Primary and Secondary Source Materials

Primary Source Example: The Journals

The following journal excerpts were compiled by Florentine Films in preparation for the making of “Lewis and Clark: The Journey of the Corps of Discovery.” The excerpts – drawn from the separate, more extensive journals of Captains Meriwether Lewis and William Clark, Sergeants Charles Floyd, Patrick Gass, and John Ordway, and Private Joseph Whitehouse – were then put together in chronological order. Altogether, the entries of these seven Corps members span March 3, 1804, to September 26, 1806, totalling more than 140,000 words.

*January 01, 1806
Meriwether Lewis*

This morning I was awoke at an early hour by the discharge of a volley of small arms, which were fired by our party in front of our quarters to usher in the new year; this was the only mark of respect which we had it in our power to pay this celebrated day. our repast of this day tho’ better than that of Christmass, consisted principally in the anticipation of the 1st day of January 1807, when in the bosom of our friends we hope to participate in the mirth and hilarity of the day, and when with the zest given by the recollection of the present, we shall completely, both mentally and corporally, enjoy the repast which the hand of civilization has prepared for us. at present we were content with eating our boiled Elk and wappe-toe, and solacing our thirst with our only beverage pure water.

*January 02, 1806
Meriwether Lewis*

We are infested with swarms of flees already in our new habitations; the presumption is therefore strong that we shall not devest ourselves of this intolerably troublesome vermin during our residence here.

*January 02, 1806
William Clark*

The flees are verry troublesom, our huts have already Sworms of those disagreeable insects in them, and I fear we Shall not get rid of them dureing our delay at this place.

Lesson 1

Nonfiction Literary Theme & Genres

Objective: Students will examine primary and secondary sources for research; students will compare primary and secondary sources

Initial Instruction—Part IV—Primary and Secondary Source Materials

Secondary Source Example

In December of 1805, towards the end of their expedition, Lewis and Clark decided to build a salt-making camp and fort. It was to be called Ford Clatsop, for the group of Native Americans nearby.

1 *On December 30, the fort was completed. At sunset, the captains told the Clatsops that from now on, when darkness fell, the gates would be shut and they must all get out of the fort. "Those people who are verry foward and disegreeable," Clark reported, "left the huts with reluctance." But on New Year's Eve, he was happy to record that the Indians were much better behaved. "The Sight of our Sentinal who walks on his post, has made this reform in those people who but yesterday was verry impertenant and disagreeable to all."*

2 *At dawn on New Year's Day, 1806, the men woke the captains with a volley and shouts of "Happy New Year!" There was no other celebration, and no feast. Lewis wrote that "we were content with eating our boiled Elk and wappe-toe [roots], and solacing our thirst with our only bevereage pure water."*

3 *During the more than three weeks the party had been building Fort Clatsop, Lewis wrote but two field notes, describing in some detail Stellar's jay. But on January 1, he resumed making daily entries in his journal. He opened with a complaint, that the volley fired by the men to usher in the New Year, "was the only mark of respect which we had it in our power to pay this celebrated day, our repast of this day [was no] better than that of Christmass."*

4 *But after the first sentence, he wrote with a zest that seemed to indicate that a great weight had been lifted from him. It was 1806—he would be home this year. A year wasn't such a long time.*

5 *Evidently not until he began writing about getting home did Lewis realize how much he missed civilization. He had spent 1801-3 living with Thomas Jefferson in the President's House. His daily conversational fare had ranged from practical politics to the nature of man, from zoology to botany, geography to medicine, literature to history, all in the company of the leading cultural, intellectual, scientific, and political figures in the United States (and not a few from Europe.) For two years, he had danced to the best music, dined at the finest table, drunk from the choicest wine.*

6 *He had spent 1804-5 on the frontier and beyond. His daily conversational fare had been about immediate, practical problems, mostly with enlisted men who had little if any formal education. With Clark he could discuss scientific matters, natural history, geography, and other subjects, but Clark was more a Kentuckian than a Virginian, more a frontier solider than a polished member of the president's staff. . . .*

Objective: Students will analyze passages to determine a genre; students will answer questions about particular genres

“Strategic Nonfiction”

Teacher note: In the following activity students will answer questions about nonfiction genres and will identify the genres of example titles or passages. For each correct answer students will roll a number cube to move pieces on a game board toward their home locations. The first player to get all three of his/her pieces in their home locations wins the game. This activity uses Levels 2 and 3 of Bloom’s Taxonomy, Comprehension and Application.

Group size: pairs

Materials: game pieces and number cube patterns, page 69; game board, page 70; question cards, pages 71-75; paper clips

Before class: Copy the game board and question cards for each pair. Make enough copies of the game pieces and number cube patterns, page 69, for each pair to have 3 black pieces, 3 white pieces, and one number cube. Cut apart the game pieces and questions. Secure each set of game pieces together with a paper clip. Secure each set of questions with a paper clip. Cut out and assemble or obtain 1 number cube for each group.

Directions:

- Distribute a game board, set of game pieces (3 black and 3 white), number cube, and set of question cards (face-down) to each pair.
- Each player will set up his/her 3 game pieces on the start locations indicated on the game board.
- The player with the most vowels in his/her first and last name combined will go first.
- Player #2 will draw a card and read it aloud to Player #1. If Player #1 answers correctly, he/she will roll the number cube and move one or more of his pieces that number of spaces. Pieces may only be moved forward or to the side, not diagonally or backwards. For example, if Player #1 rolls a 4, then he could move one game piece 3 spaces and another piece 1 space, or he could move one piece 4 spaces.
- Players should note there are some blocked spaces on the board to which they cannot move. Also, only one game piece can occupy a space on the game board at a time.
- If Player #1 answered incorrectly or once he/she has moved, then play passes to Player #2. Player #1 draws a card and reads it to Player #2 for play to continue.
- The object of the game is for a player to move all of his/her game pieces into the home locations on the opposite side of the board. Only one piece may be placed in each home location; however, each piece may be placed in any home location, not only the location directly across the board from the piece’s starting location.
- As a player moves closer to a home location, he/she must carefully plan how to move into the space. **The exact number must be rolled to move into the home location.**

Practice extension:

Students will read *“Humane Actions”* and *“Mike’s Interview with Mr. Johnson,”* Test 1, and complete the questions over literary forms and genres. Teachers may use this as a teaching reinforcement of test-taking skills, or grades may be taken for evaluation purposes.

Lesson 2

Nonfiction Literary Theme & Genres

Objective: Students will analyze passages to determine a genre; students will answer questions about particular genres

“Strategic Nonfiction” Question Cards

<p><i>So this past weekend I watched, again, The Fellowship of the Rings. This time, it was the extended edition. Man that is still one of the coolest movies I've ever seen! The scenery alone is enough to make you watch it again and again.</i></p> <p>The above passage is probably an example of—</p> <p>Answer: a blog</p>	<p>Explain why a magazine article would most likely not be written about green Martians living on Venus.</p> <p>Answer: This is fictional, made-up information. Magazine articles are nonfiction.</p>
<p>How are the points of view and opinions in a biography and autobiography different?</p> <p>Answer: An autobiography is written from the first-person point-of-view; a biography is written from the third-person point-of-view. The opinions in an autobiography are those of the subject of the book, whereas the opinions in a biography are those of the author who is inferring the subject's feelings.</p>	<p><i>Recently we ran an article about the city trying to crack down on restrictions for Pit Bulls and other aggressive dogs. Is this fair? Just because a type of dog is labeled “aggressive,” do we have the right to set laws as to where it can be raised and who it can be around? I don't think so. If people want to own a Pit Bull, it is their choice and it is their responsibility. Other dogs bite too, though we don't have laws governing where they can and can't be.</i></p> <p>This is an excerpt from—</p> <p>Answer: an editorial</p>
<p>Give an example of a workplace document.</p> <p>Answer(s): e-mail, memo, instructions, letter, etc.</p>	<p>Lelia is a writer. Which of the following would she NOT write herself?</p> <p>A. an editorial B. a newspaper article C. her biography</p> <p>Answer: C</p>

Teacher note: Test 1 is considered to be a practice test that teachers and students may wish to complete together. The teacher will guide the students in answering the questions and ask for a justification for each answer.

“Middle Earth’s Master” – Passage 1*Notes*

1 J.R.R. Tolkien was born John Ronald Reuel Tolkien in 1892. He was born in what was known as the “Orange Free State,” which was in South Africa near Lesotho. However, he moved to England with his family at the age of four.

2 Both of his parents died by the time Tolkien was 12, and he and his younger brother lived with a local priest and attended King Edward’s School. Not surprisingly, Tolkien excelled in Literature and went on to study English Language and Literature at Oxford.

3 Later Tolkien took a job at the New English Dictionary and started writing The Simarillion, an epic story about a place called Middle Earth. This book was never published during his lifetime however. In 1920 he became a Reader in English Language at the University of Leeds. By this time he was married and had children, and at night he told them the story of The Hobbit.

4 Soon, Tolkien’s publisher asked for a sequel to The Hobbit, and twelve years later Tolkien completed that “sequel” with the Lord of the Rings trilogy. Tolkien died in 1973, and his son Christopher took on the role of editing and publishing the remaining works of his father like The Children of Hurin. Tolkien’s books are still widely popular; the Lord of the Rings trilogy has been made into three movies of epic proportions.

“Children of Hurin” – Passage 2

1 The last and final episode of life in Middle Earth was published on April 17, 2007. Tolkien’s book, The Children of Hurin, edited by his son, Christopher, has received mixed reviews from Tolkien fans.

Questions #5-#7 are based on passage #3, "Rereading the Lord of the Rings."

5 In paragraph #4, arduous probably means—

- A meant for only one person
- B pleasant; filled with comfort
- C difficult; full of hardships
- D exciting; challenging

What information from the passage justifies your answer?

6 Which of the following best describes the tone of the passage?

- A dark; menacing
- B casual; light
- C sarcastic
- D nervous; frantic

7 Compare and contrast this passage with passage #2.

Question #8 is based on passage #4, "Examining The Simarillion."

8 How is passage #4 similar to passages #2 and #3?

- A All passages discuss the life of J.R.R. Tolkien.
- B All passages have a dark and mysterious tone.
- C All passages discuss the same general topics.
- D All passages use opinions and very few facts.

9 Determine the genre of this passage, and justify your answer with characteristics of the genre.



Objective: Students will analyze a topic description in order to create a consumer product appropriate for that topic

“Consumer Conscious”

Teacher note: In the following activity students will work to design a consumer document (pamphlet, sale paper, etc.) for a specific business or topic. Students will use their knowledge of consumer documents to design their own document. This activity uses Level 5 of Bloom’s Taxonomy, Synthesis.

Group size: pairs

Materials: topic descriptions, page 91; sample sale papers and pamphlets; blank white paper; pens or pencils; crayons or map pencils; access to the Internet or research materials; computer access for word processing/presentation software use (optional); group evaluation form, page 92

Before class: Make a copy and cut apart the topic descriptions. Copy the samples for each pair of students. Make copies of the evaluation form. Gather other necessary materials.

Directions:

- Distribute a topic description and the samples to each pair of students.
- Using the description and sample documents, students will first research the topic outlined in the description.
- Students will then design a pamphlet, sale paper, brochure or other consumer document for the assigned business or topic.
- If time and access allow, students may use word processing/presentation software to produce the final versions of their consumer documents.
- Once all pairs have completed the assignment, each pair will present its document to the class and justify their selection of document type as the best format to present their information.
- Students’ consumer documents should then be displayed on a bulletin board or wall.
- Following each pair’s presentation of it’s consumer documents, class members will complete an evaluation form of that document.



Objective: Students will analyze examples to determine each one's genre; students will compete with one another to make genre sets

"Fishing for Genres"

Teacher note: In the following card game variation of "Go Fish!" students will compete in small groups to gather as many sets of genre cards as possible. Students will have to correctly identify the genre of each card and justify their answers. This activity uses Level 3 of Bloom's Taxonomy, Application.

Group size: groups of 3

Materials: genre name cards, page 94 and card backs, page 95; genre game cards, pages 96-98 and card backs, page 99; answer key, page 106

Before class: Copy the genre name cards, page 94 with the card backs, page 95; copy genre game cards, pages 96-98 with game card backs, page 99, for each group. Gather necessary materials.

Directions:

- Distribute a set of genre name cards and game cards to each group. The game cards should be face-down.
- Students should turn the genre name cards face-up and spread them out in the center of the playing surface so that all students can see them.
- After shuffling, the oldest student will deal five game cards to each player. The remaining cards should be placed face-down in a draw pile.
- The object of the game is to gather all three cards of a "set," or genre. For example, there are three blog cards in one set. At the end of the game, the student with the most sets wins.
- Each player should first read all the cards in his/her hand and identify the genre to which they belong.
- Then the student to the left of the dealer will go first. Player #1 will examine his/her cards and then ask the player to the left, "Do you have any (name of a genre) cards?" The student can ask for cards of any genre listed on the genre name cards. Therefore, he/she might ask, "Do you have any editorial cards?"
- If the player to the left has 1 or more editorial cards, he/she gives them to Player #1. Player #1 either holds onto the cards or if he/she now has all three for the genre, takes the "editorial" genre name card and places it in a stack with his/her three editorial cards to form a set.
- If the player thinks he/she has a set, he/she must read the game cards aloud to the other players and justify why he/she thinks they are all the same genre.
- If the players agree, then Player #1 has made a set, and play moves to the next person on the left. If a card does not fit within the genre, then Player #1 must put the name card back, and play moves to the next person. Disputes will be addressed by the teacher with the answer key.
- If the player asked did NOT have any editorial cards, Player #1 draws a card from the draw pile.
- Play now moves to the next person and continues until all the genre sets have been identified or until no more sets can be made. There are 10 sets total.

Note: Although many examples could fit under primary and secondary sources, the genre game cards for these genres will list only unique genre characteristics of a primary or secondary source, as stated in the Explicit Instruction.

After reading the following selections, you will be asked a series of questions. These questions will be based on the material in the selections.

Changing Broadway, How Much is Too Much?

Notes

- 1 As a child, I remember my parents going to the theater. They would dress up in their finest garb—a long sparkling evening gown for my mother, a suit or sometimes a tuxedo for my father. A finer pair was never seen, I thought, as they headed out the door to that city in New York I'd heard so much about and the magical place . . . Broadway.
- 2 My mother would bring home records of show tunes from musicals like *Oklahoma!* and *West Side Story*. I loved the catchy tunes, and she and I would often dance around our kitchen singing "I Feel Pretty" with Anita, the main character of *West Side Story*.
- 3 Where are the days of musicals like that? I know that the plots of Broadway musicals change with the times—that's always been the case. Rival gangs and race relations are covered in *West Side Story*, while *Evita* portrays the rise in power of the President of Argentina and his second wife, Eva Perón. Musicals often provide a dramatized look at past and current socioeconomic, cultural, and political events. So, it's not so much the content of the musicals that bothers me. It seems the act of attending a production has lost its glamour and magical appeal for many.
- 4 I've been to Broadway now. I've seen *Cats*, and *Rent*, and even *Wicked* and *The Lion King*. I've seen theaters packed with people from all over the country. Rather than dazzling formal wear, I see many people wearing, of all things, jeans! Attending a Broadway show now seems almost commonplace. The shows are just as popular as ever, maybe even more so, but what happened to the glitz? I can put on nice dress pants, heels, and a sweater and be more dressed up than half the people in the theater. It's as if they were strolling by the ticket office, checked the schedule, and said, "Hey, let's see a musical."
- 5 Now, don't get me wrong. My passion for musicals remains strong. I support introducing musicals to a younger crowd, and I believe that musicals like *The Lion King* and *Seussical the Musical* are great for this purpose. But, can't we also introduce them to the magic of dressing up? The magic of being out, at night, with all the lights and wonder that is Broadway? It's almost as if we were taking them to see a movie on a random Saturday afternoon. That's not how Broadway should be. It has always been, for me, and will always be, an experience like no

Questions #7-#8 are based on the passage "The Making of a Musical."

- 7 The author organizes the passage by --
- A using sequential order to discuss musicals over time
 - B explaining his opinion then providing support throughout
 - C using each paragraph to discuss a different part of the musical
 - D taking the reader through each step of the performance
- 8 The main purpose of this article is to—
- A convince readers to take part in creating a musical
 - B inform readers of how musicals are made
 - C express an opinion about the producers of musicals
 - D explain how to audition for a musical

Based on your answer, in which genre could this passage be placed? Justify your answer.

Question #9 is based on passages #1 and #3.

- 9 Explain how the author’s approach to writing the first article is different from the author’s writing in the third article.

Question #10 is based on all three passages.

- 10 A theme common to all three passages is --
- A Musicals are still popular and have great appeal.
 - B Musicals are not as glamorous as they once were.
 - C Musicals require a lot of money.
 - D New musicals are not as good as those of the past.

