



CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Novel Essay Outline

Due: May 8th

Directions: Write an outline for how you will write your essay. Use the picture below to help you. Write your outline on this document. Use this youtube video for help:

https://www.youtube.com/watch?v=h3lGgOLm0-Q&disable_polymer=true

5 Paragraph essay outline

Title

- I. Introduction
 - a. Attention- getter: Anecdotes, facts, statistics, rhetorical questions, experiences
 - b. Background information: Introduce the topic
 - c. Thesis statement: Central idea that organizes the essay
- II. Body Paragraph 1
 - a. Topic sentence
 - b. Supporting detail
 - c. Supporting detail
- III. Body Paragraph 2
 - a. Topic sentence
 - b. Supporting detail
 - c. Supporting detail
- IV. Body Paragraph 3
 - a. Topic Sentence
 - b. Supporting detail
 - c. Supporting detail
- V. Conclusion
 - a. Restate thesis
 - b. Closing thoughts: So what? What is the claim?



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Novel Study Essay

Due May 8th

You will write a 3-5 paragraph essay on one of the topics below. Your essay must include at least 3 pieces of text evidence and explanations of your text evidence. You will be graded based on the PARCC rubric, which can be found here:

<https://education.illinoisstate.edu/downloads/casei/Grade6-11-ELA-LiteracyScoringRubric-July2015.pdf>

Choice 1: What is the **THEME** of your novel? How is the theme developed in the story?
(The big message about life)

Choice 2: How does the **SETTING** affect how the **CHARACTER** overcomes obstacles?
(Obstacles are hardships- difficulties- problems)

Choice 3: Write a **SUMMARY** of the novel. (Remember to include important events from the beginning, middle and end of the story)



Speech by JFK
DUE Friday May 15th

In an argument, the speaker states a claim supported by reasons and evidence. Read and listen to the speech given by John F. Kennedy at the Aerospace Medical Health Center, then answer the questions below.

Speech:

President John F. Kennedy San Antonio, Texas November 21, 1963

Mr. Secretary, Governor, Mr. Vice President, Senator, Members of the Congress, members of the military, ladies and gentlemen:

For more than 3 years I have spoken about the New Frontier. This is not a partisan term, and it is not the exclusive property of Republicans or Democrats. It refers, instead, to this Nation's place in history, to the fact that we do stand on the edge of a great new era, filled with both crisis and opportunity, an era to be characterized by achievement and by challenge. It is an era which calls for action and for the best efforts of all those who would test the unknown and the uncertain in every phase of human endeavor. It is a time for pathfinders and pioneers.

I have come to Texas today to salute an outstanding group of pioneers, the men who man the Brooks Air Force Base School of Aerospace Medicine and the Aerospace Medical Center. It is fitting that San Antonio should be the site of this center and this school as we gather to dedicate this complex of buildings. For this city has long been the home of the pioneers in the air. It was here that Sidney Brooks, whose memory we honor today, was born and raised. It was here that Charles Lindbergh and Claire Chennault, and a host of others, who, in World War I and World War II and Korea, and even today have helped demonstrate American mastery of the skies, trained at Kelly Field and Randolph Field, which form a major part of aviation history. And in the new frontier of outer space, while headlines may be made by others in other places, history is being made every day by the men and women of the Aerospace Medical Center, without whom there could be no history.



Many Americans make the mistake of assuming that space research has no values here on earth. Nothing could be further from the truth. Just as the wartime development of radar gave us the transistor, and all that it made possible, so research in space medicine holds the promise of substantial benefit for those of us who are earthbound. For our effort in space is not as some have suggested, a competitor for the natural resources that we need to develop the earth. It is a working partner and a coproducer of these resources. And nothing makes this clearer than the fact that medicine in space is going to make our lives healthier and happier here on earth.

I give you three examples: first, medical space research may open up new understanding of man's relation to his environment. Examinations of the astronaut's physical, and mental, and emotional reactions can teach us more about the differences between normal and abnormal, about the causes and effects of disorientation, about changes in metabolism which could result in extending the life span. When you study the effects on our astronauts of exhaust gases which can contaminate their environment, and you seek ways to alter these gases so as to reduce their toxicity, you are working on problems similar to those in our great urban centers which themselves are being corrupted by gases and which must be clear.

And second, medical space research may revolutionize the technology and the techniques of modern medicine. Whatever new devices are created, for example, to monitor our astronauts, to measure their heart activity, their breathing, their brain waves, their eye motion, at great distances and under difficult conditions, will also represent a major advance in general medical instrumentation. Heart patients may even be able to wear a light monitor which will sound a warning if their activity exceeds certain limits. An instrument recently developed to record automatically the impact of acceleration upon an astronaut's eyes will also be of help to small children who are suffering miserably from eye defects, but are unable to describe their impairment. And also by the use of instruments similar to those used in Project Mercury, this Nation's private as well as public nursing services are being improved, enabling one nurse now to give more critically ill patients greater attention than they ever could in the past.

And third, medical space research may lead to new safeguards against hazards common to many environments. Specifically, our astronauts will need fundamentally new devices to protect them from the ill effects of radiation which can have a profound influence upon medicine and man's relations to our present environment.



Here at this center we have the laboratories, the talent, the resources to give new impetus to vital research in the life centers. I am not suggesting that the entire space program is justified alone by what is done in medicine. The space program stands on its own as a contribution to national strength. And last Saturday at Cape Canaveral I saw our new Saturn C-1 rocket booster, which, with its payload, when it rises in December of this year, will be, for the first time, the largest booster in the world, carrying into space the largest payload that any country in the world has ever sent into space.

I think the United States should be a leader. A country as rich and powerful as this which bears so many burdens and responsibilities, which has so many opportunities, should be second to none. And in December, while I do not regard our mastery of space as anywhere near complete, while I recognize that there are still areas where we are behind--at least in one area, the size of the booster--this year I hope the United States will be ahead. And I am for it. We have a long way to go. Many weeks and months and years of long, tedious work lie ahead. There will be setbacks and frustrations and disappointments. There will be, as there always are, pressures in this country to do less in this area as in so many others, and temptations to do something else that is perhaps easier. But this research here must go on. This space effort must go on. The conquest of space must and will go ahead. That much we know. That much we can say with confidence and conviction.

Frank O'Connor, the Irish writer, tells in one of his books how, as a boy, he and his friends would make their way across the countryside, and when they came to an orchard wall that seemed too high and too doubtful to try and too difficult to permit their voyage to continue, they took off their hats and tossed them over the wall--and then they had no choice but to follow them.

This Nation has tossed its cap over the wall of space, and we have no choice but to follow it. Whatever the difficulties, they will be overcome. Whatever the hazards, they must be guarded against. With the vital help of this Aerospace Medical Center, with the help of all those who labor in the space endeavor, with the help and support of all Americans, we will climb this wall with safety and with speed--and we shall then explore the wonders on the other side.

Thank you.



Youtube Video: <https://www.youtube.com/watch?v=3JvMh9HGsq0>

Other link:

https://my.hrw.com/content/hmof/language_arts/hmhcollections/resources/common/videoPlayer/index.html?shortvid=V_FLLIT_0056&title=Remarks%20at%20the%20Dedication%20of%20the%20Aerospace%20Medical%20Health%20Center&page=185&imgdisplay=history

ELA GRADE 7 Answer in Complete Sentences! DUE May15, 2020
Activities to accompany *Remarks at the Dedication of the Aerospace Medical Center*
Speech by John F. Kennedy
CCSS RI 1,4,5,7,8

1. Kennedy refers to his audience as *pathfinders and pioneers* and mentions the *New Frontier*. **WHY might Kennedy use these words?**
2. **Identify two opposing viewpoints that Kennedy anticipates in lines 31-42 AND cite Kennedy's counterarguments to those viewpoints.**
3. Reread lines 64-68. **How does Kennedy describe the children who might benefit from medical space technology? What might Kennedy be trying to accomplish through his choice of language?**
4. Examine lines 79-88. **Describe Kennedy's shift in focus. Why might Kennedy make this shift in his argument?**
5. Examine lines 112-119. Identify phrases that Kennedy repeats. **What ideas is he emphasizing with this repetition?**
6. Considering the audience and purpose of Kennedy's speech, **is his argument convincing? Do his conclusions arise logically from the reasons and evidence he has cited?**



Critical Vocabulary
CCSS L4a, L4c, L4d

Select one response

Due May 15, 2020

metabolism

impairment

impetus

tedious

Choose the response that best answers each question.

1. If a person's **metabolism** were not functioning properly, what symptom might be present?
 - a. Toned muscles
 - b. Labored breathing
 - c. Tanned skin
 - d. Shiny hair

2. Which condition would be considered an **impairment**?
 - a. Sensitive taste buds
 - b. A slight limp
 - c. 20/20 vision
 - d. A photographic memory

3. Which would NOT serve as an **impetus** to study harder?
 - a. A chance to play on a team
 - b. A mention on the honor roll
 - c. A reward from a parent
 - d. A speech on physical fitness

4. Which task might be the most **tedious**?
 - a. Walking your dog
 - b. Redecorating your room
 - c. Shopping for groceries
 - d. Planning a party





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Ocean Exploration Article and Questions

Due May 22nd

Directions: Read the article on the following pages. Then answer the 6 “Analyzing the Text” Questions on pg. 198. Write your answers on a blank google document and upload it to the assignment on google classroom. Then answer the 4 “Critical Vocabulary” Questions on pg. 199. Write your answers on a blank google document and upload it to the assignment on google classroom.

Background Today, concerns over the ocean environment and potential economic and technological benefits are spurring greater interest in deep-sea exploration. **Philippe Cousteau** (b. 1980) is the grandson of Jacques Cousteau, the explorer whose 1960s television show revealed undersea wonders. Philippe Cousteau shares his grandfather's passion for ocean conservation, and he reports regularly on environmental and humanitarian stories from around the world.



Why Exploring the Ocean Is Mankind's Next Giant Leap

Commentary by Philippe Cousteau



SETTING A PURPOSE As you read, consider whether Philippe Cousteau's reasons for further ocean exploration are valid. Write down any questions you may have while reading.

“Space . . . the final frontier.” Not only has this classic phrase dazzled the many millions of fans of the Star Trek franchise, some could argue it has defined a big part of the American ideal for the last 50 years. The 1960s were dominated by the race to the moon and Americans were rightfully proud to be the first nation to make it there.

However, another incredible feat happened in 1960 that is largely forgotten today. For the first time in history, on January 23, 1960, two men, Lt. Don Walsh and Jacques Picard, descended to the deepest part of the ocean, the bottom of the Challenger Deep in the Mariana Trench located in the western Pacific Ocean. While this feat made international news, the race to the depths of this planet was quickly overshadowed by the race to the moon—and no one has ever gone that deep since.

And for the last 50 years, we have largely continued to look up. But that trend may be changing.

In July 2011, the space shuttle program that had promised to revolutionize space travel by making it (relatively)

20 affordable and accessible came to an end after 30 years. Those three decades provided numerous technological, scientific and **diplomatic** firsts. With an estimated price tag of nearly \$200 billion, the program had its champions and its detractors. It was, however, a source of pride for the United States, capturing the American spirit of innovation and leadership.

With the iconic space program ending, many people have asked, “What’s next? What is the next giant leap in scientific and technological innovation?”

30 Today a possible answer to that question has been announced. And it does not entail straining our necks to look skyward. Finally, there is a growing recognition that some of the most important discoveries and opportunities for innovation may lie beneath what covers more than 70 percent of our planet—the ocean.

You may think I’m doing my grandfather Jacques Yves-Cousteau and my father Philippe a disservice when I say we’ve only dipped our toes in the water when it comes to ocean exploration. After all, my grandfather co-invented the modern SCUBA system and “The Undersea World of
40 Jacques Cousteau” introduced generations to the wonders of the ocean. In the decades since, we’ve only explored about 10 percent of the ocean—an essential resource and complex environment that literally supports life as we know it, life on earth.

We now have a golden opportunity and a pressing need to recapture that pioneering spirit. A new era of ocean exploration can yield discoveries that will help inform everything from critical medical advances to **sustainable** forms of energy. Consider that AZT, an early treatment
50 for HIV, is derived from a Caribbean reef sponge, or that a great deal of energy—from offshore wind, to OTEC (ocean thermal energy conservation), to wind and wave energy—is yet untapped in our oceans. Like unopened presents under the tree, the ocean is a treasure trove of knowledge. In addition, such discoveries will have a tremendous impact on economic growth by creating jobs as well as technologies and goods.

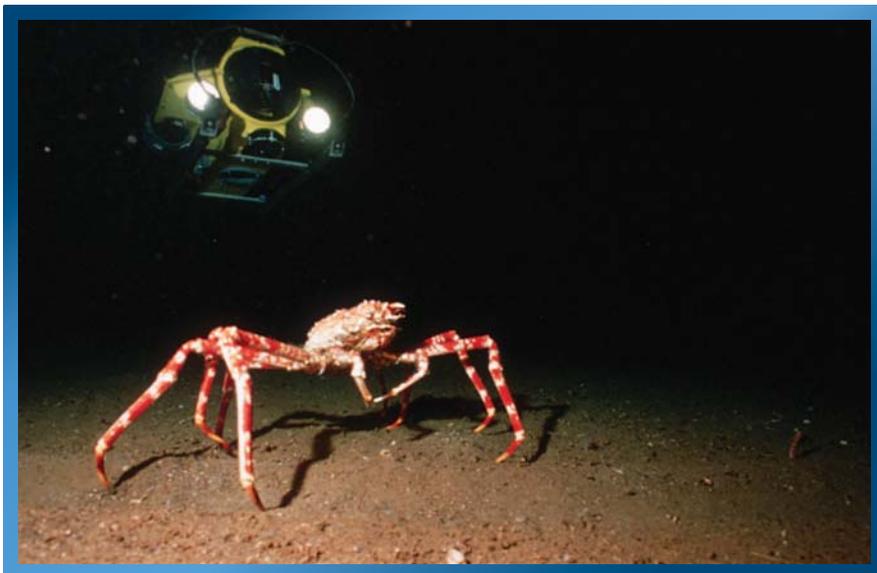
diplomat

(dīp’lə-măt’) *n.*

A *diplomat* is a person appointed by a government to interact with other governments.

sustain

(sə-stān’) *v.* If things *sustain*, they remain in existence.



A submersible, a craft designed for deep-sea research, glides just above the ocean floor.

In addition to new discoveries, we also have the opportunity to course correct when it comes to **stewardship** of our oceans. Research and exploration can go hand in glove¹ with resource management and conservation.

Over the last several decades, as the United States has been exploring space, we've **exploited** and polluted our oceans at an alarming rate without dedicating the needed time or resources to truly understand the critical role they play in the future of the planet. It is not trite to say that the oceans are the life support system of this planet, providing us with up to 70 percent of our oxygen, as well as a primary source of protein for billions of people, not to mention the regulation of our climate.

Despite this life-giving role, the world has fished, mined and trafficked the ocean's resources to a point where we are actually seeing dramatic changes that are seriously impacting today's generations. And that impact will continue as the world's population approaches 7 billion people, adding strain to the world's resources unlike any humanity has ever had to face before.

In the long term, destroying our ocean resources is bad business with devastating consequences for the global economy, and the health and sustainability of all

steward

(stōō'ərd) *n.* A *steward* is a person who supervises and manages something.

exploit

(ĕk'sploit') *v.* If you *exploit* something, you use it selfishly.

¹ **hand in glove:** in close combination with something else.

80 creatures—including humans. Marine spatial planning, marine sanctuaries, species conservation, sustainable fishing strategies, and more must be a part of any ocean exploration and conservation program to provide hope of restoring health to our oceans.

While there is still much to learn and discover through space exploration, we also need to pay attention to our unexplored world here on earth. Our next big leap into the unknown can be every bit as exciting and bold as our pioneering work in space. It possesses the same “wow” factor:
90 alien worlds, dazzling technological feats and the mystery of the unknown. The United States has the scientific muscle, the diplomatic know-how and the entrepreneurial² spirit to lead the world in exploring and protecting our ocean frontier.

Now we need the public demand and political will and bravery to take the plunge in order to ensure that the oceans can continue to provide life to future generations.

Today is a big step in that direction and hopefully it is just the beginning.

COLLABORATIVE DISCUSSION What does Philippe Cousteau want you to realize after reading this commentary? What does he want you to do? Is his evidence convincing? Talk about your ideas with other group members.

² **entrepreneurial** (ɒnˈtrə-prə-nɔʊrˈeɪəl): business-starting.

Analyze Structure: Sound Reasoning

Strong arguments use sound reasoning and evidence to support any claims. A carefully constructed written argument includes the following elements:

- **claim:** the writer’s position on an issue or problem
- **reasons:** logical statements that explain an action or belief
- **evidence:** facts, examples, quotations, experiences, and other pieces of information that support the claim
- **counterargument:** reasons and evidence given to disprove an opposing viewpoint

An argument may appear to be persuasive, but it may be based on faulty reasoning. A **logical fallacy** is an error in reasoning that often starts with a false assumption or mistaken beliefs. Here are a few logical fallacies:

Logical fallacy	Definition	Example
Circular reasoning	Repeating an idea rather than providing evidence.	I am too tied to my cell phone because I can’t put it down.
Either/or fallacy	A statement that suggests there are only two choices available in a situation that really offers more than two options.	Either the city should provide recycling bins or throw out the Recycling Act.
Overgeneralization	A generalization that is too broad.	A ballet dancer would be a natural at gymnastics.

Assess the reasoning in an argument by determining whether

- the argument presents a clear claim
- the reasons make sense and are presented in a logical order
- the evidence is valid and adequately supports the claim
- there are no instances of logical fallacies or faulty reasoning

Determine Meanings

The **tone** of a written work expresses the author’s attitude toward his or her subject. For example, the tone can be described as angry, sad, or humorous. An author’s choice of words, phrases, and details signal the tone of the work.

This sentence from Philippe Cousteau’s commentary includes words that reveal his attitude about ocean exploration:

We now have a golden opportunity and a pressing need to recapture that pioneering spirit.

What words in this sentence show an enthusiastic tone?



Analyzing the Text

Cite Text Evidence

Support your responses with evidence from the text.

- 1. Compare** What comparison does the author develop in the first five paragraphs, and what is his purpose?
- 2. Interpret** Reread lines 26–34. Which sentence presents the author’s claim? Assess the clearness of the claim by restating it in your own words.
- 3. Assess Reasoning** Reread lines 45–56. Do the examples of support seem valid? Explain.
- 4. Infer** Reread lines 61–84. What is the author’s tone? Which words and phrases in the paragraphs reveal that tone?
- 5. Analyze** How does the author describe both past events and future events to persuade readers to agree with him?
- 6. Evaluate** Examine lines 85–93. How sound is the author’s reasoning here? Explain your assessment.

PERFORMANCE TASK



Speaking Activity: Informal Debate

Philippe Cousteau begins by mentioning the 1960 exploration of the Mariana Trench. Would further exploration of this deep-sea region be worthwhile? Divide your group into two teams to informally debate that question.

In an informal debate, speakers from each side take turns presenting and supporting valid claims and countering opposing claims. The whole group can decide on the

rules to follow. You may want to use a moderator, for example, and have a time limit for each speaker.

- First, research the Mariana Trench and any attempts to explore it in recent years.
- Investigate the potential for benefits in exploring the region.
- Identify the potential risks involved. Find out if any issues or problems have been reported.
- Listen well to any opponent’s points to help you prepare your responses.

Critical Vocabulary

diplomat

sustain

steward

exploit

Practice and Apply Choose the situation that is the better match with the meaning of the vocabulary word. Give your reasons.

- 1. diplomat**

 - Leaders discuss policy with leaders of other countries.
 - Political leaders are chosen on Election Day.
- 2. sustain**

 - Laws limit the kinds of fish that can be caught.
 - Fishing boats overfish local fishing stocks.
- 3. steward**

 - The city ignores its local fishing industry.
 - Citizens rely on their city to clean up polluted areas.
- 4. exploit**

 - Young children attend school for six hours a day.
 - Young children work long hours in factories.

Vocabulary Strategy: Prefixes

A **prefix** is a word part added before a word or a root. Readers can use their knowledge of prefixes to analyze words and find familiar parts and relationships. This chart shows two common prefixes.

Prefix	Meaning	Example Words
dis-	not, lack of, opposite of	dishonest, disgrace, disinfect, discourage, dispute, distract
ex-	not, out, away from	exchange, exhale, exclude, expose, extract, external

Notice the words with prefixes in this sentence from Cousteau's commentary:

You may think I'm doing my grandfather Jacques Yves-Cousteau and my father Philippe a disservice when I say we've only dipped our toes in the water when it comes to ocean exploration.

You can see that *disservice* has the prefix *dis-*. A *disservice* is the opposite of a helpful service. The word *exploration* has the prefix *ex-* before a Latin root; the original meaning of the Latin word is "to search out."

Practice and Apply Complete each word with the prefix *dis-* or *ex-*. Check a print or digital dictionary to make sure the word makes sense.

- People have always ___**ploited** natural resources.
- Marine animals that are ___**posed** to pollutants may become ill.
- Overfishing may cause some fish to become ___**tinct**.
- There are ___**tinct** actions to take to protect oceans.

Language Conventions: Adjective Clauses

An **adjective** is a part of speech that modifies a noun or a pronoun. It answers the question *What kind? Which? or How many?* A **clause** is a group of words that has a subject and a predicate—the two main parts of a complete sentence. An **adjective clause** acts like an adjective to modify a noun or pronoun in the rest of the sentence.

In an adjective clause, the subject is often a **relative pronoun**—a pronoun that relates, or connects, adjective clauses to the words they modify in a sentence. Relative pronouns include *who, whom, whose, which,* and *that*. Notice the relative pronoun in this sentence from “Why Exploring the Ocean Is Mankind’s Next Giant Leap”:

However, another incredible feat happened in 1960 that is largely forgotten today.

The relative pronoun *that* introduces the adjective clause *that is largely forgotten today*. The clause modifies the noun *feat*, answering the question *What kind of feat?*

When you write, you can use adjective clauses to tell more about a noun or a pronoun in a sentence. The adjective clause is underlined in each of these sentences.

Lt. Don Walsh and Jacques Piccard descended to Challenger Deep, which is the deepest part of the ocean. (The adjective clause tells more about *Challenger Deep*.)

Jacques Piccard, who was a Swiss engineer, developed underwater vehicles. (The adjective clause tells more about *Jacques Piccard*.)

More people know about the astronauts who traveled to the moon than about these two explorers. (The adjective clause tells more about *astronauts*.)

Practice and Apply Use the relative pronoun in parentheses to introduce an adjective clause that tells about the underlined noun or pronoun. Write the new sentence.

1. Scientists study the ocean. (who)
2. Ocean exploration will be the next giant leap. (that)
3. Discoveries about ocean life will affect everyone. (who)
4. Our pioneering spirit is still strong. (which)