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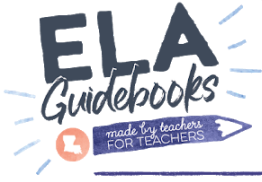
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## Purpose of Knowledge Packs

In-person learning, involving traditional ELA Guidebook implementation and virtual distance learning should be prioritized. However, the Department recognizes that if school buildings do not physically open, or if a hybrid model needs to be implemented, the time available for those types of interactions might be limited.

However, it is important to remember that learning and activities assigned to students should be meaningful and should be in service of helping students master the knowledge and skills demanded by the ELA Guidebook unit. Therefore, the Department is partnering with [CommonLit](#) to release knowledge packs that will support students in building knowledge and vocabulary<sup>1</sup>.

**NOTE:** Packs should have **at least three** related texts. Some topics include more than three texts. Teachers can choose to have students read all texts or select the amount of texts their schedule allows time for.

These resources can be utilized in the following [learning scenarios](#):

- **Traditional In-person Learning:** These resources can be used to make small group instruction more meaningful for students. Teachers can support students in volume of reading and building knowledge while other students engage independently in one or more activities to support making meaning of complex, grade-level texts.
- **Virtual/Hybrid and Analog Distance Learning:** These resources can be used to give students meaningful, independent practice to support core instruction when they are learning asynchronously from home without the support of a teacher.

Directions for implementing are [available](#).

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<sup>1</sup> More information about volume of reading can be found in the [Reading Guide](#).

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## Knowledge Pack One Text Set: Photojournalism

### Text One

[“Seeing Through Dorothea’s Eyes”](#) by Sudipta Bardhan

Dorothea Lange (1895-1965) was an American documentary photographer and photojournalist. She was most well-known for taking photos during the Great Depression, a time in America during the 1930s when people struggled to find work and make money. As you read, take notes on what Lange took photographs of throughout her career.

### Text Two

[“General Eisenhower’s Order of the Day”](#) by General D. Eisenhower

Dwight D. Eisenhower (1890-1969) was the Supreme Allied Commander of the Invasion of Normandy and Assault on German forces in Europe during World War II; he would later be President of the United States from 1953 to 1961. On June 5, 1944 nearly 3 million troops, 4,000 ships, and 1,200 planes belonging to America and the other Allied forces waited in England for the order to invade the French Coast of Normandy to begin an assault on the Germans who had taken over much of Europe. Eisenhower’s Order of the Day was delivered to the 175,000-member expeditionary forces meant to invade Normandy directly on June 5, 1944, the eve of the invasion. As you read, note the language that the author uses to describe Allied forces and their opponents.

### Text Three

[“Day of Infamy’ Speech”](#) by President Franklin D.

On December 7, 1941 the Japanese bombed Pearl Harbor, a United States naval base in Hawaii. This attack drew America into World War II. Franklin D. Roosevelt or “FDR” delivered this speech to a Joint Session of Congress on December 8, 1941, a day after the attack. As you read, take notes on how FDR describes the actions of the Empire of Japan.

### Text Four

[“The 16th Street Baptist Church Bombing”](#) by Jessica McBirney

In the 1950s and 1960s the American people, backed by civil rights leaders like Martin Luther King Jr., were speaking out against racial inequality and discrimination. In 1954 the Supreme Court ruled the separation of black and white children at school as unlawful in the *Brown v. Board of Education* case. While the ruling was met with resistance in many Southern white communities, many African Americans saw the case as a stepping stone to ending other racial inequality problems, and it eventually sparked a series of non-violent protests carried out by black communities that would continue for over a decade. The protests triggered outrage among police and many white community members, and soon some areas (mainly in the South) were experiencing frequent crime and violence on both sides. As you read, identify evidence that shows how Americans viewed racial discrimination differently in the years following the 16th Street Baptist Church Bombing.

### Text Five

“[Emmett Till](#)” by Jessica McBirney

Emmett Louis Till (1941-1955) was a fourteen-year-old African American boy from Chicago who was lynched in Mississippi after reportedly flirting with a white woman, Carolyn Bryant. "Lynching" refers to killing someone for an alleged offense with or without a legal trial, and the act is often linked to angry mobs and race. The injustice of his murder inspired many in the Civil Rights Movement. In a book published in 2017, Bryant said she made up her original accusations, sparking further discussion around Till's death and legacy. As you read, note the racial climate of the South in which Emmett Till was killed.

### Text Six

“[Letter from Birmingham Jail](#)” by Dr. Martin Luther King, Jr.

In 1963, numerous civil rights activists, including Martin Luther King, Jr., gathered in Birmingham, Alabama, to protest the racist treatment of African Americans in the South. In response, the city of Birmingham declared that any protests or demonstrations were illegal. King and many other activists continued to protest and were arrested. A group of white religious leaders wrote a letter admonishing King for causing unrest in the city, and their letter was published in the local newspaper. While in jail, King responded in a letter written on the margins of a newspaper, because it was the only paper available. King gave the letter to his lawyers, who published what is now known as the famous “Letter from Birmingham Jail.” As you read, identify how King responds to the clergymen and how he challenges their arguments.

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## Knowledge Pack Two Text Set: *A Lesson Before Dying*

### Text One

[“From Slaves to Sharecroppers”](#) by Leigh Dekle

After the abolition of slavery, former slaves had to integrate into society as free men and women. One of the common jobs that former slaves took up was sharecropping, in which a farmer would get a portion of the crops they harvested for a landowner. In this informational text, the author explores the difficulties for blacks and whites to adjust to the time period following the Civil War. As you read, take notes on how sharecroppers were treated by landowners.

### Text Two

[“Henry Adams’ Testimony Before Congress”](#) by Henry Adams

Henry Adams (1843-?) was born into slavery. He received his freedom in 1865 in Mississippi, where he stayed briefly after the end of the war as a sharecropper. The sharecropping system began after slavery ended: sharecroppers would farm land and receive a share of the crops as payment. Adams then moved to Louisiana where he became a successful traveling salesman before enlisting in the U.S. army. In 1880, Adams traveled to Washington D.C. to provide testimony to a Senate Committee on the migration of African-Americans out of the South. In this excerpt from his testimony, he discusses his life as a sharecropper just after the Civil War. The following text also contains some language that is offensive. As you read, take notes on how Henry Adams was treated by his employer as he worked as a sharecropper.

### Text Three

[“Plessy vs. Ferguson”](#) by Jessica McBirney

In this informational text, Jessica McBirney discusses a landmark Supreme Court case known as Plessy v. Ferguson. The case challenged racial segregation in public areas in the late 19th century. As you read, take notes on what happened after the Plessy v. Ferguson decision.

### Text Four

[“How Jackie Robinson Changed Baseball”](#) by Jessica McBirney

Jackie Robinson (1919-1972) was a professional baseball player and the first African American to play in the Major Leagues. This informational text discusses Robinson’s life and accomplishments, and the impact his role in baseball had on the Civil Rights Movement. As you read, take note of the different ways that Jackie Robinson fought back against racial discrimination and segregation throughout his life.

### Text Five

[“The Story of Ida B. Wells”](#) by Shannon Moreau

Ida Bell Wells (1862-1931) was an African-American journalist, editor, suffragist, sociologist, and an early leader in the Civil Rights Movement. The following is a short biography of Ida B. Wells and the personal tragedy she experienced that

pushed her to raise national awareness about violence and discrimination against African Americans. As you read, take notes on the examples of prejudice and discrimination that Wells experienced, and how she worked towards ending them.

**Text Six**

[“The Harlem Renaissance”](#) by Jessica McBirney

The Harlem Renaissance was a cultural, social, and artistic movement that took place in Harlem, New York during the 1920s. This informational text further discusses how the movement developed, as well as its impact on culture in America. As you read, take notes on what events led up to the Harlem Renaissance and how they contributed to it.

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**Knowledge Pack Three Text Set: *Joy Luck Club***

**Text One**

[“From Tiger to Free-Range Parents”](#) by Rebecca English

There are many different ways to raise a child. In this text, Rebecca English discusses three parenting styles.

**Text Two**

[“Think Mothering Young Kids is Hard? Get Ready for Even Tougher Times”](#) by Tania Lombrozo for NPR

It’s a common belief that motherhood gets easier once you get past the early years. But how true is this perception of motherhood? This informational text compares mothers’ feelings of stress and satisfaction during different age-ranges of their children’s lives to determine when motherhood does, in fact, get easier. As you read, take note of the factors that contribute to a mother’s sense of satisfaction or dissatisfaction during motherhood.

**Text Three**

[“Safety of Numbers”](#) by Lucy Tan

Lucy Tan is a contemporary author whose writing often explores the meaning of home and family. In this story, a daughter learns some surprising information about her mother’s past.

**Text Four**

[“Mothers”](#) by Nikki Giovanni

Nikki Giovanni is a well-known African American poet, writer, commentator, activist, and educator. Her work ranges from writings about race and social issues to children’s literature. In this poem, the speaker describes seeing her mother. As you read, take notes on the words and phrases that show how the speaker feels about her mother.

**Text Five**

[“Orphans’ Lonely Beginnings Reveal How Parents Shape a Child’s Brain”](#) by Jon Hamilton

Izidor Ruckel grew up in a Romanian orphanage where he did not get the attention that most children receive. By studying other children who grew up in similarly neglectful conditions, researchers are able to learn more about the effects of parental bonding. As you read, take notes on Ruckel’s personal story and what it contributes to the text.



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**Knowledge Pack Four Text Set: *Romeo and Juliet***

**Text One**

[“Adolescence and the Teenage Crush”](#) by Dr. Carl Pickhardt

In his article “Adolescence and the Teenage Crush,” Dr. Carl Pickhardt differentiates between different types of teenage crushes. As you read the text, highlight Dr. Pickhardt’s claims and then make an outline of his argument.

**Text Two**

[“Sonnet 18”](#) by William Shakespeare

William Shakespeare (1564-1616) was an English poet, playwright, and actor. He wrote 154 sonnets and 38 plays, including *Romeo and Juliet*, which have been translated into every major living language. “Sonnet 18” is one of Shakespeare’s best-known sonnets. As you read, identify the imagery and tone the speaker uses to describe the subject of the poem as well as the summer.

**Text Three**

[“Loving Decision: 40 Years of Legal Interracial Unions”](#) by NPR.org

*Loving v. Virginia* was a landmark civil rights case in 1967, in which the Supreme Court determined that laws that prohibited interracial marriage were invalid. This informational text further discusses the interracial couple that fought for the legality of their marriage and won. As you read, take notes on how the text portrays Mildred and Richard Loving and their decision to challenge their guilty sentence.

**Text Four**

[“What Love Isn’t”](#) by Yrsa Daley-Ward

Yrsa Daley-Ward is a spoken word poet, self-published author, and actress of Jamaican and Nigerian heritage. In this poem, Ward uses figurative language to explore what love is and is not. As you read, take note of how the poet uses figurative language to describe love and the effect it has on the overall theme.

**Text Five**

[“The Lure of Shakespeare”](#) by Robert W. Butler

William Shakespeare (1564-1616) was an English poet, playwright, and actor. Shakespeare wrote approximately 38 plays and 154 sonnets. In this informational text, Robert W. Butler discusses the course of Shakespeare’s career and his success. As you read, take notes on what contributed to the success of Shakespeare’s plays.

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## Knowledge Pack Five Text Set: Teenage Brain

### Text One

[“The Distracted Teenage Brain”](#) by Alison Pearce Stevens

When most people think of distraction, they think of loud music or television, but in 2014 psychologist Zachary Roper conducted a study that offered a different definition of distraction. The results show why young adults may seem impulsive and easily distracted.

### Text Two

[“Why Teens Find the End of the World so Appealing”](#) by Elissa Nadworny

Dystopian fiction has become an extremely popular genre amongst teenagers. This genre usually focuses on a world where life is unpleasant or bad because of certain social or political structures. As you read, take notes on what teenagers like about dystopian fiction.

### Text Three

[“Why It’s Time to Lay the Stereotype of the ‘Teen Brain’ to Rest”](#) by Dan Romer

In this informational text, Dan Romer discusses widely held beliefs about why teenagers engage in risky behavior, and offers an explanation of his own.

### Text Four

[“Fear Prompts Teens to Act Impulsively”](#) by Laura Sanders

Teenagers often face the stereotype of being rebellious and impulsive. But can science prove this? A 2013 study suggests that teenagers are impulsive and do not have control of their behavior. This could be a part of their neurological development. As you read the article, take notes on new explanations of teen behavior.

### Text Five

[“How Do You See Yourself?”](#) by Set to Go

In this informational text, the author explains how a stable self-image helps a person develop positive decision-making skills and maintain good relationships. As you read, take notes on the importance of maintaining a stable self-image.

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## Knowledge Pack Six Text Set: China History

### Text One

[“Village Schools and Traveling Soldiers”](#) by Arthur Henderson Smith

Arthur Henderson Smith (1845-1932) was an American missionary who traveled to China in the late 19th century and wrote books describing the country and its customs to foreign readers. In this excerpt, he describes traditional Chinese views on education. As you read this text, take notes on the differences between what is expected of the educated and the uneducated child.

### Text Two

[“China’s Cultural Revolution”](#) by Mike Kubic

In this informational text, former Newsweek correspondent Mike Kubic explains the history of Chairman Mao Zedong’s Great Leap Forward and Cultural Revolution in 1950s-60s communist China. Mao was a charismatic leader whose ideologies were attractive to many people, but his policies did not have the consequences he promised. As you read this text, take notes on the author’s use of language, and what it reveals about his point of view toward Mao’s policies.

### Text Three

[“Japan’s Quest for Empire”](#) by Jessica McBirney

When Japan modernized and industrialized to become more like the countries of the Western world in the 20th century, it also imitated colonialism and imperialism. This text explains who factors like economic growth and nationalism propelled Japan on its quest to grab more land and fight for power. As you read this text, take notes on the relationship between nationalism and imperialism.

### Text Four

[“Would You Marry a Stranger?”](#) by Jessica McBirney

Arranged marriages are marriage agreements in which parents select their child’s future spouse. In this article, learn about modern arranged marriages and the cultural and societal factors that impact the way we choose our spouses. As you read, take notes on how the author structures the information in the article.

### Text Five

[“On Reverence for Parents”](#) by Zhao Ban

Zhao Ban (45-116 CE) was the first known female Chinese historian. She wrote extensively about the ideal way in which girls and women should conduct themselves. Her works on this subject were extremely influential in China. The concept of filial piety, or respect for one’s parents and ancestors, is central to Chinese culture, dating back to the philosopher Confucius (551-479 BC). Because this piece was written hundreds of years ago in another language, the sentence structure may be difficult to understand at first. Read the text carefully, paying attention to the punctuation and

rereading lines when necessary. As you read, take notes on the author’s diction (word choice) and how it contributes to the tone of the text.

## Knowledge Building Journals

Experts collect knowledge and vocabulary as they go along. You will do this by keeping two different types of journals – a “Rolling Knowledge” journal and a “Sensational 6” vocabulary journal. Annotating the text is one way to collect knowledge and vocabulary in order to become an expert on a topic. Teachers will need to explicitly teach the skill of annotating the text to students who have not previously used this strategy.

### Rolling Knowledge Journals

Complete the Rolling Knowledge journal after reading and annotating each text. The Rolling Knowledge journal is a place for you to collect new learning about the knowledge topic and capture connections that add to your existing knowledge on the topic.

1. Read and annotate each text, then answer the following questions in the correct columns:
  - What new knowledge did I collect about the topic while reading this text?
  - How did this text add to knowledge I already had about this topic?

### Sensational 6 Journals

Complete the Sensational 6 journal after reading and annotating each text. The Sensational 6 journal is a place for you to collect and practice using vocabulary that is important to understanding the knowledge topic.

1. Read and annotate each text, then determine the six words from each text that are most important to understanding the central idea or theme of the text.
2. Next use your six words to write about the most important ideas of the text. You should have as many sentences as you do words.
3. Complete this chart for each text that you read.
4. After reading all the texts included in the knowledge pack, go back and review your words.
5. Select six words from ALL the word lists that stand out as the most important to the central idea or theme of the texts you read. These words will be known as the “Sensational 6.”
6. Use the “Sensational 6” words to summarize the knowledge you gained from the texts in this knowledge pack.

## Annotation Strategy

- *Underline* the major points.
- *Circle* key words or phrases that are confusing or unknown to you.
- Use a *question mark (?)* for questions that you have during the reading. Be sure to write your own question.
- Use an *exclamation point (!)* for things that surprise you, and briefly note what it was that caught your attention.
- Draw an *arrow (→)* when you make a connection to something inside the text, or an idea or experience outside the text. Briefly note your connections.

Rolling Knowledge Journal Template

|                     | New Learning  | Adds to Learning   |
|---------------------|---|--|
|                     | What new knowledge did I collect about the topic while reading this text? | How did this text add to knowledge I already had about this topic? |
| Title of Text One   | •   | •  |
| Title of Text Two   | •   | •  |
| Title of Text Three | •   | •  |

NOTE: Adjust the template to represent the number of text you assign to students.

**Sensational 6 Journal Template**

|   | Six Words | Six Sentences (new sentences) |
|---|-----------|-------------------------------|
| Title of Text One   | 1.        | 1.                            |
|   | 2.        | 2.                            |
|   | 3.        | 3.                            |
|   | 4.        | 4.                            |
|   | 5.        | 5.                            |
|   | 6.        | 6.                            |
| Title of Text Two   | 1.        | 1.                            |
|   | 2.        | 2.                            |
|   | 3.        | 3.                            |
|   | 4.        | 4.                            |
|   | 5.        | 5.                            |
|   | 6.        | 6.                            |
| Title of Text Three   | 1.        | 1.                            |
|   | 2.        | 2.                            |
|   | 3.        | 3.                            |
|   | 4.        | 4.                            |
|   | 5.        | 5.                            |
|   | 6.        | 6.                            |
| <b>Sensational 6</b>  |           |                               |
| <b>Summary</b><br>Write a summary using the “Sensational 6.” Be sure to underline the vocabulary words. |           |                               |

NOTE: Adjust the template to represent the number of text you assign to students.

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## Teacher Directions for Implementation

### Analog/Print-Only Option

1. Create a [CommonLit](#) account.
2. Use the Knowledge Pack Text Set links from page two to access each text.
3. Select “Download PDF” at the top of the text and make a copy of each text for each student.
4. Assemble student packets with student-facing directions.
5. Ensure students understand how to complete knowledge building journals using a notebook or offline compatible word processing program.

### Virtual/Technology Enhanced Option

1. Create a [CommonLit](#) account.
2. Select “My Classes” and follow the directions to get your students into classes.
3. Use the Knowledge Pack Text Set links from page two to access each text.
4. Assign each text to each student via the CommonLit digital platform.

Ensure students understand how to complete knowledge building journals using an online compatible word processing program.



## Final Project

Each knowledge pack should culminate with students creating a final project to showcase their knowledge of the topic and express their understanding of the texts. Final projects should include both a product and a presentation.

- **Product:** Students will create a product which expresses their understanding of the texts and topic. This product should be appropriate to the grade level and task. Teachers should choose the final product or offer a selection of options for a final product and allow student choice.
- **Presentation:** Students will showcase their products and knowledge of a topic. Presentations can be in person, virtual via video conference, and/or prerecorded and shared.

### Possible Final Project Products

- Develop a multimedia presentation explaining your topic.
- Create and publish a story related to your topic.
- Create a podcast to discuss your topic.
- Create a poster to promote change related to your topic.
- Give a TEDTalk related to your topic.
- Create a graphic novel related to your topic.
- Create a mixed media art project that visually represents your topic.

### Final Project Planning and Development

To support students in developing final projects, the [Final Project Tool](#) can be shared with students.

**Sample Student Schedule**

| Day One  | Day Two   | Day Three   | Day Four  | Day Five   |
|--|---|---|---|--|
| Read text one and complete the questions that follow.                          | Reread text one and complete the rolling knowledge entries for that text. | Re-read text one and complete the Sensational 6 journal entries for that text.        | Read text two and complete the questions that follow.                                 | Reread text two and complete the rolling knowledge entries for that text.  |
| Day Six  | Day Seven   | Day Eight   | Day Nine  | Day Ten  |
| Re-read text two and complete the Sensational 6 journal entries for that text. | Read text three and complete the questions that follow.                   | Reread text three and complete the rolling knowledge entries for that text.           | Re-read text three and complete the Sensational 6 journal entries for that text.      | Reread the three texts and identify the Sensational 6 words and write a well-developed summary of the texts using the Sensational 6. |
| Day Eleven   | Day Twelve  | Day Thirteen  | Day Fourteen  | Day Fifteen  |
| Make a plan for your final project.  | Brainstorm the product of your final project.                             | Draft the product of your final project.  | Develop your product for your final project.  | Plan your presentation of your final project.  |
| Day Sixteen  | Day Seventeen   | Day Eighteen  | Day Nineteen  | Day Twenty   |
| Present your final project.  | Reflect on your final project.  | View a peer final project presentation on your topic and reflect on what you learned. | View a peer final project presentation on your topic and reflect on what you learned. | View a peer final project presentation on your topic and reflect on what you learned.  |