

## Teacher Guides

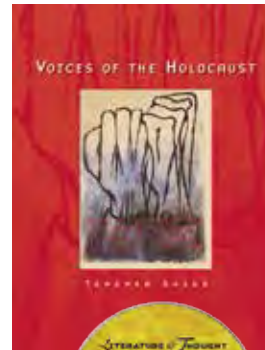
- **Planning guides**—suggestion units of varying lengths, including pairing with novels and/or nonfiction titles.
- **Thinking skills instruction**—modeling, strategies, and reproducible activities for each thinking skill.
- **Selection-specific activities**—focused discussion questions, writing activities, and academic vocabulary.
- **Cluster-specific activities**—multiple assessment options, writing activities, and project suggestions.
- **State standards alignment**—comprehensive correlations to grade-level expectations for easy lesson planning.
- **Additional features**—anticipation guide, introducing the theme/central question, related literature suggestions, and much more.

## Interactive Whiteboard Lessons

- **Critical thinking skills**—specific support for teaching each critical thinking skill.
- **Standards-based instruction**—additional instruction for standards-related skills such as analysis of sources, comparing points of view, evaluating and integrating sources of information, and more.
- **Writing rubrics**—step-by-step walkthrough of expectations and rubrics for standards-aligned writing tasks.

## Great Books Discussion Guides for Teachers

- overview of close reading and Shared Inquiry discussion approach
- strategies for initial reading, second reading, and specific close reading questions for key selections throughout the text
- available for 16 of the titles



Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Analyzing the Roots of the Holocaust

**Cluster Question:** How could the Holocaust happen?

**Analysis:** With analysis you break down a topic or subject into parts so that it is easier to understand.

**Directions:** Notice how a reader analyzed **Model A** and highlighted attitudes that helped fuel the Holocaust. Notice also the way the reader explained the highlighted text. Analyze **Model B** for similar attitudes and tones.

**Model A**  
Hitler's hatred of Jews didn't dampen his image in most people's minds. Good Nazis paid little attention to their friend's darker side. Few of them objected to the many unfair laws that were now being forced upon the Jews. One of the reasons demanded that all German Jews use only Jewish first names. If you were Jewish, with a common first name like Kurt or Heidi, the Nazis said you must change it to something "obviously Jewish" like Abraham or Sarah so you could be identified more easily. All across Germany, the face of the Jews was beginning to look more and more bleak. Headlines like this one screamed off the pages of the Volkischer Beobachter, the Nazi Party newspaper.

**JEW, ABANDON ALL HOPE!  
OUR NET IS SO FINE THAT THERE IS NOT A HOLE  
THROUGH WHICH YOU CAN SLIP.**

*from "Seeing Mein Führer" page 26*

**Root:** People are willing to put up with unfair laws as long as the laws don't hurt them.

**Root:** Laws made the "heavenly" easier to identify.

**Root:** Widespread, public intimidation of Jews.

**Model B**  
"This good-for-nothing Jewboy here broke my shop window," she told everyone who cared to listen. "He wants to rob me!" She turned to Friedrick. "But you didn't quite make it this time, did you, because I'm always watching. I know you, you won't get away from me. You pack of Jews, they should get rid of you. First you run our business with your department stores, then you rob us on top of it! Just you wait, Hitler will show you yet!" And she shook Friedrick violently.

*from "The Ball," pages 17-18*

Voices of the Holocaust      REPRODUCIBLE • ©Perfection Learning® 13

**Developing Skills for Determining a Central Idea**      Chapter 3 page 71

How can you develop a central idea of a text?  
To strengthen your skill, follow these strategies:

**Strategy 1: Analyze how**

If an idea is central to a text, it might be:

- stated initially in one or more paragraphs
- expressed in one or more paragraphs
- restated in the final paragraph

**Generalizing**      Chapter 3 page 71

In generalizing you draw conclusions from several pieces of specific information.

**You use generalizing in:**

- You learn that over half of the population experienced divorce. You realize that five girls out of ten have the name Jennifer.
- You notice that several males or all females. You notice that several males or all females. You notice that several males or all females. You notice that several males or all females.

**Writing Activity: Generalizing About Holocaust Resistance**      Chapter 3 page 92

**Directions:** Write a generalization about resistance during the Holocaust. A generalization is a conclusion drawn from several different pieces of information.

You might generalize about why people chose to resist, the most effective way to resist, or whether ordinary people had any chance to resist. Then support your generalization with quotations or specific examples from the selections you have read.



## DISCUSSION UNIT 1

**Family Album**  
AMOS NEUFELD

**Text Opener**  
Why do people keep photographs?

**Directed Notes**  
Mark places in the poem where time seems to be standing still.

**Interpretive Questions for Discussion**  
Why does this family photograph invoke the Holocaust for the speaker in the poem?

1. Why does the speaker say of the family that "nothing



# Student Editions

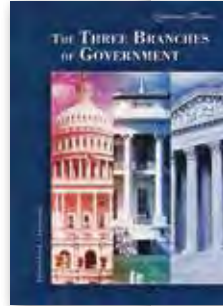
Choose from 25 titles in government and current events, historical events and eras, literary themes, and literary genres.

## Features

- **Creating context**—an introductory essay, graphics, and concept vocabulary support the essential question.
- **Essential questions** (whole book) and **cluster questions** (units) focus on developing specific critical thinking skills through careful reading, textual analysis, discussion, and writing activities.
- Outstanding **literature** and **content-rich nonfiction** and **informational texts** engage interest and focus attention on the critical thinking questions.
- **Responding to cluster activities**—textual analysis, writing, and discussion activities follow each cluster. The final cluster focuses on synthesizing information to answer the essential question.

**Close Reading Skills Handbook**—detailed guidance to help students turn standards into actionable skills practice.

- **Close Reading** guidelines for a careful interpretation of the text—specific to the type of text being read—informational, argumentative, narrative, or poetry—students are prompted with detailed “questions to ask” and “where to look for answers” for a guided first read and focused re-reading
- **Textual Evidence**—guidelines show students how to work textual evidence into a written literary analysis or informational report.
- **Comparing Texts**—focus points and questions for comparing and contrasting different texts with an emphasis on strategies if text types or medium differ.



## GREAT PRESIDENTIAL SPEECHES

*As public figures, presidents provide leadership, inspiration, focus, and comfort to the American public through their speeches. The following speeches or excerpts from speeches are among the most famous and influential addresses by presidents.*

### George Washington: The Farewell Address

*After George Washington died in 1799, Henry Lee of Virginia commented that Washington was “first in war, first in peace, and first in the hearts of his countrymen.” Today, we could add that Washington remains first, or nearly first, in polls asking historians to choose the most effective presidents. As the first president, everything George Washington did made him a leader. He set a pattern for other presidents to follow—or break away from. In his final major speech as president, known as The Farewell Address, Washington summarized the principles that had guided him in dealing with other countries. These comments shaped the foreign policy of the United States for many generations.*

The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes<sup>1</sup> of her politics, or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the

<sup>1</sup> vicissitudes: changes, often sudden and unexpected

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Look for this symbol indicating the percentage of informational text selections within each anthology.

## GOVERNMENT & CURRENT EVENTS



### Individual Rights: The Blessings of Liberty

**i** 80%

**Essential Question: What Prevents Tyranny?**

- Cluster One** How Would Society Be Different Without the First Amendment? ..... Evaluating Arguments
  - Cluster Two** How Well Does Federalism Protect Individual Rights? ..... Defining Key Words and Phrases
  - Cluster Three** Why Are Suspects' Rights Important? ..... Integrating Multimedia Information
  - Cluster Four** Thinking on Your Own ..... Integrating Sources of Information
- Selections by George Washington, Thomas Jefferson, Linda Chavez, Learned Hand, Akhil Reed Amar, George Orwell, and more.



### The Three Branches of Government

**i** 80%

**Essential Question: Which Branch is Most Powerful?**

- Cluster One** How Well Does Congress Represent the People? ..... Inferring Information
  - Cluster Two** What Makes a President Great? ..... Evaluating Arguments
  - Cluster Three** How Does the Supreme Court Effect Change? ..... Summarizing Key Ideas
  - Cluster Four** Thinking on Your Own ..... Integrating Sources of Information
- Selections by John F. Kennedy, Stephen L. Carter, George Washington, Abraham Lincoln, Alexander Hamilton, and more.



### We the People: Foundations of American Government

**i** 95%

**Essential Question: Does the Constitution Work Today?**

- Cluster One** What Ideas Shaped the Founders? ..... Analyzing Sources
  - Cluster Two** How Should Government Power Be Divided? ..... Evaluating Points of View
  - Cluster Three** What Constitutional Compromises Matter Today? ..... Evaluating Explanations
  - Cluster Four** Thinking on Your Own ..... Integrating Sources of Information
- Selections by Ronald Reagan, Patrick Henry, Frederick Douglass, Linda Chavez, James Madison, The Onion, and more.

# HISTORICAL EVENTS & ERAS



## Dark Days: America's Great Depression

60%

**Essential Question: What Was the Great Depression?**

- Cluster One** How Were People Affected? ..... Evaluating
  - Cluster Two** What Was the New Deal? ..... Summarizing
  - Cluster Three** How Tough Were the Times? ..... Analyzing
  - Cluster Four** Thinking on Your Own ..... Synthesizing
- Selections by Eleanor Roosevelt, Karen Hesse, Dorothea Lange, Pat Mora, Studs Terkel, Richard Peck, and more.



## Free at Last: The Struggle for Civil Rights

60%

**Essential Question: How Do We Achieve the Ideal of Equal Rights for All?**

- Cluster One** What Are the Roots of the Civil Rights Movement? ..... Analyzing
  - Cluster Two** 1954–1961: What Were the Critical Moments That Sparked the Civil Rights Movement? ..... Evaluating Cause and Effect
  - Cluster Three** 1962–1968: What Resistance Did the Civil Rights Movement Meet? ..... Comparing and Contrasting
  - Cluster Four** Thinking on Your Own ..... Synthesizing
- Selections by Martin Luther King Jr., Langston Hughes, W.E.B. Du Bois, Malcolm X, Richard Wright, Margaret Walker, and more.



## From There to Here: The Immigrant Experience

70%

**Essential Question: Should We Keep America's Immigration Door Open?**

- Cluster One** Who Were the Immigrants and Why Did They Come? ..... Investigating
  - Cluster Two** What First Experiences Did Immigrants Have? ..... Analyzing
  - Cluster Three** Did Immigrant Expectations Match Reality? ..... Comparing and Contrasting
  - Cluster Four** What Is the Immigrant Experience Today? ..... Evaluating
  - Cluster Five** Thinking on Your Own ..... Synthesizing
- Selections by Charles Osgood, Toshiko Uchida, Nicholas Gage, Russell Freedman, Emma Lazarus, Pat Mora, and more.



## The Harlem Renaissance

55%

**Essential Question: What Was the Harlem Renaissance?**

- Cluster One** What Was Life Like During the Harlem Renaissance? ..... Describing
  - Cluster Two** What Did Harlem Renaissance Writers Say About Being Black? ..... Analyzing
  - Cluster Three** What Contributions Were Made to American Art and Culture? ..... Generalizing
  - Cluster Four** Thinking on Your Own ..... Synthesizing
- Selections by Langston Hughes, W.E.B. Du Bois, Alice Walker, Zora Neale Hurston, Dorothy West, James Baldwin, and more.

### Selection-specific activities

include focused discussion questions, writing activities, and academic vocabulary.

Sample pages from  
*The Three Branches of  
Government Teacher Guide*

### Cluster-specific activities

include multiple assessment options, writing activities, and project suggestions.

**CLUSTER THREE SELECTIONS**

**Supreme Courtship** by Christopher Buckley, pages 105–107 Novel

**Summary**  
Christopher Buckley takes a humorous look at the grueling process that nominees to the Supreme Court go through to be confirmed. In this novel, Senator Mitchell of the Senate Judiciary Committee convinces the legislature to reject a nominee based on movie review he had written in elementary school that Mitchell felt was insufficiently enthusiastic about *To Kill a Mockingbird*.

Reading Hint	Thinking Skill	Extension
To help students organize the information presented in this selection, have them make a time line of four to six events mentioned in it.	Have students summarize two central ideas of the selection and use them in a summary of the text.	<b>Discussion:</b> Have students discuss what they think the practices of Senator Mitchell and his Wraith Riders are appropriate in a democracy.

**Vocabulary**  
**auto-da-fe** the public execution of a person for his or her beliefs  
**exemplar** an ideal example  
**impeccable** without a flaw  
**spectral** ghostly  
**whinny** the sound made by a horse

**Discussing the Novel**

- What is the theme of this selection? (Summary) *In the conflict between selfishness and public interest, selfishness sometimes wins.*
- What is the figurative and connotative meaning of Senator Mitchell's comment to his staff investigators to "Dig deeper . . . or dig your own graves." (Interpretation)

**Drawing Evidence from Literature**  
Discuss how Senator Mitchell uses his power. Then, have students use ideas or examples from this selection, or others literary texts, to

*audience, the movie review is insignificant because it was written when Cooney was in elementary school and has little relation to what he thinks today. Senator Mitchell treats the movie review as deeply significant because he wants to defeat Cooney's nomination.*

5. What inference can you draw from Senator Mitchell's request that the White House nominate someone "we can all agree on?" (Interpretation) *Senator Mitchell can defeat anyone he wants to, so the president's views are irrelevant.*

**RESPONDING TO CLUSTER THREE**

**How Does the Supreme Court Effect Change?** page 108

**Critical Thinking Skill: Summarizing Key Ideas**

- Explain how the last sentence in the selection by Alexander Hamilton summarizes his key idea about judicial review. *Answers will vary. The last sentence explains Hamilton's main idea, which is that the Constitution is superior to the laws passed by Congress. Ultimately, Hamilton is saying that the Constitution is always greater than any of the branches of government created by it. It is the job of the Supreme Court to make sure that the Constitution is upheld by the legislature.*
- Create a Venn diagram to compare and contrast the point of view toward the Supreme Court expressed by Alexis de Tocqueville and Stephen L. Carter. Write a one-paragraph summary based upon your comparison. *Answers will vary.*

Tocqueville    Both    Carter

**Tocqueville:** *The Supreme Court is extremely powerful. The Court is protected from public opinion and the power of the Senate. It must always protect the Constitution.*

**Carter:** *The Court has little power to enforce its decisions. It cannot operate as a significant check on the other branches. The courts need the other branches to enforce laws.*

**Both:** *The Supreme Court has the power to rule a law unconstitutional.*

**Summary:** *Tocqueville and Carter have very different views of the Supreme Court. Tocqueville*





## A House Divided: America's Civil War

7 60%

**Essential Question: Why Is the Civil War Considered a Defining Moment in American History?**

- Cluster One** 1861–1862: What Were They Fighting For? ..... Generalizing
  - Cluster Two** 1863: A Turning Point? ..... Comparing and Contrasting
  - Cluster Three** 1864–1865: What Was the Price of the War? ..... Evaluating
  - Cluster Four** Thinking on Your Own ..... Synthesizing
- Selections by Abraham Lincoln, Robert E. Lee, F. Scott Fitzgerald, Louisa May Alcott, Mary Boykin Chestnut, and more.



## Times of Change: Vietnam and the 60s

7 60%

**Essential Question: What Effect Did the Decade of the 60s Have on the United States?**

- Cluster One** What Were the Roots of the Conflict? ..... Summarizing
  - Cluster Two** What Was the War Experience? ..... Analyzing
  - Cluster Three** What Was Happening Back Home? ..... Generalizing
  - Cluster Four** Thinking on Your Own ..... Synthesizing
- Selections by Tim O'Brien, Gerald Ford, Gary Paulsen, Joe McDonald, Ron Kovic, Thuong Vuong-Riddick, and more.



## Voices of the Holocaust

7 50%

**Essential Question: Could a Holocaust Happen Here?**

- Cluster One** How Could the Holocaust Happen? ..... Analyzing
  - Cluster Two** How Were Victims Oppressed? ..... Comparing and Contrasting
  - Cluster Three** Was There Resistance? ..... Generalizing
  - Cluster Four** Why Should We Remember? ..... Synthesizing
  - Cluster Five** Thinking on Your Own ..... Synthesizing
- Selections by Hans Peter Richter, Elie Wiesel, Yala Korwin, Issac Bashevis Singer, Eleanor Ayer, Ida Fink, and more.



## Wide Open Spaces: American Frontiers

7 50%

**Essential Question: What Is the Lure of the Frontier?**

- Cluster One** What Were the Explorers Seeking? ..... Analyzing
  - Cluster Two** What Were the Effects of Manifest Destiny? ..... Comparing and Contrasting
  - Cluster Three** Who Were the People of the Frontier? ..... Summarizing
  - Cluster Four** Thinking on Your Own ..... Synthesizing
- Selections by Joseph Bruchac, Stephen Crane, Columbus, Stephen Vincent Benét, Lewis and Clark, and more.

**End-of-book activities**  
include research, writing, and  
discussion topics; assessment and  
project ideas; essay tests; and more.

NAME \_\_\_\_\_
CLASS \_\_\_\_\_
DATE \_\_\_\_\_

### Assessment and Project Ideas

#### Extended Research Opportunities

Here are some topics that you may wish to investigate further and report on either in writing or in oral presentation to the class.

- Agent Orange
- battles, such as Hamburger Hill or the Tet Offensive
- boat people and refugees
- campus violence
- the Chicago Eight
- conscientious objectors
- literature of the Vietnam War
- media coverage of the war
- minorities in the war
- music of the '60s
- Paris Peace Talks
- Pentagon Papers
- post-traumatic stress syndrome
- the protest movement
- veterans
- Vietnam today
- war correspondents and photographers
- women in the war
- Woodstock

#### Speaking and Listening

1. Write a brief speech that you might have presented to the Congressional committee deciding whether to approve the Vietnam Veterans Memorial.
2. Using poems, songs, and quotations, create a Readers Theatre that focuses on the meaning of Vietnam or the '60s today.
3. Find a poem or short excerpt related to Vietnam or the '60s and interpret it for the class. Prepare an introduction that explains why you chose this piece and what it says to you about that era.
4. Debate the following topic: Those who died in Vietnam died for nothing.

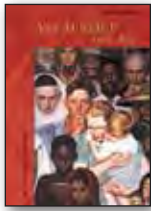
### Research, Writing, and Discussion Topics

The following are suggested topics you might research, write about, or discuss.

1. Find five examples of how the word "compromise" is used to describe a negotiation in Congress. Analyze whether each use has a positive, neutral, or negative meaning. Write a summary of what you find.
2. With a partner, create an imaginary debate about how Congress operates between Stephen L. Carter and Shankar Vedantam.
3. Develop three questions about lobbyists and take a survey of ten adults. Share your results with your class, using a chart or table or other visual to illustrate your findings.
4. Write a two-page essay summarizing and comparing the views of John F. Kennedy about Daniel Webster and the views of David Gergen and Michael Zuckerman toward Congressional leaders.
5. Find two or more polls that have asked people to rate the presidents that had differed results. Analyze why the results differed. For example, analyze when the poll was taken, who was asked to respond, and how the question or questions were worded.
6. Compare the presidential speeches by George Washington and Franklin Roosevelt and the essay by Eric Posner. Explain whether the speeches provide support for Posner's point of view.
7. Find video clips of three presidents giving speeches. What are the strengths and weaknesses of each president's speaking style?
8. Write a poem about a president you admire.
9. Compare Alexis de Tocqueville's point of view of the role of the courts with the point of view of either Thurgood Marshall or James Huffman. Note any similarities or differences. Then, conclude by whether you agree with Tocqueville.
10. Based on the selection by Linda and Loretta Sanchez and the selection by Kevin Merida and Michael A. Fletcher, compare life in the House of Representatives and the Supreme Court. Which sounds more appealing to you?
11. Compare the interview with Jack Abramoff by Leslie Stahl with the essay by Dahlia Lithwick. How are they similar?
12. What point do both Stephen L. Carter in Cluster One and Christopher Buckley in Cluster Three make about the process of nominating and confirming individuals to high positions in the government?
13. Do you think the either the articles by Shankar Vedantam or by David Gergen and Michael Zuckerman apply to Congress today? Provide reasons to support your view.
14. Write three questions about the power of the president and survey ten adults. In your questions, try to distinguish between whether people's attitudes are focused on the current president or whether they are thinking of general trends in the presidency.
15. Do research on a current case before the Supreme Court that is about the relative power of the three branches of government. Write a summary of the case and prepare to explain it to the class.



# LITERARY THEMES



## And Justice for All

1 50%

**Essential Question: What Is Justice?**

- Cluster One** *What's Fair—What's Not?* ..... Evaluating
  - Cluster Two** *Who Judges?* ..... Analyzing
  - Cluster Three** *Punishment or Mercy?* ..... Comparing and Contrasting
  - Cluster Four** *Thinking on Your Own* ..... Synthesizing
- Selections by Margaret Truman, Joan Bauer, George Will, Sharon Creeden, Judge Judy Sheindlin, David Gifaldi, and more.



## The Best of Friends

1 25%

**Essential Question: What Is the Value of Friendship?**

- Cluster One** *What Is a Friend?* ..... Defining
  - Cluster Two** *What Would You Do for a Friend?* ..... Analyzing
  - Cluster Three** *Friend or Enemy?* ..... Evaluating
  - Cluster Four** *Thinking on Your Own* ..... Synthesizing
- Selections by Langston Hughes, Roger Ebert, Bailey White, Tim Wynne-Jones, Ellen Conford, Gary Paulsen, and more.



## Decisions, Decisions

1 25%

**Essential Question: How Do I Make a Decision?**

- Cluster One** *What Influences a Decision?* ..... Analyzing
  - Cluster Two** *Good Decision or Bad Decision?* ..... Evaluating
  - Cluster Three** *What Are the Possible Consequences of Our Decisions?* ..... Predicting
  - Cluster Four** *Thinking on Your Own* ..... Synthesizing
- Selections by Rosa Parks, Richard Nixon, Budge Wilson, Susan Beth Pfeffer, Judith Ortiz Cofer, Julia Alvarez, and more.



## Family Matters

1 25%

**Essential Question: Does Family Matter?**

- Cluster One** *What Is a Family?* ..... Defining
  - Cluster Two** *How Are We Influenced by Family?* ..... Comparing and Contrasting
  - Cluster Three** *How Do Families Deal with Problems?* ..... Evaluating
  - Cluster Four** *Thinking on Your Own* ..... Synthesizing
- Selections by Gary Soto, Nikki Giovanni, Gary Paulsen, Jane Yolen, Erma Bombeck, Susan Beth Pfeffer, and more.



## On the Edge of Survival

1 40%

**Essential Question: What Can Be Learned from Survival Literature?**

- Cluster One** *Why Do People Take Risks?* ..... Hypothesizing
  - Cluster Two** *After Surviving?* ..... Generalizing
  - Cluster Three** *What Would You Risk?* ..... Evaluating
  - Cluster Four** *Thinking on Your Own* ..... Synthesizing
- Selections by Gary Paulsen, Jane Yolen, David Gifaldi, Tim Cahill, Jack Finney, Jon Krakauer, David Wagoner, and more.



## To Be a Hero

1 40%

**Essential Question: Who Can Be a Hero?**

- Cluster One** *What Are Some Types of Heroes?* ..... Classifying
  - Cluster Two** *What Makes a Hero?* ..... Analyzing
  - Cluster Three** *Hero or Not?* ..... Evaluating
  - Cluster Four** *Thinking on Your Own* ..... Synthesizing
- Selections by Gary Paulsen, Gordon Korman, Dave Barry, Ian Frazier, Joseph Bruchac, Rosemary Sutcliff, and more.



## Who Am I?

1 25%

**Essential Question: Who's the Real You?**

- Cluster One** *How Do I Find Out Who I Am?* ..... Defining
  - Cluster Two** *Where Do I Fit?* ..... Analyzing
  - Cluster Three** *What Do I Believe?* ..... Evaluating
  - Cluster Four** *Thinking on Your Own* ..... Synthesizing
- Selections by Judith Ortiz Cofer, Budge Wilson, M.E. Kerr, Gary Soto, Jane Yolen, Vivian Vande Velde, Chaim Potok, and more.



## LITERARY GENRES



### Echoes from Mt. Olympus

**i** 15%

**Essential Question: Why Do Myths Endure?**

- Cluster One** What Are the Qualities of the Gods and Goddesses?..... Generalizing
  - Cluster Two** How Does Myth Explain Nature?..... Comparing and Contrasting
  - Cluster Three** How Does Myth Explain Human Nature?..... Evaluating
  - Cluster Four** Thinking on Your Own..... Synthesizing
- Selections by Jane Yolen, Rita Dove, Barbara McBride-Smith, Olivia Coolidge, Bernard Evslin, Margaret Atwood, and more.



### Flights of Fantasy

**i** 15%

**Essential Question: Why Read Fantasy?**

- Cluster One** What Is a Fantasy?..... Defining
  - Cluster Two** What Can Fantasy Teach Us?..... Analyzing
  - Cluster Three** What's Real and How Do You Know?..... Evaluating
  - Cluster Four** Thinking on Your Own..... Synthesizing
- Selections by Isaac Asimov, Ursula K. Le Guin, Orson Scott Card, Neal Shusterman, Patricia C. Wrede, Tamora Pierce, and more.



### The Main Event

**i** 50%

**Essential Question: What Is the Value of Sport?**

- Cluster One** What Is Sport?..... Defining
  - Cluster Two** What Does It Mean to Be an Athlete?..... Analyzing
  - Cluster Three** Is Winning Everything?..... Inferring
  - Cluster Four** Thinking on Your Own..... Synthesizing
- Selections by Jackie Robinson, Robert Lipsyte, May Swenson, Ira Berkow, Thomas J. Dygaard, E.B. White, and more.



### Mysterious Circumstances

**i** 25%

**Essential Question: Why Are We Fascinated by Mystery?**

- Cluster One** What Makes a Mystery?..... Defining
  - Cluster Two** Whodunit?..... Investigating
  - Cluster Three** How Do You Solve a Mystery?..... Logical Thinking
  - Cluster Four** Thinking on Your Own..... Synthesizing
- Selections by Agatha Christie, Mary Higgins Clark, Roald Dahl, Sue Grafton, Paul Bishop, Arthur Conan Doyle, and more.



### The Sci-Fi Factor

**i** 20%

**Essential Question: What's the Fascination with Science Fiction?**

- Cluster One** What's the 'Science' in Science Fiction?..... Analyzing
  - Cluster Two** Who's Out There?..... Hypothesizing
  - Cluster Three** What Can We Learn from Science Fiction?..... Drawing Conclusions
  - Cluster Four** Thinking on Your Own..... Synthesizing
- Selections by Ray Bradbury, Isaac Asimov, Ursula K. Le Guin, Fredric Brown, Paul Jennings, Carol Farley, and more.

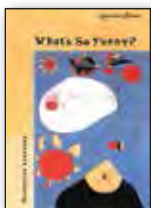


### What on Earth: An Ecology Reader

**i** 50%

**Essential Question: How Do We Protect Our Planet?**

- Cluster One** What Is Our Relationship with Nature?..... Evaluating
  - Cluster Two** What Happens When Humanity and Nature Collide?..... Analyzing
  - Cluster Three** How Can We Live in Harmony with Nature?..... Problem Solving
  - Cluster Four** Thinking on Your Own..... Synthesizing
- Selections by Joseph Bruchac, Rachel Carson, Gary Soto, Dave Barry, Ray Bradbury, Katherine Paterson, and more.



### What's So Funny?

**i** 50%

**Essential Question: What's So Funny?**

- Cluster One** What Makes You Laugh?..... Evaluating
  - Cluster Two** How Is Humor Used?..... Analyzing
  - Cluster Three** What Are Some Types of Humor?..... Classifying
  - Cluster Four** Thinking on Your Own..... Synthesizing
- Selections by Patrick F. McManus, Ellen Conford, Jay Leno, David Brenner, Dave Barry, Joan Bauer, Sinbad, and more.