Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Block:\_\_\_\_\_\_

***“Scurvy” and “Barely Surviving a World of Ice”***

Text: **A:** “Scurvy” and **B:** “Barely Surviving a World of Ice” (separate handouts)

Objective: I can determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings, as well as analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.2.4)

Essential Question: What is the impact of the word choice in “Scurvy” and “Barely Surviving a World of Ice” when describing the risks of being an Antarctic explorer?

PART 1 – Marking the Text (Challenging Vocabulary)

1. As you read the article, “Scurvy,” mark the text for challenging vocabulary by underlining any word for which you do not know the definition.
2. As you read the article, “Barely Surviving a World of Ice,” mark the text for challenging vocabulary by underlining any word for which you do not know the definition.

PART 2 - Vocabulary

*Figure out the meaning of these words with context clues ONLY*. Do NOT use a dictionary! (Once you finish, you may check.)

A.

|  |  |  |
| --- | --- | --- |
| **Word** | **Your Definition (based on context clues)** | **Explanation (How did you know? Give specific clues from the text and explain.)** |
| Example: lacks  (1st sentence) | *not enough of* | *The text states this horrible disease is caused by a “lack” of vitamin C. I know vitamins are a good thing, so most likely they are getting this disease because they aren’t getting enough of this vitamin.* |
| perished |  |  |
| devoid |  |  |
| prone |  |  |
| remedy |  |  |

B.

|  |  |  |
| --- | --- | --- |
| **Word** | **Your Definition (based on context clues)** | **Explanation (How did you know? Give specific clues from the text and explain.)** |
| crevasses |  |  |
| amputation |  |  |
| hypothermia |  |  |
| encased |  |  |

PART 3 – Text Marking for Words/Phrases Related to Meaning and Tone

1. As you reread the article, “Scurvy,” mark the text for words and phrases related to the risks or dangers of being an Antarctic explorer in the past by circling these details.
2. As you reread the article, “Barely Surviving a World of Ice,” mark the text for words and phrases related to the risks or dangers of being an Antarctic explorer in the past by circling these details.

PART 4 – Constructed Response

*Use all previous steps to help you ANSWER THE QUESTION (see top of page 1). Don’t forget to use the ACES format!* ([A = answer the question (topic sentence), C = cite your evidence (quotes or support from the text to back up your answer), E = explain and extend your answer (How exactly does your text evidence prove your answer is right?), S = summarize with a final statement (offer insight – think DEEP thoughts, like “What does it all mean? Why does it matter? How is this significant to the overall theme?” – to drive your main point home)]

***[If you are struggling, do the extra credit FIRST to help you think it through. Then come back and complete Part 4.]***

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

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

PART 5 – World Café (EXTRA CREDIT)

*World Café was an activity that we did as a class with discussion groups for each of the following questions. #1 and #2 examine an aspect of the essential question. #3 is in preparation for our next assignment on the core text: Trial by Ice.* *Write on your own paper for these questions.*

1. *How does the author’s use of descriptive and figurative language in “Barely Surviving a World of Ice” impact tone? What specific examples from the text support your answer? (Hint: Look in the middle of the main paragraph for personification. Remember that tone is the author’s attitude about his/her subject. The subject in this article is Antarctica and its explorers. The author’s tone frequently shapes how the reader feels about the subject, as well. Impact means to affect. When a car crashes into another car, it effects it. The words an author chooses and the way in which he uses them are his vehicle or means to shape his meaning and tone.)*
2. *Based upon the impact of the author’s word choice in “Scurvy” and “Barely Surviving a World of Ice,” what do you identify as the central idea of these articles?*
3. *Based upon what you have learned about the risks of being an Antarctic explorer from these two articles, what traits should an explorer possess? Why are these traits important?*