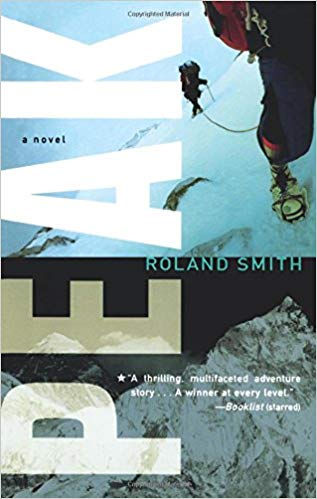
[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwii24PEntjiAhUsHDQIHZGtCfYQjRx6BAgBEAU&url=https://www.amazon.com/Peak-Marcello-Adventure-Roland-Smith/dp/0152062688&psig=AOvVaw2DNl6rF-Afau_n7wqtbda-&ust=1560026710419712)

Teacher PAK – Answer Guide! ☺

Greetings from Sunny AZ,

This Teacher PAK includes answers, page numbers, and writing examples. If you are reading this, you may have already chosen to use this novel and unit in your classroom or already do. Thank you please, let me know how it goes. However, if you are just considering the book and unit, allow me to sway your decision toward implementation.

Peak is written in a classic-type style utilizing the seamless integration of all elements of literature and simple to complex literary and sound devices. Any of the newer standards ask young adolescents to consider how all of the literature elements are interrelated. Since PEAK is set on Everest, there is automatically person vs nature and fate and a tone that ranges from serious to silly to threatening. Peak and his father have a troubled relationship, so the conflict of person vs person is set integrating characterization, conflict, and theme. Oh, the themes in this novel… Captain Shek and his Chinese Soldiers provide a threat to the Tibetans and to the people Peak cares about, sharing a historical conflict of person vs society. Finally, the use of first person point of view sets up person vs self. Roland Smith uses universal and vicarious events, and honest dialogue and reflection to represent a fourteen year old’s internal struggle. Also students can easily determine author purpose and viewpoint as Mr. Smith’s style allowing readers to see themselves in either Peak and/or Sunjo and their parents in Josh, Terri and/or Rolf. Literary terms range from similes to symbolism and metaphors to motifs. Also sound devices such as alliteration, consonance, and assonance are expertly crafted. Even a bit of rhyme, so the text is easily read aloud by teacher and student. I can’t emphasize enough how fun this book is to read aloud.

Finally, the book’s setting on Everest has an authentic connection to informational literature. There is so much to learn about Everest and the vast majority of students are completely taken by the world’s tallest mountain and its stories. Writing is easily connected as students can research the dangers and write an informational/explanatory piece and research a bit further and write an argument essay advocating to “Climb or Don’t Climb Everest”.

This unit update is a result of over ten years of implementing the original PEAK unit with students and the introduction of Common Core Standards. Over ten years ago I crafted the PEAK unit for Roland Smith. I still use some of the original unit with my students but this document adds **much needed** sections regarding reading, writing, speaking, and listening skills and content introduced by the Common Core. As a side note, many teachers in my Deer Valley Unified District also use this unit and have helped me vet much of the material.

The novel study can be differentiated in many ways.

* Standard: Omit or rephrase some of the questions and/or annotation expectations as they were constructed with 8th grade and beyond standards. Another way is to give page numbers to help guide students to the evidence. Also Challenge sections provide students an opportunity to stretch their knowledge.
* Little to no direction: The What If and other assignments could be blank giving advanced thinkers creative freedom.
* Creative: Poets in the class will soar creating the I Am poem and the poem section has a Challenge section with an additional poetry format. The theme quotes and Peak’s Product experience will show which students think at high critical and creative levels.
* Assessment: The Socratic Discussion questions use differentiation in assessment. My expectations for the answers are varied based on what I know about each of my students after reviewing their work.
* There are also two levels of book marks in the Appendix; advanced and general.

I ask all students to buy their own clean copy of Peak. Amazon lists the novel from $5-8 and Scholastic carries the novel from $4 to $8 depending on the amount of texts purchased. This allows them to annotate the text. I do ask them to use Post-it notes as well, but it is vital they learn to write in the text. My school often purchases four or five text for those students who cannot, and I always have a few parents who are willing to buy an extra copy. I have rarely had to buy copies for students, but this is always a possibility.

Most teachers ask me for a timeline of the unit, but I cannot provide this. I have changed the set up so many times depending on the group I get each year that I can’t really choose the best way to proceed. I will advise that if this is your first time using the unit, I would do the novel study in the given order over the course of 4-5 weeks and complete the critical reading-writing unit after the book – about 2-3 weeks. If you are going to use Everest for explanatory and argument writing then I would suggest you do the explanatory sections first and then the novel study and then argument sections.

Please let me know your thoughts and any learning experiences you have created for this novel. Also, let me know what insights students have regarding the text. I will send my congratulations to them and share with Roland Smith when possible. Feel free to send me any questions you have about the unit or text.

Working With You,

*Julie*

Julie.sprague@dvusd.org

507 319 8309 PST

Novel Study: Teacher PAK

*Before you use the book for a novel study, it is important that students read the book in its entirety. This is obviously different than how most book studies begin, but it is essential for students to have a grasp of the novel before they begin the analysis. Don’t worry that the end will be spoiled or lose its impact. In over ten years I have never had a student catch the terminology on page 13 that emphatically implies that Peak did make it to the summit of Everest. The original assignment indicates,* “…must be a story – **not a diary, or a journal**…can be based on your life, someone else’s life, or events **completely from your imagination.”** *From the first student who completes the novel to the last there is a buzz in the classroom. They come and secretly share with me, most times in an angry tone,* “I can’t believe Peak stopped ten steps from the summit.” Or “I can’t believe he didn’t make it to the summit.” *My response with a Cheshire grin is always the same (and similar to Roland’s when he gets comments or emails),* “He didn’t, are you sure?”

**Preread: Vocabulary**

*As students preread they highlight or underline each of the vocabulary word in their book and create a synonym to write over the word. Students are encouraged to highlight or underline other words that they like and want to use in their own writing OR they are unfamiliar with. They must still find a synonym or short phrase and mark in their book for all required and student chosen words.*

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**

*Language standards call for sentence variety. This task is an application of earlier learning experiences and the Sentence Variety unit. If you are interested, email me and I will send the unit to you.*

**Include an example of each sentence type in your essay and color code using highlighting; include some of the PEAK vocabulary terms, too.**

**EXAMPLES:**

**Simple**

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

*Peak and Sunjo* almost fell off the precarious mountain.

*Josh was unwavering.*

**Compound**

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

Peak felt blindsided by Sunjo, but Zopa reassured him.

Peak is an audacious climber; he can’t wait to summit Mt. Everest.

**Complex**

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

Since Peak was sent to the juvenile detention, his demeanor change significantly.

Peak cringed *because* his mom said he might have to stay in juvenile hall for years.

**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.

Peak and Sunjo wore balaclavas, so they could stay warm because Everest devastatingly cold weather.

Since Sunjo is also trying to summit, Josh belligerently formed a C Team, and Zopa became the leader.

**Preread:**

**Key Moments**

A*s students preread, they must sequence Key Moments that help define the novel.*

***Mini-Lesson: Preread***

1. *Review paraphrasing and summarization: paraphrase – rewrite information or evidence in a new way; summary: A brief retell of the text/source without explanation or elaboration.*
2. *Review* How to Determine Key Moments in Text – *Students can also use these definitions to answer the WHY section of the assignment.*

***It is important to note that several page number sections should be used to determine the Key Moments. Also, Key Moments happen throughout the novel.***

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*

**Possible Key Moments:**

*Moleskine #1*

*pp 3-6 Peak climbs skyscraper – caught and cuffed*

*pp 11-13 Vincent visits; sets assignment parameters*

*pp 18-25 Meet Peak’s family and fate*

*pp 52-66 Meet Sunjo and Zopa*

*pp 67-106 PEAK Experience, Everest Danger, and Holly Angelo*

*pp 107-121 Up to ABC - acclimatization; “The mountain will allow, who the mountain will allow.”*

*pp 122-125 Peak let’s go of understanding or searching for his father’s affections*

*Moleskine #2 – Note: Students will probably have more Key Moments throughout the Everest climbing sections, but these are the most simplified possibilities.*

*pp 128-172 Sunjo is Zopa’s grandfather; Captain Shek threatens climb*

*pp 173-184 Sunjo’s dad died saving Peak’s; Peak’s mom challenges Peak’s will to climb*

*pp 185-196 climb is threatened again by Peak’s clients*

*pp 197-222 Climbing to and through the Death Zone*

*pp 223-231 Summit climb; Peak steps aside*

*pp 241-246 Peak gets home to “The things that matters…”*

**Preread PEAK and collect Everest Information**

***Explicit Evidence***

*Students preread and record explicit evidence from PEAK.*

Mini-lesson Explicit Evidence

explicit evidence: factual and obvious - direct citation – quote taken

directly from the text – must use quotation marks AND explain the meaning of the quote

*Roland Smith’s texts are steeped in research. He read almost a book a day and used a vast variety of other media to understand and feel what it’s like to climb Everest. To help students understand the explicit information the author shares, play the explicit section of the clip. Repeat the sections on explicit evidence as needed – do not play the sections on implicit evidence. Remind students as they add evidence to share text page(s) and use short bullets phrases or even key words instead of sentences.*

<https://www.youtube.com/watch?v=hR5q5_Vq9Zo>

This clip is very basic but it an awesome overview.

*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.”*

*Possible pp: 98-105; 110-115; 117-119; 142-146; 157-170; 200-202; 205-209; 213-231*

***PEAK Analysis***

**Setting Conflict Characterization**

*Students must integrate setting, conflict and characterization. You will note as you go through the Student PAK that sometimes I give students examples and other times I leave that decision to you. If you think your students would benefit from the following example, cut and paste into the Student PAK document. I like to make them think first - those that struggle get a quick peak. I also, like to encourage students to use a variety of the sentence types: simple, compound, complex, and compound-complex.*

Courtroom: person vs society

Base Camp: person vs person and person vs self

ABC: person vs nature, person vs fate

“Top of the World” person vs society, person vs self, person vs person

Paragraph Example: On “Top of the World” Everest is a death-dealing fate and becomes the antagonist. If the mountain “allows” passage, then Peak will summit as the protagonist, but with all of the seracs, avalanches, and cold temperatures Everest is a formidable antagonist. Even though Team C are summiting in the “weather window”, there is no air and every step feels like the last which causes each climber to fight to their last breath going up and coming down the icy slopes. However, if you are more of naturalist, you may see climbers as the antagonists trying to conquer Everest, and the mountain as the protagonist trying to defend itself.

**Conflict**

***Check out the Appendix for the Multi-Flow: Cause and Effect Template***

*This is not part of the Student PAK as I break students up into teams and have them work to fill in the maps. This is a good chance to differentiate as I give my advanced students the maps with nothing filled in and my special education students maps that have more of the information filled in.*

**Characterization**

***Mini-lesson Major Character: Peak Bullseye****. Create a 3-ring Bullseye on a classroom bulletin board, white board or online and place Peak’s name in the center. In whole group I read key chapters while students read in partners or reread to themselves other chapters. No matter, they add Peak’s traits in the second ring whenever they find new clues. In the third and outermost ring are the minor characters’ effects on Peak. (This is also the second section of the Minor Character Comprehension learning experience.) Page numbers must be included in the outside rings.*

*Center Ring: Peak*

*Second Ring:* **Possible adjectives and pages**

writer pp 1,2, 12, 245,246

climber pp 3-6, 44, 52-54, 62-65, 182-184

strong, muscular, agile, selfish, scarred, climber, audacious pp 3-6, 107-122, 222-231

juvenile delinquent pp 7-25

infamous p 15

fourteen p 78

thoughtful, kind, caring pp 28-30, 173-184, 222-231

brave, persistent pp 173-184, 222-231

*Third Ring*: See below

**Minor Characters Quick Write**: Everest is most definitely as character as it represent person vs nature.

*Part One: Students complete quick writes:*

*Student pairs: Vincent, Two Peas, Rolf, Terri All students: Everest, Zopa, Josh and Sunjo*

*Part Two: Students add their work to the Peak Bullseye.*

Vincent pp 2, 11-14, 144, 245 helps Peak by giving him a writing assignment. Peak is a master writer and this assignment allows Peak to work through his unique experience. He also doesn’t judge Peak but accepts him. He allows him extra time to complete the assignment and pass at school. The assignment, itself, defines the end of the novel. Vincent shows Peak as an exceptional writer, reflective, and industrious.

The “Two Peas” Patrice and Paula pp 14, 18, 27-30, 36, 122, 239 They adore and idolize Peak and he loves his twin half-sisters. He only began to regret the “tagging” when he saw them in the courtroom. He wants to be a good role model for them. He begins to make decisions based on what they might think. The reader sees Peak as thoughtful, kind and unselfish because of the Two Peas. The Two Peas show how Peak can be kind, loving and thoughtful.

Rolf pp 12, 16, 25, 30, 35, 122-124 Rolf treats Peak as a son; throughout the story he is willing to “cash in all his favors” to help him. At the airport he pulls Peak aside and shares that he would miss Peak and tells Peak to take care of himself and “don’t hesitate to use those cards”. In the letter Rolf shares how much **he** missed him and loved him. Peak finally realizes that Rolf is his real dad in almost every sense of the word. This makes Peak feel valued and in turn Peak begins to value others. Rolf shows how Peak is loyal, fair, and loving.

Zopa pp 52, 62-65, 113, 130, 135, 139, 151, 161, 195, 234, 241 makes sure that Peak is “tough” and acclimatized. At first Peak thinks that Zopa has abandoned helping him, but Zopa has his own ways of doing things. He is actually in charge of the entire climb up Everest. In fact, there are many times when Peak gets the feeling that Zopa is in charge of the mountain itself, especially when he meets Peak at the bottom of the mountain on the opposite side of where Peak was supposed to be. Zopa makes Peak feel confident, smart, paranoid, skilled, courageous, and kind.

Joshua Wood pp 71, 81, 122, 123, 176, 177 is Peak’s biological father; he has never been his “Dad”. Josh affects how Peak views himself; Peak wonders if he is worth much if his father doesn’t even take the time to write him back. The reader understands where Peak’s selfishness comes from when it is revealed that Josh needs Peak to save Peak Experience. As Peak realizes he doesn’t want to “become Josh, he changes which is one reason Peak can be identified as a dynamic character. Josh shows how Peak is clever, curious, insecure, stubborn, selfish and sacrificial.

Joshua Woods pp 19, 71, 80, 81, 176-177, 195 helps Peak make up his mind regarding summiting Everest. He does not want the fame like his father. Also, he doesn’t feel like he owes him anything, but he does feel a debt to Sunjo. This changes everything in the plot or what is actually written by Peak.

Everest pp 43, 85, 88, 98-106, 111-113, 115 117, 118-121, 211-217, 218-231 provides Peak with multiple plot twists. All throughout the novel, Everest threatens not only Peak’s life but his relationships. He wants to summit, but he also wants to know Joshua like a father. He also wants to help Sunjo, arguably the only real friend he’s ever had. Everest provides physical, emotional, and social conflicts. (Of course there are more pages than indicated above).

Terri Marcello pp 32, 33, 177-180, 182-184 Peak’s mom was a Rock Rat herself but got hurt because she was worried about Peak. She is smart, beautiful, and she understands why Peak wants to climb Everest. Terri shows the reader how Peak was raised to be a climber. Peak loves his mom and actually idolizes her. When Peak’s mom calls him near the end of the story he shows a tough and mindful side to him. Though the reader does not see it yet, she changes how Peak feels about Everest and about himself. She is another reason why Peak is a dynamic character. Terri shows Peak as loving, thoughtful, tough, listener, loyal, stubborn, smart, and a climber.

Sun-jo pp 115, 116, 134, 176-177, 230 is climbing to help his family while Peak is climbing to help himself. Sun-jo also helped Peak persist in climbing even when he wanted to stop; they spurred each other forward. While near the summit, Sunjo is in need of Peak’s help not just to summit but to have an extraordinary life. This changes Peak which changes the plot.

Sun-jo pp 54, 62-65, 76, 115, 116, 139, 176-177, 189, 230 Peak sees Sun-jo as a friend and then an enemy and then a friend again. He makes Peak think about others and helps Peak realize what is most important in his life - - family. Sunjo is another reason why Peak is a dynamic character. Sunjo shows Peak’s arc from a climber, curious, friendly kind - - jealous, angry, and suspicious - - reflective, selfless, and loyal friend.

**Theme**

*Mini-Lesson:*

*Share the list of themes below and others you have already reviewed with students. Make another list next to the themes of five or more different movies students may know, Grinch, Moana, Lion King, Aladdin, etc. Ask students to match themes to movies. This provides a frame of reference as you move forward. It is good to go over the concepts of universal and vicarious experiences as well. Write u or v next to the matched themes, of course, sometimes they can be both at different sections of the movie.*

1. Universal experience is an event that can apply to anyone, anywhere about anything.
2. Vicarious experience/event can only be experienced by watching, hearing or reading.

*Different theme topics can be suggested throughout the novel. Below are a variety of themes and an essay example for the theme of Betrayal/Loyalty. While students collect pages and annotate as the book is read, they do not complete this until the book and unit are completed.*

**Possible Themes and pages**

**Family:** pp 18, 19, 29, 115, 116, 179-183, 218, 239

**Friendship:** pp54, 55, 63-65, 139

**Honesty:** pp 44,79**,** 130-135, 141, 142

**Loyalty/Betrayal:** pp 3-6, 76, 81, 122, 123,130, 183, 184

**Survival:** pp43, 85, 88, 98-106, 111-113, 115, 117, 118-121, 211-217, 218-231

**Sacrifice/Selfishness:** pp 3-6, 25, 182-184, 230, 231, 244

**Essay Example:**

Loyalty and betrayal are consistent themes found in the novel, *PEAK* by Roland Smith. Each theme is evident throughout the novel and shown through various characters and events.

Joshua Wood betrays his son on multiple occasions, Peak believes Sunjo betrayed him and there is an example of how Peak betrays his own family. Josh never wrote Peak even though he received Peak’s letters (pp 122,123). On pages 71, 75 it is clear that Josh only brought Peak to Everest to help his business not because he shows loyalty towards him. On page 78, Peak asks his father if he would have come and helped him if he had already turned 15. Josh replied, “’Probably not. I was right in the middle of leading a group of amateur climbers to Everest.’” Peak clearly felt betrayed by his father at that point. Peak also feels betrayed by Sunjo as well. On page 130 it is revealed that Sun-jo is Zopa’s grandson and he will be trying to summit Everest himself though they had become friends, Sunjo never told Peak (p 134). Joshua Wood also feels a bit betrayed by Zopa because he kept Sun-jo’s identity a secret. Finally, on pages 3-6, if Peak had truly understood the value of loyalty to his mother and family, he would not have pulled all the “tagging” escapades in the first place. In a way he betrayed his family.

There is also loyalty shown by Kitar (Sunjo’s father) Sunjo, and Peak. One example of loyalty found in the novel, *PEAK*, by Roland Smith is on pages 183, 184. Josh tells Peak, “He (Kitar,) came alone. None of the other Sherpas came with him. He all but carried me back down… the man who saved my life died not four feet away from me.” Kitar was Sunjo’s father and he showed the utmost loyalty to Peak’s father; he died trying to save him. Another example is when Josh finds out that Sun-jo is the son of the man who saved his life, he shows true loyalty toward Zopa by allowing Sun-jo to summit Everest and does everything in his power to help, even defying Captain Shek (pp 136, 151-172). Sun-jo shows loyalty to his sisters by working hard to help his sisters stay in school. Finally, Peak shows loyalty to his new and arguably first friend, Sunjo. On pages 230 and 231, Peak shares how Sunjo’s father died saving him, so he wants to give all the money and fame to Sunjo. He knows this will allow Sunjo and his sisters go to school. Peak states, “’…You have a reason to be here, Sunjo. An important reason…I’m heading back down the north side.” Peak seemingly gives up his dream of Everest only ten steps from the summit; this is true loyalty shown by Peak to his friend.

Roland Smith has integrated many powerful themes into the novel *PEAK*. These examples of loyalty and betrayal are only a few that can be found in the text.

**Theme: Life Quotes**

***Actually writing quotes is a high-level critical and creative thinking skill. In order for students to write quotes, it is helpful to give a topic and key words that connect to the topic. I ask students to create three to four quotes and then we all work together to revise. It is important for you to write your own quote and share with students.***

***Also, I buy colored broadcloth in the colors of the prayer flags, see p 93, and cut them into 6x6 squares. Each student has to practice writing their quote on a paper square and then use Sharpies to write their quote on the fabric. (See the picture in the Appendix.) In order to hang them in the classroom, I dip them in fire retardant solution.***

**Fire retardant solutions help protect items and surfaces from fire.**

1. Measure 7 oz borax in a measuring cup. ...
2. Add 3 oz boric acid to bowl as well as 2 qt of hot water. Stir well.
3. Stir the mixture thoroughly with a wooden spoon until the borax and boric acid dissolve
4. Store in air tight container for no more than one week.

**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**

**“Even conquering the smallest achievement is something to be proud of.” DJM**

**Text Annotations and Anchor Questions**

*Review Annotation page with students during the prereading introduction. They can begin using these ideas. The key chapters that lend themselves to annotations and especially anchor questions are completed in class. I do not assign these task pages for homework as I pull students for short one-on-one sessions to review as they work in class. This helps me understand their thinking process and answer any questions they may have; it also helps them practice listening and speaking skills. Often, students do not have to write out some of their answers. This makes them ready and eager to meet with me.*

**“Bangkok” Annotations and Anchor Questions**

1. **Annotations**

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

p# 38; p# 40, 43;

**Literary Devices:**

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

p 40 *putting something together* Peak’s dad was planning the trip to Everest.

**Figurative Language**

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

p 43 ¶11 *hurdle* – It compares how difficult it was for Joshua to get through everything in order for Peak to climb Everest.

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

p 42 ¶3 *Am I going to live?* Perfect sarcasm from a 14 year old - hysterical

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

*“I’m climbing Everest?” I asked, more stunned than I’ve ever been in my life.* Since Peak is a climber, he would literally be stunned that this entire mess of his own creation would result in his climbing Mt. Everest.

**Sound Device**

alliteration p 40 - *dad didn’t deserve, chuck of chain, couple customs officers came.*

**B. Questions**

Why does the author have Peak ask so many questions at the beginning of the chapter? The author is voicing what the reader is thinking and then is able to provide the answers.

What is significant about paragraphs three and four on page 40. Finally, shows a different, kinder side of Joshua Woods.

What is the secret? Peak is going to get to attempt Everest.

**Comment/ Questions?** Examples: What will his mom think? Will he be the youngest, for real? Did he and his dad ever talk on the plane?

**“ABC” Annotations & Anchor Questions**

1. **Questions**

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

p# 109; p# 111 p# 112, p# 119, p# 120 Whenever there is more information or emphatic feelings/opinions are shared, 109 *– “I hated television documentaries…”*

**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?

There is a great deal of luck involved and not to underestimate others.

The author uses this same personification on pp 118 and 121. How has the personification changed?

p 118 – Peak uses it to apply to himself p 121 Peak uses it for Holly who now looks like she may make it.

Highlight the description of ABCamp. p 119

Write out three pieces of key information the author shares about climbing Everest. Refer back to your Writing Section preread work for specific pages.

Pages;

110 - glacial river and ice slope

111 – acclimatization definition

112 – can’t breathe

116 – takes a long time to get even a half mile

117 – viruses happen

119 – don’t wander off – *“…wander off, even to take a pee, you could be lost forever in the ice maze.”*

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

What are Zopa’s motives for helping Holly?

What are the similarities and differences between Base Camp and Advanced Base Camp?

**B. Annotations – always give page numbers**

**Literary Devices:**

foreshadowing

p 113 - Peak might make it – p 121 Captain Shek is going to cause trouble for Josh.

**Figurative Language**

metaphor – p 116 *shroud* – Peak feels like a mummy wrapped up so tight

p 117 - *circle the wagons* – teams pulled together to keep others out

p 120 - *glowing*, excellent

irony p 107 situational irony; weather… miserable – Peak was sick, so good weather is bad for him.

symbolism p 111 *puppet with strings cut* – Holly is bent over, exhausted.

**Sound Device**

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

*belch boulders big boulders let loose horrible would happen we waited for water*

**Challenge: Can you find a double entendre?** p 119 *meltdown*

**Comments:**

It is tough to go to ABC. I wonder what the summit is like.

*At this point, we take a break from Annotation and Anchor Question learning experiences and move on to Personification Poetry, and Peak’s Product.*

*I review the Annotation and Anchor answers and meet with students 1 on 1. I ask students to revise their annotation and questions answers as needed. We review, whole group, how to better paraphrase, summarize, use evidence, and annotate.*

**Personification Poetry**

*Review the personification on pages 113, 118, 121 with students.*

*You may be familiar with the “I Am” poem format. I adapted this to work with Everest. Students choose either a malevolent (evil and hurtful) or benevolent (kind and generous) Everest. Students type in format, add their own lines, revise during one on ones. I also have students watercolor Everest and display the two together. (See Appendix for picture).*

***Example:***

I am Everest

I see turmoil and tragedy

I want peace

I know the death grip of my power and weep

I am Everest

I wonder who will summit

I feel their crampons crush my soul

I touch eternity

I am Everest

I worry hope is lost

I cry out, “Stop, save yourselves!”

I understand space and time

I hear their prayers and send them to God

I say, “Live.”

I am Everest

**Challenge Poem:**

I am the glacier, Everest

Frigid and frightening

Where Death is waiting around every icefall

Energy flows through massive crevasses

Glory-giving

Life-taking

A world of woe and wonder

Divine

**Peak’s Product**

*This assignment is completed throughout the unit on three and ½ different days.*

*Day ½: Briefly introduce assignment. I use a bottle of Body Armor as a great example of the product, slogan, etc. Assign Step One as Homework.*

*Day One: Students come together in teams and decide on a final product – many times they combine some of their products. While it doesn’t have to be a beverage, it is has to have a big impact in a small item. Also, it has to be able to be packed in Peak’s gear. Students complete Steps 2 and 3.*

*Day Two: Step 4 is completed in class and Step 5 is completed as homework.*

*Day Three: Review videos – I do not normally take a grade for these but it is easy to create a rubric with students and score.*

*No examples here. Be amazed by your students.*

Note: If you have an inventions unit or your team Science teacher does this is the perfect

pairing.

**Text Annotations and Anchor Questions Continued**

**“Secrets” Annotations & Anchor Questions**

1. **Annotations**

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

p 128 adv. reluctantly Josh doesn’t want to agree, but once he thinks about it, he does.

p 133 adv. belligerently Thaddeus is being aggressive and maybe is angry with Joshua.

**Sound Device: Find each of the following sound devices on p128**

consonance example: label, record example *“It won’t hurt us to get Holly to the summi.”*

assonance example: label, record example *astrology and meteorology*

alliteration example: label, record example *weather window*

**Literary Devices: include page numbers**

One foreshadowing section – label fsh in book and explain what it foreshadows.

p 130 foreshadows Kitar p131 or foreshadows who will make it to the top first

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

p 131 Sunjo’s background information and heritage

**Figurative Language**

metaphor Label m and explain the picture the metaphor paints. Include **p#** 132 *get wind of this* – If Sunjo’s information breezes across the air to the ear of Captain Shek.

understatement Label u and explain how the word annoyance creates an understatement **p#** 135 because the book has implied or literally told us how obnoxious not just annoying Holly is even to the Sherpas**.**

**Challenge: Can you find three idioms?** p 129 *hammered*; p 132 *off the record*; p 133 *stone-faced*

**Comment:** When Sunjo says he did tell Peak about Zopa it is so lame. Now we know why Sunjo is there. I can’t believe Holly won at poker.

**B. Questions**

List p# for two secrets revealed in the chapter. p 130 Zopa is Sunjo’s grandson and Josh knows his dad.

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

p 127 – *“I hate it when people talk…”* Roland Smith understands how teens feel and shares that through much of his writing.

p131 – Roland Smith is known for adding indigenous people and their traits to his novels.

p 133 *“We’re in business…not politics.*” This may be difficult for kids to catch but any adult can vouch for this as truth.

What is the importance of the pronoun “we” on p 134? Write answer in margin of text.

On page 118 Sunjo used “we” when referring to climbing to the summit – it’s important because it is how Sunjo was trying to tell Peak the truth because he DOES see Peak as his friend.

Predict:

How could the fact that Sunjo is older than Peak change the **resolution of the story**?

Various answers but the novel uses it to add conflict between Peak and Sunjo/Zopa; it also adds conflict to the man vs society conflict regarding Captain Shek.

Infer:

Why did Zopa keep Sunjo a secret? Zopa knows Josh very well, so he did not want to risk Josh saying no, he can’t afford to pay for the permit to climb, he knows Josh’s motives to get Peak to the top.

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

Why does Josh care more about climbing than his son? (This is the most popular question students ask.)

**“Family History” Annotations and Anchor Questions**

**A. Annotations**

**Sound Device**

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

p# p 178 *looks like or mothers, fathers, brothers, sisters, children…girlfriends, boyfriends…worrying.*

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

p# 173 *weather had warmed up rivers into raging*

p 179 *people die up there, Peak. made a mistake helicopter hovering*

p 180 *wish you wouldn’t*

**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# 182 *“I quit because of you.”*

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

*“I’m trying for the summit,” I said. “I’ve gone through too much to give up now.”*

plot – this section foreshadows that Peak has resolved to summit. It is also very important because it helps point to the fact that he is a climber, and he does make it to the summit though he wrote in the Moleskine that he did not.

Peak – This foreshadow example tells about Peak’s character – he is 14 and while he listens to his mom, he wants to summit and makes his own decisions. He is mindful but determined.

sensory details – Which sensory detail helps the reader picture the scene on page 183? *As the blue light through the tent faded to dark, I was still lying there when the flap opened.*

**Figurative Language**

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

p 182 stone cold; p 183 thaws Since his mother is a climber she knows who Peak is down deep and how he truly cares for his friends and family. She gives him this advice, so he will be safe.

She wants his heart to thaw, so he can be part of the family again - - be his old, loveable self.

symbolism p 174– label sy and explain the author’s intent in using it about Josh. “*…end of your rope..”* – While this is an idiom, it is also symbolism because it represents how Josh only cares about others in extreme conditions. The rope is a symbol of safety in climbing and Josh provides this.

**A. Annotations cont.:**

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

Verbal irony considers how words are phrased – Roland Smith twists the words me and you to send a message to Josh and to the reader. The reader never expects Peak to actually form the words to “tell off his father”, but these phrases are used perfectly to create a slight twist between the contentious father and son relationship.

**Challenge: Can you find the dynamic symmetry? p#** *177 I barged in HQ, grabbed the sat phone, and punched in the number…*

**B. Questions**

**How** does the author structure this chapter? Write the letter here**. b** First it has the scene with Peak’s dad caring only about the expedition. Compared and in contrast to Peak’s mom caring only about Peak.

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 **and write the p#s and examples**

**p#** 178 and 179 Each of the sections, spoken by Peak’s mom, share the author’s feelings about climbing Everest. Roland Smith throughout the novel, shares the dangers of Everest from the deaths in the German team to the Death Zone graveyard.

Which theme is best represented in this chapter. Support your choice with page numbers and evidence examples. **Theme** sacrifice/selfishness p 175 Zopa is arrested to get Sunjo through the next hurdle; p 177 It’s all about Josh; p 182 Peak’s Mom sacrifices her career for Peak; p 184 Kitar sacrifices his life for Joshua Woods.

Why is it significant that the author uses “Josh” to refer to Peak’s father but”Mom” to represent Terri Marcello, Peak’s mother? This may seem obvious to the students - - Josh doesn’t deserve to be called   
Dad, just like he, himself states on p 40. But there is more to it. Peak wants to call him Dad on p 40, but even after weeks and weeks Josh still hasn’t earned that right. It is significant because each share a different side of Peak – he has to fight being selfish, but he also knows how to be kind, caring and thoughtful just like his mother shares.

**Compare and Contrast RACER/S paragraphs**

*Students must discover that Peak’s parents both ask him how he is doing- well sort of – p 175 “How was Camp Four?” he asked tiredly. “ Any problems? P 178 “Your ribs okay?”…”Josh told me you were sick.” (Some students will catch how even this is different – Josh asks about the climb and his mom asks about Peak’s health.)but that is where the similarities stop. Using completed answers students should be able to contrast how Peak’s parents talk with him about climbing Everest and who Peak is, inside.* Josh - pp 176, 177, 184; 182. 183

Mom - pp 178 – 180, 182, 183.

**Point of View - Character Flip**

*Students take on a minor character’s point of view to rewrite a section of the story.As I review students’ writing, I try to look for consistency in characterization. When the story changes because of the point of view, does the story mesh with the character who is now telling it? Are the things said and done typical with that character’s normal behaviors and traits? I love to read these; you will be amazed at your students’ ideas and wonderings. Note: The past tense nature of the book must stay a part of students’ writings.*

**WHAT IF? Predicting Cause and Effect**

*This is one of my favorite learning experiences. Even though it may seem easy, this experience shows students’ true depth of knowledge. If they make a change, it has to fit; it has to blend in with the rest of the story. It can have a ripple effect but the book must have the same tone, theme, and denouement. It is important for students to read aloud their What If writing to peers; I use their Peak’s Product teams. I also observe their speaking and listening skills at this time. I try to position myself so I can watch each team and team member at least a little bit.*

**Style: Genre and Format**

*It is interesting to note that Roland Smith shares many times within the story that Peak will not go back to Everest. However, several years after PEAK was published he created a sequel arc for Peak in the novels: The Edge, Ascent (both out now) and Descent (Coming soon). Some of the same characters are present including Zopa and Joshua Woods, Peak meets a lovely girl and his adventures continue. One caveat to entice students to continue the series is Roland Smith finally shares why Peak’s dad never wrote him back. I encourage you to read the next two books, too.*

*Genres*

Adventure

Survival

Contemporary Realistic Fiction

Geographic/Cultural Fiction

Sport Fiction

Special Features

Map

Chapter Titles

Letters

Even the Denouement is a special featureDenouement is included so that readers have closure. They know that Peak is home, safe and truly happy with his family. Roland Smith likes to provide closure to students with authentic not “happy sappy” endings.

**Do not include in unit packet**

**Socratic Discussion (SD) Questions –***If you are unfamiliar with Socratic Seminar/Discussion you can find everything you’ll need in Appendix A.*

*I use Socratic Discussion as a test grade as I don’t give tests. Students are given three to four days to complete their answers and must turn in five to six days prior to the discussion. I have them finish the Peak’s Product and What If assignments while I carefully review student answers; they are given one chance to revise SD answers before the discussion.*

*If you are unfamiliar or have never tried SD it does take up several days of prep and then two to three days for implementation. However, in the end, students have completed a myriad of standards and you will have five pieces of assessment. Formative assessment is given within their initial answers. Summative – final answers, inside circle speaking and listening skills, outside listening skills, and note-taking are practiced and evaluated.*

*Also, the vast majority of students love this strategy as they are in charge. Those who always talk must listen; those who sometimes don't get to talk or wait too long to join in are given the opportunity to share. I have found that once a positive classroom climate is set even the shyest and anxiety-ridden student participates with joy – truly.*

*NOYE: It is good to practice inner circle behavior with a story like Goldilocks. Students answer a question from each type: What type of hair does Goldilocks have? How many crimes did Goldilocks commit? Who is the villain Papa bear or Goldilocks?*

*Students can think rather than write their answers and then practice being in small group inside circles before they actually start the formal discussion.*

*Hints:*

* *There is NO leader – do not allow a student to take over even if they are well-meaning; I do step in if this becomes an issue*
* *Discussion is not circular and they do not vote when a definitive answer is needed.*
* *Students review their work, but then must turn it over during the discussion.*
* *Each student must have their book with them.*
* *Students should practice speaking up – we actually have fun with this.*
* *Students also practice listening - I like this site as it is geared to middle school students.* [*https://teens.lovetoknow.com/listening-activities-middle-school*](https://teens.lovetoknow.com/listening-activities-middle-school)
* *Students must indicate which active listening strategy they will practice on the rubric before they give it to me. (See Appendix)*
* *I set Inner Circle student rubrics in front of me and add + and – marks to the different sections as they discuss. Outside circle student rubrics are set aside but are close by.*
* *I take notes about what is and is not shared.*
* *There are times when I step in with extension questions or I ask students to reread the question and their answers. Next they discuss their answers again.*

**Literal-Right There:**

1. When did Peak truly feel regret and shame for having “tagged” the buildings in New York? p 28
2. Why did Josh come and “save” Peak? p 78
3. How does the “brain function… at high altitudes?” p 209
4. Determine which flashbacks in the story are used to: p#s only
5. reveal a setting pp 28, 33, 36, 66, 132
6. explain a conflict pp 8, 33, 36, 45, 179, 184
7. develop a character pp 28, 32 34, 36, 39, 54, 147, 182
8. create the tone pp 28, 33, 36, 61, 75, 183

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

1. **How** does the “family secret” on page 184 create situational irony? Sunjo’s dad saves Peak and Peak saves, in a way, Sunjo. The situations are switched and very unexpected by the reader.
2. What motif is used and what is its purpose? p 18, 26, 111, 112, 159, 201, 211, 224 The motif is the collection of symbolism in the necktie, strings, ropes, and nets etc. The purpose is to show how “tied-up” Peak on the inside as well as represent the lifeline that ropes represent in the story and ultimately Everest.
3. What is the significance (importance) of Peak’s original assignment in the Moleskine? p 13 the original assignment indicates*, “…must be a story –* ***not a diary, or a journal****…can be based on your life, someone else’s life, or events* ***completely from your imagination.”***This is important because it implies that Peak did summit but chose to help Sunjo; he give him the fame and fortune and maybe wanted to stick it to Josh.
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 a dynamic character.? (Two part question!)

Both are relatively dishonest when it benefits them - - - and they are both self-centered. Peak overcomes his selfishness allowing Sunjo all the credit for reaching the summit as the youngest climber. p 230-231. Even if we believe that Peak did make it to the top, he gives all the credit to Sunjo which is not really how he felt when he first found out the Sunjo was going to get a shot at summiting.

1. Which evidence from the text supports the claim that Peak **did** summit Everest? pp 8, 13, 36, 44, 52, 179, 190, 226, 230, 231, 243, 244, 246 If we know anything about Peak, we know that he is a climber; Peak repeats that he is going to the top, nothing will stop him. He did summit but he chooses not to write that in his Moleskine. He hates the spotlight and loves mystery; his flag is up there and just like the “tagging” it is a mystery – did he put it up there or did Sunjo? If you were writing your own story, wouldn’t you make yourself the hero? It is not to be a diary or journal. He never really answers his mother or Holly when they say, so you didn’t summit? He talk about what you can see from the summit; how does he know? (Perfect examples of implicit evidence! Roland Smith weaves a tremendous conflict and resolution, and only those who pay close attention will get it.)

Note: Some students wonder if he is just sitting in juvenile hall writing the tale. I argue that there is too much Everest information and details - he has to be there. Also, he is a climber, so why wouldn’t the book be about him climbing? Finally, he doesn’t receive the Moleskine until p 13 but the Moleskine is used on top of p 1.

1. How do you know Roland Smith would **not** advocate summiting Everest? pp 121, 166, 178-180, 202, 207, 210, 211, 220, 246 Roland Smith creates so many plot twists that show person vs nature – person vs Everest and portrays Everest as the most dangerous place on Earth. There is very little that glorifies the climb.
2. What do Peak’s and Sunjo’s similarities and differences imply/infer about Peak’s inclusion of Sunjo’s character in his Moleskine assignment? pp 54, 55, 60, 115, 116, 122,134, 135 several other pages later in text. Sunjo and Peak are very similar: age, sisters, climbers, male, but over most of the book Sunjo is making wise, caring, and obedient decisions and is mindful. Peak is totally opposite in each of these character traits. Perhaps, Sunjo is Peak’s alter-ego and is a totally made up character?
3. What makes a father a dad? Evaluate Josh and Rolf’s character traits. Rolf pp 15, 16, 25, 30, 34, 122-125; Josh pp 16, 19, 23, 24, 31-34, 38-41, 71-76, 122, 123, 125, 176, 177, 237 Peak admits that Rolf is more of a father than Josh (p 125). Students should speak to the qualities that make a father a dad and use the text to support using 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? I have had so many groups say the world would end because nobody would even try. This is both hysterical and sad at the same time. This is such a window into how grades have taken over learning; it makes me crazy!
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?* Various answers = remind them to give examples of both giving and getting.

1. What advice would you give Joshua Wood and/or Peak to repair the father/son relationship? It is essential you have a positive and safe climate. I have had students share about their father in jail or how their father is just like Josh, absent and uncaring. However, they also give the BEST advice. I have often scripted their answers and sent them to all parents.
2. Which character might have been created from Peak’s imagination? hyperbolic? They love to discuss this and there truly are so many possibilities. Zopa? Is there really a monk who can predict the weather and Peak’s movements and choices? Holly? Over the top! So annoying but ultimately loveable; even Josh.

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

Students will have a variety of answers and reasons why. Peak is not a choice as he displays all of the motivations as the novel progresses. This is also a great extension question. What about Peak? What are his motivations?

Suggested matches:

b. noble Sunjo

a. basic Holly

b. noble Zopa

d. fear Josh Students may advocate for evil, but Josh admits in the beginning that he has regrets and

lives in fear of losing everything.

b. noble Terri/Rolf

c. evil Captain Shek

b. noble Vincent

6. Should PEAK be a Newberry Award Winner? Evaluate attributes of the novel and the criteria of the award to determine your answer. Students share various answers but must address each requirement. Of course, I would vote YES!

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**

*Students and I created this rubric – I suggest you do the same with your students. Use the SD rubric to help.*

*I base my decision on:*

* *teamwork during the Peak’s Product*
* *video viewing during Peak’s Product*
* *comments and/or questions during whole group reading*
* *pair reading*
* *one on one sessions*
* *poetry reading*
* *“What If” and “Character Flip” readings*
* *Socratic Discussion*

[](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 – Teacher PAK**

**Critical Reading, Research**

**Explanatory and Argument Writing**

*Make sure you indicate which type of essay you want students to complete on the Student PAK Everest cover page.*

*I use this for both types of writing as it helps students develop focus in their writing and frankly, it saves time as one side of the argument is embedded in the explanatory work.*

**Word Power: acclimate**

*Mini – Lesson:*

*Students review the following definitions and use the word acclimate to create their own word power document.*

*Acclimatization is the single most important determiner to summiting Everest. If a climber is acclimatized them have a change to make it, if not – they don’t. Therefore it is essential students know this word and be able to use it in their own essays. I include the definitions below so that students get a complete picture of the word beyond the dictionary definition.*

***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 whol purose 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.”*

**Word Power**

**acclimate** **part of speech** verb

**word origin** 1792 - French

**synonyms** adapt, adjust, condition

**definition** the state of adaptation (someone) to a new temperature, altitude, climate, environment, or situation

**alternatives forms of the word** acclimatization, [acclimated](https://www.merriam-webster.com/dictionary/acclimated), [acclimation](https://www.merriam-webster.com/dictionary/acclimation), [acclimatize](https://www.merriam-webster.com/dictionary/acclimatise)

**sentences** *Write out three sentences using the word acclimatization or any form of the word that connects to Everest.*

Various answers – but all should apply to Everest

***Note:*** *If students have not studied the following terms prior to this unit, use this Word Power format: bias, validity, and authoritative.*

**Transition Review**

*Mini Lesson:*

*A. Review and examine transition types*

*B. Add an Everest example for four different types*

*C. Review how a comma is used after introductory words*

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

1. Also, Everest actually has a place called the Death Zone.

2. Consequently, Everest is too dangerous to risk never going home.

3. In contrast, Everest has the most helpful Sherpas.

4. For example, there are over 20 avalanches a day, mostly at night.

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

*You may have to revisit how to write a generalization and note with students how they can still write in a literary way (alliteration and a bit of personification).*

Example:

(paragraph on weather, etc.) Everest’s extreme cold temperatures create conditions that foster frostbite and hypothermia.

(next paragraph on illness and injuries) Many illnesses are common on Mt. Everest.

**Explanatory Writing:**

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

*Lesson Experience: It is important that you use the Gradual Release strategy for all of the evidence collection.*

*This site shares the basics if you are unfamiliar.*

[*https://theartofeducation.edu/2016/01/05/how-to-teach-skills-with-the-gradual-release-model/*](https://theartofeducation.edu/2016/01/05/how-to-teach-skills-with-the-gradual-release-model/)

*Revisit with students the explicit evidence they recorded on page during the preread.*

I like to share these two Powtoons with students. Discuss with them what implicit evidence is and how they create inferential evidence.

<https://www.youtube.com/watch?v=h9dsc9_zLBw>

<https://www.youtube.com/watch?v=MK1KCcwy20k>

*Students create their own inferences based on evidence. They turn explicit evidence into implicit.*

*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. Students read the article, I print it out, and highlight explicit and implicit evidence.*

<https://www.scienceworld.ca/blog/everest-you-might-want-rethink-your-bucket-list> Friday, May 20, 2016 **Everest, you might want to rethink your bucket list** by **Charlotte Swanson**

*B. Record explicit evidence.*

*Example: blue indicates specific explicit evidence – an explanation is included to help students understand how to connect evidence and explanation.*

While a climber may reach the summit with little physical complications, there is evidence of permanent damage to the brain. “In a 2008 study… scans showed that (brain) damage was still apparent in all of the climbers scans 3 years after climbing.” Cleary the glory of Everest has life-altering risks.

Though the article warns climbers regarding the challenge of Everest, it also admits, “It (Everest) can provide an experience of a lifetime—pushing your body to its limits to reach the upper limits of the globe.” If climbers are prepared and ready to meet Everest’s challenge, they can have a life-altering experience.

*C. Record Implicit*

*Example:*

People are different in the amount of time it takes to acclimate in order to endure the oxygen deprivation that is inevitable on Mt Everest; if the body does not acclimate then a climber can die. The consequences of a climber ignoring their body’s limitations can be deadly.

The Death Zone is not only dangerous because of the lack of oxygen but the selfishness needed to summit and return safely to Base Camp. There are many climbers who are left on the mountain because they die on the way down, and climbers that pass cannot take the risk to help. If I climber tries to help another get back down from the summit; they could not have enough oxygen or be so fatigued themselves that they would die.

D. *Explanatory Evidence: Viewing – Listening – Recording*

*Students listen to several short clips regarding Everest and record the information as explicit (direct quotes) and implicit (paraphrased) evidence. I ask students to show me their first attempt to make sure they are pulling information that directly answers their questions vs. general Everest information. I also check halfway to make sure they record implicit and explicit evidence correctly.*

**Lead/Hook**

*Mini – Lesson: Review with students or introduce the next few sections.*

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. *Remind students that the hook is the first sentence of the introduction, then a generalization and then the extended thesis with their two to three reasons Everest is dangerous.*

**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!”

Everest is a death-dealing mountain; it kills indiscriminately.Mountaineers continue to climb up slippery slopes fighting off illnesses, gasping for breath, and praying for glory. Mt. Everest risks every climber’s health and debilitating dangers await each mountaineer in the Death Zone.

**Sinker**

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

explanation to “sink” in. *Remind students that the conclusion includes a restatement of the thesis statement, then a killer fact, and then the sinker.*

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 \_\_\_\_\_\_\_\_ 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: The dangers of little to no oxygen and the many illnesses and death show Everest to be extremely dangerous. “Death toll rises to eleven on Mt Everest” (Source Four, p1). Though the tallest mountain in the world would obviously be dangerous, many people do not realize the extent of the devastation Everest can cause. Clearly, Everest is a killer of body and soul.

**Explanations and Elaborations**

*Learning Experience:*

*Help students understand that they must explain how their evidence connects to or proves a thesis.*

*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?

*Those considering Everest should think carefully about this information because…*

*Anyone thinking about climbing Everest should deeply consider this the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…*

*specific evidence*

1. What does this information imply/infer?

* *There are several implications here that prove Everest safe:*
* *One can infer from this information that those who attempt Everest will sleep forever in the Death zone…*

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

* *The consequences could be deadly as this information shows how…*
* *Those planning to climb Mt. Everest must consider this information because…*

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 that thesis that Everest should not even be attempted because…*
* *Since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the thesis that Everest can be climbed*

*restated evidence safely and successfully can be trusted.*

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

*evidence statement thesis statement*

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

* *One example that shows how dangerous the physical obstacles are is…*
* *An example of the safety measures that are taken on Everest is…*

*Practice:*

*Students use previous You Tube clips to write an implicit RACER paragraph with one of the Explanation types shared above even if the information was a quote. This is purposeful as Explanations lend themselves to implicit evidence and elaboration types demand explicit evidence.*

**Elaborations**

*Learning Experience:*

*Help students understand that they must use elaborations to help readers understand the evidence.*

*Elaborations detail which provides more information about the evidence.*

***Elaboration are details which provide more information about the evidence-***

***Examples…***

1. Figurative language; Simile, metaphor, etc.

*The depth of the temperatures is like walking into an ice cube and never coming out.*

1. Definitions – define technical or specific vocabulary used

*Acclimatization - … “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.”*

1. Acronyms

HAPE High Altitude Pulmonary Edema

*Practice:*

*Students use previous You Tube clips to write two explicit sentences with one of the Elaboration types.*

**Informational/Explanatory Essay Prompt**

*Students should be able to go back and collect much of what they have practiced to help them complete this prompt. Remind them to balance explicit and implicit evidence - - the general rule is 2 inferences for every 1 quote, 2:1.*

*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.

*I have included one example. The rubric is in the Appendix.*

Explanatory Essay example:

Everest is a death-dealing mountain; it kills indiscriminately.Mountaineers continue to ascend slippery slopes fighting off illnesses, gasping for breath, and praying for glory. Mt. Everest risks every climber’s health and debilitating dangers await each mountaineer in the Death Zone.

Climbers are faced with harsh conditions and the risk of serious illness and/or injury. The risk can include High Altitude Pulmonary Edema (HAPE). This is one of the most serious Altitude Sicknesses that climbers can encounter. Lungs fill with fluid. Source One evidence states, “Symptoms can include loss of motor function, vomiting, and fever.” The reader can infer that climbers feeling like this in their own home and bedroom are serious enough, but on Everest they are life-threatening. Information in Source One goes on to share that hypoxia and psychosis can occur in many climbers because of the lack of oxygen. Psychosis symptoms range from depression to hallucinations and hypoxia can result in damage to brain, liver, and other organs just minutes after symptoms start. Many climbers experience lack of oxygen especially in the Death Zone. In a 2008 study cited in Source One those who climbed Everest still had brain damage three years after the climb. The consequences of low oxygen on Everest have long-lasting on health and can even kill.

The Death Zone is arguably the most dangerous place on Earth. The information in Source Four reports that temperatures in the Death Zone can drop to -100º and jet streams up to 200 m.p.h. are so dangerous they are known to literally pull climbers off of the mountain. The Death Zone is in the stratosphere, over 26,000 feet with little to no oxygen. With such low levels of oxygen the brain begins to die. Another example from Source Two explains that there is an area on Everest nicknamed “Rainbow Valley” because of all the colorful jackets worn by the dead bodies that mark the trail; the wind and sun on Mt. Everest actually mummify remains and freeze the climbing gear intact. “Most of the climbers who perished in 2019 died on the way down the mountain” (Source Three, p 3). If climbers’ experience lack of oxygen, fatigue, or summit fever, their unwavering devotion to reach the summit, my result in their imprisonment on “Rainbow Valley” forever. While climbers may have realized their dream of summiting Everest, the dangers of this mountain have crushed climbers’ dreams for life. In addition, the dreams of their loved ones waiting far below this death-dealing mountain are crushed as well.

The dangers of little to no oxygen and the many illnesses and death show Everest to be extremely dangerous. “Death toll rises to eleven on Mt Everest” (Source Four, p1). Though the tallest mountain in the world would obviously be dangerous, many people do not realize the extent of the devastation Everest can cause. Clearly, Everest is a killer of body and soul.

**Argument Research and Writing**

*If you would prefer students write an argument, students would review everything shared above (except the explanatory prompt, of course). In addition, they need to read and record arguments for climbing Everest and review counterarguments – counterclaims + rebuttals.*

**7 Minute Research** *Again it is important to use Gradual Release to demonstrate this method of gathering evidence. Students start with this article (I print out) about Jordan Romero (youngest climber, age 13 to summit) and then research on their own using Everest key phrases:*

Success Stories BBC News 2010

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

**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

**Counterargument**

*The counterargument has two parts: counterclaim (the opposite claim from yours) and the evidence to rebut/prove it is incorrect or misguided.*

*Review a few of these examples with students and emphasize the use of generalizations for content and complex sentence for format. Also, remind students to stay in objective tone – 3rd person. It is easy for them to fall into statements such as, You will stay warm, or Sherpas will help you.*

*Some may argue that Sherpas are expert guides and will help protect climbers. However Sherpas cannot help guide climbers through an avalanche. While Sherpas help, in Source One in states there are over 20 avalanches a day and they usually happen after dark.*

*Some may argue that temperatures on Everest get extremely cold. However a new type of fabric is used in climbers clothing and sleeping gear. Since climbers have this revolutionary fabric shared in Source Two they will be able to avoid the cold and even frostbite.*

**Argumentative Prompt**

*Students may go back and collect much of what they have already written to help them complete this prompt. Remind them to balance explicit and implicit evidence - - the general rule is 2 inferences for every quote.*

*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.*

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.

*I have included this example the rubric is similar to Explanatory with the addition of counterargument both sections.*

Glory is waiting for the bold. Mt. Everest is the tallest mountain in the world and many people have placed summiting on their bucket list. Since there are so many success stories, experienced Sherpas and top technology and gear, people can summit and claim their own glory.

To begin, seventy-five percent of people who tried to summit Everest stood on Top of the World. In addition, some very unique people have gone through intense training and summited Everest. Jordan Romeo is still the youngest person to summit Everest to this day. According to the author in Source Five, “Jordan Romero was only thirteen years old when he summited in 2010”. His father was with him as well as trusted Sherpas; he is also the youngest to ever climb all seven summits. Very few people know that someone who is blind climbed Everest.  The author of Source Five shares Erik Weihenmayer’s story. Erik Weihenmayer is the first blind person to reach the summit of Mount Everest, on May 25, 2001. He is also an author, activist and motivational speaker. For this feat, he was honored with a Time Magazine cover story. Gary Guller managed to summit Everest with only an arm in 2003. A trusted Sherpa helped Gary climb and he shares that it takes “dedicated training and a deep desire” to summit. If those with perceived disabilities can summit with intense training, then those who train both body and mind can, too.

Sherpas are there all along the way to help climbers succeed. Sherpas are native to the Himalayas which means they are already acclimatized to the weather. They are also expert guides who “set the ropes and blaze paths” so that climbers have an easier route (Source Seven, p 2). Throughout Source Six the author included that Gary Guller thinks Sherpas are “lifelong friends”. Sherpas are there to help climbers summit. They will always be there to comfort and protect from cold climates. They carry oxygen tanks (O’s) that give climbers a boost of supplemental O’s that encourage climbers to summit. Within Source Six the author includes porters and yaks who also help carry materials like heavy gear, food, and fuel. Since climbers have so much extra help, they have the best chance of reading the Top of the World.

Some may argue that the average temperature on Everest is below zero and has extreme weather that is dangerous. However, mountaineers don't just wake up, throw on a jacket and start climbing they need certain tools that help them climb and stay warm. According to the author of Source Seven, there is a revolutionary fabric, Gortex, which keeps climbers warm in the frigid temperatures. This fabric is used in sleeping bags, coats and gloves. Additional examples from Source Seven are crampons and titanium ice axes that grip into the ice with their steel blades. These keep the climber stable and safe when they climb the awe-inspiring ice walls. Another important piece of gear mountaineers use on their climb is night and day goggles. These goggles are vital for the last push to the summit as “climbers ascend at night”, so they can see the divine view at the top of the world at daybreak (Source Seven, p 5). In Source Seven the author continues to share that supplemental oxygen (Os) tanks can be used for climbers breathing in the thinner air near the summit. People who want to climb do not underestimate the lack of oxygen and its importance to fending off illnesses. Technology information in Source Eight shows that there are now altimeter watches that include biometrics to help climbers keep track of their own bodies and weather while summiting Everest. It is important to understand the vast variety of highly efficient technology and gear that is now part of every climb, so anyone who wants to climb the majestic Mt Everest can.

The overwhelming evidence regarding successful climbers, experienced Sherpas, and the latest gear and equipment clearly demonstrate that people can climb and summit Mt. Everest. Once on the summit, climbers can observe the Earth’s curve, view over seven countries, and stand in the stratosphere above the clouds. Lives will never be the same after standing on the highest peak in the world; anyone who places Everest on their bucket list should go for it.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ‘s Peer and Self Review Everest Argument Essay**

*Student’s name goes into the blank. Sometimes it is easy to skip this part of writing with students, a colleague and friend of mine, Chelsey Lanningham, created this document and it is the single best peer and self-review I have ever used. Students learn how to revise and edit their own writing through these simple steps. It can be time-consuming, but student essays improve significantly.*

*Best of everything, again, let me know how it goes!*