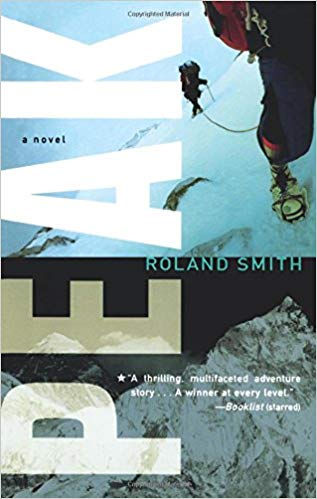
[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwii24PEntjiAhUsHDQIHZGtCfYQjRx6BAgBEAU&url=https://www.amazon.com/Peak-Marcello-Adventure-Roland-Smith/dp/0152062688&psig=AOvVaw2DNl6rF-Afau_n7wqtbda-&ust=1560026710419712)

**PEAK by Roland Smith**

**Novel Novel Study by Julie Sprague**

2019

7TH GRADE ELA

SPRAGUE

**Frontloading Vocabulary**

**Preread**

**Frontload Vocabulary**

*As you preread – underline these words in the book and record a synonym over the word. Identify any other words that you would like to use in your writing or you are unfamiliar with and record those as well.*

1. p. 3 ascent n. - climb
2. p. 3 precarious adj. - dangerous/unpredictable
3. p. 4 pelting v.- attacking/showering
4. p. 8 audacious adj. - daring
5. p. 12 alleged v. - declared
6. p. 13 enunciating v. - announcing
7. p. 16 elicited v. – called out
8. p. 16 demeanor n. - behavior
9. p. 19 stupor n.- dazed
10. p. 19 remorseful adj. - sorrowful
11. p. 20 incredulously adv. - distrustfully
12. p. 20 unwavering v. - steady
13. p. 20 duress n. – force, control
14. p. 23 wherewithal n. - means
15. p. 24 begrudgingly adv. jealously
16. p. 25 concurred v. - agreed
17. p. 27 mellowed v. - relaxed
18. p. 27 reevaluate v. - reviewed
19. p. 28 cringed v. - cowered/grimaced
20. p. 29 underestimated v. - undervalued
21. p. 39 undisclosed adj. - untold
22. p. 41 concierge n. – hotel chief assistant
23. p. 48 pandemonium n. - chaos
24. p. 49 auspicious adj. – favorable/successful; p. 93 auspicious adj. - favorable
25. p. 51 flourish n. - boldness
26. p. 62 disheveled v. - disorder
27. p. 65 surly adj.- snotty
28. p. 73 pristine adj. – pure
29. p. 114 poignant adj. – sincere, heartfelt
30. p. 93 cairn n. - landmark
31. p. 116 balaclava n. – mask
32. p. 133 belligerently adv. – nasty
33. p. 143 garish adj. – dazzling
34. p. 154 daunting v. – intimidating
35. p. 170 debilitated adj. – injured
36. p. 175 vigil n. – watch
37. p. 175 disperse v. – break up
38. p. 176 blindsided v. -caught off-guard
39. p. 178 devastated v. –destroyed
40. p. 189 enmeshed v. – entangled
41. p. 189 efficiency n. -effectiveness
42. p. 189 elusive adj. – mysterious
43. p. 206 blanch v. – grimace
44. p. 131, 242 denouement n. – final section, closure

**Sentences Types plus *PEAK* examples**

*Include an example of each sentence type using one or more vocabulary words; include some of the PEAK vocabulary terms, too.**You may change the form of the word – precarious to precariously*

**Simple**

Independent Clause (*Subject* + Predicate + Prepositional Phrase or just Subject + Predicate)

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**Compound**

Independent Clause + *Coordinating Conjunction* + Independent Clause **OR** Independent Clause; Independent Clause

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**Complex**

Dependent Clause (*Subordinating Conjunction* + Independent Clause) + Independent Clause OR Independent Clause + Dependent Clause *Subordinating Conjunction* + Independent Clause)

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**Compound Complex**

Independent Clause + Coordinating Conjunction + Independent Clause and Dependent Clause (Subordinating Conjunction + Independent Clause)

OR

Dependent Clause (Subordinating Conjunction + Independent Clause) + ; Independent Clause + Coordinating Conjunction + Independent Clause

Or any combination that has one Compound sentence AND one Complex sentence.

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**Key Moments:**

*Preread through PEAK and keep track of Key Moments. Note: Key Moments happen throughout the novel and several page # sections should be used to determine them.*

**How to Determine Key Moments**

*a. the exposition is set – background information who, what, when, where, why and how is shared.*

*b. the major conflict is revealed in the story through an event or characters’ thoughts or motives.*

*c. there is twist in the storyline – a new event, conflict, a character is added, a theme is suggested – there will be several of these. NOTE: Not all twists are Key Moments.*

*d. a turning point in the story where the major character solidifies their intent*

*e. a phrase or sentence that implies the theme or character motivation*

*f. some type of setback happens to the major character or to the minor characters.*

*g. the conflict begins to be solved or major character goes through the greatest change*

*h. the major character’s change is complete*

*Moleskine #1*

*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*WHY?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*WHY?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*WHY?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*WHY?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**How to Determine Key Moments**

*a. the exposition is set – background information who, what, when, where, why and how is shared.*

*b. the major conflict is revealed in the story through an event or a character’s thoughts or motives.*

*c. there is twist in the storyline – a new event, conflict, a character is added, a theme is suggested – there will be several of these. NOTE: Not all twists are Key Moments.*

*d. a turning point in the story where the major character solidifies their intent*

*e. a phrase or sentence that implies the theme or character motivation*

*f. some type of setback happens to the major character or minor characters who are close to the major character.*

*g. the major character goes through the greatest change, conflict begins to be solved*

*h. the major character’s change is complete*

*Moleskine #2*

*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*WHY?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*WHY?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*WHY?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*p#s \_\_\_\_\_\_\_ Key Moment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*WHY?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Everest evidence**  
As you preread, record p #s and key sections of **explicit** evidence Roland Smith shares about Everest. Hint:Begin in the chapter Gamow Bag and use chapter titles to help you focus in on explicit Everest evidence.

*Example: p 111 ““Red blood cells are multiplying by the millions to protect our bodies from the thin air. These new red cells stick around during the rest periods at lower altitudes, making it easier the next time you go up.”*

***PEAK Analysis***

**Elements of Literature Integration:**

**Settings create Conflicts and define Character types**

A. Create a scene by drawing **two** of the settings with details on white paper.

B. In a Google Doc, integrate setting, conflicts and character types into one juicy paragraph (6-9 sentences) for each scene drawn.

Include:

* how each setting creates conflict: person vs person, person vs self, person vs nature, person vs society, person vs fate.
* protagonist and antagonist roles.
* one example of figurative language (simile, metaphor, personification, hyperbole, understatement in each of the explanation paragraphs.
* at least two sensory details (sight, sound, smell, taste, touch) as you explain why the setting creates conflict.

Choose from these settings or choose your own:

**Courtroom Base Camp ABC Camp “Top of the World”**

Draw a draft of each setting here:

**Minor Character Quick Writes – Use a separate sheet of paper for each**

*Minor characters:*

*1. Share more about the major character*

*2. Affect the conflict/plot – move it forward or create a twist.*

**Write about these minor characters as you get to know them..**

**Minor Character: Vincent**

Use evidence including page #s to explain how Vincent and the assignment Vincent gives Peak affects the plot/story?

**Minor Character(s): The Two Peas**

Use evidence including page #s to explain what the Two Peas tell about Peak’s feelings and personality, his character?

**Minor Character Quick Write: Rolf**

Use evidence including page #s to share how Rolf makes Peak feel valued.

**Minor Character Quick Write: Zopa**

Use evidence including page #s to help explain what Zopa’s character shows the reader about Peak.

**Minor Character Quick Write: Josh**

Part One: Use evidence including page #s to help the reader understand how Peak sees himself because of Josh.

Part Two: Use evidence including page #s to help explain how Peak’s relationship affects the plot/story? What does Josh do that moves the story forward or twists the story?

**Minor Character Quick Write: Terri Marcelo**

Use evidence including page #s to help explain what Terri and Peak’s relationship shows the reader about Peak.

**Minor Character Quick Write: Everest**

Use evidence including page #s to help explain how Everest affects the plot/story?

Hint: Review your pages numbers in the Writing Section of your preread work.

**Minor Character Quick Write: Sunjo**

Part One: Use evidence including page #s to help explain how Peak’s friendship affects the plot/story? What does Sunjo do that moves the story forward or twists the story?

Part Two: Use evidence including page #s to help explain what you now know about Peak because Sunjo is in the story. What does Sunjo tell you about Peak’s social/emotional change?

**Theme**

*What types of themes, life-lessons, and/or morals are there in the novel PEAK?*

*What does Roland Smith share about life as you experience the text through universal and vicarious events?*

**Hint: Consider all the characters not just Peak.**

**Collect Themes and page numbers here:**

Which theme can you argue is the best using text evidence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Theme ESSAY:**

**Argue in a five paragraph essay including a counterclaim** how your chosen theme is connected to the story. **Use** three pieces of implicit evidence and two pieces of explicit evidence to prove the theme connections. Remember to use quotation marks when you use a direct quote. Include transitions and a lead/hook sentence and a sinker in the conclusion.

**Theme: Life Quotes**

***Quotes inspire you to think - -***

***there is an “Aha” moment as you finish a quote and***

***begin to understand it’s meaning - -***

***they are normally concise and to the point - -***

***they use an economy of words - -***

***words used in quotes are powerful and loaded***

***with meaning and should inspire others.***

**You must:**

* **create your own original quote**
* **create three quotes**
* **use one of the words below in the quote**

**words can be used more than once**

**words can be combined in the quote**

**Examples:**

***“Your greatest dream demands your greatest determination.” TES***

***"If you feel defeated, don't turn back - move forward." WJM  
"When you are the most desperate, resolve to take the greatest risks." JDS  
"Fear is like cancer, it will overpower you if you don't power through." DEM***

**courage                       determination                      defeated    bravery belief  
fear                              purpose                               perseverance desperation quit  
risk                              resolve                                 will power survival audacity  
belief      achievement                        failure attitude risk**

**Share your quote with a peer – consider these changes:**

omit words?

combine quotes?

omit and combine?

use a more powerful word?

find a synonym?

switch around the beginning with the end?

1. Get your quote approved by an adult?

(While you wait work on your minor character sections)

1. Write your life quote on your prayer flag

Using quotations marks and centering the entire quote. Use examples for ideas.

1. Wait five minutes

Take it to the dunking center – dunk and set on counter to dry.

**Annotating Texts**

**Before you read**

**Author Background**-who is/are the author(s)? Consider background, position, qualifications. If there are many, as there might be with a webpage, how would you characterize them as a group? Do they have any comments or additional information about the text? Is the author presenting one particular point of view?

**Define new words**—too often, reading comprehension problems occur because readers don’t understand words. It’s not too much trouble to look up the word in the classroom dictionary, dictionary.com, or your iPhone app when you are away from a computer or dictionary. If you physically can’t look the word up as you encounter it, highlight it in the moment and look it up at your first opportunity.

**As you read**

**Identify and mark literary features –**What type of figurative language is used? Record similes, metaphors, personification, and alliteration

What other literary elements are used? Record sensory details, foreshadowing/flashback, hyperbole, irony, etc.

**Ask questions—**are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask it to your classmates or teacher.

**React to what you read**—maybe you just read something that made you mad, startled you, or brought you to tears. Write down your reaction to the text so you remember it later.

**Give an opinion**—do you like or dislike an idea? Do you think the author is too boring? Record this opinion next to the passage that inspired it.

**Locate important passages**—is there a quote that you think is important or thoughtful? Is there an idea you think might be worth remembering? Is there a Key Moment that is at the foundation of the story or article?

**Make connections**—maybe something you read reminds you of an experience you’ve had or parallels a part of your life; record these connections and they will help you find meaning and relevancy in what you read.

**Track themes**—if you notice a reoccurring theme as you read, start noting the theme when it takes place. Doing so will help you understand the message that the article is trying to convey.

**After you read** - You might think the best thing to do when you’ve finished your assigned reading is file it away in your folder. But if you really want to understand the text, consider these ideas to help you make since of what you’ve read…

**Title your chapters or article sections**—some books and articles have chapter titles already. If they don’t, go back and give them relevant titles when you finish reading the section. Doing so will help you remember what was discussed in that part of the article.

**Summarize what you’ve read**—in the empty space at the end of a page, rewrite the article noting the essential points, using only a couple of sentences. You might find that doing so will help you understand what you just read.

**Respond to what you’ve read**—sometimes a summary isn’t enough. You might want to comment on what you just read, give an opinion about a concept, or complain about the author’s insight/viewpoint.

**Make a prediction**—Predicting is a great thinking exercise. There’s not a better place to do so then after you’ve read one section and before you begin the next. You might be surprised to find your prediction is right or wrong!

**“Bangkok” Annotations and Anchor Questions**

1. **Annotations**

Star the page #s that clearly shows the author’s viewpoint and voice and record.

p#\_\_\_\_\_\_\_\_\_; p#\_\_\_\_\_\_\_\_\_;

**Literary Devices:**

One foreshadowing section – label fsh in book, record p#, and explain what it foreshadows.

p#\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Figurative Language**

metaphor - Label m, record p#, example and explain what the metaphor compares.

**page #\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

verbal irony – label ir, record p#, example, and explain how it demonstrates Peak’s attitude.

**page #\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Challenge: Record the realism that sounds like a hyperbole on page 43.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sound Device**

alliteration p 40 label (a) in text, record example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Questions**

Why does the author have Peak ask so many questions at the beginning of the chapter?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is significant about paragraphs three and four on page 40.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is “the secret”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comment/ Questions?**

**“ABC” Annotations & Anchor Questions**

1. **Questions**

Star the page #s that clearly show the author’s viewpoint/voice and record.

p#\_\_\_\_\_\_\_\_\_; p#\_\_\_\_\_\_\_\_\_

**On p 113, Zopa states, “You can never tell who the mountain will allow and who it will not.”**

How does this personification demonstrate the author’s viewpoint of Everest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The author uses the same personification on pp 118 and 121.**

How has the personification changed?

p 118 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

p 121 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Highlight the description of ABCamp.**

Write out three pieces of key information the author shares about climbing Everest

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write two of your own inferential questions:**

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. Annotations**

**Literary Devices:**

One foreshadowing section – label fsh in book, record p#, and explain what it foreshadows.

**p#\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Figurative Language**

metaphors- Label m, record p#, example and explain what the metaphor describes.

**p#\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

irony– label ir, record p#, irony type and explain the twist

**p#\_\_\_\_\_\_ type \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Symbolism- Label sy, record p#, example and explain how it helps the reader understand how Holly feels.

**p# \_\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sound Device**

alliteration (2) –label (a) in text, record p# and example

**p# \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**p# \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Challenge: Can you find a double entendre? p#\_\_\_\_ example\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**

**Personification Poetry**

The narrator of an “I am” poem can be a person, place, or object – such as Everest. Use the plot of the novel to help Everest talk through the poem. **Determine if Everest is malevolent (evil and hurtful) or benevolent (kind and generous).** Make the mountain come alive as you assign strong, descriptive, and sophisticated words to each of the “I” lines of the poem. The most important characteristic is that the poem is **written in the “first person” point of view**. THINK symbolism!

**DRAFT**

I am Everest

I see…

I want…

I know…

I am Everest

I wonder…

I feel…

I touch…

I am Everest

I worry…

I cry out…

I understand…

I hear…

I say…

I am Everest

-------------------------------------------------------------

***Challenge***

***Example:***

*I am the cave, Mammoth*

*Cool and dark,*

*Where the lass finds trouble, heartache, Death stalking*

*As natural forces fight the Barons of Evil*

*A crystal world weeping*

*Sorrow seeping*

*Yet hope flows through the stone*

*Rescue?*

**You try: Copy the style of each line above**

I am the mountain, Everest

**Peak’s Product**

*Peak tell us that he did not make it to the top. Create a product that can help him get to the top AND design, write, and produce a television advertisement campaign for Peak, so that he can endorse the product and mention his father’s company, PeAk Experience at the same time.*

*After you create your own product you will work in a team to combined ideas or choose the best product.*

**Homework: Step One:** Name and then describe what the new product does.

Use these known natural ingredients and “pump them up” to create some new “hyperproduct” that will help Peak make it to the “peak” of Everest.

**Remember it has to be able to be packed in Peak’s gear.**

* aloe
* nettle
* ginseng
* salmon
* flax seed
* prickly pear juice
* pomegranates
* seaweed
* raw honey
* green tea
* walnuts
* dark chocolate
* blueberries
* broccoli
* something you know to be extra healthy.

**Step Two: Create a slogan that features the product.**

Need ideas? <https://blog.hubspot.com/marketing/brand-slogans-and-taglines>

**Step Three: Identify which advertising technique you will use to showcase your new product**. <https://smallbusiness.chron.com/5-common-advertising-techniques-15273.html>

**Step Four: Write out the script for the advertisement – pictures can be included but only when the script is completed.**

***Homework* Step Five: Video or audio tape the commercial for TV or radio.**

**“Secrets” Annotations & Anchor Questions**

1. **Annotations**

**Adverbs – Determine how these two adverbs add to your understanding.**

p 128 adv. reluctantly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

p 133 adv. belligerently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sound Device Find each of the following sound devices on p 128**

consonance: label (con) in text, record example\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

assonance: label (asn) in text, record example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

alliteration: label (a) in text, record example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Literary Devices: include pages numbers**

One foreshadowing section – label fsh in book, record p#, and explain what it foreshadows.

**p#**\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One flashback section – label flb in book and explain new information

**p#**\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Figurative Language**

metaphor Label m, record the example and explain the picture the metaphor paints. Include

**p #\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

understatement Label u and explain how the word annoyance creates an understatement

**p #\_\_\_\_\_**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Challenge: Can you find three idioms? p#\_\_\_\_\_ p#\_\_\_\_\_ p#\_\_\_\_\_**

**Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**B. Questions**

Record the p# for two secrets revealed in the chapter and the two secrets.

**p#\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**p#\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Star the book page**s** which clearly shows the author’s viewpoint and voice **and write the p#\_\_\_\_\_\_ ; p#\_\_\_\_\_\_**

What is the importance of the pronoun “we” on **p 134?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Predict:

Why may the fact that Sunjo is older than Peak change the **resolution of the story**?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Infer:

Why did Zopa keep Sunjo a secret? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What question would you like to ask the author about the book so far?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**“Family History” Annotations and Questions**

**A. Annotations**

**Sound Device:**

consonance: label (con) in text and record p# and example

**p#** \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

alliteration: label (a) in text and record p# and example

**p#** \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**p#** \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Literary Devices:**

Which **flashback** helps Peak learn more about his mom’s accident, portrays her as a dynamic character and promotes the theme of Sacrifice? Write out the page # and the sentence itself.

**p#**\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

foreshadowing section on page 179 – label fsh in text and explain what it foreshadows about the plot AND Peak.

plot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peak\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**sensory details –** Which sensory details help the reader picture the scene on p 183 ¶1? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Figurative Language**

metaphors Label m, record the example and gives opposite advice about Peak’s heart. Include **p #\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**p #\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Explain why she gave Peak this advice.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

symbolism- Label sy, record p#, example and explain how it helps the reader understand how Holly feels.

**p# \_\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A. Annotations cont.:**

irony - **How** is p177, “‘It was never about me.’ I said. ‘It’s always been about you.’” verbal irony?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Challenge: Can you find the dynamic symmetry? p#\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**B. Questions**

**How** does the author structure this chapter? Write the letter here**. \_\_\_\_\_\_\_\_\_\_\_\_**

1. cause and effect
2. compare and contrast
3. sequence/order
4. problem-solution

Star the book pages which clearly shows the author’s viewpoint and voice. **Write the p#s and write how you know they are from Roland Smith, spoken through the character.**

**p#s \_\_\_\_&\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Which theme is best represented in this chapter. Support your choice with page numbers and evidence examples. **Theme\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**p#** \_\_\_\_\_ example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**p#** \_\_\_\_\_ example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**p#** \_\_\_\_\_ example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Compare and Contrast RACER paragraphs**

In a Google Doc compare and contrast Peak’s conversation with his father on pages 175, 177, 184 and Peak’s conversation with his mother on pages 177-183. Use one paragraph for the similarities and one for the differences. Share.

**Don’t forget to include the title and author**.

In the novel *PEAK* by Roland Smith Peak’s parent’s conversation are different because ….

**Point of View: Character Flip**

*PEAK* is written in first person. You know this because Peak is the one talking throughout the story. There is no narrator, third person, telling you about what he does or how he feels; Peak does that himself with all his “I” statements. He even tells you how other people are feeling. You see the word “I” over and over again as Peak shares.

*I like to think about first person and the word “I.” I always remember*

*that First Person is when the major character in the story is telling it.*

*“I” reminds me of 1 and then 1 reminds me of First and then I remember the*

*idea of First Person.*

By the end of the book we know exactly who Peak is and how he thinks. It is often interesting to speculate and predict how the story would change if a different character would have written a section of the story. What if a different character started to write one of the chapters?

A. Select any character and any section of novel and examine that section.

B. Determine the changes that would occur if a different character wrote that section.

**C.** Rewrite the section using the new character’s first person’s voice. You may select a couple of pages or an entire chapter; it is up to you. The conflict may or may not change.

You must:

* make sure that the things said and done by the new character telling the story are the same behaviors and traits demonstrated in PEAK.
* write in past tense and first person.
* maintain the end of PEAK - - you can’t change the ending of PEAK even if a conflict changes.

**WHAT IF? Predicting Cause and Effect**

*The plotline of a story is complicated. Authors choose several cause and effect scenarios, but WHAT IF they made different choices in the book you are reading? Could Peak have truly reunited with his father? What types of causes could have changed the book’s conflicts, and in turn change the characters, settings, and themes?*

Write new pathways for the story to turn and twist with a partner or a trio. Choose two of the scenarios below OR one of them and one of your own. (Get approved by Mrs. Sprague.)

Your changes may have a ripple effect but the writing overall must fit; it has to blend in with the rest of the story, us the same tone, theme, and denouement.

**WHAT IF:**

* Peak had never gotten caught?
* Josh did not come and get Peak?
* Josh started acting more like a father?
* Peak had never passed his physical? (Peak even wonders about this one.)
* There was no Zopa in the story? (your choice)
* There was no Sun-jo in the story? (your choice)
* Peak had become seriously ill?
* Josh hadn’t formed Team C?
* Peak had never gotten to talk with his Mom before taking his last climb?
* (You choose a WHAT IF, but get it approved by me)

**Style: Genre and Format**

*Part of analyzing an author’s style is to determine the genre an author chooses for developing a story, the specific way the book is formatted including chapter titles and any special features in the book such as maps, diagrams, letters, poetry, etc. Remember to write in third person objective.*

1. Explain which genres (at least two) *PEAK* fits into and why.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** Name any special features and explainhow they affect the reader’s understanding/enjoyment.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Denouement - The word denouement is used to describe the last chapter.

Explainwhy the author used this word AND its significance?

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**Socratic Discussion Questions**

**Literal-Right There:**

1. When did Peak truly feel regret and shame for having “tagged” the buildings in New York?
2. Why did Josh come and “save” Peak?
3. How does the “brain function… at high altitudes?”
4. Determine which flashbacks in the story are used to: p#s only
5. reveal a setting p\_\_\_\_\_
6. explain a conflict p \_\_\_\_\_
7. develop a character p\_\_\_\_\_ p\_\_\_\_\_
8. create the tone p\_\_\_\_\_ p\_\_\_\_\_\_

**Inferential Think: Find evidence and answer with page numbers.**

1. **How** does the “family secret” on page 184 create situational irony?
2. What motif I used and what is its purpose?
3. What is the significance (importance) of Peak’s original assignment in the Moleskine?
4. Which two major character flaws in Josh Woods does the reader see in Peak And which flaw does Peak conquer to be characterized as dynamic character? (Two part question!)
5. Which evidence from the text supports the claim that Peak **did** summit Everest?
6. How do you know Roland Smith would **not** advocate summiting Everest?
7. What do Peak’s and Sunjo’s similarities and differences imply/infer about Peak’s inclusion of Sunjo’s character in his Moleskine assignment?
8. What makes a father a dad? Evaluate Josh and Rolf’s character traits and use as examples and non-examples.

**Evaluative Think, Infer, Judge: Write in paragraphs your ideas and opinions and WHY.**

1. Peak has no grades at his school. If you did not get a grade for any of your work or your classes, what would change?
2. In one passage of the story Zopa compliments Peak. Peak says it was “a whole tank of O’s flowing into my bloodstream.”

*Explain how compliments (both* ***giving and getting****) affect you?*

1. What advice would you give Joshua Wood and/or Peak to repair the father/son relationship?
2. Which character may be totally made up? AND which character may be hyperbolic?

5. Match each character to their overall motivation. Choose only one motivation and be prepared to discuss your choice.

1. **basic**: survival, guilt, desire, failure, peer pressure, curiosity
2. **noble**: love, loyalty, honor, inequality , vengeance
3. **evil:** hate, pride, greed, revenge, jealousy, dishonor
4. **fear**: death, pain, humiliation, rejection, loss, regret, shame

\_\_\_\_\_Sunjo

\_\_\_\_\_Holly

\_\_\_\_\_Zopa

\_\_\_\_\_Josh

\_\_\_\_\_Terri/Rolf

\_\_\_\_\_Captain Shek

\_\_\_\_\_Vincent

6. Should PEAK be a Newberry Award Winner? Evaluate attributes of the novel and the criteria of the award to determine your answer.

Newberry committee members need to consider the following:

* Interpretation of the theme or concept
* Presentation of information including accuracy, clarity, and organization
* Development of a plot including conflict(s)
* Delineation (to describe or explain in detail) of characters
* Delineation (to describe or explain in detail) of a setting
* Appropriateness of style

Note: Because the literary qualities to be considered will vary depending on content, the committee need not expect to find excellence in each of the named elements. The book should, however, have distinguished qualities in all of the elements important to it.

**Active Listening and Participation**

*Score yourself with 30 points being the highest using the following criteria. Explain your score below.*

**Speaking**

Content:

* Information is shared in an organized and concise way
* Information is accurate
* Information has complete detailed examples
* Questions are connected and spark further discussion

Style:

* Speed, volume, articulation, and pronunciation are used effectively

**Listening**

Content:

* Others’ ideas are piggybacked
* Others’ ideas are questioned politely
* Others’ ideas are paraphrased

Style:

* Facial expressions are attentive
* Body language shows interest, including posture
* No interruptions either vocal or physical

Student Score: \_\_\_\_\_/30

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Score: \_\_\_\_\_/60

Comments:

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[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwjslZqnntjiAhUGj54KHSdpAH8QjRx6BAgBEAU&url=http://www.everest3d.de/&psig=AOvVaw1rjPMfTxWpZEAbFjnpGR5m&ust=1560026643239044)

**EVEREST**

**Critical Reading, Research**

**Explanatory and Argument Writing**

2020

7TH GRADE ELA

SPRAGUE

**Word Power: acclimate**

**A. Read the acclimatization information.**

***Acclimatization*** *from Alanarnette.com*

*Red blood cells carry oxygen to our muscles. By climbing higher than the previous day then returning to a lower altitude, your body creates these red blood cells. Without sufficient oxygen, our muscles get tired quickly and in addition, you eventually may suffer from cerebral edema (the brain swells) or pulmonary edema (fluid build-up in the lungs). The only cure is to get lower fast (1000' minimum) but if you are high up on the mountain this is often impossible and death is the result.*

*The time honored and proven acclimatization process is where you “climb high, sleep low” to encourage the production of these red friends. This approach is to move slowly up the mountain (1000' a day maximum) spending your days at a higher altitude than where you sleep up until your summit bid. Thus the many trips up and down Everest.*

***Acclimatization*** *from PEAK by Roland Smith p 111*

*Her body was actually climbing as she was slumped on that cold rock, which was the whole purpose of climb high, sleep low… “Red blood cells are multiplying by the millions to protect our bodies from the thin air. These new red cells stick around during the rest periods at lower altitudes, making it easier the next time you go up.”*

**B. Research and complete.**

**part of speech \_\_\_\_\_\_\_\_\_**

**word origin date and country\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**synonyms \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**definition** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**alternatives forms of the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**sentences**

*Write out three sentences using the word acclimate or any form of the word.*

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Transition Review**

A. Review and examine transition types

B. Add an Everest example for four different types –don’t forget to use commas after introductory words such as *For example*,

<https://www.dailywritingtips.com/10-types-of-transitions/>

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. Create one natural transition between the two body paragraphs.

Generalize one piece of paragraph evidence that can connect to the next paragraph’s evidence. Create a topic sentence generalizing the next paragraph’s evidence topic.

*Example:*

*Everest’s extreme cold temperatures create conditions that foster frostbite and hypothermia.*

*Many illnesses are common on Everest.*

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**Explanatory Writing**

**Implicit Evidence**:***PEAK* Analysis**

A. Select six pages/pieces of explicit evidence collected in PEAK.

B. Take each piece of explicit evidence and manipulate/create six **implicit** pieces of evidence for an Explanatory Essay on the dangers of Everest. Include an explanation/elaboration explaining why the implicit evidence shares danger. Record the page number.

*Example:*

*Explicit - p 111 ““Her body was actually climbing as she slumped on the rock…Red blood cells are multiplying by the millions to protect our bodies from the thin air. These new red cells stick around during the rest periods at lower altitudes, making it easier the next time you go up.” - - -*

*Implicit Revision - One example of the dangers on Everest is the lack of air. On page 111 the novel PEAK explains how climbers have to acclimate to the high altitudes, build up their oxygen levels by building up red blood cells on several precarious climbs. Climbing to higher altitudes multiple times creates more danger and possible death.*

**Explicit and Implicit Evidence Practice based on Informational Text**

**A. Read the article and highlight for explicit and implicit evidence.**

*explicit information: factual and obvious - direct citation – quote taken directly from the text – must use quotation marks AND explain the meaning of the quote*.

*implicit information: implied, inferential evidence   indirect citation – to paraphrase or restate or retell evidence in your own words.*

**B. Write two explicit examples using the evidence in the following article.**

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**C. Write one implicit example using the evidence as well.**

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**Explanatory Reserach: Viewing – Listening - Recording**

Listening: 3:1 3 pieces of information for every 1 minute

* 1. Create a Goggle document entitled Dangers of Everest.
  2. Form a few questions in your mind about the topic and the title.
  3. Listen to all of the clip.
  4. Repeat.
  5. Choose which 3 clips will be the most helpful.
  6. Listen for 30-45 seconds – record the URL and write down any key words or phrases that you can recall. **Information should be recorded as explicit (direct quotes) or implicit (paraphrased) evidence.**
  7. Listen to the information again and record 2-3 pieces of information that answer your questions. **Information should be recorded as explicit (direct quotes) or implicit (paraphrased) evidence.**
  8. Repeat as needed and with different sites. Don’t forget to add the URL.

You tube: <https://www.foxnews.com/opinion/alan-arnette-mount-everest-climb-nirmal-purja-magar-traffic-jam>

You tube: <https://www.cnn.com/2019/05/28/asia/nepal-everest-base-camp-damon-intl/index.html>

You tube: <https://globalnews.ca/news/5338846/mount-everest-extreme-altitudes/>

You tube: <https://globalnews.ca/news/5285095/climate-change-mount-everest/>

You tube: <https://www.cnn.com/2019/05/31/asia/everest-american-climber-survivor-intl/index.html>

You tube: <https://www.cnn.com/videos/world/2019/05/27/mount-everest-climber-death-toll-damon-lklv-lead-vpx.cnn>

**Hook**

A hook/lead sentence it is the first sentence in an introductory paragraph - provocative, fascinating or intriguing statement that grabs the reader's attention. Lead sentences are used in narrative writing and hook in all styles of informational as well as argumentative.

**Ways to “HOOK” the Reader**

* Drama and Tone: The man’s face was downcast and darkness was all around.
* Sound Device: Ring!! At 2:55 the school fire alarm called out as the trampling of footsteps were loud and languid.
* Exclamation: Stop, please! Too many animals are dying.
* Complaint: Schools cannot continue to allow bullying.
* Repetition: Yes, yes, yes, things are finally beginning to change.
* Sensory details: The air was cool, the streets strangely quiet as the police stepped on the soft grass over the bodies.
* Adjective Descriptions and Figurative Language: The hurricane was black, heavy-duty and threatening the land.
* Quote: Winston Churchill once said, “Never, never, never quit!”

*Example:* Everest is a death-dealing mountain; it kills indiscriminately.

Sinker

A “Sinker” is the final statement in the conclusion paragraph that allows all

the evidence and explanation to “sink” in.

Sinkers should

1. repeat the best argument or piece of information
2. share a new, interesting or important fact that “WOWS”
3. challenge the reader to action *without using “you”*

Ways to Sink the Topic

* Clarify - - It is clear to see… A final clarification…
* Pay attention - -Next time everyone must stop and think…
* Refer to a Fact - - One thing that is certain is…
* Bandwagon - - Most would agree that…
* Make it personal - - Lives will never be the same…
* The main thing is - - The central idea is…
* All in all - - All in all the focus should be on…

*Example: Clearly Everest is a killer of body and soul.*

**Explanations**

*As writers, we sometimes assume that our readers already know what we are talking about because we think the point is obvious, but readers can’t read our minds. Readers don’t know what we are trying to do with those ideas unless we tell them in explicit and implicit ways*

*Try to explain the connections that you were making in your mind when you chose your evidence, draw conclusions based on sound reasoning – ideas that make sense and follow some type of logic. Here are some questions you can ask yourself about a particular bit of evidence and the prompt or sentence stem to get you started.*

***Explanation - breaks down evidence and how it relates to the topics.***

1. I’ve just stated this point, but so what? Why is it important?

* *The importance of this evidence is obvious because…*
* *Information like this is important because…*
* *Anyone should deeply consider the importance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because…*

*specific evidence*

**Rewrite using Everest Evidence**

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1. What does this information imply/infer?

* *There are several implications here:*
* *One can infer from this information that…*
* *The implications of this information are important because…*

**Rewrite using Everest Evidence**

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1. What are the consequences of thinking this way or looking at a problem this way?

* *The consequences could be costly for consumer as this information…*
* *Those planning to purchase the car must consider this information because…*

**Rewrite using Everest Evidence**

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1. How is this idea related to my thesis? What connections exist between them? Does it support my thesis? If so, how does it do that?

* *Clearly this supports thr thesis that self-driving cars are safer because…*
* *Since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the thesis that self-driving cars are*

*restated evidence safer and can be trusted.*

* *If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…*

*evidence statement thesis statement*

**Rewrite using Everest Evidence**

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1. Can I give an example to illustrate this point?

* *One example that shows safe the car is…*
* *An example of the safety measures that are taken is.*

**Rewrite using Everest Evidence**

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Practice

Choose one previous You Tube clip and write a **quick implicit RACER paragraph** using one of the explanation types.

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**Elaborations** *are details which provide more information about the evidence.*

1. Figurative language; Simile, metaphor, etc.

*The safety felt while driving is like being wrapped in your favorite blanket sipping hot cocoa.*

**Rewrite using Everest Evidence**

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1. Definitions – defines domain-specific vocabulary used

*Vegetative state -* is absence of responsiveness and awareness due to overwhelming dysfunction of the cerebral hemispheres, with sufficient sparing of the diencephalon and brain stem to preserve autonomic and motor reflexes and sleep-wake cycles.

**Rewrite using Everest Evidence**

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1. Acronyms

Federal Bureau of Investigation *(FBI)*

**Rewrite using Everest Evidence**

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Practice

Choose one previous You Tube clip and write an **explicit sentence** using one of the explanation types.

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Repeat

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Use all of your work so far to complete this:

**Informational/Explanatory Prompt**

*Mt. Everest is the highest point in the world, standing over 29.000 feet. Many people see Everest as life’s greatest challenge. Even with all of the technological advancements, Everest can still be a dangerous place. Write an article for the school Science Magazine explaining the dangers of climbing Mt. Everest. Use evidence from Source One: “Everest, you might want to rethink your bucket list.” and Source Two: Any of the You Tube clips – your choice.*

Manage your time carefully so that you can:

* Reread the passages
* Plan your response
* Write your response

Be sure to use evidence from more than one source.

Your response should be in the form of a multi-paragraph essay.

**Argument Research and Writing**

**7 Minute Research and Review**

1. Review text for key structures such as, pictures, blocked sections, bold words, captions, headings, etc. before you start reading – make some predictions in your head.
2. Choose a short section to read and remember in 2 minutes - - you might even read the section twice in the 2 min. so you can better remember the information.
3. read 2 minutes look for important and/or interesting information. Begin to think about what you will share or write down.
4. turn over or close the text for 2 minutes and tell a shoulder partner 1-3 pieces of information that you can remember – then they share 1-2 more.

OR

turn paper over for 2 minutes and summarize by writing paraphrased bulleted facts (one fact per square.)

1. 1-2 minutes go back and forth to get specific numbers, spellings, titles, dates, etc. and/or more info.
2. 1 minutes discuss with your partner the two to three most important/interesting pieces of information shared so far.

OR

1 minute review your notes which information will be the best for you to use & combine facts if they work together

1. repeat process

A. Start with this article:

Success Stories BBC News 2010

<https://www.bbc.com/news/10141547>

B. Continue 7 Minute Research - Use key phrases in the search window: Everest success stories, Everest Sherpas, Everest gear and equipment, Everest newest technology

Record URLs used when note-taking

**Counterargument**

*Counterargument has two parts: counterclaim (the opposite claim from yours)*

*and the evidence to rebut/prove it is incorrect or misguided.*

**Use the Climb Don’t Climb fact sheet to develop a few examples of a Counterargument paragraph.**

**Counterclaim - Some may argue…** *(Use a generalization.)*

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1. SSome m

**Rebuttal – However, explicit evidence**

**Rebuttal – However,** *(Use explicit evidence and one implicit)*

**INT: Do not use first or second person – stay in third person point of view.**

**Explicit and Implicit Evidence**

**Hint: Stay in objective tone – no 1st or 2nd person**

**Argument Prompt:**

*Mt. Everest is the highest point in the world, standing over 29.000 feet. Many people see Everest as life’s greatest challenge. Even with all of the technological advancements, Everest can still be a dangerous place. Write an essay arguing for people to Climb OR Don’t Climb Mt. Everest. Use any source from the PEAK/EVEREST unit. Remember to cite sources.*

Manage your time carefully so that you can:

* Reread the passages
* Plan your response
* Write your response

Be sure to use evidence from three or more sources.

Your response should be in the form of a multi-paragraph essay.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ‘s Peer Review Everest Argument Essay

**Evidence and Elaboration Score:\_\_\_\_/ 4**

Did the author support their ideas with text evidence? How many facts in each paragraph?

**Body Paragraph 1 \_\_\_\_\_\_\_\_ Body Paragraph 2 \_\_\_\_\_\_\_\_\_\_ Counterargument \_\_\_\_\_\_\_\_**

Does the introduction and closing state the position, grab and sustain interest? Yes No

**Write out the hook OR the sinker and explain why they work or do not work in the essay?**

Is the evidence accurate and support the thesis? Yes No

**Write out a sentence that has evidence and explain why it proves or does not prove the thesis.**

Is elaboration used effectively? Yes No

**Write out one example of elaboration and explain why it helps the reader know** more.

Counterargument explains what the opposition believes what they do **AND** uses explicit evidence and explains why they are wrong? Yes No

**Write out the counterargument statement and the explicit evidence-direct quote.**

Are the evidence explanations used to argue AND do they prove the thesis? Yes or NO

**Write out one of the explanations and say HOW it proves or does not prove the thesis.**

Give two examples of each: academic and domain-specific vocabulary?

**Purpose, Focus, and Structure Score: \_\_\_\_\_/4 Explain**

Does the argument essay stay on topic? Yes No

Does the writing maintain an objective tone and formal style? Yes No

Does the introduction include a hook, a filler and a thesis statement? Yes No

Do all the citations include which Source and/or author? Yes No Give one example

Are natural and transitional words and phrases used? Give Examples:

Does the closing paragraph restate the position, provide evidence, and use a sinker? Yes No

Are there a variety of sentence types used effectively and punctuated accurately? Yes No

Give an example of each:

**Conventions Score: \_\_\_\_\_/2**

Do all direct citations have quotation marks? Yes No

Is the writing easy to read or do you have to stop to figure out what is being said? Yes No

Are capitals used correctly? Yes No Give examples of what needs to be capitalized.

Are words spelled correctly? Yes No Give examples of what is misspelled.

Are homonyms correctly? Yes No Give examples of any homonyms in need of editing.

Sincere Compliment Comment:

Constructive Change Comment:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ‘s Self Review Everest Argument Essay

**Evidence and Elaboration Score:\_\_\_\_/ 4**

Did I support the ideas with text evidence? How many facts in each paragraph?

**Body Paragraph 1 \_\_\_\_\_\_\_\_ Body Paragraph 2 \_\_\_\_\_\_\_\_\_\_ Counterargument \_\_\_\_\_\_\_\_**

Does the introduction and closing state the position, grab and sustain interest? Yes No

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