Reading Closely for Textual Details: The Wolf You Feed

Over the next few weeks, we will be exploring a series of related texts, images, and multi-media. They are connected but you will need to use your close reading skills to determine what those connections are. We will examine texts and ask you to analyze their Central Idea and how supporting details help develop it.

Learning Goal/s:

- Students learn what it means to read a text closely by attending to and analyzing textual details.
- Students analyze visual-based texts.

Looking Closely for Details: Image Investigation

Step 1. First Impressions – Create a chart of 2 rows and 3 columns. Examine the 2 collages. Record your first impressions in the first column. What stands out to you as you examine each?

Step 2. Refer to the Guiding Questions Handout on the following page to develop image specific questions. What questions do you have about each image? Write a specific question for each image that would help guide your understanding of what is happening.

Step 3. Construct a Caption – Write a short title/caption that summarizes what the image is about.
Get To Know the Tool: As we read and examine each text, use the following handout to help focus your thinking. The questions in each row are general but can help direct you to key evidence in the image or text. Look over this handout as we’ll be using it several times.
Reading Closely for Details: Text #2 excerpt from R. F. Scott’s “Last Expedition” (1911)

You will be reading an informational text that provides and overview of the history of wolves in the US, from their importance to Native American cultures to their current controversial status as an endangered species.

**Step 1.** As you read, use the Guiding Questions handout from our Image Investigation and locate the "Topic, Information, and Ideas" section. These questions will help focus your reading.

**As you read, think about the question:** What information or ideas does this text present?

**Step 2.** Return to the Guiding Questions Handout. Preview the document. Review the questions listed under "Language". Re-read the passage and mark details you notice that about the words or phrases that stand out.

**Step 3.** Construct an objective summary of the text focusing on the Central Idea and supporting details.

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**Excerpt: Ch. V**

**DEPOT LAYING TO ONE TON CAMP**

Thursday, February 2, Camp 4

So, we are resting in our tents, waiting to start tonight...

Last night the temperature fell to 6° after the wind dropped - today it is warm and calm.

Impressions.

The seductive folds of the sleeping-bag.

The hiss of the primus and the fragrant steam of the cooker issuing from the tent ventilator.

The small green tent and the great white road.

The whine of a dog and the neigh of our steeds.

The driving cloud of powdered snow.

The crunch of footsteps which break the surface crust. The wind-blown furrows.

The blue arch beneath the smoky cloud.

The crisp ring of the ponies' hoofs and the swish of the following sledge.

The drolling conversation of the march as driver encourages or chides his horse.

The patter of dog pads.

The gentle flutter of our canvas shelter.

Its deep booming sound under the full force of a blizzard.

The drift snow like finest flour penetrating every hole and corner—flickering up beneath one's head covering, pricking sharply as a sand blast.

The sun with blurred image peeping shyly through the wreathing drift giving pale shadowless light.

The eternal silence of the great white desert. Cloudy columns of snow drift advancing from the south, pale yellow wraiths, heralding the coming storm, blotting out one by one the sharp-cut lines of the land.

The blizzard, Nature's protest—the crevasse, Nature's pitfall—that grim trap for the unwary—no hunter could conceal his snare so perfectly—light rippled snow bridge gives no hint or sign of the hidden danger, its position unguessable till man or beast is floundering, clawing and struggling for foothold on the brink.

The vast silence broken only by the mellow sounds of the marching column.

**Objective Summaries:**

An objective summary of a text…

…is short (5 sentences)

…identifies the central idea and supporting details

…does not include the opinions of author

…answers the question “What is the text about?”

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**Glossary:**

<table>
<thead>
<tr>
<th>Seductive – tempting behavior</th>
<th>Primus – a portable cooking stove that uses paraffin as fuel</th>
<th>Furrows – narrow indents made in the ground</th>
<th>Sledge – a sled that can be pulled by animals to carry food and possessions above snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chides - scolds</td>
<td>Wraiths – something thin and pale, such as a stream of smoke</td>
<td>Crevasses – a deep crack or hole especially in the ice of a glacier</td>
<td>Unwary – not careful to look out for potential danger or harm</td>
</tr>
</tbody>
</table>
**Task:** Using the Creative Process [Figure 1], design a color wheel [Figure 2] using only objects that you can find from around your household. The Creative Process is a four-part process that includes brainstorming, planning, creating and reflecting on our work. A color wheel focuses on the Element of Art: Color and depicts primary and secondary hues in the accurate order of Red, Orange, Yellow, Green, Blue, Indigo, Violet.

<table>
<thead>
<tr>
<th>Creative Process [Figure 1]</th>
<th>Color Wheel [Figure 2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Imagine:</strong> Use your imagination to brainstorm by asking questions, having conversations and recording ideas.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Experiment:</strong> Sketch out and arrange your ideas on paper as a plan.</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Create:</strong> Assemble your plan and use your materials to create your artwork.</td>
<td></td>
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<tr>
<td>4. <strong>Refine &amp; Reflect:</strong> Think about your success, maybe your failure. Determine what you would do differently or what turned out well.</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion:** With someone in your household, reflect on your experience with the Creative Process and making your own original color wheel.
- How did brainstorming and planning out your idea help with your success?
- What materials did you end up deciding to use?
- Did they help you find success with your original plan?
- What aspects of your artwork do you like? Why?
- What aspects of your artwork would you refine, or change based on the process you went through? Why?
Directions: Read the poem by Maya Angelou below. Determine what it means to you. This poem was chosen for its complex imagery and its profound beauty; both of which we could all use more of these days.

Questions to think about before and after reading:

1. In your opinion what do you think Maya Angelou's purpose for writing this poem was?
2. Why do you think she titled the poem “A Brave and Startling Truth?” What does this mean?
3. What do you think she was referring too in the last stanza by the word “it”?

A Brave and Startling Truth
Maya Angelou
American Poet, Author and Actress

We, this people, on a small and lonely planet
Traveling through casual space
Past aloof stars, across the way of indifferent suns
To a destination where all signs tell us
It is possible and imperative that we learn
A brave and startling truth

And when we come to it
To the day of peacemaking
When we release our fingers
From fists of hostility
And allow the pure air to cool our palms

When we come to it
When the curtain falls on the minstrel show of hate
And faces sooted with scorn are scrubbed clean
When battlefields and coliseum
No longer rake our unique and particular sons and daughters
Up with the bruised and bloody grass
To lie in identical plots in foreign soil

When the rapacious storming of the churches
The screaming racket in the temples have ceased
When the pennants are waving gaily
When the banners of the world tremble
Stoutly in the good, clean breeze

When we come to it
When we let the rifles fall from our shoulders
And children dress their dolls in flags of truce
When land mines of death have been removed
And the aged can walk into evenings of peace
When religious ritual is not perfumed
By the incense of burning flesh
And childhood dreams are not kicked awake
By nightmares of abuse
When we come to it
Then we will confess that not the Pyramids
With their stones set in mysterious perfection
Nor the Gardens of Babylon
Hanging as eternal beauty
In our collective memory
Not the Grand Canyon
Kindled into delicious color
By Western sunsets
Nor the Danube, flowing its blue soul into Europe
Not the sacred peak of Mount Fuji
Stretching to the Rising Sun
Neither Father Amazon nor Mother Mississippi who, without favor,
Nurture all creatures in the depths and on the shores
These are not the only wonders of the world
When we come to it
We, this people, on this minuscule and kithless globe
Who reach daily for the bomb, the blade and the dagger
Yet who petition in the dark for tokens of peace
We, this people on this mote of matter
In whose mouths abide cankerous words
Which challenge our very existence
Yet out of those same mouths
Come songs of such exquisite sweetness
That the heart falters in its labor
And the body is quieted into awe
We, this people, on this small and drifting planet
Whose hands can strike with such abandon
That in a twinkling, life is sapped from the living
Yet those same hands can touch with such healing, irresistible tenderness
That the haughty neck is happy to bow
And the proud back is glad to bend
Out of such chaos, of such contradiction.
We learn that we are neither devils nor divines
When we come to it
We, this people, on this wayward, floating body
Created on this earth, of this earth
Have the power to fashion for this earth
A climate where every man and every woman
Can live freely without sanctimonious piety
Without crippling fear
When we come to it
We must confess that we are the possible
We are the miraculous, the true wonder of this world
That is when, and only when
We come to it.
Two ways we can show that two amounts are equal: a balanced hanger and an equation. We can use a balanced hanger to think about steps to finding an unknown amount in an associated equation.

The hanger shows a total weight of 7 units on one side that is balanced with 3 equal, unknown weights and a 1-unit weight on the other. An equation that represents the relationship is \(7 = 3x + 1\).

![Diagram showing hanger with 7 units on one side and 3x + 1 on the other.]

We can remove a weight of 1 unit from each side and the hanger will stay balanced. This is the same as subtracting 1 from each side of the equation.

![Diagram showing hanger with 6 units on one side and 3x on the other.]

An equation for the new balanced hanger is \(6 = 3x\).

**Example continued on the next page!**
So the hanger will balance with \( \frac{1}{3} \) of the weight on each side: \( \frac{1}{3} \cdot 6 = \frac{1}{3} \cdot 3x \).

Or you can imagine splitting both sides up into three equal pieces.

The two sides of the hanger balance with these weights: 6 1-unit weights on one side and 3 weights of unknown size on the other side.

Here is a concise way to write the steps above:

\[
7 = 3x + 1 \\
6 = 3x \quad \text{after subtracting 1 from each side} \\
2 = x \quad \text{after multiplying each side by } \frac{1}{3}
\]
Practice (Source: https://im.kendallhunt.com)

1. Explain how the parts of the balanced hanger compare to the parts of the equation. Then, solve the equation.

\[ 7 = 2x + 3 \]

2. For the hanger below: Write an equation to represent the hanger. Then, solve the equation explaining your reasoning.

3. Here is a hanger:

a. Write an equation to represent the hanger.

b. Solve the equation by reasoning about the equation or the hanger. Explain your reasoning.
4. Solve each equation.
   a. $4x = -28$
   b. $3(x + 2) = 18$
   c. $-3x + 7 = 1$

5. **Solving Equations Puzzle** (Source: https://openmiddle.com)
   Using the digits 1 to 9 at most one time each, place a digit in each box to find the greatest possible solution for $x$.
   
   $\phantom{0} + \phantom{0} = \phantom{0}$

   Repeat to find the least possible solution for $x$.

6. **Solving Equations Puzzle** (Source: https://openmiddle.com)
   Using the digits 1 to 9 at most one time each, fill in the boxes to find the largest possible values for the SUM of $x$ and $y$.

   $\phantom{0} - \phantom{0} = \phantom{0}$
   $\phantom{0} + \phantom{0} = \phantom{0}$

7. **Writing Equations**
   Write three different equations that each have a solution of $x = 3$.

   Give them to someone else to solve (you might have to help them through it by sharing what you know).

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**Answer Key**

1. The seven squares on the left match up with the 7 on the left of the equation. The two circles on the right match up with the $2x$ and the three squares match up with the +3 on the right side of the equation. Solution: $x = 2$.

2. Equation: $5x + 2 = 17$, Solution: $x = 3$

3. Equation: $5(2+x) = 11$ OR $10 + 5x = 11$; Solution: $x = 1/5$ or 0.2

4. a. $x = -7$, b. $x = 4$, c. $x = 2$
**Wonderings**
Consider the information you see or hear in the news, your guardians talk about, what is happening around your neighborhood. Complete the table below with 3-5 things you remember seeing/hearing what really caught your attention lately. How would you explain what you noticed? And what new wonderings do you have.

<table>
<thead>
<tr>
<th>See</th>
<th>Think</th>
<th>Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you observe?</td>
<td>How can you explain what is happening?</td>
<td>What questions do you have?</td>
</tr>
<tr>
<td><img src="image" alt="Birds Singing" /></td>
<td>Example: I think the bird singing could be connected to the temperature outside. If they are cold, they may sing to stay warm.</td>
<td>Example: I wonder how does the temperature of the air affect how loud a bird sings.</td>
</tr>
</tbody>
</table>

Example: I noticed the birds sing more loudly in the morning.

If possible: Connect with your science teacher via email to share your wonder. The DMPS directory is located at [https://www.dmschools.org/directory/](https://www.dmschools.org/directory/)
At-Home Physical Education

Log each time you participate in physical activity:

- Participate in a variety of activities: cardiovascular fitness, strength, endurance and flexibility (circle the fitness component)
  - Example activities: dancing, Pilates, walking, jogging, light weight training, body weight training
- Start with a warm-up and end with a cool down that includes stretching
- Try to get at least 30 minutes of physical activity each day

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Fitness Component</th>
<th>Physical Activity</th>
<th>Intensity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>DÍA/FECHA</td>
<td>COMPONENTE DE APTITUD</td>
<td>ACTIVIDAD FÍSICA</td>
<td>(low, moderate, high)</td>
<td>HORA</td>
</tr>
<tr>
<td>Day/Día 1</td>
<td>Warm-up/Calentamiento</td>
<td>Cardio/Cardio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Strength Endurance/Fuerza resistente</td>
<td>Flexibility/Flexibilidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Cooldown/Calmado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day/Día 2</td>
<td>Warm-up/Calentamiento</td>
<td>Cardio/Cardio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Strength Endurance/Fuerza resistente</td>
<td>Flexibility/Flexibilidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Cooldown/Calmado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day/Día 3</td>
<td>Warm-up/Calentamiento</td>
<td>Cardio/Cardio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Strength Endurance/Fuerza resistente</td>
<td>Flexibility/Flexibilidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Cooldown/Calmado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day/Día 4</td>
<td>Warm-up/Calentamiento</td>
<td>Cardio/Cardio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Strength Endurance/Fuerza resistente</td>
<td>Flexibility/Flexibilidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Cooldown/Calmado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day/Día 5</td>
<td>Warm-up/Calentamiento</td>
<td>Cardio/Cardio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Strength Endurance/Fuerza resistente</td>
<td>Flexibility/Flexibilidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Cooldown/Calmado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day/Día 6</td>
<td>Warm-up/Calentamiento</td>
<td>Cardio/Cardio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Strength Endurance/Fuerza resistente</td>
<td>Flexibility/Flexibilidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Cooldown/Calmado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day/Día 7</td>
<td>Warm-up/Calentamiento</td>
<td>Cardio/Cardio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Strength Endurance/Fuerza resistente</td>
<td>Flexibility/Flexibilidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>Cooldown/Calmado</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection/Reflexión:
1. My biggest challenges this week were… Mis mayores desafíos esta semana fueron…

2. How can improve on these challenges next week by… ¿Cómo puedo mejorar estos desafíos la próxima semana antes de el…?

3. My biggest successes this week were… Mis mayores éxitos esta semana fueron…

Material resource adapted from: © 2020, SHAPE America – Society of Health and Physical Educators [www.shapeamerica.org](http://www.shapeamerica.org)
Starting with Spanish

See how much Spanish you already know!
Match each question with the best answer. Use last week’s packet to help!

1. _____ muchacho
   A. says
   B. girl
   C. problem
   D. observes / watches
   E. bad
   F. boy
   G. good

2. _____ muchacha
3. _____ dice
4. _____ observa
5. _____ bueno
6. _____ malo
7. _____ problema

New Vocabulary! Color the pictures below. Can you figure out what the words mean?

<table>
<thead>
<tr>
<th></th>
<th>casa</th>
<th>noche</th>
<th>día</th>
<th>gato</th>
<th>perro</th>
</tr>
</thead>
</table>

Silly Stories for Spanish Beginners

1. In English, what does Isabel exclaim?
   • se llama
   • ¿Cómo te llamas?
   • Me llamo

2. What is the meaning of these three phrases in English?
   - Estas es Isabel. Isabel es una muchacha.
   - Ronaldo es un muchacho.
   - Ronaldo le dice a Isabel, “¿Cómo te llamas?” Isabel responde, “Me llamo Isabel, ¿y tú?”
   - Ronaldo dice, “Me llamo Ronaldo.” Isabel repite, “¡Cómo te llamas!” Ronaldo dice, “¡Observa, Ronaldo! Isabel excla ma, ¡Te llamas Ronaldo! Mi papá se llama Ronaldo!”

NAME: ___________________________
DATE: ___________________________
Developing Spanish Skills

Answer the questions below in English.

*Who are the two main characters? *Identify the phrase “What’s your name” in Spanish. *Who is athletic, the girl or the boy? *Use at least two words to describe the girl’s dad. *How does the boy feel? *What coincidence does the girl discover?

![Image of ISABEL Y RONALDO with characters and dialogue in Spanish]

**ISABEL Y RONALDO**

Este es Ronaldo.
Ronaldo es un muchacho.
Ronaldo es inteligente, pero no es atlético.

Esta es Isabel.
Isabel es una muchacha.
Isabel es inteligente y ella es atlética.

Ronaldo dice a Isabel, «Buenos días! ¿Cómo te llamas?»
Isabel responde, «Me llamo Isabel, ¿y tú?»
Ronaldo dice, «Me llamo Ronaldo.»

Isabel repite, «¡CÓMO te llamas?!»
Ronaldo dice, nerviosamente, «Em... me llamoo... Ronaldo...?»
Isabel exclama, «¡Ronaldo?! ¡Qué coincidencia! ¡Mi papá se llama Ronaldo!»
Ronaldo pausa y dice, «¿Tu papá es inteligente y atlético?»
Isabel responde, «Sí--mi papá es muy inteligente y atlético. ¡Mi papá es muy diferente a ti! ¡Adiós!»

Native and Heritage Speakers of Spanish

**ÓPERA DESDE UN BALCÓN**


Una noche de marzo, Alberdi sorprendió a sus vecinos. Esa noche, la soprano no salió de su casa, pero sí salió a su balcón. En pijama, ella empezó a cantar O mio babbino caro, un aria de la ópera italiana Gianni Schicchi. Hació frío y lluvia, pero Alberdi vio cómo sus vecinos encendieron las luces de sus balcones. Poco a poco, sus vecinos salieron a escuchar el canto de Alberdi.

Para ver el canto visitar: [https://youtu.be/jlui_3jn1SA](https://youtu.be/jlui_3jn1SA)