Sample Close Reading Experience (Grade 8)

Title: Unbroken by Laura Hillenbrand

Context and Purpose: What is the power of the human spirit? Students understand that they can read non-fiction and fictional reading selections to examine how strengths and weaknesses in the human spirit can affect one’s chance for survival. This close read focuses the impact of the human spirit on five men as the struggle to survive on a raft in the middle of the Pacific Ocean during World War II. As students read the excerpt from Unbroken by Laura Hildebrand they are expected to determine how the theme of the human spirit is revealed though the story and how the characteristics of the men affected their ability to survive.

Standards:

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Day One:

Reading Task: Students read paragraphs 1 – 3 of the text independently. Students are not be expected to annotate the text although they are welcome to interact with it (underline, highlight, question marks, etc). The goal is to have the story’s conflict and “characters” emerge.

Second Read: The teacher reads the text aloud to the students, inviting them to listen for characters’ situation, their conflicts, and hints as to their personality traits.

Discussion Task: The class breaks into small groups and discusses the following questions.

• What is this story about?

• How does the following quote in paragraph 2 “They stared into the ocean, undulating with edible creatures; but without bait, they couldn’t catch even a minnow.” illustrate the situation in which these men find themselves?

Writing Task: Students summarize their discussion by writing a response to the question: What is this story about? How do you know?
Day Two:

Reading Task: The teacher reads some of the student summaries of the first two pages of the excerpt; then teacher continues to read paragraphs 4 – 8 from the text.

Discussion Task: Students use their copies of the text to discuss the following questions in small groups citing specific evidence to support their answers.

1. How does the following description in paragraph 7 reveal Louie’s character

   “Louie took the fishing gear, tied a small hook to a line, baited it, and fed it into the water. In a moment, a shark cruised by, bit down on the hook, and severed the line, taking the bait, the hook, and a foot or two of line with him. Louie tried with another hook, and again, a shark took it. A third try produced the same result.”

2. How does each of the remaining men approach the challenges they faced?

3. What does this tell you about them as individuals?

Writing Task: Students use information from their discussion to write a description of one of the men on the raft focusing on his view of their situation and how he dealt with it.

Day Three:

Reading Task: The teacher reads the remainder of the excerpt while the students follow along.

Discussion Task:

1. Why does the author reference Samuel Taylor Coleridge’s “Rime of the Ancient Mariner” in the story in paragraph 9?

2. What does Phil and Louie’s view of the poem reveal about their character?

Writing Task: Students write a short response to the question, how does the author’s reference to an outside text help him provide insight into the character of Phil and Louie?
Day Four: Using the text, their notes from the work generated during discussions and their writing tasks for the first four days, students write an extended response.

How do strengths/weaknesses in human character or spirit lend themselves to survival -- or not surviving? In your response be sure to

- describe the situation in which the men found themselves and the challenges they faced
- describe how each of the men approached the challenges they faced
- explain how their approach revealed their strength and/or weakness in their spirit and ability to survive
- cite evidence from the text that reveals each person's spirit and how it impacted their ability to survive

Unbroken:
A World War II Story of Survival, Resilience and Redemption
By Laura Hillenbrand

1. The men were ravenous. It was now clear that Mac's binge on the chocolate, which had seemed only moderately worrisome at the time, was a catastrophe. Louie resented Mac, and Mac seemed to know it. Though Mac never spoke of it, Louie sensed that he was consumed with guilt over what he had done.

2. As hunger bleated inside them, the men found themselves unable to direct their thoughts away from food. They stared into the ocean, watching all of the edible creatures, but without bait, they couldn't catch even a minnow. Occasionally, a bird passed, always out of reach. The men studied their shoes and wondered if they could eat the leather. They decided that they couldn't.

3. Days passed. Each evening, the roasting heat gave way to cold. Sleep was elusive. Phil, alone in his raft and lacking the heat of another man to warm the water around him, suffered particularly badly. He shook through each night, too cold to sleep, in the daytime, exhaustion, heat, and the lolling of the raft made all of them drowsy. They slept through much of each day and spent the rest lying back, saving their precious, evaporating energy.

4. It occurred to Phil that from the point of view of the birds, their still forms, obscured by canvas hoods must have looked like lifeless debris. He was right. One day, 9 or 10 days into their odyssey, Louie felt something alight on his hood, and saw its shadow fall before him. It was an albatross. With Louie's head hidden, the bird hadn't recognized that he was landing on a man.

5. Slowly, slowly, Louie raised his hand toward the bird, his motion so gradual that it was little more noticeable than the turning of a minute hand on a clock. The bird rested calmly. In time, Louie's hand was beside the bird, his fingers open. Then Louie snapped his hand shut, clamping down on the bird’s legs. The bird pecked frantically, slashing Louie’s knuckles. He grabbed its head and broke its neck.

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6. Louie used the pliers to tear the bird open. A gust of fetid odor rose from the body, and everyone recoiled. Louie handed a bit of meat to Phil and Mac and took some for himself. The stench hung before them, spurring waves of nausea. Gagging, they couldn't get the meat into their mouths. Eventually, they gave up.

7. Though they couldn't eat the bird, they finally had bait. Louie took out the fishing gear, tied a small hook to a line, baited it, and fed it into the water. In a moment, a shark cruised by, bit down on the hook, and severed the line, taking the bait, hook, and a foot or two of line with him. Louie tried with another hook, and again a shark took it. A third try produced the same result. Finally, the sharks let a hook hang unmolested. Louie felt a tug and pulled up the line. On its end hung a slender pilot fish, about 10 inches long. As Louie pulled it apart, everyone felt apprehensive. None of them had eaten raw fish before. They each put a bit of meat into their mouths. It was flavorless. They ate it down to the bones.

8. It was the first food to cross their lips in more than a week. Among three men, the small fish didn't go far, but the protein gave them a push of energy. Louie had demonstrated that if they were persistent and resourceful they could catch food, and both he and Phil felt inspired. Only Mac remained unchanged.

9. Phil felt uneasy about the albatross. Like many schoolboys of his era, he had read Samuel Taylor Coleridge’s “Rime of the Ancient Mariner”. In the poem, a sailor kills a friendly albatross that, it is said, had made the winds blow. In consequence, the sailor and his crew are stranded infernal, windless water, tormented by thirst and monstrous creatures. The crewmen all die, and the sailor is left in a hellish limbo, the albatross hung about his neck, his eyes closed against the accusing stares of his dead crewmen.

10. Louis wasn’t superstitious but he’d grown fond of albatrosses on that Christmas he’d spent watching them crash-land on Midway. He felt sorry for the bird. Phil reminded Louie that killing an albatross was said to bring bad luck. After a plane crash, Louie replied, what more bad luck could they have?
“A Brief Guide to Genomes” Close Reading Experience

**Context and Purpose:** This close read fits inside a unit of study titled “The Mystery of Life: Genetics”. It is part of the required New York State course, Living Environment. In this unit students are studying genetics, DNA/RNA, Genetic Engineering and Human Genomes. This article synthesizes important information about Genomics and shows how this science has impacted our lives. Students read like scientists taking note of the author’s use of vocabulary and structure to make his point that advances in the field of genomics can impact medical science.

**Standards:**

RST.9 – 10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST. 9 – 10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST. 9 – 10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.

RST. 9 – 10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

**Day One:**

**Reading Task:**

- Students read the entire text independently.
- Students reread the first section of the article, DNA, Genes and Genomes. As they read they annotate the text, taking note of the author’s use of scientific terms to convey important points about DNA, Genes and Genomes.

**Discussion Task:** In small groups, students cite the text to discuss the following questions:

1. How does the author order the information in the text to explain the way DNA works?
2. Why does the author use the alphabet as a way to explain DNA?
3. How does the author integrate definitions into the text so the reader better understands how DNA works?

**Writing Task:** Students write a summary of how DNA works.
Day Two:

Reading Task:

- Students read the second section of the article, DNA Sequencing. As they read they annotate the text taking note of the author’s explanation of DNA sequencing.

Discussion Task: In small groups, students cite the text to discuss the following questions:

1. How does the information about DNA sequencing use information found in the first section of the text?
2. What process is used for determining the sequencing in a DNA structure?
3. How does the author use the phrase “somewhat like putting together a linear jigsaw puzzle” to explain the DNA sequencing process?
4. Why is it important to know DNA sequencing?

Writing Task: Students describe DNA sequencing in their own words.

Day Three:

Reading Task:

- Students read the final two sections of the article, The Human Genome Project and Implications of Genomics for Medical Science. As they read they annotate the text.

Discussion Task: In small groups, students cite the text to discuss the following questions:

1. What was the importance of the Human Genome Project?
2. How do previous three sections lead to the information shared in the last section, Implications of Genomics for Medical Science?
3. How does the author prove his point, “Thus, the role of genetics in health care is starting to change profoundly and the first examples of the era of personalized medicine are on the horizon”?

Writing Task: Students explain the importance of genomics in the field of medicine.
DNA, Genes and Genomes

Deoxyribonucleic acid (DNA) is the chemical compound that contains the instructions needed to develop and direct the activities of nearly all living organisms. DNA molecules are made of two twisting, paired strands, often referred to as a double helix.

Each DNA strand is made of four chemical units, called nucleotide bases, which comprise the genetic "alphabet." The bases are adenine (A), thymine (T), guanine (G), and cytosine (C). Bases on opposite strands pair specifically: an A always pairs with a T; a C always pairs with a G. The order of the As, Ts, Cs, and Gs determines the meaning of the information encoded in that part of the DNA molecule just as the order of letters determines the meaning of a word.

An organism’s complete set of DNA is called its genome. Virtually every single cell in the body contains a complete copy of the approximately 3 billion DNA base pairs, or letters, that make up the human genome.

With its four-letter language, DNA contains the information needed to build the entire human body. A gene traditionally refers to the unit of DNA that carries the instructions for making a specific protein or set of proteins. Each of the estimated 20,000 to 25,000 genes in the human genome codes for an average of three proteins.

Located on 23 pairs of chromosomes packed into the nucleus of a human cell, genes direct the production of proteins with the assistance of enzymes and messenger molecules. Specifically, an enzyme copies the information in a gene’s DNA into a molecule called messenger ribonucleic acid RNA (mRNA). The mRNA travels out of the nucleus and into the cell’s cytoplasm, where the mRNA is read by a tiny molecular machine called a ribosome, and the information is used to link together small molecules called amino acids in the right order to form a specific protein.

Proteins make up body structures like organs and tissue, as well as control chemical reactions and carry signals between cells. If a cell’s DNA is mutated, an abnormal protein may be produced, which can disrupt the body’s usual processes and lead to a disease, such as cancer.

DNA Sequencing

Sequencing simply means determining the exact order of the bases in a strand of DNA. Because bases exist as pairs, and the identity of one of the bases in the pair determines the other member of the pair, researchers do not have to report both bases of the pair.
In the most common type of sequencing used today, called the chain termination method, a DNA strand is treated with a variety of nucleotides, a set of enzymes, and a specific primer to generate a collection of smaller DNA fragments. Four fluorescent tags, each specific for a given base, is part of the mixture. Each of the fragments differs in length by one base and is marked with a fluorescent tag that identifies the last base of the fragment. The fragments are then separated according to size and passed by a detector that reads the fluorescent tag. Then, a computer reconstructs the entire sequence of the long DNA strand by identifying the base at each position from the size of each fragment and the particular fluorescent signal at its end.

At present, this technology only can determine the order of up to 800 base pairs of DNA at a time. So, to assemble the sequence of all the bases in a large piece of DNA, such as a gene, researchers need to read the sequence of overlapping segments. This allows the longer sequence to be assembled from shorter pieces, somewhat like putting together a linear jigsaw puzzle. In this process, each base has to be read not just once, but at least several times in the overlapping segments to ensure accuracy.

Researchers can use DNA sequencing to search for genetic variations and/or mutations that may play a role in the development or progression of a disease. The disease-causing change may be as small as the substitution, deletion, or addition of a single base pair or as large as a deletion of thousands of bases.

**The Human Genome Project**

The Human Genome Project, which was led at the National Institutes of Health (NIH) by the National Human Genome Research Institute, produced a very high-quality version of the human genome sequence that is freely available in public databases. That international project was successfully completed in April 2003, under budget and more than two years ahead of schedule.

The sequence is not that of one person, but is a composite derived from several individuals. Therefore, it is a "representative" or generic sequence. To ensure anonymity of the DNA donors, more blood samples (nearly 100) were collected from volunteers than were used, and no names were attached to the samples that were analyzed. Thus, not even the donors knew whether their samples were actually used.

The Human Genome Project was designed to generate a resource that could be used for a broad range of biomedical studies. One such use is to look for the genetic variations that increase risk of specific diseases, such as cancer, or to look for the type of genetic mutations frequently seen in cancerous cells. More research can then be done to fully understand how the genome functions and to discover the genetic basis for health and disease.

The International HapMap Project, in which NIH also played a leading role, represents a major step in that direction. In October 2005, the project published a comprehensive map of human genetic variation that is already speeding the search for genes involved in common, complex diseases, such as heart disease, diabetes, blindness, and cancer.
Another initiative that builds upon the tools and technologies created by the Human Genome Project is The Cancer Genome Atlas pilot project. This three-year pilot, which was launched in December 2005, will develop and test strategies for a comprehensive exploration of the universe of genetic factors involved in cancer.

**Implications of Genomics for Medical Science**

Virtually every human ailment, except perhaps trauma, has some basis in our genes. Until recently, doctors were able to take the study of genes, or genetics, into consideration only in cases of birth defects and a limited set of other diseases. These were conditions, such as sickle cell anemia, which have very simple, predictable inheritance patterns because each is caused by a change in a single gene.

With the vast trove of data about human DNA generated by the Human Genome Project and the HapMap Project, scientists and clinicians have much more powerful tools to study the role that genetic factors play in much more complex diseases, such as cancer, diabetes, and cardiovascular disease that constitute the majority of health problems in the United States. Genome-based research is already enabling medical researchers to develop more effective diagnostic tools, to better understand the health needs of people based on their individual genetic make-ups, and to design new treatments for disease. Thus, the role of genetics in health care is starting to change profoundly and the first examples of the era of personalized medicine are on the horizon.

It is important to realize, however, that it often takes considerable time, effort, and funding to move discoveries from the scientific laboratory into the medical clinic. Most new drugs based on genome-based research are estimated to be at least 10 to 15 years away. According to biotechnology experts, it usually takes more than a decade for a company to conduct the kinds of clinical studies needed to receive approval from the Food and Drug Administration.

Screening and diagnostic tests, however, are expected to arrive more quickly. Rapid progress is also anticipated in the emerging field of pharmacogenomics, which involves using information about a patient's genetic make-up to better tailor drug therapy to their individual needs.

Clearly, genetics remains just one of several factors that contribute to people's risk of developing most common diseases. Diet, lifestyle, and environmental exposures also come into play for many conditions, including many types of cancer. Still, a deeper understanding of genetics will shed light on more than just hereditary risks by revealing the basic components of cells and, ultimately, explaining how all the various elements work together to affect the human body in both health and disease.
Federalist Paper No. 2 Close Read

Context and Purpose: Students are engaged in a unit of study titled “One Nation” in which they examine divisive events and ideas that have separated Americans and yet have resulted in a unified and perhaps stronger country. The events and ideas examined in the unit span the history of the US. Students begin the unit with a close read of the Federalist Paper in which they analyze the argument presented by John Jay for a centralized government focusing on his reasoning and use of specific terms and phrases.

Standards:

RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11–12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11–12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11–12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Day One:

Initial Reading Task: The students read the entire document to become familiar with the text and the argument presented.

Second Reading Task: The students reread paragraphs 1–3 underlining key words and phrases that help them to understand the purpose of the text, the argument presented by the author and how he develops his ideas over the course of the text.

Discussion Task: Students use evidence from the text as they discuss the following questions in small groups:

1. What question do the people of New York have to decide?

2. What does John Jay mean when he writes, “Nothing is more certain than the indispensable necessity of government, and it is equally undeniable, that whenever and however it is instituted, the people must cede to it some of their natural rights in order to vest it with requisite power.”?

3. What is John Jay's position?

4. What is the position of those that oppose him?
Writing Task: Students write a one-sentence summarizing statement for each paragraph.

Day Two:

Reading Task: Students independently read paragraphs 4 – 9 annotating the text once again for Jay’s use of language and reasoning in support of a federal government.

Discussion Task: Students work in small groups discussing the following questions:

1. What reasons does Jay give in support of a federal government?

2. How does Jay use the term *Providence* throughout the Federalist Paper?

3. Why does Jay include the following description in paragraph 8?

   “A strong sense of value and blessings of a union induced the people, at a very early period to institute a federal government to preserve and perpetuate it. They formed it almost as soon as they had a political existence; nay, at a time when their habitations were in flames, when many of their citizens were bleeding, and when the progress of hostility and desolation left little room for those calm and mature inquiries and reflections which must ever precede the formation of a wise and well-balanced government for a free people.”

Writing Task: Students add to their summary by continuing to write a one sentence summary for each paragraph.
Day Three: Students independently read paragraphs 9 – 13 annotating the text once again for Jay’s use of language and reasoning in support of a federal government.

1. Why was it important that Jay include the following description of the convention?

“In the mild season of peace, with minds unoccupied by other subjects, they passed many months in cool, uninterrupted, and daily consultation; and finally, without having been awed by power, or influenced by any passions except love for their county, they presented and recommended to the people the plan produced by their joint and very unanimous councils.”

2. What does Jay caution in paragraph 11 when he writes,

“It is not yet forgotten that well-grounded apprehensions of imminent danger induced the people of America to form the memorable Congress of 1774. That body recommended certain measures to their constituents, and the event proved their wisdom; yet it is fresh in our memories how soon the press began to teem with pamphlets and weekly papers against those very measures”?

3. What does John Jay say about the men at the convention and how does he use this information in his argument?

4. How does the last line of Federalist Paper No. 2 “That certainly would be the case, and I sincerely wish that it may be as clearly foreseen by every good citizen, that whenever the dissolution of the Union arrives, America will have reason to exclaim, in the words of the poet: "FAREWELL! A LONG FAREWELL TO ALL MY GREATNESS" reflect John Jay’s argument?

Final Writing Task: Students continue to write their one-sentence summary of each paragraph. Students revise and shape the final product so it clearly captures John Jay’s argument and reasoning for supporting a federal government.
The Federalist No. 2
Concerning Dangers from Foreign Force and Influence

Independent Journal
Wednesday, October 31, 1787
[John Jay]

To the People of the State of New York:

WHEN the people of America reflect that they are now called upon to decide a question, which, in its consequences, must prove one of the most important that ever engaged their attention, the propriety of their taking a very comprehensive, as well as a very serious, view of it, will be evident.

Nothing is more certain than the indispensable necessity of government, and it is equally undeniable, that whenever and however it is instituted, the people must cede to it some of their natural rights in order to vest it with requisite powers. It is well worthy of consideration therefore, whether it would conduce more to the interest of the people of America that they should, to all general purposes, be one nation, under one federal government, or that they should divide themselves into separate confederacies, and give to the head of each the same kind of powers which they are advised to place in one national government.

It has until lately been a received and uncontradicted opinion that the prosperity of the people of America depended on their continuing firmly united, and the wishes, prayers, and efforts of our best and wisest citizens have been constantly directed to that object. But politicians now appear, who insist that this opinion is erroneous, and that instead of looking for safety and happiness in union, we ought to seek it in a division of the States into distinct confederacies or sovereignties. However extraordinary this new doctrine may appear, it nevertheless has its advocates; and certain characters who were much opposed to it formerly, are at present in the number. Whatever may be the arguments or inducements which have wrought this change in the sentiments and declarations of these gentlemen, it certainly would not be wise in the people at large to adopt these new political tenets without being fully convinced that they are founded in truth and sound policy.

It has often given me pleasure to observe that independent America was not composed of detached and distant territories, but that one connected, fertile, widespread country was the portion of our western sons of liberty. Providence has in a particular manner blessed it with a variety of soils and productions, and watered it with innumerable streams, for the delight and accommodation of its inhabitants. A succession of navigable waters forms a kind of chain round its borders, as if to bind it together; while the most noble rivers in the world, running at convenient distances, present them with highways for the easy communication of friendly aids, and the mutual transportation and exchange of their various commodities.

With equal pleasure I have as often taken notice that Providence has been pleased to give this one connected country to one united people -- a people descended from the same ancestors, speaking the same language, professing the same religion, attached to the same principles of government, very similar in their manners and customs, and who, by their joint counsels, arms, and efforts, fighting side by side throughout a long and bloody war, have nobly established general liberty and independence.
This country and this people seem to have been made for each other, and it appears as if it was the design of Providence, that an inheritance so proper and convenient for a band of brethren, united to each other by the strongest ties, should never be split into a number of unsocial, jealous, and alien sovereignties.

Similar sentiments have hitherto prevailed among all orders and denominations of men among us. To all general purposes we have uniformly been one people each individual citizen everywhere enjoying the same national rights, privileges, and protection. As a nation we have made peace and war; as a nation we have vanquished our common enemies; as a nation we have formed alliances, and made treaties, and entered into various compacts and conventions with foreign states.

A strong sense of the value and blessings of union induced the people, at a very early period, to institute a federal government to preserve and perpetuate it. They formed it almost as soon as they had a political existence; nay, at a time when their habitations were in flames, when many of their citizens were bleeding, and when the progress of hostility and desolation left little room for those calm and mature inquiries and reflections which must ever precede the formation of a wise and well-balanced government for a free people. It is not to be wondered at, that a government instituted in times so inauspicious, should on experiment be found greatly deficient and inadequate to the purpose it was intended to answer.

This intelligent people perceived and regretted these defects. Still continuing no less attached to union than enamored of liberty, they observed the danger which immediately threatened the former and more remotely the latter; and being pursuaded that ample security for both could only be found in a national government more wisely framed, they as with one voice, convened the late convention at Philadelphia, to take that important subject under consideration.

This convention, composed of men who possessed the confidence of the people, and many of whom had become highly distinguished by their patriotism, virtue and wisdom, in times which tried the minds and hearts of men, undertook the arduous task. In the mild season of peace, with minds unoccupied by other subjects, they passed many months in cool, uninterrupted, and daily consultation; and finally, without having been awed by power, or influenced by any passions except love for their country, they presented and recommended to the people the plan produced by their joint and very unanimous councils.

Admit, for so is the fact, that this plan is only recommended, not imposed, yet let it be remembered that it is neither recommended to blind approbation, nor to blind reprobation; but to that sedate and candid consideration which the magnitude and importance of the subject demand, and which it certainly ought to receive. But this (as was remarked in the foregoing number of this paper) is more to be wished than expected, that it may be so considered and examined. Experience on a former occasion teaches us not to be too sanguine in such hopes. It is not yet forgotten that well-grounded apprehensions of imminent danger induced the people of America to form the memorable Congress of 1774. That body recommended certain measures to their constituents, and the event proved their wisdom; yet it is fresh in our memories how soon the press began to teem with pamphlets and weekly papers against those very measures. Not only many of the officers of government, who obeyed the dictates of personal interest, but others, from a mistaken estimate of consequences, or the undue influence of former attachments, or whose ambition aimed at objects which did not correspond with the public good, were indefatigable in their efforts to pursuade the people to reject the advice of that patriotic Congress. Many, indeed, were deceived and deluded, but the great majority of the people reasoned and decided judiciously; and happy they are in reflecting that they did so.
They considered that the Congress was composed of many wise and experienced men. That, being convened from different parts of the country, they brought with them and communicated to each other a variety of useful information. That, in the course of the time they passed together in inquiring into and discussing the true interests of their country, they must have acquired very accurate knowledge on that head. That they were individually interested in the public liberty and prosperity, and therefore that it was not less their inclination than their duty to recommend only such measures as, after the most mature deliberation, they really thought prudent and advisable.

These and similar considerations then induced the people to rely greatly on the judgment and integrity of the Congress; and they took their advice, notwithstanding the various arts and endeavors used to deter them from it. But if the people at large had reason to confide in the men of that Congress, few of whom had been fully tried or generally known, still greater reason have they now to respect the judgment and advice of the convention, for it is well known that some of the most distinguished members of that Congress, who have been since tried and justly approved for patriotism and abilities, and who have grown old in acquiring political information, were also members of this convention, and carried into it their accumulated knowledge and experience.

It is worthy of remark that not only the first, but every succeeding Congress, as well as the late convention, have invariably joined with the people in thinking that the prosperity of America depended on its Union. To preserve and perpetuate it was the great object of the people in forming that convention, and it is also the great object of the plan which the convention has advised them to adopt. With what propriety, therefore, or for what good purposes, are attempts at this particular period made by some men to depreciate the importance of the Union? Or why is it suggested that three or four confederacies would be better than one? I am persuaded in my own mind that the people have always thought right on this subject, and that their universal and uniform attachment to the cause of the Union rests on great and weighty reasons, which I shall endeavor to develop and explain in some ensuing papers. They who promote the idea of substituting a number of distinct confederacies in the room of the plan of the convention, seem clearly to foresee that the rejection of it would put the continuance of the Union in the utmost jeopardy. That certainly would be the case, and I sincerely wish that it may be as clearly foreseen by every good citizen, that whenever the dissolution of the Union arrives, America will have reason to exclaim, in the words of the poet: "FAREWELL! A LONG FAREWELL TO ALL MY GREATNESS."
Grade: 8th

Text: “Space Conference is Latest Venue for Squabble about Pluto’s Status

CCLS:

CCSS.ELA-LITERACY.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Preparing the Learner

To help prepare the students for the topic they will be reading about you can show them; https://www.usatoday.com/story/tech/2014/10/02/pluto-planet-solar-system/16578959/

Establishing the purpose with the students

Learning Objective: Readers separate different viewpoints by making distinctions between ideas, events, and people

First Reading: Students Read Independently

Students read without pausing.

- Circle words or phrases that you do not understand and underline words or phrases that help you to think about each word. RI.8.4
  
  Words that will be difficult, but can be resolved include: squabble, reclassify, rekindled, demoted, constitutes, debris, compromise, authority
  
  Write the gist of each section of the text in the margin. RI.8.2

Observe student reading and chart parts of difficulty

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First Discussion: Partner talk to check meaning

- What is the debate over? Provide evidence from the text. RI.8.1
- What has caused this debate? Provide evidence from the text. RI.8.1

Metacognitive Questions: (Possible point to end that day's lesson)

Think about one of the words you did not understand. What strategy did you use to solve for the unknown word?

Second Discussion: Assessing for understanding and confusions

- Ask the students to share what words or phrases that they did not understand
- They should discuss how they attempted to resolve the unknown words

Second Reading: Teacher led shared reading and think-aloud

- Model strategy: Looking at the structure of the text and designing a graphic organizer to unpack it.

Show the students that when dealing with an article that gives the reader so many different ideas, good readers stop and categorize these ideas. This is the graphic organizer I will model showing. I will fill out only one point-of-view:

<table>
<thead>
<tr>
<th>Point of View 1 - IAU</th>
<th>Point of View 2 - Kirby Runyon</th>
<th>Point of View 3 - NASA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Details</td>
<td>Text Details</td>
<td>Text Details</td>
</tr>
<tr>
<td>- Pluto only meets 2 out of 3 standards for being a planet</td>
<td></td>
<td></td>
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<tr>
<td>- Pluto does not sweep bulky debris out of its orbit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Third Discussion: Text-dependent questions

What will happen if Runyon’s definition of a planet is accepted? RI 8.1
How would you describe the difference between the two arguments in the article? RI.8.3
Do you think Pluto should be considered a full planet? Use evidence from the text to explain your thinking. 8.1

Final Product from Students

Explain what has caused the debate over Pluto’s planetary status? Use evidence from the text to explain two different points of view presented in the article? RI.8.2
Extension: Explain your opinion in this debate and use evidence to support your own opinion.
For ELL’s: Provide sentence frames.

Metacognitive Questions
Exit Slip (Post-it Question)

What made this text difficult for you?
How did you try to overcome this difficulty to better understand the article?
What was one strategy you learned that you can use in future reading?
THE WOODLANDS, Texas — More than a decade after the International Astronomical Union (IAU) voted to reclassify Pluto as a “dwarf planet,” scientists and the public are still hotly debating the decision. Some supporters of Pluto’s full-fledged planethood are renewing calls for the IAU to reverse Pluto’s demotion. Their opponents insist the decision should stand.

Others watch unconcerned as their peers publicly squabble. All three camps could be found here last week at the 48th Lunar and Planetary Science Conference (LPSC), one of the globe’s most prestigious gatherings of space scientists.

Our first close-up look at Pluto came via a flyby by NASA’s New Horizons spacecraft in 2015. It has rekindled the debate about Pluto’s standing. With its five moons, icy mountain ranges and glacial seasons, Pluto’s beauty and complexity rival those of any other world orbiting the sun. Whether those surprising details will lead to Pluto reclaiming its planethood, however, remains to be seen.

Pluto Does Not Meet All Three Standards

Pluto was demoted for its failure to match the IAU’s definition of what constitutes a planet. According to the organization’s 2006 decision, a planet must orbit the sun and be big enough for its own gravity to pull it into a sphere shape. It also must sweep most bulky debris out of its orbit.

Pluto meets the first two standards — enough to qualify as a dwarf planet — but fails the third. Its orbital neighborhood is thick with other large, icy objects. Were this third standard to be relaxed, many of those objects would qualify for planethood, too, greatly swelling the planetary ranks of the solar system.

Hundreds of posters were displayed at the conference. One challenged the IAU’s ideas of planethood. It has a new definition based more on geophysics than orbital mechanics. Its lead author is Kirby Runyon, a Ph.D. candidate in planetary geology at Johns Hopkins University and a partner on the geology team for the New Horizons mission.

Hundreds More Possible Planets

Runyon’s take is that a “planet” is any celestial body that is smaller than a star and has its own gravity to assume a sphere shape. He does not consider its orbit.

Runyon’s definition would give planethood to other dwarf planets such as the asteroid Ceres. It also would include “moon planets” such as Pluto’s moon Charon, the largest moons of Jupiter and Saturn, and even Earth’s moon. The new definition would add at least 110 known planets to our solar system. This number will rise, Runyon added, as astronomers find more in space.

Runyon’s definition at LPSC received mixed reviews. James Green is director of the Planetary Science Division at NASA Headquarters. NASA doesn’t care about the labeling system, he said. "All I can say after seeing Pluto with the New Horizons flyby is that it is even more fascinating than I could have imagined!"

New Horizons zipping by Pluto and relaying astonishing up-close photos is a taste of what’s ahead, says Carle Pieters. She is a professor of planetary science at Brown University. The spacecraft is slated to encounter a second object in 2019. Back on Earth astronomers are busy adding new
objects to their catalogs regularly. As these efforts reveal a largely unexplored region of our solar system, Pieters says, new discoveries could force a look at old definitions.

What's In A Name?

Already, Pieters says, revelations from closer to home are adding more fuel to the debate over the IAU’s definition. NASA’s Dawn spacecraft, she notes, is delivering images from Ceres — a Texas-sized hunk of rock and ice that is the largest object in the Asteroid Belt between Mars and Jupiter. “It's another dwarf planet, a planetary body that’s going through planetary processes. And Pluto has done the same thing,” she says.

If you have a body that’s big enough to undergo planetary processes such as forming a molten core, what do you label it? “Calling these smaller planetary bodies ‘dwarf planets’ is sort of a good compromise,” Pieters says.

Ask Andrew Cheng about Pluto’s stature and you’ll get a different view. Cheng is chief scientist for the Space Department at Johns Hopkins University Applied Physics Laboratory. He is livid at Pluto’s demotion. “I think it was a wrong decision in the first place to ask a scientific community to craft a scientific definition that would carefully include eight bodies and leave out Pluto,” Cheng says. “My position is that the definition of a planet is not a scientific question to begin with.”

Whether an object is considered a planet is a matter of social conventions, not of science, Cheng says. He says asking if Pluto is a planet is similar to questioning what constitutes a continent on Earth. He notes there are seven continents. "Australia is in, but Greenland is not. Is there good scientific reason for that? No, it's just the convention. The planet situation is entirely similar," he says.

Refusing To Budge On Pluto's Planethood

Cheng earlier was the principal investigator for the Long Range Reconnaissance Imager (LORRI) camera on NASA’s New Horizons spacecraft. If the IAU had known as much about Pluto in 2006 as we do now, he said, the debate over planethood would probably never have occurred. “There are many scientists who just refuse to accept that Pluto is not considered a planet,” similar to the way many would refuse to accept reclassifying Australia as no longer a continent, Cheng says. “So we will call it a planet, and we always will.”

For Runyon, his new meaning of “planet” doesn’t need the IAU’s blessing as an “official” definition. He says that because its focus is astronomy and not geology, the IAU does not have the authority to dictate geologic definitions.

The IAU does not necessarily agree. In February it said that as the international authority for naming space bodies and their geologic surface features, it had approved themes submitted by NASA’s New Horizons team for naming sites on Pluto and its moons.