Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
    - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using Teacher Talk Moves and guiding questions to help students refine answers.
    - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or organizational frames.
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, students will have read a variety of texts about the role of failure in success. Students will learn about people's different ideas about what it takes to be successful including hard work, deliberate practice, and the ability to learn from failures and persevere.

The main text students will read in this unit is Steve Jobs's Stanford commencement address. Steve Jobs shares his advice for the new graduates and reflects on how he was able to overcome failures in his life. Throughout the unit, students will engage in research to examine how another well-known person was able to overcome failure and present their research in a first person address. At the end of this unit, students will be asked to write a compare and contrast essay about how a central idea in Steve Jobs's Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated.

Text Access

In order to complete this unit at home, students will need access to the following texts:

- Texts schools need to provide:
    - Steve Jobs's Unit Reader
- Texts provided for educational purposes included in the Home Learning Guidebook Companion Resource:
    - "Letters of Wilbur Wright"
    - "Casey at the Bat" by Ernest Lawrence Thayer
    - "The Story of David and Goliath"

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the structure of a commencement address, what a commencement address is, and

why Steve Jobs and J.K. Rowling were chosen to be commencement speakers can be found here: https://learnzillion.com/wikis/136641-steve-jobs-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - success, successes, successful, successfulness, successfully, succeed
    - persevere, perseverance, perseveringly, persevered, persevering
    - failure, failed, fails, failing, failingly, unfailingly, unfailing, without fail
    - accomplish, accomplished, accomplishing, accomplished, well-accomplished
    - achievement, achieve, achieved, achieving, achiever, overachiever, underachiever
    - inspirational, inspiration, inspire, inspired, inspiring, inspirationally
    - transformation, transform, transformative, transformable, transformed, transforming

Support for Reading

An audio recording of Steve Jobs's commencement address is available at https://archive.org/details/SteveJobsSpeechAtStanfordUniversity.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

Support for Writing

If students struggle to write, you should

- consider using tools such as transitions, grades 6-8, evidence sentence starters, grade 6, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

Week 1 Lesson 1

Understand

1. **Circle** the **two** people from the chart on the previous page that you are the most familiar with.

   Student answers will vary. There should be at least two names circled in the chart.

2. How did these two individuals overcome challenges to become successful?

   Student answers will vary.

3. Describe one event from Jobs's speech where failure led to success.

   Student answers will vary, but should reference one of the following:

   - His first potential adoptive parents opted out because he was a boy, but he ended up with a loving couple.
   - Dropping out of college led to dropping in on calligraphy classes, which were used to create typefaces in the Mac.
   - Being fired from his company led to him working for PIXAR.
   - Almost dying caused Jobs to value life.

Express Understanding

You have read about people who struggled and failed before they became successful. Write a paragraph answering the following question: How does failure lead to success? Be sure to reference Jobs's speech.

Student answers will vary. Sample student response: *Failure can lead to success, as seen when individuals such as Steve Jobs learn from failure. The individuals we learned about today were able to overcome the challenges they faced to become successful. They are people who believed in themselves and never gave up on their dreams and passions. Steve Jobs was fired from his job at Apple, but he said he still loved what he did, so he started over. He was passionate enough to keep trying. He persevered and is now considered successful.*

Week 1 Lesson 2

Understand

1. As you read, write down words and phrases from this text that signal failure.

   Words and phrases which signal failure: "dropped out," "refused," "relented," "naively," "couldn't see the value," "no idea," "scary," "none of this had a hope," and "wasn't all romantic."

2. As you read, write down words and phrases from this text that signal success.

Words and phrases which signal success: "trust that it would all work out," "one of the best decisions," "I learned," and "trust in something."

3. What is Jobs's attitude toward college? What words signal his attitude?

   Students should understand that Jobs's tone shifts as he talks about his decision to go to college and then to drop out. When Jobs is in college, his word choice is negative. As Jobs begins to discuss his decision to drop out of school, his tone shifts to a more positive one.

4. Is the word **stumbled** positive or negative? How do you know? What is the tone?

   Stumble is negative. The author chooses words like stumbled to describe the experiences of failure in his life.

5. Are the words **curiosity** and **intuition** positive or negative? How do you know? What is the tone?

Words like "curiosity" and "intuition" are positive and lead Jobs to the successes in his life.

Express Understanding

How does Jobs's tone shift in his first story? How does the author's word choice and tone help you understand his experiences? Use specific examples to support your claim.

Jobs's tone helps the reader to understand that his decision to drop out of college, although usually viewed as a negative decision, ended up being a positive one. His word choice and tone acknowledge the shift in his life from negative to positive. Examples would include some phrases/words mentioned in the above answer.

Week 1 Lesson 3

Understand

1. How did Jobs feel that the calligraphy class he took in college was important to the development of the first Macintosh computer?

   Jobs felt that the calligraphy class was very important to the development of the first Macintosh computer because his computer was the first that had available fonts for people to use. Jobs didn't think he ever would have been as interested in calligraphy and fonts if he had stayed in college.

2. What did Jobs mean by "connecting the dots"?

   Answers may vary, but should include details about:

- Steve Jobs was adopted and it sounds like things didn't go smoothly when he was born. It was also really important to his birth parents that he go to college.
- Steve Jobs went to college, but dropped out. He thought it was a great decision and started taking

classes for fun and learning about things that were interesting to him.
- Steve Jobs found himself taking a calligraphy course because he decided to study whatever interested him at the moment.

Steve Jobs's "Stanford University Commencement Address"

Story One	
Central Idea	Details
• Connecting the dots • It was also really important to his birth parents that he go to college. • Steve Jobs went to college, but dropped out. • He decided to study whatever interested him at the moment.	• Steve Jobs was adopted. • Things didn't go smoothly when he was born. • He thought it was a great decision and started taking classes for fun and learning about things that were interesting to him. • Steve Jobs found himself taking a calligraphy course.
Summary	
Steve Jobs believed that everything in his childhood and college years happened for a reason. It was important to his birth parents that he go to college. He did go, but he dropped out and started taking classes for fun. He then took a calligraphy course and it inspired him to create beautiful fonts on the Macintosh computer. Jobs felt that dropping out of college gave him a chance to do what he loved to do, instead of what was expected of him. Steve Jobs believed that you need to trust yourself to make decisions that will lead you to success.	

Week 1 Lesson 4

Understand

1. What does this quote from the text mean?

   Steve Jobs believes that his failures led him to be more creative and find what he wanted to do with life.

2. How did Jobs use the words **heaviness** and **lightness** in this sentence?

   Steve Jobs uses them to show how much responsibility he had when he was successful. This is the heaviness. He felt the lightness when he lost his job and did not have the burden of his work.

Steve Jobs's "Stanford University Commencement Address"

Story Two	
Central Idea	Details
• Love and loss • Steve Jobs thought about running away, but decided that he really loved what he did. • He decided not to give up but to start over instead.	• Steve Jobs was very publicly fired from Apple. • He decided to start over. • He became more creative than ever before. • He started NeXT and Pixar. • He met his wife. • He returned to Apple after they bought NeXT then went on to have a wonderful family with his wife.
Summary	
Steve Jobs believed that his failures led him to be more creative and find what he wanted to do with life. He was able to be relieved from the stress of owning a large company and refocus on what he loved. He founded two companies, NeXT and Pixar, then later married his wife Laurene and had a family. Later, he returned to Apple after they bought his company NeXT. He believed that you should keep looking until you find what you love doing and not settle for less than that.	

Week 1 Lesson 5

Understand

1. What does Steve Jobs want you to know from this part of the story?

   He encourages the graduates to do what their heart tells them and not be pushed into doing what others believe.

Steve Jobs's "Stanford University Commencement Address"

Story Three	
Central Idea	Details
• Always follow your heart. • He believed that everyone should live everyday as if it was their last one. • Jobs believed that life is short so people should not waste one minute of it being stifled by others.	• Steve Jobs was diagnosed with cancer and was not expected to live much longer. He spent an entire day thinking he was going to die. Later that day doctors realized it was a rare form of cancer that was curable with surgery.
Summary	
Steve Jobs believed that death was the only thing that is an absolute in our lives. He used that idea to motivate himself to do what he loved everyday. This idea was made more real for him when he was diagnosed with a deadly form of cancer, only to be told later in the day that he would survive with surgery. He encouraged the graduates to do what their heart tells them and not be pushed into doing what others believe.	

Express Understanding

Summarize what you have read this week. Put together the three summary paragraphs from your tables here. Make sure to add transition words or phrases.

Answers may vary; accept any answer that combines the three summaries from above tables using transition words.

Week 2 Lesson 1

Understand

How does this evidence support or oppose your claim?
This evidence supports the claim because it wasn't until 10 years after taking the calligraphy class that Jobs used his knowledge about typefaces to design the Mac.

Express Understanding

Story One Claim: "...you can't connect the dots looking forward; you can only connect them looking backward

Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?
"My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the adoption papers. She only relented a few months later when my parents promised that I would someday go to college."	This evidence opposes my claim because even though Jobs enrolled in college, as promised, he dropped out soon after and never graduated.
Jobs dropped out of Reed College after six months.	This evidence supports my claim because without dropping out of school, he would not have had experiences that would influence his life and creativity in the future, like taking dropping in on classes that looked interesting to him and spending time at the Hare Krishna Temple.

Week 2 Lesson 2

Express Understanding

Story Two Claim: "We often have to feel the loss of something before we can get back to understanding what we truly love."

Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?
"But something slowly began to dawn on me—I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love."	This evidence supports my claim because it shows that Jobs was able to see again what he truly loved.
"I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed	This evidence supports my claim because it shows that Jobs felt free to start over and become a beginner again. It shows that he could focus specifically on what he loved.

me to enter one of the most creative periods of my life."	
"I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did."	This evidence proves that Jobs realized that this was an important life lesson. He realized that he needed to feel the loss of his company in order to get back to doing what he loved.

Story Three Claim: "Life is short, so don't spend it doing anything other than what is perfect for you."

Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?
"It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No' for too many days in a row, I know I need to change something."	This evidence shows that Jobs believed that life was too short to waste it on doing anything other than what you love. He implemented this idea in his own life philosophy.
"Because almost everything—all external expectations, all pride, all fear of embarrassment or failure—these things just fall away in the face of death, leaving only what is truly important."	This evidence supports my claim because it demonstrates Jobs's belief that the idea of death motivates us to focus on what is truly important.
"Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma—which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become."	This evidence demonstrates Jobs's belief that we should follow our inner voice and our heart to what is right for us.

Week 2 Lesson 3

Understand

	Details from the text	How do these details convey the central idea?
1. What details in the text convey the idea that Jobs believed that it is important to love what you do?	"I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love."	This detail is important because it suggests that experience is a tough teacher but that it is worth it if it helps you discover what you love.
2. What details in the text convey the idea that Jobs believed that it is important to follow your intuition?	"You have to trust in something—your gut, destiny, life, karma, whatever."	This detail conveys the central idea above because in this quote Jobs in encouraging the graduates to trust in whatever they hold dear in order to find what they love to do.

	Details from the text	How do these details convey the central idea?
3. What details in the text convey the idea that Jobs believed that it is important to trust that everything will have meaning in the future?	"Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma--which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become."	This detail is also important because it shows Jobs's belief in the idea that we should find what we love to do and not to worry about the opinion of others.

Express Understanding

How is the central idea in Jobs's address conveyed through specific details?

Jobs believed that to lead a successful life it is important to love what you do, have the courage to follow your intuition, and trust that everything will have meaning in the future. Jobs said, "You have to trust in something—your gut, destiny, life, karma, whatever." This detail conveys the central idea above because in this quote Jobs in encouraging the graduates to trust in whatever they hold dear in order to find what they love to do. After describing the time in his life after he was fired from Apple, Jobs said, "I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love." This detail is important because it suggests that experience is a tough teacher, but that it is worth it if it helps you discover what you love. Jobs also said, "And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become." This detail is also important because it shows Jobs's belief in the idea that we should find what we love to do and not to worry about the opinion of others.

Week 2 Lesson 4

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals

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Week 2 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals

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Week 3 Lesson 1

Understand

Title: Before reading the poem, make a prediction about what the poem is about based on the title.
Someone is talking directly to failure.
Paraphrase Stanza 1: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.
Students should understand that the poet is using figurative language and exaggeration to describe the misconception of failure.

In this stanza Larkin is describing the ways that failure does not present itself.
Stanza 1 Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
Answers may vary. Students should have examples of figurative language, patterns, imagery and sound elements.
Paraphrase Stanza 2: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.
Students should understand that the poet is using figurative language and exaggeration to describe the passing days of the speaker's life in a tedious, meaningless way. In the end they realize that failure has actually been "here some time." This stanza says that time has passed and then the speaker looks back at his or her life and realizes s/he was a failure.
Stanza 2 Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
Answers may vary. Students should have examples of figurative language, patterns, imagery and sound elements.
Attitude/Tone: Notice the speaker's attitude toward the subject of the poem. What is the author's tone?
It seems as though the poet is almost talking to a person he has known a while but doesn't like. The tone is regretful.
Title: Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?
The theme of the poem is that failure happens and can often go unnoticed. The poet describes this throughout the poem using figurative language and exaggeration.

Express Understanding

What is the theme of this poem? State what the poem is about (subject) and what the poet is trying to say about subject (theme).

The theme of the poem is failure. Failure is not out of the ordinary. Failure is simply to realize that there has been no point to your life, and the regret that accompanies it.

Week 3 Lesson 2

Understand

Title: Before reading the poem, make a prediction about what the poem is about based on the title.
A mother talking to her son
Paraphrase: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.
She is telling her son that life has been very hard but that has not stopped her. She keeps moving on and going forward despite the hard things that have happened in her life.
Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
At one point she uses an entire line to simply say "bare". This sticks out as very important because it shows that she didn't have anything. That her life was not pretty like a crystal stair but broken and bare.
Attitude/Tone: Notice the speaker's attitude toward the subject of the poem. What is the author's tone?
It seems very hopeful. The speaker seems to be proud that she has made it through the trials and tribulations of her life and hopeful for her son in the future.
Title: Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?
It is a mother giving advice to her son about the future. She is using her life as an example to her son.

Express Understanding

What is the message from mother to son? Use specific evidence from the poem to explain your thoughts.

Answers may vary. For example: Life isn't always easy, but you have to keep pushing forward. Students should include evidence from the poem.

Week 3 Lesson 3

Understand

1. Use the chart below to answer the following question: How are the ideas presented in Steve Jobs's commencement address, "To Failure" and "Mother to Son" similar?

Text	Central Idea/Theme	Thoughts/Reasons	Supporting Evidence
Jobs's "Stanford University Commencement Address"	Stay hungry. Stay Foolish.	**Answers will vary.**	• Jobs felt that dropping out of college gave him a chance to do what he loved to do, instead of what was expected of him. • He encouraged the graduates to do what their heart tells them and not be pushed into doing what others believe.
"To Failure"	Failure and regret often go unnoticed until it is too late.	Answers will vary.	• "I find, Install you at my elbow like a bore" • "Aware the days pass quicker than before, smell staler too." • "And once they fall behind,they look like ruin." • "You have been here some time."
"Mother to Son"	Life isn't always easy, but you have to keep pushing forward.	Answers will vary.	• Life for me ain't been no crystal stair. • But all the time, I'se been a-climbin' on

Express Understanding

How are the ideas presented in all three texts similar? Use evidence to support your answer.

All three texts present failure in a way that describes it as inevitable. All three texts agree that no matter who you are, or what your background is, failure will be around the corner; it is up to you to decide how to approach it.

- *Jobs's "Commencement Address":*
  - Jobs is allowing for failure to occur, but insists that you must learn and allow yourself to be unburdened and enlightened by the failures you experience.
    - "Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future."
    - "The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life."
    - "So keep looking until you find it. Don't settle."
    - "Stay Hungry. Stay Foolish. And I have always wished that for myself."
- *"To Failure":*
  - The speaker personifies failure as someone always just behind you that you can't escape and that you don't notice until it's too late.
    - "And once they fall behind, They look like ruin."
    - "You have been here some time."
- *"Mother to Son":*
  - The speaker describes the staircase she is always climbing as one that she will always have to climb in order to stay ahead of failure, but that is always just behind her.
    - "Life for me ain't been no crystal stair."
      "But all the time, I'se been a-climbin' on,
      And reachin' landin's, And turnin' corners,
      And sometimes goin' in the dark,
      Where there ain't been no light."

Week 3 Lesson 4

Understand

1. Reread Letter 1. "Wilbur Wright to the Smithsonian Institution (May 30, 1899)"
   a. What made Wilbur Wright so interested in flight and aviation?

      He read stories about Cayley's and Penaud's machines and then constructed bats.

   b. Why does Wright believe that human flight is possible and practicable?

      He has been watching birds and feels that it is a combination of knowledge and skill.

c. What kind of creatures did Wright observe flying?

Birds

d. What about these creatures did he note was important?

Their skill and effort for more complicated flights inspired him to look at human flight more simply.

2. Compose a brief summary below for Letter 1.

Letter	Summary
Letter 1: May 30, 1899	**This is a letter from Wilbur Wright to the Smithsonian Institution. He expresses that he believes it is possible for mankind to eventually make it into flight.**

3. Reread Letters 2-4. Write a brief summary for each letter. Then write a summary of the full text.

Letter	Summary
Letter 2: September 3, 1900	**This letter is to his father describing a machine, the glider, he has created to test his theories about flight. He knows that it will not fall apart while it is in the sky. He says it will not have a motor but is only going to be used for research.**
Letter 3: October 4, 1903	**He writes excitedly to his father that they are making progress with their glider. They are spending more time in the sky and are accomplishing more than their contemporaries.**
Letter 4: December 14, 1903	**He writes to his family to describe the short flight their plane took and the small problems they need to fix. He notes that he is sure their plane will fly with these issues taken care of.**
Summary of Entire Text	
These letters work to develop a timeline of the events that led to the first successful flight by the Wright brothers. It shows the five years it took for them to go from an idea of what a plane would look like, May 30, 1899, letter, to a glider with no engine, September 3, 1900, letter, to October 4, 1903, letter, and then finally to a full plane with an engine, December 14, 1903, letter.	

Express Understanding

Determine the central idea of "Letters of Wilbur Wright" by Wilbur Wright and explain how each letter conveys the

central idea.

The central idea of "Letters of Wilbur Wright" is that they believed that human flight was possible. Throughout his letters, Wilbur Wright conveyed this idea and his and his brother's progress as they researched, tested, and revised their airplane. In his first letter, Wright expressed that he believed it was possible for mankind to eventually make it into flight. In the second letter dated September 3, 1900, he described a machine, the glider, he had created to test his theories about flight. He knew that it would not fall apart while it was in the sky. He said it would not have a motor, that it was only going to be used for research. His next letter conveyed the central idea because he wrote excitedly to his father that they were making progress with their glider. They were spending more time in the sky and were accomplishing more than their contemporaries. In his last letter Wright wrote to his family to describe the short flight their plane took and the small problems they needed to fix. He noted that he was sure their plane would fly with these issues taken care of, so this letter also conveyed the idea that human flight is possible.

Week 3 Lesson 5

Understand

1. What can you conclude about Wilbur Wright based on his 1988 letter to the Smithsonian? Support your answer with evidence from the text.

   Based on his 1899 letter to the Smithsonian, I can conclude that Wilbur Wright truly believed that flight was possible for humans. For example the letter states, "I believe that simple flight at least is possible to man and that the experiments and investigations of a large number of independent workers will result in the accumulation of information and knowledge and skill which will finally lead to accomplished flight." This shows that Wilbur Wright thought that collecting and putting into practice the ideas of those before him would lead to man in flight.

2. What setbacks did the Wright Brothers face and how did they deal with them? Support your answer with evidence from the text.

   The Wright Brothers faced several setbacks and chose to learn from their mistakes in order to build better next time. For example the letters state, "Toward the end it began to speed up again, but I was too late, and it struck the ground while moving a little to one side, due to wind and a rather bad start. A few sticks in the front rudder were broken which will take a day or two to repair probably." It also states, "The strength of the machine is all right, the trouble in the front rudder being easily remedied." This shows that the brothers did not simply give up, but fixed their mistakes and kept on trying.

3. Explain this line in your own words: "Carelessness and overconfidence are usually more dangerous than deliberately accepted risk."

Wilbur is saying that there is a difference between just doing something without understanding the risks, and understanding there is risk but still choosing to do it. It is more dangerous to just do something without understanding the risks.

4. Using the text, complete the chart on the next page by finding two reasons that support this claim: "The Wright Brothers believed if they worked hard they would succeed." Then include three pieces of evidence from the text to support your reasons.

Claim: The Wright brothers believed that if they worked hard they would succeed.	
Reason 1	Reason 2
Wilbur Wright believed that continuous experiments led to an accomplished flight.	Wilbur Wright learned from his mistakes.
Evidence	Evidence
"I believe that simple flight at least is possible to man and that the experiments and investigations of a large number of independent workers will result in the accumulation of information and knowledge and skill which will finally lead to accomplished flight."	"The man who wishes to keep at the problem long enough to really learn anything positively cannot take dangerous risks. Carelessness and overconfidence are usually more dangerous than deliberately accepted risks."
"My idea is merely to experiment and practice with a view to solving the problem of equilibrium."	"We have increased our time and length of flight (with glider) to 43 seconds, which is 1 and two thirds over last year's record and about three times the best of anyone else."
"There is something former experiments were entirely unable to accomplish."	"There is now no question of final success. The strength of the machine is all right, the trouble in the front rudder being easily removed. We anticipate no further trouble in landings. Will probably have made another trial before you receive this unless weather is unfavorable."

Week 4 Lesson 1

Understand

1. Complete this chart by analyzing each of the letters by Wilbur Wright and looking for examples that then let you infer (make an educated guess) something about him. An example is provided for you.

Individual: Wilbur Wright

Letter	Evidence (Character Analysis Focus)	What can we infer about Wilbur Wright's characteristics?
May 30, 1899	"I have been interested in the problem of mechanical and human flights ever since as a boy I constructed a number of bats of various sizes after the story of Cayley's and Penaud's machines."	• He is curious. • He is persistent.
May 30, 1899	"Birds are the most perfectly trained gymnasts in the world and are specially well fitted for their work, and it may be that man will never equal them, but no one who has watched a bird chasing an insect or another bird can doubt the feats are performed which required three or four times the effort required in ordinary flight."	• He is an intellectual. • He is observant.
September 3, 1900	"I do not intend to take dangerous chances, both because I have no wish to get hurt and because a fall would stop my experimenting, which I would not like at all."	• He is scientific. • He takes calculated risks. • He is a problem solver.
September 3, 1900	"I am constructing my machine to sustain about five times my weight and am testing every piece."	• He is persistent and determined. • He is careful and takes his time.
September 3, 1900	"The man who wishes to keep at the problem long enough to really learn	• He perseveres. • He is persistent.

	anything positively cannot take dangerous risks. Carelessness and overconfidence are usually more dangerous than deliberately accepted risks."	• He is a problem solver. • He is thoughtful.
October 4, 1903	"This is something former experimenters were entirely unable to accomplish."	• He is competitive. • He is persistent.
December 14, 1903	"However, the real trouble was an error in judgement in turning up too suddenly after leaving the track, and as the machine had barely enough speed enough for support already, this slowed it down so much that before I could correct the error, the machine began to come down, though turned up at a big angle."	• He admits his mistakes.
December 14, 1903	"There is now no question of final success."	• He is determined.

Express Understanding

Describe Wilbur Wright's traits and explain how he was able to succeed. Support your answer with specific evidence from the text.

Wilbur Wright needed to have certain personality traits in order to be the first successful pilot in history. Wright was observant, careful, and confident.

Wilbur Wright was very observant. He paid close attention to the things that happened around him and specifically to how things in nature flew. He says, "My observations since have only convinced me more firmly that human flight is possible and practicable. It is only a question of knowledge and skill just as in all acrobatic feats."

Wright was also careful. He says, "I do not intend to take dangerous chances, both because I have no wish to get hurt and because a fall would stop my experimenting, which I would not like at all."

Finally, Wilbur Wright was confident. After his first flight is a success he has no doubt that future flights will also go according to plan. He writes, "There is now no question of final success. The

strength of the machine is all right, the trouble in the front rudder being easily remedied. We anticipate no further trouble in landings. Will probably have made another trial before you receive this unless the weather is unfavorable."

Week 4 Lesson 2

Understand

1. Who is the speaker? What do we know about the speaker that can help us understand the point of view expressed?

   Wilbur Wright. He is an aviation pioneer and is extremely observant.

2. What is the message of the letters? How does the speaker convey this message?

   These letters work to develop a timeline of the events that lead to the first successful flight by the Wright brothers. He wants the audience to understand that progress takes time and progress involves making and correcting mistakes.

3. What did Wilbur Wright want the audience to understand from reading his letters?

   He wanted the men of the Smithsonian Institute to show support of his research and experimentation in regards to building a flying machine for humans.

Express Understanding

In a short paragraph, explain why Wilbur Wright wrote these letters. Also, explain how Wright conveyed his point of view throughout the text.

Wilbur Wright wrote these letters to inform his father, as well as the Smithsonian Institute, on the progress that he and his brother were making. He wanted the men of the Smithsonian Institute to show support of his research and experimentation in regards to building a flying machine for humans and he wanted to make sure his father knew that they were taking risks, but that they were well calculated and somewhat safe risks. The purpose of these letters was to inform his family of the progress and successes they are making. In these letters Wilbur lets his father and family know that they have made a lot of progress and shared that the brothers had essentially completed their task when he states, "The strength of the machine is all right, the trouble in the front rudder being easily remedied. We anticipate no further trouble in landings."

Week 4 Lesson 3

Understand

Complete the chart below in order to prepare to answer the following question: Would the Wright Brothers agree with the statement "Stay Hungry. Stay Foolish"?

Steve Jobs		Wilber Wright	
How did Jobs feel about taking risks in order to achieve success?	Steve Jobs believed in taking risks in order to reach goals and success.	How did Wright feel about taking risks in order to achieve success?	Wright believes in taking very calculated and controlled risks in order to succeed.
What did Jobs mean when he said, "Stay hungry. Stay foolish"?	Steve Jobs went with his gut and trusted his intuition.	What was Wright's goal? How did Wright achieve his goal?	Wilbur Wright's goal was to be the first person to create a machine that flew. He was very thorough as he designed and tested the first successful airplane.
What was Jobs's point of view or thoughts on failure?	He believed that failure was an important part of experience in order to reach success and potential.	What was Wright's point of view or thoughts on failure?	Wright saw failure as something that was unavoidable, but also as something that could be controlled and learned from.

Express Understanding

You have identified the points of view for both Wilbur Wright and Steve Jobs. Using the chart below, answer the following question: Would the Wright Brothers agree with the statement "Stay Hungry. Stay Foolish"?

State your claim, give three reasons, and provide evidence for each reason.

Claim	
Yes, the Wright Brothers would agree with Jobs's statement to "Stay hungry, Stay foolish."	
Reason	Text Evidence and Explanation
Wilbur Wright was hungry for knowledge since he was a small boy. He was interested in the idea of mechanics and flight from a very young age.	"I have been interested in the problem of mechanical and human flights ever since as a boy I constructed a number of bats of various sizes after the story of Cayley's and Penaud's machines."
The Wright Brothers were hungry for knowledge and information even as they got older. They were able to complete feats that no one before them had because of their thirst for knowledge.	"We have increased our time and length of flight to 43 seconds, which is 1 and two thirds over last year's record and about three times the best of any one else. We will soon have it up to more than a minute as we are now able to remain practically stationary when a suitable wind blows up a good slope. This is something former experimenters were entirely unable to accomplish."
The Wright brothers were not afraid to be a little playful and foolish.	"We took to the hill and after tossing for the first whack, which I won, got ready for the start."

Week 4 Lesson 4

Understand

1. In what ways were both Wilbur Wright and Steve Jobs foolish?

   Answers will vary. The response should demonstrate that the student has an understanding of what it means to be foolish and use examples from the text.

Express Understanding

Review your completed table from lesson three. Write a paragraph to respond to the following question: Would the Wright Brothers agree with Steve Jobs's advice to "Stay hungry. Stay Foolish"?

Answers will vary. The paragraph should demonstrate that the student has an understanding of the

claims and the events that helped them to form an opinion.

The paragraph should demonstrate proper grammar, conventions, and spelling, and develop a topic with facts and details from the text.

Week 4 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 5 Lesson 1

Understand

1. What could put an end to exuberant learning?

   Answers will vary.

2. What is the meaning of the word **mindset** in the quote above?

   Not having flexibility in one's thinking

3. Underline the context clues help you figure out the meaning of the word **mindset**.

Express Understanding

Use the graphic organizer below to record the important details of each section of the text.

"Mindset for Achievement" by Carol Dweck

Text Section	Main Ideas	Important Details
Paragraphs 1 -5	• Nonlearner • We were all born as learners	• Someone who decides it's too hard or not worth the effort • Babies once that faced the most difficult life tasks and never gave up

Paragraphs 6-11	• The fixed mindset • Thomas Edison	• "In the fixed mindset it's not enough just to succeed. It's not enough just to look smart and talented. You have to be pretty much flawless. And you have to be flawless right away… After all, if you have it you have it, and if you don't you don't…" • "CEO disease" - thinking of yourself as perfect and no longer wanting to learn • Edison worked with a team— he was a learner who surrounded himself by people who were very smart and supported his work.

Week 5 Lesson 2

Understand

1. Identify the main topic of the text.
2. Identify the main idea of the text.
3. Identify important details from the text.
4. Use the main idea and important details that were identified to summarize the text.

Answers may vary; accept any answer that comes from the text.

Express Understanding

Write a paragraph using the steps listed above to summarize "Mindset for Achievement" by Carol Dweck.

This article is about the difference between being a learner (the mindset for achievement) and a nonlearner (the fixed mindset). The article suggests that we are not born with a fixed mindset but that something along the way changes us into perfectionists who stop growing intellectually because we stop learning. For example, the article states, "Babies don't worry about making mistakes or humiliating themselves. They walk, they fall, they get up. They just barge forward. What could put an end to this exuberant learning? In the fixed mindset it's not enough just to succeed. It's not enough just to look smart and talented. You have to be pretty much flawless. And you have to be flawless right away…" This shows that the author thinks having a mindset for achievement is the more natural and better route to take in life. That to be true learners we need to recognize that we will make mistakes and choose to learn from them.

Week 5 Lesson 3

Understand

1. What is the meaning of the word **exuberant**?

   Exuberant means to be filled with or characterized by a lively energy and excitement.

2. What is the meaning of the word **competence**?

   Competence is the ability to do something successfully or efficiently.

3. According to the article, what are the differences between learners and non-learners?

   Learners have a mindset for achievement while nonlearners have a fixed mindset.
   Learners keep failing and persist onward while nonlearners insist they fail if they are not perfect.
   Learners work best in a group making use of the skills of others while nonlearners mostly work independently without support or help from others.

4. How does the author introduce, illustrate, and elaborate on this idea?

   The author uses the example of a baby persisting forward to help the reader understand the concept of a learner. They also use the example of the CEO to introduce the idea of a nonlearner or someone with a fixed mindset.

   The author uses Benjamin Franklin as an example of a brilliant learner working with a team of experts to build an amazing invention. "Yes, Edison was a genius. But he was not always one. His biographer, Paul Israel, sifting through all the available information, thinks he was more or less a regular boy of his time and place....What eventually set him apart was his mindset and drive."

Express Understanding

Would Carol Dweck, the author of "Mindset for Achievement," consider Steve Jobs a learner or a nonlearner? Why? Use examples from Steve Jobs's "Stanford University Commencement Address" and "Mindset for Achievement" to write a short paragraph that explains what makes Jobs a learner or a nonlearner.

Carol Dweck would consider Steve Jobs a learner. Steve Jobs had a mindset for achievement and showed this when he left college and said, "Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class." Jobs followed his interests and had a desire to keep learning even after leaving college. Jobs also kept failing and still persisted toward success, which is a characteristic that Dweck identifies as a learner. He did this in Story 2. After he was fired from Apple, he continued to develop companies. He said, "The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the

most creative periods of my life."These qualities are qualities that Carol Dweck states that learners have.

Week 5 Lesson 4

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 5 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 6 Lesson 1

Understand

1. Read each section of the text. Summarize each section and write the central message or idea.

Section	Summary	Central Message/ Idea
Section 1 paragraphs 1 - 5	We believe that to be successful we have to be perfect and completely without failure. The author notes in this section that overcoming failure is the only way that we can truly learn.	There are two types of people: the kind of people who think we are born with a talent and just have it or don't; and the kind of people who think that we may be partial to something but that a skill can always be developed.
Section 2 paragraphs 6 - 9	We shouldn't be afraid to fail or to succeed. We should strive to do what makes us happy and what challenges us. Successful people are not afraid to fail.	If what you are doing doesn't make you happy and doesn't challenge you, then you should not be doing it.
Section 3 paragraphs 10-14	We need to constantly push forward and challenge ourselves. Our life experiences are not what define us, but instead how we react to those experiences.	Our reaction to failure and adversity is what sets us apart. Our happiness is dependent upon setting new goals instead of reflecting on our failures.

Express Understanding

Write a summary of "Overcoming Obstacles" by Jody Michael.

The author suggests many things throughout this article. The first of them is that we believe that to be successful we have to be perfect and completely without failure. The only way we can truly learn is to accept failure. The author continues this idea through the second section of the text. The author suggests that we shouldn't be afraid to fail or to succeed although both can be very scary. We should work to do what makes us happy even if that means we must start over from the beginning. In the last section, the author notes that we need to constantly push forward and feel challenged. To end the article the author suggests that it is not the life challenges we face that describe us but instead how we react to those challenges.

Week 6 Lesson 2

Understand

- What did the author want the audience to think or do as a result of reading this text?
- Why did the author write it?
- How does the central idea reflect the author's point of view and purpose?

Section	Point of View
Section 1 paragraphs 1 - 5	The purpose of writing this section is to provide the reader with information about the two types of people the author believes exist.
Section 2 paragraphs 6 - 9	The author speaks directly to the reader. The purpose of this section is to encourage the reader to believe in their intuition and not to be afraid to fail.
Section 3 paragraphs 10-14	The purpose of this section is to encourage the reader to constantly strive for what challenges them and to constantly learn.

Express Understanding

Using your completed chart from lesson one and two of this week, write a paragraph that answers the following questions:

- What is the author's purpose and point of view in writing "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success"?

- How does Jody Michael convey her purpose and point of view?

  The author suggests many things throughout this article. The first of them is that we believe that to be successful we have to be perfect and completely without failure. The only way we can truly learn is to accept failure. The author continues this idea through the second section of the text. The author suggests that we shouldn't be afraid to fail or to succeed although both can be very scary. We should work to do what makes us happy even if that means we must start over from the beginning. In the last section, the author notes that we need to constantly push forward and feel challenged. To end the article the author suggests that it is not the life challenges we face that describe us but instead how we react to those challenges.

Week 6 Lesson 3

Understand

1. What does the quote mean? Restate the quote in your own words.

   Answers will vary. Students should rewrite the quote in words they understand.

2. Do you think Jobs would agree with this claim?

   Answers will vary. Students should describe whether they agree or disagree.

3. What does the quote mean? Restate the quote in your own words.

   Answers will vary. Students should rewrite the quote in words they understand.

4. Do you think Jobs would agree with this claim?

   Answers will vary. Students should describe whether they agree or disagree.

Express Understanding

Read the following quotes. Then locate evidence (an idea or quotation) from Jobs's speech that supports or contradicts each claim and complete the charts.

Claim 1 "The mere fear of failure can stop people from taking risks that might lead to success and triumph in overcoming obstacles." ("Overcoming Obstacles")

Evidence from Jobs's speech	"I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down—that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley."
Does the evidence support or contradict the claim	This evidence supports the claim.
Explain why the evidence supports or contradicts the claim	I know this evidence supports the claim because it shows Steve Jobs considering to quit because of his failure with Apple.
What is the point of view of the author of the quote regarding failure	Steve Jobs thought that failure was a learning experience. In his failure he was able to more truly realize what he loved to do.

Claim 2 "The primary difference between successful people and unsuccessful people is that the successful people fail more." ("Overcoming Obstacles")	
Evidence from Jobs's speech	"I dropped out of Reed College after the first six months," "And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating."

Does the evidence support or contradict the claim	This supports the claim.
Explain why the evidence supports or contradicts the claim	I know this supports the claim because it demonstrates how Steve Jobs failed and kept going over and over. This entire section of the text shows that Steve Jobs found the "silver lining" in his failures.
What is the point of view of the author of the quote regarding failure	Steve Jobs thought that failure was a learning experience. In his failure he was able to more truly realize what he loved to do.

Week 6 Lesson 4

Understand

1. What does the quote mean? Restate the quote in your own words.

   Answers will vary. Students should rewrite quote in words they understand.

2. Do you think Jobs would agree with this claim?

   Answers will vary. Students should describe whether they agree or disagree.

3. What does the quote mean? Restate the quote in your own words.

   Answers will vary. Students should rewrite quote in words they understand.

4. Do you think Jobs would agree with this claim?

   Answers will vary. Students should describe whether they agree or disagree.

Express Understanding

Read the following quotes. Then locate evidence (an idea or quotation) from Jobs's speech that supports or contradicts each claim and complete the charts.

Claim 3 "If what you're doing is costing you too much time and energy, the process isn't what you thought it would be, or it's not bringing you joy, you need to get out and get a new goal." ("Overcoming Obstacles")	
Evidence from Jobs's speech	"When I was 17, I read a quote that went something like: 'If you live each day as if it was your last, someday you'll most certainly be right.' It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No' for too many days in a row, I know I need to change something."
Does the evidence support or contradict the claim	The evidence supports the claim.
Explain why the evidence supports or contradicts the claim	I know this evidence supports the claim because Steve Jobs believed that life was too short to do anything other than what makes you happy.

What is the point of view of the author of the quote regarding failure	Steve Jobs thought that failure was a learning experience. In his failure he was able to more truly realize what he loved to do.

Claim 4 "What could put an end to this exuberant learning? The fixed mindset..." ("Mindset for Achievement")	
Evidence from Jobs's speech	"I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life."
Does the evidence support or contradict the claim	This evidence supports the claim.
Explain why the evidence supports or contradicts the claim	I know this evidence supports the claim because it is an example of exuberant learning through a growth mindset.
What is the point of view of the author of the quote regarding failure	Steve Jobs thought that failure was a learning experience. In his failure he was able to more truly realize what he loved to do.

Week 6 Lesson 5

Express Understanding

Choose two claims from lessons three and four. Write a paragraph that explains each quotation (claim). Summarize the quotes and ideas from Jobs's speech that supported, contradicted, or offered a different perspective on the quotations.

Explain how the quotations provide information that reveals each author's perspective regarding failure. Explain how the ideas are similar or different.

Answers may vary; accept any answer that is based on evidence presented in the text.

Week 7 Lesson 1

Understand

After reading the poem, "Casey at the Bat," paraphrase each set of stanzas by stating what events happened. Each stanza in this poem is four lines long. Identify what happened and then record what you learned about Casey or the crowd from the event.

Stanzas	What happened	What we learn about Casey of the crowd
1-2	The Mudville nine was losing by two points. There were two outs. There was only one inning left to play.	The crowd has a lot of faith in Casey as a batter. They believe he can win the game for them.
3-4	Flynn and Jimmy Blake had to bat before Casey and the crowd did not think they could do it. The crowd is left stunned when they make it to second and third base.	The crowd does not have faith in the two batters before Casey, but they are left pleasantly surprised.
5-6	The crowd starts yelling and cheering very loudly. Casey tips his hat as he goes up to the plate. The crowd instantly knew it was him.	Casey seems very confident of himself. He does not seem bothered by the pressure.
7-8	The crowd is clapping and cheering as Casey prepares to hit by drying his hands with the dirt from the ground and dusting them off on his shirt. The pitcher is getting ready to throw the ball. The ball comes flying by and Casey lets a strike go by. He claims it was not his "style."	Casey is very arrogant. With two outs and the winning runs on second and third, he just lets the first pitch go by. This shows that he is very confident in his skills. The crowd still seems to support him.
9-10	The crowd gets angry at the umpire but Casey silences them with a wave of his hand. He tells the pitcher to continue the game. He lets another strike go by.	Again, Casey shows his arrogance by letting another strike go by in a tight situation. The crowd shows their devotion to Casey by showing their anger to the umpire.

11-12	Casey gets serious now about hitting the ball. He again silences the angry crowd. He pounds his bat on the plate. He swings at the ball.	Casey shows determination now when he finally decides to swing. The crowd surely thinks he will hit it and save the day.
13	Casey misses the ball and strikes out.	Casey's arrogance failed him because he struck out. The crowd is upset.

Express Understanding

Using your completed graphic organizer, rewrite the poem in story form. Be sure to include details about Casey and the crowd in your response.

First, the Mudville nine was losing by two points. There were two outs. There was only one inning left to play. Flynn and Jimmy Blake make it to second and third base. Next, The crowd started to yell and cheer very loudly. Casey tipped his hat as he went up to the plate. The crowd instantly knew it was him. The ball comes flying by and Casey lets a strike go by. He claims it was not his "style". Casey seemed very confident of himself. He does not seem bothered by the pressure. After that, the crowd gets angry at the umpire but Casey silences them with a wave of his hand. This shows that he is very confident in his skills. The crowd still seems to support him. He tells the pitcher to continue the game. He lets another strike go by. Finally, Casey swings at the third pitch and misses. Casey struck out. Casey's arrogance failed him because he struck out.

Week 7 Lesson 2

Understand

1. Read the lines above. Circle **rhyming** words. Put a box around each **couplet**.
   The underlined rhyming words should be circled by students. Students should place a box around the first two lines, and then the next two lines.

   The Outlook wasn't brilliant for the Mudville nine that <u>day</u>:
   The score stood four to two, with but one inning more to <u>play</u>.
   And then when Cooney died at first, and Barrows did the <u>same</u>,
   A sickly silence fell upon the patrons of the <u>game</u>

2. Circle the words that help you **visualize** what is happening. What is the poet trying to describe?

   Possible answers: "died at first," "sickly silence," *"rose a lusty yell,"* "*rumbled through the valley,*" "*rattled in the dell.*" These phrases help the reader "see" what is happening in the poem.

3. Words with **connotative** meanings are words that evoke an emotion, a feeling, or an idea that is suggested or implied. When the poet writes **died at first**,does this mean that Cooney really died?

   It doesn't mean that he died. It means that he got out at first base.

4. Why do you think the poet used the words **died at first**? What type of emotion is associated with the word "died"?

   Answers may vary. Students should write about something negative.

5. What do you **visualize** when you read, "A **sickly silence** fell upon the patrons of the game"? Why did the author include this type of language?"

   Answers may vary. Students should write about something negative.

6. What is the **tone** created by using the phrases **died at first** and **sickly silence**?

   Answers may vary, but students should indicate that these words create a negative tone.

7. What do you visualize when you read **rumbled through the valley**? What is the connotation associated with "rattled"?

   Answers may vary. Students should write about something negative or positive. It should indicate that the crowd was loud.

8. What is the tone created by using the phrases **rumbled through the valley** and **rattled in the dell**? How does including these words contribute to the meaning of the poem?

   Students should understand that voices don't really knock upon the mountain. The author is showing that the crowd was cheering and yelling so loudly, their voices could be heard all over the land. The word choice shows that everyone is so excited that Casey is going to bat.

9. In the chart below, identify five phrases that include vivid imagery, figurative language or connotative meanings in "Casey at the Bat." Describe what you visualize when reading the phrase and describe how the word choice impacts the meaning and tone of the poem. A sample is provided for you.

Phrase with Vivid Imagery, Figurative Language, or Connotative Meaning	What I Visualize	How does this word choice impact the meaning and tone of the poem?

Example *Stanza 5: "Then from 5,000 throats and more there rose a lusty yell; It rumbled through the valley, it rattled in the dell; It knocked upon the mountain and recoiled upon the flat, For Casey, mighty Casey, was advancing to the bat."*	*Stanza 5: I "see" a physical representation of a very big, loud yell being released and coming through the stadium.*	*Stanza 5: I think this adds to the meaning of the poem because it helps the reader visualize the faith that the crowd had in Casey as a batter.*
Stanza 1: The Outlook wasn't brilliant for the Mudville nine that day: The score stood four to two, with but one inning more to play. And then when Cooney died at first, and Barrows did the same, A sickly silence fell upon the patrons of the game.	• I see a baseball stadium that is full of fans. • I see a scoreboard light up with the score 4 -2 in the 9th inning. • I see two out on the scoreboard.	The author uses words to help the readers create a visual image of the players striking out, the spectators being silent, and an overall negative, worrisome, and suspenseful tone.
Stanza 2: A straggling few got up to go in deep despair. The rest Clung to that hope which springs eternal in the human breast; They thought, if only Casey could get but a whack at that – We'd put up even money, now, with Casey at the bat.	• I see the crowd moving around in their seats. • I see the crowd having different expressions on their faces: some worried, some concerned, some excited.	The author uses the phrase, "deep despair" to describe the concern the fans have about the future of the game. This shows a negative, sad tone.
Stanza 3: But Flynn preceded Casey, as did also Jimmy Blake, And the former was a lulu and the latter was a cake;	• I see multiple players taking their turn at bat and striking out. • I see the crowd become more and more restless and unhappy with their players.	The author describes the different batters as "lulu" and "cake" to show that they were not strong hitters and struck out. The author also describes the crowd as " stricken multitude grim melancholy" to show their worry and despair deepening

So upon that stricken multitude grim melancholy sat, For there seemed but little chance of Casey's getting to the bat.		and their chances of Casey getting to bat lessened.
Stanza 4: But Flynn let drive a single, to the wonderment of all, And Blake, the much despis–ed, tore the cover off the ball; And when the dust had lifted, and the men saw what had occurred, There was Jimmy safe at second and Flynn a–hugging third.	• I see the batter hitting the ball and running to first base. • I see the runners advancing to fill the bases.	This description adds tension to the poem and builds suspense for the upcoming moment when Casey will finally get up to bat.
Stanza 6: There was ease in Casey's manner as he stepped into his place; There was pride in Casey's bearing and a smile on Casey's face. And when, responding to the cheers, he lightly doffed his hat, No stranger in the crowd could doubt 'twas Casey at the bat.	• I see Casey making his way to home plate with his bat. • I see a tall and strong player walking with confidence and raising his hat to the crowd's cheers. • I see the fans cheering and looking excited and relieved to see Casey at bat.	This stanza gives us our first look at Casey. I think it adds to the excitement of Casey taking the plate because we can "see" his confidence and arrogance as he is ready for his turn at bat.
Stanza 7: Ten thousand eyes were on him as he rubbed his hands with dirt; Five thousand tongues applauded when he wiped them on his shirt.	• I see Casey bending down next to home plate and rubbing his hands with dirt. • I see the crowd erupting with cheers as he wipes his hands.	I think this adds to the tension and has the reader on the edge of their seat.

Then while the writhing pitcher ground the ball into his hip, Defiance gleamed in Casey's eye, a sneer curled Casey's lip.	• I see the pitcher stretching and warming his arm up. • I see Casey's expression shift to extremely focused.	
Stanza 8: And now the leather-covered sphere came hurtling through the air, And Casey stood a-watching it in haughty grandeur there. Close by the sturdy batsman the ball unheeded sped- "That ain't my style," said Casey. "Strike one," the umpire said.	• I see the pitcher throwing the ball toward Casey. • I see Casey in his batting stance staring at the ball as it approaches home plate. • I see the catcher catching the ball as Casey stays still. • I see Casey dropping his bat and shaking his head as he speaks to the umpire. • I see the umpire holding his arm up to call the strike.	This stanza describes the first pitch at a slow pace. I think the author describes Casey's ability to stay confident and choose to let the pitch go without even attempting to swing at the pitch.
Stanza 9: From the benches, black with people, there went up a muffled roar, Like the beating of the storm-waves on a stern and distant shore. "Kill him! Kill the umpire!" shouted someone on the stand; And its likely they'd a-killed him had not Casey raised his hand.	• I see a stadium with every seat filled with people. • I hear deafening cheers echoing from every direction. • I see the sound of the crowd bouncing off of Casey like he is their own personal ship and they are the ocean.	The words "a muffled roar" show the excitable tone of the text. The word "roar" also shows how many people were relying on Casey to hit a homerun. It shows the disappointment and anger of the crowd brought about by the idea that they may lose. The simile, "Like the beating of the storm-waves on a distant shore" is used to increase the reader's understanding of how loud the stadium was.

Stanza 10: With a smile of Christian charity great Casey's visage shone; He stilled the rising tumult; he bade the game go on; He signaled to the pitcher, and once more the spheroid flew; But Casey still ignored it, and the umpire said, "Strike two."	• I see Casey looking around the field. • I see Casey gesturing to the pitcher to throw another pitch. • I see Casey letting another pitch go. • I see the umpire signaling another strike to the crows.	The author describes this to show Casey's confidence not wavering as he puts himself in a position of two outs and two strikes. The words "stilled the rising tumult" help.
Stanza 11: "Fraud!" cried the maddened thousands, and echo answered fraud; But one scornful look from Casey and the audience was awed. They saw his face grow stern and cold, they saw his muscles strain, And they knew that Casey wouldn't let that ball go by again.	• I can hear the full stadium screaming at Casey . • I can hear the echo of the crowd bouncing the scream back into the stadium at the crowd. • I can sense the embarrassment of the crowd when they realize their hero is disappointed in them. • I can see Casey's expression go from angry, as he faces the crowd, to serious and focused as he faces the pitcher again. • I can see the confidence in Casey's batting stance as he waits for the next pitch.	The author described this to show the excitement and anger that was building in the stadium at this turning point in the game and in the poem. Before this stanza Casey had the crowd on his side, but the crowd is now beginning to have some doubt about Casey's ability to win the game for them. The author describes this moment in order to show that Casey still has power over the crowd, and is still extremely confident, although it seems he has made bad decisions since he has been up to bat. The author describes this moment in order to show the way Casey realizes this is his last chance to win the game for his team, and for his fans. He needs to get serious and focused if he is going to get a run and win the game.
Stanza 12:	• I see Casey standing, big and tall, focusing on the	The words "clenched in hate" and "pounds with cruel violence"

The sneer is gone from Casey's lip, his teeth are clenched in hate; He pounds with cruel violence his bat upon the plate. And now the pitcher holds the ball, and now he lets it go, And now the air is shattered by the force of Casey's blow.	ball and hitting his bat on the plate to make the pitcher nervous. • I can see the pitcher standing on the mound winding up for a big pitch. • I can imagine the ball going in slow motion toward Casey's bat.	contribute to the negative tone of the poem. The words "the air is shattered by the force of Casey's blow" build the tension for the reader. It leaves the reader on the edge of their seat thinking and hoping that Casey will surely hit the ball and save the day!
Stanza 13: Oh, somewhere in this favored land the sun is shining bright; The band is playing somewhere, and somewhere hearts are light, And somewhere men are laughing, and somewhere children shout; But there is no joy in Mudville – mighty Casey has struck out.	• I can see the crowd looking devastated as the stadium empties out. • I can imagine people looking happy in a far off place.	The author describes happy people in places other than Mudville to show the extreme disappointment that the entire town feels in the loss of the game. The people of Mudville are particularly disappointed that Casey was not able to save the day and instead allowed his arrogance in waiting for a perfect pitch get in the way of taking chances to hit a run in without the drama of a home run.

Express Understanding

To be **arrogant** means "having or revealing an exaggerated sense of one's own importance or abilities." Describe how Casey displayed **arrogance** in this poem. What lesson could a reader learn from this poem?

Casey shows several instances of arrogance as a player and batter: "And now the leather–covered sphere came hurtling through the air, And Casey stood a–watching it in haughty grandeur there. Close by the sturdy batsman the ball unheeded sped–'That ain't my style,' said Casey. 'Strike one,' the umpire said."
"With a smile of Christian charity great Casey's visage shone; He stilled the rising tumult; he bade the game go on; He signaled to the pitcher, and once more the spheroid flew; But Casey still ignored it, and the umpire said, 'Strike two.'"
"The sneer is gone from Casey's lip, his teeth are clenched in hate; He pounds with cruel violence his bat upon

the plate. And now the pitcher holds the ball, and now he lets it go, And now the air is shattered by the force of Casey's blow."
This leads to the overall lesson and the consequences of Casey's arrogance:
"Oh, somewhere in this favored land the sun is shining bright; The band is playing somewhere, and somewhere hearts are light, And somewhere men are laughing, and somewhere children shout; But there is no joy in Mudville – mighty Casey has struck out."

Week 7 Lesson 3

Understand

1. What is Goliath's challenge to the army of Israel?

   Goliath challenges the army of Israel to send out their best fighter to fight him. He tells them that if their fighter wins, his people will be their slaves, but if he wins the army of Israel will be their slaves.

2. In the graphic organizer below, list how the author describes David and Goliath's appearance in the text.

David	Goliath
David was Jesse's youngest son. He was a healthy, good-looking boy. He is young and small.	Goliath is a huge man. He wore a bronze helmet and bronze armor to protect his chest and legs. The chest armor alone weighed about one hundred twenty-five pounds. He carried a bronze sword strapped to his back, and his spear was so big that the iron spearhead alone weighed more than fifteen pounds.

3. Why did David think he had a chance to beat Goliath?

   David thought he had a chance against Goliath because Israel's army was chosen by God, and because he had often saved his sheep from large wild beasts.

4. Why did Saul change his mind and support David?

   Saul changed his mind and supported David because David defeated Goliath.

5. What did David believe were his strengths?

He has fought animals and killed them and he has his faith.

6. What did Goliath believe were his strengths?

   He is very big and strong.

7. What made David use a rock and slingshot to kill Goliath?

   His previous experience with killing wild beasts that were bigger and stronger than him made him use a rock and slingshot to kill Goliath.

Express Understanding

Why didn't Goliath win? Give evidence from the text to support your response.

Answers will vary. Accept any answer that explains how Goliath did not win because he underestimated David.

Week 7 Lesson 4

Understand

1. What do David and Saul talk about?

   They discuss how David will kill Goliath and he gets permission from Saul to do so.

2. What do David and Goliath talk about?

   Goliath doubts David's ability to beat him and mocks him for not having proper equipment to fight. David defends himself by explaining that his faith will help him win.

3. Which actions in the story seem to have significant meaning?

   Answers will vary. Accept any answer that comes from the text and explains its meaning.

4. Read the last three lines of the text. How do these lines relate to the rest of the story?

   David is very confident after beating Goliath and refers to himself as "…David the son of Jesse, a loyal Israelite from Bethlehem." He no longer refers to himself as simply a herdsman, but as a soldier.

5. Based on your understanding of the text, identify a possible theme of the text "The Story of David and Goliath." Write it on the lines below.

Answers may vary. Students should identify one of the following themes:

- There is a consequence to arrogance.
- If you believe in yourself you can accomplish anything.
- Your brain can be your strongest tool; your brain can make you strong.
- Don't overlook the underdog.
- It can be dangerous to be overconfident.
- Physical strength doesn't always win the battle.

Express Understanding

Explain the theme you identified for the text "The Story of David and Goliath." What evidence from the text supports this theme?

Answers will vary depending on the theme students chose, but a sample student response may be:
One important theme from "The Story of David and Goliath" is that there is a consequence to arrogance. When Goliath first saw David approach him in the battle he was dismissive and did not take David seriously as a threat. He mocked him by saying, "'Do you think I'm a dog?' Goliath asked. 'Is that why you've come after me with a stick?' He cursed David in the name of the Philistine gods and shouted, 'Come on! When I'm finished with you, I'll feed you to the birds and wild animals!'" David calmly walked toward him with a stick and rock and ignored Goliath's taunts. As Goliath continued to mock David, he was able to hit Goliath with a rock and kill him quickly. If Goliath had not been as arrogant and had taken David seriously, he would have had the opportunity to protect himself and fight back. Instead he was easily beat by the smaller and physically weaker David.

Week 7 Lesson 5

Understand

1. Using the following graphic organizer, list events from the text that show how the idea/theme "There are consequences to being arrogant" is conveyed in both texts.

"Casey at the Bat"	"The Story of David and Goliath"
• "And now the leather-covered sphere came hurtling through the air, And Casey stood a-watching it in haughty grandeur there. Close by the sturdy batsman the ball unheeded sped–'That ain't my style,' said Casey. 'Strike one,' the umpire said.'"	• "Goliath went out and shouted to the army of Israel: Why are you lining up for battle? I'm the best soldier in our army, and all of you are in Saul's army. Choose your best soldier to come out and fight me! If he can kill me, our people will be your slaves. But if I kill

- "With a smile of Christian charity great Casey's visage shone; He stilled the rising tumult; he bade the game go on; He signaled to the pitcher, and once more the spheroid flew; But Casey still ignored it, and the umpire said, 'Strike two.'"
- "The sneer is gone from Casey's lip, his teeth are clenched in hate; He pounds with cruel violence his bat upon the plate. And now the pitcher holds the ball, and now he lets it go, And now the air is shattered by the force of Casey's blow."

This leads to the overall lesson and the consequences of Casey's arrogance:

- "Oh, somewhere in this favored land the sun is shining bright; The band is playing somewhere, and somewhere hearts are light, And somewhere men are laughing, and somewhere children shout; But there is no joy in Mudville – mighty Casey has struck out."

him, your people will be our slaves. Here and now I challenge Israel's whole army! Choose someone to fight me!"

- "Goliath came toward David, walking behind the soldier who was carrying his shield. When Goliath saw that David was just a healthy, good-looking boy, he made fun of him. 'Do you think I'm a dog?' Goliath asked. 'Is that why you've come after me with a stick?' He cursed David in the name of the Philistine gods 44 and shouted, 'Come on! When I'm finished with you, I'll feed you to the birds and wild animals!'"
- David shows that he puts his faith in his belief in god instead of himself:
- "David answered: You've come out to fight me with a sword and a spear and a dagger. But I've come out to fight you in the name of the Lord All-Powerful. He is the God of Israel's army, and you have insulted him too! Today the Lord will help me defeat you. I'll knock you down and cut off your head, and I'll feed the bodies of the other Philistine soldiers to the birds and wild animals. Then the whole world will know that Israel has a real God. Everybody here will see that the Lord doesn't need swords or spears to save his people. The Lord always wins his battles, and he will help us defeat you."

This leads to the overall lesson and the consequences of Goliath's arrogance:

- "When Goliath started forward, David ran toward him. He put a rock in his sling and swung the sling around by its straps. When he let go of one strap, the rock flew out and hit Goliath on the forehead. It cracked his

	skull, and he fell facedown on the ground. David defeated Goliath with a sling and a rock. He killed him without even using a sword."

2. Look at the examples you have pulled; circle at least one similarity from the two texts.

   Students should circle at least one similarity in the chart above.

Express Understanding

Using the completed chart, explain how the idea/theme "There is a consequence to being arrogant" is conveyed in both "Casey at the Bat" and "The Story of David and Goliath" in a short essay. Be sure to cite specific evidence from both texts.

Answers will vary but students should provide examples to support the theme "There is a consequence to being arrogant" from both texts. For example, students should understand that in both "The Story of David and Goliath" and "Casey at the Bat" the arrogant characters of Casey and Goliath lose. They should also understand that in "The Story of David and Goliath" there is a very humble and faithful character, David, who believes in his fate and is able to overcome and beat the arrogant Goliath.

Week 8 Lesson 1

Understand

1. Restate this sentence in your own words. What was J. K. Rowling trying to say by using this metaphor?

   Rowling compares the dark period of her life to being in a tunnel, not knowing when or if the darkness will end and the light of success will come.

2. What is the purpose of this sentence in paragraph 19?

   It shows that failure can stimulate the hope and willpower needed to achieve an alternate reality.

3. Which sentence below shares a similar purpose or meaning? Circle one from the options below.

   "The knowledge that you have emerged wiser and stronger from setbacks means that you are, ever after, secure in your ability to survive."

4. What is the meaning of the phrase **you fail by default**?

   It is failure to fully engage in life's possibilities.

5. What is the central idea of this text?

Answers may vary. Students should identify a theme that relates to finding success in failure.

Express Understanding

Read this sentence from J. K. Rowling's speech "The Fringe Benefits of Failure, and the Importance of Imagination." Explain how this idea contributes to the development of the central idea of the text. Cite evidence from the speech to support your response. Be sure to observe the conventions of standard English.

Answers may vary. An example of a student response is:

Describing a time following a failure, Rowling says, "I was set free, because my greatest fear had been realised, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom became the solid foundation on which I rebuilt my life." The idea of not succeeding gave Rowlings "an inner security that I had never attained by passing examinations." She also says, "Failure taught me things about myself that I could have learned no other way. I discovered that I had a strong will, and more discipline than I had suspected; I also found out that I had friends whose value was truly above the price of rubies."

Week 8 Lesson 2

Week 2 Completed Chart for Steve Job's "Stanford University Commencement Address"

The central idea of the text is: Jobs believed that to lead a successful life it is important to love what you do and have the courage to follow your intuition and trust that everything will have meaning in the future.

Details from the text	How do these details convey the central idea?
"You have to trust in something--your gut, destiny, life, karma, whatever."	This detail conveys the central idea above because in this quote Jobs in encouraging the graduates to trust in whatever they hold dear in order to find what they love to do.
"I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love."	This detail is important because it suggests that experience is a tough teacher but that it is worth it if it helps you discover what you love.

"Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma--which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become."	This detail is also important because it shows Jobs's belief in the idea that we should find what we love to do and not to worry about the opinion of others.
How is the central idea portrayed and elaborated in Steve Jobs's Stanford University Commencement Address? *Jobs believed that to lead a successful life it is important to love what you do, have the courage to follow your intuition, and trust that everything will have meaning in the future. Jobs says, "You have to trust in something--your gut, destiny, life, karma, whatever." This detail conveys the central idea above because in this quote Jobs in encouraging the graduates to trust in whatever they hold dear in order to find what they love to do. After describing the time in his life after he was fired from Apple, Jobs says, "I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love." This detail is important because it suggests that experience is a tough teacher but that it is worth it if it helps you discover what you love. Jobs also says, "And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become." This detail is also important because it shows Jobs's belief in the idea that we should find what we love to do and not to worry about the opinion of others.*	

Chart for J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" paragraphs 18-22

The central idea of the text is: <u>There are benefits to failure.</u>

Details from the text	How do these details convey the central idea?
"I stopped pretending to myself that I was anything other than what I was, and began to direct all my energy into finishing the only work that mattered to me. Had I really succeeded at anything else, I might never have found the determination to succeed in the one arena I believed I truly belonged. I was set free, because my greatest fear had been realised, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom became the solid foundation on which I rebuilt my life."	This detail conveys the central idea because J. K. Rowling describes being "set free" after experiencing failure. She was able to take stock in what she had and begin to rebuild.

"Failure gave me an inner security that I had never attained by passing examinations. Failure taught me things about myself that I could have learned no other way. I discovered that I had a strong will, and more discipline than I had suspected; I also found out that I had friends whose value was truly above the price of rubies."	This detail conveys the central idea because Rowling describes the positive qualities she discovered about herself (a strong will, discipline, great friends) that she might have overlooked before experiencing failure.
"The knowledge that you have emerged wiser and stronger from setbacks means that you are, ever after, secure in your ability to survive. You will never truly know yourself, or the strength of your relationships, until both have been tested by adversity. Such knowledge is a true gift, for all that it is painfully won, and it has been worth more than any qualification I ever earned."	This details conveys the central idea because Rowling explains the knowledge she gained as she moved past her failures. She says that she would never have known these things had she not "been tested by adversity."

How is the central idea portrayed and elaborated in "The Fringe Benefits of Failure, and the Importance of Imagination" by J. K. Rowling?

- She explains that during this dark time of her life she was able to strip away what was not important and finish only the work that mattered to her.
    - Rowling says, "failure is fun."
    - She says that without failure a person will, "never truly know yourself, or the strength of your relationships, until both have been tested by adversity."

- This knowledge has allowed her to become as successful as she is today.
    - Rowling says, "Such knowledge is a true gift, for all that it is painfully won, and it has been worth more than any qualification I ever earned."

Week 8 Lesson 3

Understand

Culminating Writing Task: Draft

Culminating Writing Task Directions
Compare and contrast how a central idea in Steve Jobs's "Stanford University Commencement Address" and J.K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination"is introduced and elaborated. Write a comparison and contrast essay which makes and supports a claim about a central idea shared by both speeches and then explains how the central idea is introduced and elaborated in each speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and paragraph numbers.

NOTE: If students have not been taught how to cite evidence, teachers may need to support students via conference to develop this skill. Parenthetical citations are not required by the standards, but teachers should know where students are pulling evidence from.

1. What is something in common about Steve Jobs and J. K. Rowling that you can write to give background information and explain what your essay is going to be about?

   The central idea of both Steve Jobs's "Commencement Address" and J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" is that failure is productive and can lead to success. Although presented in a somewhat different format, both Jobs and Rowling give a similar message to the college graduates. They detail the events from their own lives that have led them to believe that without failure there can be no success.

2. If Steve Jobs and J.K. Rowling both believe that there are benefits to failure, what should your introduction say? What is your claim?

   Answers will vary. Students should demonstrate that Jobs and Rowling share the same message about success and failure. Failure can lead to success.

3. Using the information from questions one and two, draft your introduction.

   Answers will vary. Here is an exemplar introduction:

   The central idea of both Steve Jobs's "Stanford University Commencement Address" and J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" is that failure is productive and can lead to success. Although presented in a somewhat different format, both Jobs and Rowling give a similar message to the college graduates. They detail the events from their own lives that have led them to believe that without failure they wouldn't be successful.

4. Write two body paragraphs that demonstrate your understanding of a shared central idea between the two texts. Be sure to include evidence from both texts.

Answers will vary. Here are exemplar body paragraphs:

Similarly, Steve Jobs says that it was not until he was fired by the company he started and had nothing to lose that he felt free enough to become truly successful. Jobs states in his 2005 Stanford Commencement Address that, "it turned out getting fired from Apple was the best thing that could have ever happened to me." During that time period, he started the NeXT company and Pixar and got married. Jobs says, "It freed me to enter one of the most creative periods of my life." Since he loved what he was doing and pushed through failure, he was able to be successful.

In her speech "The Fringe Benefits of Failure, and the Importance of Imagination," Rowling begins by saying, "failure is fun." She explains that during this dark time of her life she was able to strip away what was not important and finish only the work that mattered to her. Rowling goes on to explain that without failure a person will, "never truly know yourself, or the strength of your relationships, until both have been tested by adversity." She feels that this painful knowledge has allowed her to become as successful as she is today. Rowling says, "Such knowledge is a true gift, for all that it is painfully won, and it has been worth more than any qualification I ever earned."

5. Write a conclusion for your compare and contrast essay.

Answers will vary. Here is an exemplar conclusion:

These two extraordinary people used failure to persevere and succeed. Although their failures were different, the results were the same. Both Steve Jobs and J. K. Rowling believed that their failures were productive and led to their success. They were both personally successful and successful in the eyes of the world.

Week 8 Lesson 4

Culminating Writing Task: Revise and Edit

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect.

- ❏ **Introduction Paragraph:**
  - ❏ Identify the claim by underlining it with a green marker.
    - ❏ Does the claim make and support a claim about a central idea shared by both speeches?
- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ explains how the central idea is introduced and elaborated in each speech
    - ❏ cites several pieces of textual evidence, including direct quotations and page numbers
- ❏ **Body Paragraph 2:**

- ❑ Determine if you have answered all parts of the writing prompt:
  - ❑ explains how the central idea is introduced and elaborated in each speech
  - ❑ cites several pieces of textual evidence, including direct quotations and page numbers
- ❑ **Conclusion Paragraph:**
  - ❑ Identify the restated claim and circle it with a green marker.
    - ❑ Determine if your conclusion makes a strong ending and restates your claim.

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Edit your writing to ensure proper English conventions are used.

Answers will vary, but students should focus on making revisions on their draft in lesson three.

Week 8 Lesson 5

Culminating Writing Task: Final Draft

Use the next two pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Exemplar:

> The central idea of both Steve Jobs's "Stanford University Commencement Address" and J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" is that failure is productive and can lead to success. Although presented in a somewhat different format, both Jobs and Rowling give a similar message to the college graduates. They detail the events from their own lives that have led them to believe that without failure they wouldn't be successful.
>
> Similarly, Steve Jobs says that it was not until he was fired by the company he started and had nothing to lose that he felt free enough to become truly successful. Jobs states in his 2005 Stanford Commencement Address that, "it turned out getting fired from Apple was the best thing that could have ever happened to me." During that time period, he started the NeXT company and Pixar and got married. Jobs says, "It freed me to enter one of the most creative periods of my life." Since he loved what he was doing and pushed through failure, he was able to be successful.
>
> In her speech "The Fringe Benefits of Failure, and the Importance of Imagination," Rowling begins by saying, "failure is fun." She explains that during this dark time of her life she was able to strip away what was not important and finish only the work that mattered to her. Rowling goes on to explain that

without failure a person will, "never truly know yourself, or the strength of your relationships, until both have been tested by adversity." She feels that this painful knowledge has allowed her to become as successful as she is today. Rowling says, "Such knowledge is a true gift, for all that it is painfully won, and it has been worth more than any qualification I ever earned."

These two extraordinary people used failure to persevere and succeed. Altho ugh their failures were different, the results were the same. Both Steve Jobs and J.K. Rowling believed that their failures were productive and led to their success. They were both personally successful and successful in the eyes of the world.

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

Grades 6–10 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally effective**.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.