Unit 2

Question the Author
Moments of Crisis
Readings in Student Edition
### Partner Reading Guidelines

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<tr>
<td><strong>1</strong></td>
<td>Take turns with your partner reading a page or paragraph of text aloud.</td>
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<tr>
<td><strong>2</strong></td>
<td>With your partner, clarify confusing words and passages. What you cannot clarify, mark with a sticky note to discuss with your team.</td>
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<td><strong>3</strong></td>
<td>After each page or paragraph, both partners make notes in a graphic organizer about main ideas and strategy use.</td>
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<td><strong>4</strong></td>
<td>Jot down your questions and thoughts about the text in your notes.</td>
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<td><strong>5</strong></td>
<td>Note words from the reading that you want to add to your word power journal.</td>
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### Team Discussion Guidelines

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<tr>
<td><strong>Read a question.</strong></td>
<td><strong>Answer a question.</strong></td>
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<td></td>
<td>Explain why you think this answer is correct. Find evidence to support your answer. Make sure you have answered all parts of the question.</td>
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<td><strong>Agree and disagree.</strong></td>
<td>Each team member states why he or she agrees or disagrees with the answer that has been given. <strong>Agrees:</strong> adds supporting evidence <strong>Disagrees:</strong> adds supporting evidence for a different answer</td>
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<tr>
<td><strong>Summarize.</strong></td>
<td>Summarize the answers that have been given. Make sure all members are ready to report for the team.</td>
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### Criteria for a Quality Answer

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<tr>
<td>✔</td>
<td>Answers the question</td>
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<tr>
<td>✔</td>
<td>Uses appropriate academic language and format</td>
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<tr>
<td>✔</td>
<td>Explains thinking and demonstrates strategy use</td>
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This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
The development of the Reading Edge High School was funded in part by a grant from the Institute of Education Sciences of the U.S. Department of Education.

We wish to acknowledge the teachers and students in Philadelphia, Pennsylvania who piloted the Reading Edge High School program and the coaches, principals, and district personnel who supported them.
Target Skills

- Stop to ask questions before, during, and after reading.
- Ask questions to clarify meaning and monitor your understanding.
- Ask questions about the author’s choices.
- Use questioning to figure out the author’s intent and underlying message.

For this cycle, you will need:

<table>
<thead>
<tr>
<th>Student edition</th>
<th>A few sticky notes for marking passages</th>
<th>A word power journal (marble composition book)</th>
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<tr>
<td>Student score sheet</td>
<td>A notebook for taking notes on your reading and writing answers to the Team Talk questions</td>
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Question Codes

[DC] Make inferences; interpret data; draw conclusions.
[SA] Support an answer; cite supporting evidence.
[MI] Identify main idea that is stated or implied.
[CV] Clarify vocabulary.
[AP] Identify author’s intent or purpose.
[RE] Analyze relationships (ideas, story elements, text structures).
[AC] Author’s craft; literary devices
Lesson 1

Goal
We will ask questions before, during, and after reading to check our understanding and get at the author’s meaning.

Today’s Big Question
Could you have a conversation that was nothing but questions?

Reading
“The Art of Conversation”

Team Talk Questions
1. How is questioning used in the art of conversation? (write) \[\text{MI, DC}\]
2. Under point #4, what does the author mean by “Forget yourself”? \[\text{AP, MI}\]
3. Under point #9, a sentence begins: “Beware of topics that can be inflammatory—such as religion and politics—and don’t venture into them unless you know the person has roughly the same convictions as you…” The word \textit{inflammatory} in this sentence most nearly means— \[\text{CV}\]
   A. carry negative energy.
   B. spark strong emotions.
   C. are unsupported.
   D. drip with sarcasm.
   How did you figure out the meaning of this word?
4. Do you agree with the author’s point about “inflammatory” topics? Why or why not? \[\text{SA}\]

Homework
Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.
Conversation between Reader and Author

Text (meaning)

What the author knows or has experienced

What reader knows or has experienced

author’s purpose or intent

reader’s purpose

reader’s questions

Questioning

Before reading:
- What is this reading about?
- Do I know anything about this topic?
- What do I want to know?

During reading:
- Do I understand what the author is saying?
- Is the author making the point clearly?
- How can I figure out this confusing part?
- Can I predict where the author is headed?

After reading:
- Why did the author write this? What does the author want me to know or feel?
- What is the most important point? Why is it important?
- Have I learned anything new? How does this relate to what I already know?
- What new questions do I have?
The Art of Conversation

Read Aloud

Mastering the art of conversation can lead to professional and social success in life. It is a skill that you can learn and is sure to improve your self-confidence and propel your status. It is not as hard as you might think. Becoming a great conversationalist takes some knowledge, practice, and patience. Following are some important points to keep in mind as you hone your skills.

1. **Listen.** This is the most important part of any conversation. Pay attention to what is being said. A conversation will not go anywhere if you are too busy thinking of anything else, including what you plan to say next. If you listen well, the other person’s statements will suggest questions for you to ask. Be sure to ask questions that require more than a yes/no answer.

2. **Find out what the other person is interested in.** You can even do some research in advance when you know you will have an opportunity to talk with a specific person. Complimenting the person is a great place to start. Everyone likes sincere compliments, and that can be a great ice-breaker. Be sure that your compliments are sincere as too much flattery is obvious and will reveal you as a sycophant.

3. **Ask questions.** What does the person like to do? What sorts of things has he done in his life? What is happening to him now? What did the person do today or last weekend? Identify things about the person that you might be interested in hearing about, and politely ask questions. Remember, there was a reason that you wanted to talk to the person, so obviously there was something about him or her that you found interesting. However, try to space out your questions or the person will feel like you are interrogating which is invasive and closes off friendships.

4. **Forget yourself.** Dale Carnegie once said, “It’s much easier to become interested in others than it is to convince them to be interested in you.” If you are too busy thinking about yourself, what you look like, or what the other person might be thinking, you will never be able to relax. Being relaxed is key to enjoying a good conversation. Introduce yourself, shake hands, then forget yourself and focus on the other person instead.

5. **Practice active listening skills.** Part of listening is letting the other person know that you are listening. Make eye contact. Nod. Say “Yes,” “I see,”
“That’s interesting,” or something similar to give them clues that you are paying attention and not thinking about something else—such as what you are going to say next! Maintain friendly body language.

6. **Ask clarifying questions.** If the person shows interest in a topic, ask him or her to clarify their thoughts and feelings about it. If the person is talking about an occupation or activity you do not understand, take the opportunity to learn something. Everyone loves having a chance to teach another willing and interested person about their hobby or subject of expertise. Your questions will open the door to a more in-depth conversation. The best conversations come from gaining new understanding about the topic discussed or the person. Try to lead into personal stories and anecdotes. These give limitless paths for conversation and are revealing about the character of a person.

7. **Paraphrase what you have heard, using your own words.** This seems like an easy skill to learn, but takes some practice to master. Conversation happens in turns, each person taking a turn to listen and a turn to speak or to respond. It shows respect for the other person when you use your “speaking turn” to show you have been listening and not just to say something new. They then have a chance to correct your understanding, affirm it, or elaborate on it. Try not to cut the person off mid-sentence. It seems disrespectful and it makes it seem like you think that what you have to say is more important than what others have to say. Let the person finish his or her thoughts and then continue on with thoughts of your own.

8. **Consider your response before disagreeing.** If the point was not important, ignore it rather than risk appearing argumentative. If you consider it important then politely point out your difference of opinion. Do not disagree merely to set yourself apart, but remember these points:
   - It is the differences in people—and their conversation—that make them interesting.
   - Agreeing with everything can kill a conversation just as easily as disagreeing with everything.
   - People are interesting when they are different from you; people are obnoxious when they cannot agree with anything you say, or if they use the point to make themselves appear superior.
   - Try to omit the word “but” from your conversation when disagreeing as this word often puts people on the defensive. Instead, try substituting the word “and.” It has less of an antagonistic effect.
9. **Consider playing devil’s advocate—which requires care.** If your conversation partner makes a point, you can keep the conversation going by bringing up the opposite point of view (introduce it with something like “I agree, and...”). If you overuse this technique, however, you could end up appearing disagreeable or even hostile. Beware of topics that can be inflammatory—such as religion and politics—and don’t venture into them unless you know the person has roughly the same convictions as you, or the circumstances otherwise allow for pleasant discussion. Again, it’s fine to disagree and talk about differences, but it can also be a quick step toward an argument.

10. **Do not panic over lulls.** This is a point where you could easily inject your thoughts into the discussion. If the topic seems to have run out, use the pause to think for a moment and identify another conversation topic or question to ask. Did something the person said remind you of something else you have heard, something that happened to you, or bring up a question or topic in your mind? Mention it and you’ll transition smoothly into further conversation! It’s okay to talk about yourself some as long as the person listening is interested and getting new information about you or the topic. People don’t like to rehash things they already know or have thought about, so try to give a new perspective or way of thinking if you’re the one speaking. Remember that people appreciate a good sense of humor.

11. **Sometimes a conversation isn’t going well,** but it might not be your fault! Sometimes the other person is distracted/lost in thought, isn’t willing to contribute, or is having a bad day. If the person doesn’t speak or listen, then the fault is in his or her lack of conversation skills, not yours.

12. **Know when the conversation is over.** Even the best conversations will eventually run out of steam or be ended by an interruption. Smile if you’re leaving, and tell the person you can’t wait to talk again soon. Ending on a positive note will leave a good impression and likely bring the person back later for more!
Lesson 2

Goal
We will ask questions to identify the author's tone and intent.

Today's Big Question
What can be the result of someone not getting your tone?

Reading
Passage 2 and Passage 3

Team Talk Questions
1. In each passage, what is the author's attitude toward the subject? In other words, what is the writer's tone in the passage? [AP, AC]

2. What key words or phrases in each passage reveal that tone? [AP, AC]

3. In the fourth paragraph of passage 2, a sentence reads: "More Martian ships landed and proceeded to wreak havoc, destroying bridges, railroads, and spraying poison gas into the air." The phrase wreak havoc most nearly means— [CV]
   A. cause destruction.
   B. group together.
   C. slither forward.
   D. disembark.
   What strategies did you use to figure out the meaning of the phrase?

4. What do you think is the author's intent in each passage? What does the author want you to know or feel? (write) [AP]

Homework
1. Read your Reader's Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.

2. Choose a tone such as enthusiastic, business-like, or playful and compile a list of at least five words that could indicate this tone.
Passage 1

Read Aloud/Think Aloud

Those who have never seen a living Martian can scarcely imagine the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin beneath the wedge-like lower lip, the incessant quivering of this mouth, the Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange atmosphere, the evident heaviness and painfulness of movement due to the greater gravitational energy of the earth—above all, the extraordinary intensity of the immense eyes—were at once vital, intense, inhuman, crippled and monstrous. There was something fungoid in the oily brown skin, something in the clumsy deliberation of the tedious movements unspeakably nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

—excerpt from the science fiction novel
The War of the Worlds by H.G. Wells
Passage 2

Radio Drama Sparks Public Panic

Radio drama is a form of audio storytelling broadcast on radio. With no visual component, radio drama depends on dialogue, music, and sound effects to help the listener imagine the story. Radio drama was the leading form of popular entertainment in the 1930s and ’40s until the advent of television in the 1950s. The single best-known episode of radio drama is probably the Orson Welles-directed adaptation of *The War of the Worlds*, which some listeners believed to be a real news broadcast about an invasion from Mars.

Based on the classic novel by H. G. Wells in which Martians invade Woking, England at the end of the 19th century, the radio play of *The War of the Worlds* set the invasion in Grover’s Mill, New Jersey. It was performed as a Halloween special on October 30, 1938 on a radio program called *Mercury Theatre* and aired over the CBS Radio network. The radio drama began with an excerpt from the original novel. Then it went on as if it were an apparently ordinary music show which was occasionally interrupted by news flashes. Initially, the news was of weather irregularities, and strange explosions sighted on Mars. The news reports grew more frequent and increasingly ominous after the report of a meteorite landing in New Jersey. A crowd gathered at the landing site, and the events were related by a reporter. The meteorite was revealed as a Martian rocket capsule. The actor playing a newscaster described something emerging from the spacecraft.

“Good heavens,” said the actor/reporter with terror creeping into his voice. “Something’s wriggling out of the shadow like a gray snake. Now it’s another one, and another. They look like tentacles to me. There, I can see the thing’s body. It’s large as a bear and it glistens like wet leather. But that face. It…it’s indescribable. I can hardly force myself to keep looking at it. The eyes are black and gleam like a serpent. The mouth is V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate.... The thing is raising up. The crowd falls back. They’ve seen enough. This is the most extraordinary experience. I can’t find words. I’m pulling this microphone with me as I talk. I’ll have to stop the description until I’ve taken a new position. Hold on, will you please, I’ll be back in a minute.”
The news reports continued and described the chaos as the emerging Martians incinerated curious onlookers with their “heat rays.” More Martian ships landed and proceeded to wreak havoc, destroying bridges, railroads, and spraying poison gas into the air. Then military forces began to attack the Martians, but were unable to fight them off. People fled or gathered in churches to pray as the Martian machines headed toward New York City, spraying poison gas in the air.

Many radio listeners missed or ignored the opening credits of the program, and in the atmosphere of growing tension and anxiety in the days leading up to U.S. entry into World War II, took it to be a real news broadcast. Contemporary newspapers reported that panic ensued, with people fleeing the area, and others thinking that they could smell the poison gas or could see the flashes of explosions in the distance. Police were swamped with hundreds of calls. Residents in northeastern cities went outside to ask neighbors what was happening (many homes did not have telephones at the time). As the story was repeated by word of mouth, rumors began to spread, and these rumors caused more panic.

At the end of the radio broadcast, Welles reminded the listeners that the broadcast was only a Halloween concoction. But in the aftermath of the reported panic, a public outcry arose. CBS informed officials that the listeners were reminded throughout the broadcast that it was only a performance. Welles and the Mercury Theatre escaped punishment, but not censure, and CBS had to promise never again to use the “we interrupt this program” device for dramatic purposes.
Passage 3

Letter to CBS Executives

November 2, 1938

CBS Executives:

Let me express my total disgust with your decision to broadcast that despicable trick on Halloween. As a resident of Grover's Mill, New Jersey, I experienced firsthand the unnecessary disruption and panic caused by your actions. What were you thinking about when you allowed Orson Welles to devise this heinous assault on our quiet community? The man should be jailed! You all should be jailed!

Don’t think for a minute that this was just a harmless prank. My grandmother was visiting and the anxiety and stress you caused her could have triggered a heart attack. Every law-abiding citizen of this town should take legal action against you for your irresponsible behavior. It is unbelievable to me that men in your positions could violate the rules of decent society and play us for fools. Let me assure you, we are not fools in Grover’s Mill, New Jersey! And we will never, never listen to your radio programs again, not if CBS were the last broadcasting network on Earth.

Sincerely,

Lois Manning
Lesson 3

Goal
We will use questioning strategies to clarify meaning.

Today’s Big Question
How many books or movies can you think of that feature alien invasion?

Reading
*The War of the Worlds*, chapters 1 and 2

Team Talk Questions
1. “Yet across the gulf of space, minds that are to our minds as ours are to those of the beasts that perish, intellects vast and cool and unsympathetic, regarded earth with envious eyes, and slowly and surely drew their plans against us.”
   How would you characterize the author’s tone in this passage? What does he want you to know or feel? [AC, AP]

2. In the third paragraph, the author states that man is vain. Why does he think this? What evidence does he give? [MI, SA]

3. Where did you get stuck as you were reading the text? What questions did you ask yourself as you tried to figure it out? [CV, AP, DC]

4. “The intellectual side of man already admits that life is an incessant struggle for existence, and it would seem that this too is the belief of the minds upon Mars.”
   The word *incessant* most nearly means— [CV]
   A. ceaseless.
   B. difficult.
   C. growing.
   D. obvious.
   How did you figure out the meaning of this word?

5. Why do the Martians look at Earth with “envious eyes”? What is it that Earth offers them? (write) [DC]

Homework
1. Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.

2. Compare and contrast these tones: joking, sarcastic.
Characteristics of Complex Text

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<th>Relationships:</th>
<th>Interactions among ideas or characters in the text are subtle, involved, or hard to recognize.</th>
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<tbody>
<tr>
<td>Richness:</td>
<td>The text has a sizable amount of highly sophisticated information conveyed through data or literary devices.</td>
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<tr>
<td>Structure:</td>
<td>The text is organized in ways that are elaborate and unconventional.</td>
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<tr>
<td>Style:</td>
<td>The author’s tone and use of language are intricate.</td>
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<tr>
<td>Vocabulary:</td>
<td>The author’s choice of words is demanding and highly dependent upon context.</td>
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<tr>
<td>Purpose:</td>
<td>The author’s intent in writing the text is implied and open to interpretation.</td>
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From the 2006 ACT report *Reading Between the Lines*

Using Questioning Strategies

Read the text, and note where you get lost.

Note key words or phrases you need to figure out.

Take language apart:

- How is the word or phrase used?
- Try out different meanings to see what makes sense in context.
- Talk with someone else: Can I make a case for my answer?
- Ask questions about the author’s word choice and meaning.
- Reread and come up with possible answers.

Summarize and organize.
The War of the Worlds
By H.G. Wells

CHAPTER ONE
THE EVE OF THE WAR

Read aloud/Think aloud

No one would have believed in the last years of the nineteenth century that this world was being watched keenly and closely by intelligences greater than man’s and yet as mortal as his own; that as men busied themselves about their various concerns they were scrutinized and studied, perhaps almost as narrowly as a man with a microscope might scrutinize the transient creatures that swarm and multiply in a drop of water. With infinite complacency men went to and fro over this globe about their little affairs, serene in their assurance of their empire over matter. It is possible that the infusoria under the microscope do the same.

Partner Reading

No one gave a thought to the older worlds of space as sources of human danger, or thought of them only to dismiss the idea of life upon them as impossible or improbable. It is curious to recall some of the mental habits of those departed days. At most terrestrial men fancied there might be other men upon Mars, perhaps inferior to themselves and ready to welcome a missionary enterprise. Yet across the gulf of space, minds that are to our minds as ours are to those of the beasts that perish, intellects vast and cool and unsympathetic, regarded this earth with envious eyes, and slowly and surely drew their plans against us. And early in the twentieth century came the great disillusionment.

The planet Mars, I scarcely need remind the reader, revolves about the Sun at a mean distance of 140,000,000 miles, and the light and heat it receives from the Sun is barely half of that received by this world. It must be, if the nebular hypothesis has any truth, older than our world; and long before this earth ceased to be molten, life upon its surface must have begun its course. The fact that it is scarcely one-seventh of the volume of the Earth must have accelerated its cooling to the temperature at which life could begin. It has air and water and all that is necessary for the support of animated existence.

Yet so vain is man, and so blinded by his vanity, that no writer, up to the very end of the nineteenth century, expressed any idea that intelligent life might have developed there far, or indeed at all, beyond its earthly level. Nor was it generally understood that since Mars is older than our earth, with scarcely a quarter of the superficial area and remoter from the Sun, it necessarily
follows that it is not only more distant from time’s beginning but nearer its end. ...

That last stage of exhaustion, which to us is still incredibly remote, has become a present-day problem for the inhabitants of Mars. The immediate pressure of necessity has brightened their intellects, enlarged their powers, and hardened their hearts. And looking across space with instruments, and intelligences such as we have scarcely dreamed of, they see, at its nearest distance only 35,000,000 of miles sunward of them, a morning star of hope, our own warmer planet, green with vegetation and grey with water, with a cloudy atmosphere eloquent of fertility, with glimpses through its drifting cloud wisps of broad stretches of populous country and narrow, navy-crowded seas.

And we men, the creatures who inhabit this earth, must be to them at least as alien and lowly as are the monkeys and lemurs to us. The intellectual side of man already admits that life is an incessant struggle for existence, and it would seem that this too is the belief of the minds upon Mars. Their world is far gone in its cooling and this world is still crowded with life, but crowded only with what they regard as inferior animals. To carry warfare sunward is, indeed, their only escape from the destruction that, generation after generation, creeps upon them...

The Martians seem to have calculated their descent with amazing subtlety—their mathematical learning is evidently far in excess of ours—and to have carried out their preparations with a well-nigh perfect unanimity. Had our instruments permitted it, we might have seen the gathering trouble far back in the nineteenth century. Men like Schiaparelli watched the red planet—it is odd, by-the-bye, that for countless centuries Mars has been the star of war—but failed to interpret the fluctuating appearances of the markings they mapped so well. All that time the Martians must have been getting ready...

One night (the first missile then could scarcely have been 10,000,000 miles away) I went for a walk with my wife. It was starlight and I explained the Signs of the Zodiac to her, and pointed out Mars, a bright dot of light creeping zenithward, towards which so many telescopes were pointed. It was a warm night. Coming home, a party of excursionists from Chertsey or Isleworth passed us singing and playing music. There were lights in the upper windows of the houses as the people went to bed. From the railway station in the distance came the sound of shunting trains, ringing and rumbling, softened almost into melody by the distance. My wife pointed out to me the brightness of the red, green, and yellow signal lights hanging in a framework against the sky. It seemed so safe and tranquil.
CHAPTER TWO
THE FALLING STAR

Then came the night of the first falling star. It was seen early in the morning, rushing over Winchester eastward, a line of flame high in the atmosphere. Hundreds must have seen it, and taken it for an ordinary falling star. Albin described it as leaving a greenish streak behind it that glowed for some seconds. Denning, our greatest authority on meteorites, stated that the height of its first appearance was about ninety or one hundred miles. It seemed to him that it fell to earth about one hundred miles east of him.

I was at home at that hour and writing in my study; and although my French windows face towards Ottershaw and the blind was up (for I loved in those days to look up at the night sky), I saw nothing of it. Yet this strangest of all things that ever came to earth from outer space must have fallen while I was sitting there, visible to me had I only looked up as it passed. Some of those who saw its flight say it travelled with a hissing sound. I myself heard nothing of that. Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night. But very early in the morning poor Ogilvy, who had seen the shooting star and who was persuaded that a meteorite lay somewhere on the common between Horsell, Ottershaw, and Woking, rose early with the idea of finding it. Find it he did, soon after dawn, and not far from the sand pits. An enormous hole had been made by the impact of the projectile, and the sand and gravel had been flung violently in every direction over the heath, forming heaps visible a mile and a half away. The heather was on fire eastward, and a thin blue smoke rose against the dawn.

The Thing itself lay almost entirely buried in sand, amidst the scattered splinters of a fir tree it had shivered to fragments in its descent. The uncovered part had the appearance of a huge cylinder, caked over and its outline softened by a thick scaly dun-colored incrustation. It had a diameter of about thirty yards. He approached the mass, surprised at the size and more so at the shape, since most meteorites are rounded more or less completely. It was, however, still so hot from its flight through the air as to forbid his near approach. A stirring noise within its cylinder he ascribed to the unequal cooling of its surface; for at that time it had not occurred to him that it might be hollow.
He remained standing at the edge of the pit that the Thing had made for itself, staring at its strange appearance, astonished chiefly at its unusual shape and color, and dimly perceiving even then some evidence of design in its arrival. The early morning was wonderfully still, and the sun, just clearing the pine trees towards Weybridge, was already warm. He did not remember hearing any birds that morning, there was certainly no breeze stirring, and the only sounds were the faint movements from within the cindery cylinder. He was all alone on the common...

And then he perceived that, very slowly, the circular top of the cylinder was rotating on its body. It was such a gradual movement that he discovered it only through noticing that a black mark that had been near him five minutes ago was now at the other side of the circumference. Even then he scarcely understood what this indicated, until he heard a muffled grating sound and saw the black mark jerk forward an inch or so. Then the thing came upon him in a flash. The cylinder was artificial—hollow—with an end that screwed out! Something within the cylinder was unscrewing the top!
Lesson 4

Goal
We will use questioning strategies to better understand the story.

Today’s Big Questions
What is your favorite alien from stories or movies? Why?

Reading
*The War of the Worlds*, Chapter 4

Team Talk Questions
1. What does the author want you to feel as you read this passage? How do you know? [AP, SA]

2. Where did you get stuck as you were reading the text? What questions did you ask yourself as you tried to figure it out? (write) [CV, AP, DC]

3. “I heard it give a peculiar cry, and forthwith another of these creatures appeared darkly in the deep shadow of the aperture.” In this sentence the word *aperture* most nearly means— [CV]
   A. edge.
   B. sunset.
   C. pit.
   D. opening.
   How did you figure out the meaning of this word?

4. As you read the description, could you picture the Martian? What words or phrases does the author choose that create a vivid mind movie of the Martian? [AC]

Homework
1. Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.

2. List at least five adjectives that could describe the alien in the video clip.
What Note-Making is About…

- focusing your attention on the text
- sorting out the ideas in the text
- putting the ideas in order of importance
- connecting the ideas to your own thoughts and experiences
- drawing conclusions
**The War of the Worlds**

By H.G. Wells

### CHAPTER THREE SUMMARY

On Horsell Common

The narrator joins a growing crowd of curious people around the pit. Some have picks and shovels and are trying to dig out the metal cylinder.

### Read aloud/Think aloud

**CHAPTER FOUR**

**THE CYLINDER OPENS**

When I returned to the common the sun was setting. Scattered groups were hurrying from the direction of Woking, and one or two persons were returning. The crowd about the pit had increased, and stood out black against the lemon yellow of the sky—a couple of hundred people, perhaps. There were raised voices, and some sort of struggle appeared to be going on about the pit. Strange imaginings passed through my mind. As I drew nearer I heard Stent’s voice:

“Keep back! Keep back!”

A boy came running towards me. “It’s a-movin’,” he said to me as he passed; “a-screwin’ and a-screwin’ out. I don’t like it. I’m a-goin’ ‘ome, I am.”

I went on to the crowd. There were really, I should think, two or three hundred people elbowing and jostling one another, the one or two ladies there being by no means the least active.

“He’s fallen in the pit!” cried someone.

“Keep back!” said several.

The crowd swayed a little, and I elbowed my way through. Everyone seemed greatly excited. I heard a peculiar humming sound from the pit.

“I say!” said Ogilvy; “Help keep these idiots back. We don’t know what’s in the confounded thing, you know!”

I saw a young man, a shop assistant in Woking I believe he was, standing on the cylinder and trying to scramble out of the hole again. The crowd had pushed him in.

The end of the cylinder was being screwed out from within. Nearly two feet of shining screw projected. Somebody blundered against me,
and I narrowly missed being pitched onto the top of the screw. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell upon the gravel with a ringing concussion. I stuck my elbow into the person behind me, and turned my head towards the Thing again. For a moment that circular cavity seemed perfectly black. I had the sunset in my eyes.

**Partner Reading**

I think everyone expected to see a man emerge—possibly something a little unlike us terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: grayish billowy movements, one above another, and then two luminous disks—like eyes. Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the writhing middle, and wriggled in the air towards me—and then another.

A sudden chill came over me. There was a loud shriek from a woman behind. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There was a general movement backwards. I saw the shopman struggling still on the edge of the pit. I found myself alone, and saw the people on the other side of the pit running off, Stent among them. I looked again at the cylinder, and ungovernable terror gripped me. I stood petrified and staring.

A big grayish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glistened like wet leather. Two large dark-colored eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might say, a face. There was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole creature heaved and pulsated convulsively. A lank tentacular appendage gripped the edge of the cylinder, another swayed in the air.

Those who have never seen a living Martian can scarcely imagine the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin beneath the wedgelike lower lip, the incessant quivering of this mouth, the Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange atmosphere, the evident heaviness and painfulness of movement due to
the greater gravitational energy of the earth—above all, the extraordinary intensity of the immense eyes—were at once vital, intense, inhuman, crippled and monstrous. There was something fungoid in the oily brown skin, something in the clumsy deliberation of the tedious movements unspeakably nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

Suddenly the monster vanished. It had toppled over the brim of the cylinder and fallen into the pit, with a thud like the fall of a great mass of leather. I heard it give a peculiar thick cry, and forthwith another of these creatures appeared darkly in the deep shadow of the aperture.

I turned and, running madly, made for the first group of trees, perhaps a hundred yards away; but I ran slantingly and stumbling, for I could not avert my face from these things.

There, among some young pine trees and furze bushes, I stopped, panting, and waited further developments. The common round the sand pits was dotted with people, standing like myself in a half-fascinated terror, staring at these creatures, or rather at the heaped gravel at the edge of the pit in which they lay. And then, with a renewed horror, I saw a round, black object bobbing up and down on the edge of the pit. It was the head of the shopman who had fallen in, but showing as a little black object against the hot western sun. Now he got his shoulder and knee up, and again he seemed to slip back until only his head was visible. Suddenly he vanished, and I could have fancied a faint shriek had reached me. I had a momentary impulse to go back and help him that my fears overruled.

Everything was then quite invisible, hidden by the deep pit and the heap of sand that the fall of the cylinder had made. Anyone coming along the road from Chobham or Woking would have been amazed at the sight—a dwindling multitude of perhaps a hundred people or more standing in a great irregular circle, in ditches, behind bushes, behind gates and hedges, saying little to one another and that in short, excited shouts, and staring, staring hard at a few heaps of sand...
Lesson 5

Goal
We will write a radio announcement summarizing events.

Writing Prompt
The War of the Worlds
You are asked to write a radio announcement reporting on the remarkable sequence of events at Woking, England, and advising residents what to do and why.

Scoring Guide (Organization)
___ an opening statement
___ three main events in sequence
___ important details
___ suggested actions and reasons

Homework
Revise, edit, and make a final copy of your writing project.
## Peer Feedback

1. **Read your writing project to your teammates. Remember to read with expression.**

2. **Ask each of the questions below. Note your teammates’ suggestions in the margin of your writing project.**
   - Did I include the elements listed in the scoring guide?
   - Is there anything that does not fit (is irrelevant)?
   - Do the details help you make a mind movie? What details make the picture clear? Do you have to guess other details? If so, what areas are unclear?
   - Is the writing organized so you can see how the pieces are connected? Are the ideas in a logical order?

3. **Make a revision plan. On the back of your paper, list one or two of the most important changes you could make based on the feedback from your teammates.**
Lesson 6

Goal
We will use questioning strategies to clarify meaning and make connections.

Today’s Big Question
What has been the scariest moment of your life?

Homework
Continue to read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form. Bring your reading selection to the next reading class.
Lesson 7

Goal
We will use strategies to deepen our understanding of our Reader's Box selections.

Team Talk Questions

**Fiction:**
1. What are four adjectives that you would use to describe the main character (protagonist)?
2. What is a source of conflict in this story? How do you think this might play out?
3. What is an image or metaphor the author uses that struck you?
4. Do the elements of this story (plot, characters, setting, author’s style) remind you of anything you have experienced, read, or seen in movies or on TV?
5. What passage did you find particularly emotional or action packed? How did the author’s word choice create the tone?
6. Did any of the author’s choices surprise you? Why?

**Nonfiction:**
1. Why did you choose this reading from the Reader’s Box? What interests you about this topic?
2. How would you describe the author’s style? What do you like about it?
3. What is an image, metaphor, or analogy the author uses that struck you?
4. Summarize one of the author’s main points. What is it that he or she wants you to understand?
5. What passage do you find particularly compelling or powerful? How does the author’s word choice create the tone?
6. Are there any weak points in the author’s support? What do you have more questions about?

Homework
Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form. Bring your reading selection to the next reading class.
Lesson 8

Goal
We will track our progress, celebrate successes, and set new goals.

Team Talk Questions
1. Would you recommend this book (magazine, article, etc.) to others to read? Why or why not?
2. Was it easy to read or difficult? Why?
3. How would you characterize the author’s style?
4. At what point did the story grab you? For nonfiction: What helped you connect with the topic?

Homework
Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.
Target Skills

- Stop to ask questions before, during, and after reading to clarify meaning.
- Make notes about key words, main ideas, and your own questions and thoughts.
- Use questioning to figure out the author’s tone.
- Use questioning to figure out the author’s intent and underlying message.
- Ask questions to connect the author’s message to your own ideas and experiences.

For this cycle, you will need:

<table>
<thead>
<tr>
<th>Student edition</th>
<th>A few sticky notes for marking passages</th>
<th>A word power journal (marble composition book)</th>
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<tbody>
<tr>
<td>Student score sheet</td>
<td>A notebook for taking notes on your reading and writing answers to the Team Talk questions</td>
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Question Codes

- [DC] Make inferences; interpret data; draw conclusions.
- [SA] Support an answer; cite supporting evidence.
- [MI] Identify main idea that is stated or implied.
- [CV] Clarify vocabulary.
- [AA] Analyze an argument.
- [AP] Identify author’s intent or purpose.
- [RE] Analyze relationships (ideas, story elements, text structures).
- [AC] Author’s craft; literary devices
Lesson 1

Goal
We will read two poems and use questioning strategies to get at their meanings.

Today's Big Question
What do you think of when you hear the word doomsday?

Reading
The poem “The Second Coming”

Team Talk Questions
1. In your own words, describe the poet’s vision of the world in the first two stanzas of the poem. [MI, DC]

2. Where did you get stuck as you were reading the poem? What questions did you ask yourself as you tried to figure it out? Explain your thinking. (write) [CV, AP, DC]

3. In the first stanza, the word anarchy most nearly means— [CV]
   A. an army.
   B. chaos.
   C. mythical monster.
   D. powerful wind.
   How did you figure out the meaning?

4. In the previous poem you read, the poet used images of fire and ice. What images can you identify in the second stanza of this poem? What questions about these images would you ask the poet? [AP, DC]

5. What do you think the poet is trying to tell you in this poem? Explain your thinking. [AP, DC]

Homework
Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.
Fire and Ice

Some say the world will end in fire,
Some say in ice.
From what I’ve tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

—Robert Frost, 1920

Using Questioning Strategies

Read the poem, and note where you get lost.

Note key words or phrases you need to figure out.

Take language apart

• How is the word used?
• Try out different meanings to see what makes sense in context.
• Talk with someone else: Can I make a case for my answer?
• Ask questions about the poet’s word choice and meaning.
• Reread and come up with possible answers.

Summarize and organize.

Last lines of “Hollow Men”

This is the way the world ends
This is the way the world ends
This is the way the world ends
Not with a bang but a whimper.

—T.S. Eliot
The Second Coming

Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.

Surely some revelation is at hand;
Surely the Second Coming is at hand.
The Second Coming! Hardly are those words out
When a vast image out of Spiritus Mundi
Troubles my sight: a waste of desert sand;
A shape with lion body and the head of a man,
A gaze blank and pitiless as the sun,
Is moving its slow thighs, while all about it
Wind shadows of the indignant desert birds.
The darkness drops again but now I know
That twenty centuries of stony sleep
Were vexed to nightmare by a rocking cradle,
And what rough beast, its hour come round at last,
Slouches towards Bethlehem to be born?

—William Butler Yeats, 1919
Lesson 2

Goal
We will use different levels of questioning to interpret events.

Today’s Big Questions
Do you think war could ever become obsolete? Why or why not?

Reading
“The Cold War (1945–1990)”

Team Talk Questions
1. In the last sentence of the second paragraph, “By the time communist North Korea attacked American-backed South Korea in June 1950, many in the United States and around the world believed that a third world war was imminent or had already begun,” the word *imminent* most nearly means— [CV]
   A. mostly aerial.
   B. about to happen.
   C. first strike.
   D. irrelevant.

   What strategy did you use to clarify the word?

2. What first- or second-level questions did you ask about this article? [MI, RE]

3. The United States tripled its defense budget in 1950. What were the reasons for this? (write) [SA]

4. As it is used in the following sentence, what is the meaning of the word *proxy*?
   “Mindful that a full-scale nuclear exchange would be a disaster for both sides, the superpowers fought each other through a variety of *proxy* wars and ‘shadow struggles’ in Korea, Vietnam, Afghanistan, and dozens of other places.” [CV]
   A. destructive
   B. secret
   C. substitute
   D. unsuccessful

   Explain what strategy you used to figure out the meaning of this word.

5. According to the article, why did the Cold War end? [MI, SA]

6. Looking at your notes, what third-level question did you ask? [RE, DC]
Homework

1. Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.

2. Explore the word *mutual* by finding the word used in a magazine, newspaper, advertisement, commercial, etc. and writing down the context (how it was used).
Mutual Assured Destruction (MAD)—A strategic situation in which both sides possess the ability to inflict unacceptable damage upon the opponent at any time during the course of a strategic nuclear exchange, even after absorbing a surprise first strike.

—US Military Dictionary

“OK, Mr. President, let’s talk.”

<table>
<thead>
<tr>
<th>Levels of Questioning</th>
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<tbody>
<tr>
<td><strong>1st level of questioning</strong></td>
<td>When did this happen?</td>
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<tr>
<td>who-what-when-where: the facts</td>
<td>What happened?</td>
</tr>
<tr>
<td></td>
<td>Where did it happen?</td>
</tr>
<tr>
<td></td>
<td>Who was involved in the events?</td>
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<tr>
<td><strong>2nd level of questioning</strong></td>
<td>Why did this happen?</td>
</tr>
<tr>
<td>why</td>
<td>What forces influenced these events?</td>
</tr>
<tr>
<td><strong>3rd level of questioning</strong></td>
<td>What does this mean to me and the rest of the world?</td>
</tr>
<tr>
<td>meaning</td>
<td>Can I connect this to my experience or to something happening in the world today?</td>
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The Cold War
(1945–1990)

Atomic Bombings
Set the Stage for Cold War

The postwar organization of atomic energy took place against the backdrop of growing tension with the Soviet Union. Relations between the United States and the Soviet Union had been strained ever since the revolution of 1917 had first brought communists to power in Russia. This mutual distrust further deepened following the Soviet “non-aggression” treaty with Nazi Germany in August 1939 and the Soviet Union’s subsequent invasions of Poland, Finland, and the Baltic Republics. Although Britain was allied with the Soviet Union following Germany’s June 1941 invasion of Russia, as was the United States in the aftermath of Pearl Harbor, mutual suspicion lingered throughout the Second World War. The failure of the United States and Britain to tell the Soviet Union about the atomic bomb in anything other than the most vague terms only heightened the extreme suspicions of the Soviet dictator, Joseph Stalin. Not only did the atomic bombings of Hiroshima and Nagasaki help end the Second World War, but they also played a role in setting the stage for the half-century of conflict with the Soviet Union that followed it—the Cold War.

An Iron Curtain

In March 1946, the former British Prime Minister, Winston Churchill, warned that an “iron curtain” was descending across Eastern Europe as the Soviet Union imposed non-democratic communist governments on every nation under its military control. A year later, President Harry S. Truman proclaimed the “Truman Doctrine,” asking for funds for overseas military assistance to those governments that would
oppose communism. On the issue of international control of nuclear weapons, the United States, believing that the Soviet army posed a threat to Western Europe and recognizing that American non-nuclear forces had rapidly demobilized following the war, refused to surrender its monopoly on nuclear weapons without adequate controls. In 1948 and 1949, the United States continued implementing its policy of “containment” of communism and the Soviet Union, most notably with the “Marshall Plan” to help rebuild the economies of Western Europe and with the North Atlantic Treaty Organization (NATO) designed to oppose any Soviet invasion of Europe.

In 1949, the Soviet Union tested its first atomic bomb (closely resembling the plutonium device tested at Alamogordo, thanks to espionage). That same year, Chinese communists defeated their nationalist opponents in the Chinese Civil War. By the time communist North Korea attacked American-backed South Korea in June 1950, many in the United States and around the world believed that a third world war was imminent or had already begun.

**Defense Buildup and MAD**

In this atmosphere of national emergency, government officials believed that continued American superiority in nuclear weaponry was vital to preventing a third world war. If a global war should begin, American military planners hoped that continued nuclear superiority would allow the United States to strike...
the Soviet Union with such force that damage to the United States would be minimized and that Western Europe could eventually be reclaimed from an invading Soviet army. The generation of United States Air Force generals who had overseen the aerial destruction of the cities of Germany and Japan was determined to prevent similar destruction of American cities.

In 1950, following the beginning of the Korean War and a secret governmental study called NSC 68, the United States nearly tripled its defense budget. The defense buildup of 1950–1951 included an expansion of the nuclear weapons complex and an increase of the stockpile of fission weapons. Truman also approved the design and production of the next generation of nuclear weapons, thermonuclear weapons (the “hydrogen bomb”). When the United States tested the first of these on November 1, 1952, the result was an explosion that was equivalent to one produced by more than ten million tons of TNT. This was approximately 700 times the power of the uranium (fission) bomb dropped on Hiroshima. In August 1953, the Soviet Union tested its first “boosted fission weapon,” which used thermonuclear burning to enhance its yield, and in November 1955 the Soviet Union tested its first true thermonuclear weapon. There was now almost no limit on the size of an explosion either superpower could create. In August 1957, the Soviet Union tested the world’s first intercontinental ballistic missile (ICBM), a feat dramatized two months later by the launch of the

The H-bomb

The R7, Russian ICBM
“Sputnik” satellite. The following year, the United States first began limited operation of its own ICBM. One of these nuclear-tipped missiles from either side could arrive at its target in less than an hour, and no defense was possible once the missile was launched. The only thing thought now to be preserving the “delicate balance of terror” was the promise that if one nation attacked, the other would surely retaliate. The era of “mutual assured destruction,” or “MAD,” had dawned.

No global third world war ever took place. Mindful that a full-scale nuclear exchange would be a disaster for both sides, the superpowers fought each other through a variety of proxy wars and “shadow struggles” in Korea, Vietnam, Afghanistan, and dozens of other places. The strategy of the United States and its like-minded allies was to use the nuclear threat to avert a direct Soviet attack on Western Europe and allow time for the eventual internal reform or even collapse of the Soviet Union and its satellite states. Events eventually confirmed this strategy, but the Soviet Union in the interim proved willing to use overt military force to prevent the collapse of communist governments, most notably with its invasions of Hungary in 1956 and Czechoslovakia in 1968. At the same time, the Soviet Union supported the spread of communism through insurrections and the overthrow of pro-western regimes in the third world. The United States, in turn, responded with economic and military aid and, where necessary, armed force to prop up friendly governments and used its own secret intelligence services in attempts to overthrow unfriendly governments.

End of the Cold War

After four decades of an enormously expensive arms race, the Soviet economy in the 1980s finally collapsed. Once it became clear that the Soviet Union would no longer intervene militarily, the people of Eastern Europe overwhelmingly rejected communism in a wave of mostly peaceful revolts throughout 1989 and 1990. When the Russian people were finally allowed to participate in a democratic election, they too rejected communism, weary as they were of more than seven decades of repressive and sometimes murderous governments. The peoples of other nations that had been forced to join the Soviet Union—from the Baltic Republics to Ukraine to the Caucasus Mountains to the steppes of Asia—chose to leave the Soviet Union completely. On Christmas Day, 1991, the Soviet flag was lowered for the last time over the Kremlin, and the Soviet Union officially ceased to exist.

This “victory” did not come cheap. Millions died in the wars fought in
Korea, Vietnam, Afghanistan, and elsewhere. Untold wealth, which could have been put toward any number of social or humanitarian needs, was expended on military manpower and sophisticated weaponry. Nor was victory foreordained. No one knew for certain whether communism would not prove to be the inevitable wave of the future or if the ideological struggle would not all end in a massive nuclear exchange spawned by accident or desperation.

The nuclear weapons designed, built, and tested by the Manhattan Project and its lineal descendents were perhaps the single most defining element of the second half of the twentieth century. At the same time that they visited on the world unprecedented fear and a daily awareness of the nearness of global holocaust, nuclear weapons also bought the necessary time to achieve a successful outcome to the Cold War on the basis of ideology, economics, social structure, and the limited application of military might. In the over half-century since the Manhattan Project, the world has seen no wars that have even come close to matching the death and destruction associated with the two world wars of the early part of the century. Perhaps Robert Oppenheimer's wish for a weapon that was so terrible that war itself would become obsolete was not entirely without hope.

Source: U.S. Department of Energy, Office of History and Heritage Resources www.cfo.doe.gov/me70/manhattan

“I begin to believe in only one civilizing influence—the discovery one of these days of a destructive agent so terrible that War shall mean annihilation and men's fears will force them to keep the peace.”

—Wilkie Collins, British writer (1870)
Lesson 3

Goal
We will analyze word choice to get at the author’s tone and intent.

Today's Big Question
What strategies can keep a disagreement from escalating into battle?

Reading
Kennedy/Khrushchev Correspondence Part 1 and “The Hottest Moment in the Cold War”

Team Talk Questions
1. Summarize Khrushchev’s main point in his letter to Kennedy on October 24. [MI]
2. How would you characterize the tone of Khrushchev’s letter of October 24? [AP, DC]
   A. businesslike and objective
   B. serious and instructive
   C. angry and indignant
   D. apologetic and pleading
3. What words or phrases does Khrushchev use that create this tone? [AP, AC, DC]
4. Why do you think Khrushchev used this tone with Kennedy? What is his underlying message? (write) [AP, DC]
5. Khrushchev uses the word *ultimatum* in his correspondence: “You, Mr. President, are not declaring a quarantine, but rather are setting forth an ultimatum and threatening that if we do not give in to your demands you will use force.” The word *ultimatum* most nearly means— [CV]
   A. hopeful promise.
   B. hidden wish.
   C. final demand.
   D. polite request.
   Explain what strategy you used to figure out the meaning of this word.
6. Explain the meaning of the political cartoon. What events is it referring to? [RE, DC]

Homework
1. Read your Reader's Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.
2. Make a word map (web) showing at least three words that might be related to the word *sequence*.
Kennedy/Khrushchev Correspondence Part 1

Letter from President Kennedy to Chairman Khrushchev, October 22, 1962

The White House

Sir:

A copy of the statement I am making tonight concerning developments in Cuba and the reaction of my Government thereto has been handed to your Ambassador in Washington. In view of the gravity of the developments to which I refer, I want you to know immediately and accurately the position of my Government in this matter.

In our discussions and exchanges on Berlin and other international questions, the one thing that has most concerned me has been the possibility that your Government would not correctly understand the will and determination of the United States in any given situation, since I have not assumed that you or any other sane man would, in this nuclear age, deliberately plunge the world into war which it is crystal clear no country could win and which could only result in catastrophic consequences to the whole world, including the aggressor.

At our meeting in Vienna and subsequently, I expressed our readiness and desire to find, through peaceful negotiation, a solution to any and all problems that divide us. At the same time, I made clear that in view of the objectives of the ideology to which you adhere, the United States could not tolerate any action on your part which in a major way disturbed the existing over-all balance of power in the world. I stated that an attempt to force abandonment of our responsibilities and commitments in Berlin would constitute such an action and that the United States would resist with all the power at its command.

It was in order to avoid any incorrect assessment on the part of your Government with respect to Cuba that I publicly stated that if certain developments in Cuba took place, the United States would do whatever must be done to protect its own security and that of its allies.

Moreover, the Congress adopted a resolution expressing its support of this declared policy. Despite this, the rapid development of long-range missile bases and other offensive weapons systems in Cuba has proceeded. I must tell you that the United States is determined that this threat to the security of this hemisphere be removed. At the same time, I wish to point out that the action we are taking is the minimum necessary to remove the threat to the security of the nations of this hemisphere. The fact of this minimum response should not be taken as a basis, however, for any misjudgment on your part.

I hope that your Government will refrain from any action which would widen or deepen this already grave crisis and that we can agree to resume the path of peaceful negotiations.

Sincerely,

JFK
Letter from Chairman Khrushchev to President Kennedy,
October 24, 1962

Moscow, October 24, 1962.

Dear Mr. President:

I have received your letter of October 23, have studied it, and am answering you.

Just imagine, Mr. President, that we had presented you with the conditions of an ultimatum which you have presented us by your action. How would you have reacted to this? I think that you would have been indignant at such a step on our part. And this would have been understandable to us.

In presenting us with these conditions, you, Mr. President, have flung a challenge at us. Who asked you to do this? By what right did you do this? Our ties with the Republic of Cuba, like our relations with other states, regardless of what kind of states they may be, concern only the two countries between which these relations exist. And if we now speak of the quarantine to which your letter refers, a quarantine may be established, according to accepted international practice, only by agreement of states between themselves, and not by some third party. Quarantines exist, for example, on agricultural goods and products. But in this case the question is in no way one of quarantine, but rather of far more serious things, and you yourself understand this.

You, Mr. President, are not declaring a quarantine, but rather are setting forth an ultimatum and threatening that if we do not give in to your demands you will use force. Consider what you are saying!

And you want to persuade me to agree to this! What would it mean to agree to these demands? It would mean guiding oneself in one's relations with other countries not by reason, but by submitting to arbitrariness. You are no longer appealing to reason, but wish to intimidate us.

No, Mr. President, I cannot agree to this, and I think that in your own heart you recognize that I am correct. I am convinced that in my place you would act the same way...

The Soviet Government considers that the violation of the freedom to use international waters and international air space is an act of aggression which pushes mankind toward the abyss of a world nuclear-missile war. Therefore, the Soviet Government cannot instruct the captains of Soviet vessels bound for Cuba to observe the orders of American naval forces blockading that Island. Our instructions to Soviet mariners are to observe strictly the universally accepted norms of navigation in international waters and not to retreat one step from them. And if the American side violates these rules, it must realize what responsibility will rest upon it in that case. Naturally we will not simply be bystanders with regard to piratical acts by American ships on the high seas. We will then be forced on our part to take the measures we consider necessary and adequate in order to protect our rights. We have everything necessary to do so.

Respectfully,

N. Khrushchev
Library of Congress, Revelations from the Russian Archives

The Hottest Moment of the Cold War: Cuban Missile Crisis

According to Nikita Khrushchev’s memoirs, in May 1962 he conceived the idea of placing intermediate-range nuclear missiles in Cuba as a means of countering an emerging lead of the United States in developing and deploying strategic missiles. He also presented the scheme as a means of protecting Cuba from another United States-sponsored invasion, such as the failed attempt at the Bay of Pigs in 1961.

After obtaining approval from the Cuban dictator, Fidel Castro, the Soviet Union worked quickly and secretly to build missile installations in Cuba. On October 16, President John Kennedy was shown reconnaissance photographs of Soviet missile installations under construction in Cuba. After seven days of guarded and intense debate in the United States administration, during which Soviet diplomats denied that installations for offensive missiles were being built in Cuba, President Kennedy, in a televised address on October 22, announced the discovery of the installations and proclaimed that any nuclear missile attack from Cuba would be regarded as an attack by the Soviet Union and would be responded to accordingly. He also imposed a naval quarantine on Cuba to prevent further Soviet shipments of offensive military weapons from arriving there. During the crisis, the two sides exchanged many letters and other communications, both formal and “back channel.” Khrushchev sent letters to Kennedy on October 23 and 24 indicating the deterrent nature of the missiles in Cuba and the peaceful intentions of the Soviet Union. On October 26, Khrushchev sent Kennedy a long rambling letter seemingly proposing that the missile installations would be dismantled and personnel removed in exchange for United States assurances that it or its proxies would not invade Cuba. On October 27, another letter to Kennedy arrived from Khrushchev, suggesting that missile installations in Cuba would be dismantled if the United States dismantled its missile installations in Turkey. The American administration decided to ignore this second letter and to accept the offer outlined in the letter of October 26. Khrushchev then announced on October 28 that he would dismantle the installations and return them to the Soviet Union, expressing his trust that the United States would not invade Cuba. Further negotiations were held to implement the October 28 agreement, including a United States demand that Soviet light bombers also be removed from Cuba, and to specify the exact form and conditions of United States assurances not to invade Cuba.
Lesson 4

Goal
We will continue to ask questions to get at the author’s intent and underlying message.

Today’s Big Question
What would it feel like to live under the threat of nuclear attack?

Reading
“Fallout Protection”

Team Talk Questions
1. What are the author’s main points and intent in this introduction to “Fallout Protection?” (write) [MI, AP]
2. How would you describe the author’s tone in this passage? Support your answer. [AP, SA]
3. As it is used in the sentence “There is no panacea for protection from nuclear attack,” the word panacea most nearly means— [CV]
   A. time.
   B. solution.
   C. fear.
   D. problem.
   Explain what strategy you used to figure out the meaning of this word.
4. In paragraphs 7 and 8, what does the author identify as the best outcome of preparedness for nuclear attack? [MI]
5. Imagine you were reading this text in 1961 at the height of the Cold War. How would it make you feel? Why? [SA]

Homework
1. Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.
2. Make a word web for the word civil showing at least three connections to related words or phrases.
Fallout.

The radioactive debris of a nuclear explosion that eventually falls to earth in particles. The amount of fallout is enormously greater if a weapon detonates on or near the surface than if it explodes high in the air. Large amounts of earth are drawn up by the fireball. High in the sky, radioactive elements are incorporated into the earth particles, which are scattered by winds and in time fall to the ground.
The purpose of this booklet is to help save lives if a nuclear attack should ever come to America. The foreign and defense policies of your Government make such an attack highly unlikely, and to keep it unlikely is their most important aim. It is for this reason that we have devoted so large an effort to creating and maintaining our deterrent forces. However, should a nuclear attack ever occur, certain preparations could mean the difference between life and death for you.

The need for preparation—for civil defense—is likely to be with us for a long time, and we must suppress the temptation to reach out hastily for short-term solutions. There is no panacea for protection from nuclear attack. In a major attack upon our country, millions of people would be killed.

There appears to be no practical program that would avoid large-scale loss of life. But an effective program of civil defense could save the lives of millions who would not otherwise survive. Fallout shelters and related preparations, for example, could greatly reduce the number of casualties.

President Kennedy, speaking on July 25, 1961, put it this way: “in the event of attack, the lives of those families which are not hit in the nuclear blast and fire can still be saved if they can be warned to take shelter and if that shelter is available. We owe that kind of insurance to our families and to our country.”

The President was talking about shelter from radioactive fallout. The blast, heat, and fire of a nuclear explosion are appallingly destructive.
But radioactive fallout could spread over thousands of square miles, covering a much greater area than the area endangered by fire and blast. Fallout would be a potential killer of millions of unprotected persons, but it also is a hazard that individuals and communities can prepare for through reasonable programs and actions. A fallout shelter program is one of these. This booklet contains information about a shelter program—what the Federal Government intends to do, and how State and local governments, and individual citizens can work together to bring it into being as a sound measure of national preparedness.

There is much we can do together, and perhaps the first step is to take a clear look at nuclear warfare and what it could mean to the world as we know it today.

There is no escaping the fact that nuclear conflict would leave a tragic world. The areas of blast and fire would be scenes of havoc, devastation, and death. For the part of the country outside the immediate range of the explosions, it would be a time of extraordinary hardship—both for the Nation and for the individual. The effects of fallout radiation would be present in areas not decontaminated. Transportation and communication would be disrupted. The Nation would be prey to strange rumors and fears. But if effective precautions have been taken in advance, it need not be a time of despair.

These are somber subjects, and they presuppose a catastrophe which can be made very unlikely by wise and positive policies, pursued with imagination and faith. Still, realistic preparation for what might happen is far more useful than blindness, whether from fear or ignorance. A sane and sober person can assume that, whatever comes to pass, he would draw on his reserve of courage and intelligence—and the unquenchable will to live—and begin to build again.

The experience would be terrible beyond imagination and description. But there is much that can be done to assure that it would not mean the end of the life of our Nation.

There are no total answers, no easy answers, no cheap answers to the question of protection from nuclear attack. But there are answers. Some of them are in this booklet.

**Some Basic Facts**

The probable effects of nuclear attack and the relative value of certain protective measures are complex subjects. There is no attempt here to discuss them in great detail, but to present information that might be helpful in understanding the overall problem.
Effects of a 5-megaton burst

A five-megaton nuclear burst at ground level would destroy most buildings two miles from the point of the explosion. Steel-frame buildings would be knocked sideways and great fires started. The destruction five miles away would be less severe, but fires and early fallout could be a significant hazard. At 10 miles, sturdy buildings would remain intact. At this distance fires probably would not be started by the fireball, but might be started by the blast wave which could rupture gas lines and short-circuit wires. Flying glass would present a major danger, as would early fallout. At 50 miles from the bomb burst, all buildings would remain standing. The fading blast wave would take about five minutes to arrive, but would still shatter many windows. The greatest danger at this distance would be from early fallout which would begin arriving in some areas within three or four hours, depending upon weather conditions at the time.

Danger of fire storms

When nuclear or incendiary bombs strike a highly combustible city area, they can create a “fire storm”; the rising column of hot gases draws in surrounding cool air, producing inward blowing winds that confine the fire storm to the blast damage area. Primary fires would be a much greater hazard than fire storms. For maximum fire damage, a nuclear weapon must be detonated high in the air. This would eliminate most of the potential fallout hazard. The spread of fires from a nuclear attack would be limited in the same ways as are peacetime fires—by barriers such as open space, rivers, highways, by rainfall, and by varied distribution of burnable material.

Exposure to radiation

During the average lifetime, every human being receives about 10 roentgens of nuclear radiation from natural sources. In addition, people are exposed to small amounts of radiation in dental and chest X-rays and even from the luminous dials of wrist watches. When large amounts of radiation are absorbed by the body in short periods of time, sickness and death may result.

In general, the effects of radiation stay with people and accumulate over a period of time. Few people get sick who have been exposed to 100 roentgens or less. Exposure to more than 300 roentgens over a period of a few days will cause sickness in the form of nausea, and may cause death. And death is certain if a person receives an exposure of 1,000 roentgens over a period of a few days.

Young people might be injured more by nuclear radiation than older people. This is because young people
are more apt to absorb radioactive elements into their bones and internal organs than are older people. Since young people are potential parents, they should be protected as much as possible following a nuclear attack to minimize the possible genetic effects on their descendants resulting from too much exposure to nuclear radiation.

**Radiation sickness not contagious**

Radiation sickness is neither contagious nor infectious. Fallout radiation cannot make anything radioactive. Food and water that have been exposed to fallout radiation are contaminated only to the extent that they contain fallout particles. Exposed food that may have particles on it can be made safe by washing, brushing, or peeling. Fallout particles can be removed from water supplies by sedimentation or filtering. People who have fallout particles on their bodies or clothing probably would not carry enough to endanger other people, but they should wash themselves for their own protection.

**Long-term effects of radiation**

Following a nuclear attack, most radioactive elements in fallout would decay rapidly, losing most of their power to harm. However, for some time thereafter the hazard could continue to restrict normal activities in some parts of the country. A few elements, such as strontium 90, cesium 137, and carbon 14, are long-lived and could harm humans in some ways, such as by being absorbed by food plants. However, the long-term damaging effects of such exposure are not yet known in great detail.
Lesson 5

Goal
Express ideas in a personal response. We will describe important events and outcomes.

Writing Prompt
Remember a time when you faced a moment of crisis. What was the situation? What made it perilous? What did you do? Describe the important events and the outcomes of your actions.

Scoring Guide (Ideas)
___ describes the crisis situation
___ presents important events leading to it
___ explains your actions
___ describes the outcome

Homework
Revise, edit, and make a final copy of your writing project.
Peer Feedback

1. Read your writing project to your teammates. Remember to read with expression

2. Ask each of the questions below. Write your teammates’ suggestions in the margin of your writing project.

   ✓ Did I include the elements listed in the scoring guide?
   ✓ Is there anything that does not fit (is irrelevant)?
   ✓ Do the details help you make a mind movie? What details make the picture clear?
     Do you have to guess other details? If so, what areas are unclear?
   ✓ Is the writing organized so you can see how the pieces are connected? Are the ideas in a logical order?

3. Make a revision plan. On the back of your paper, list one or two of the most important changes you could make based on the feedback from your teammates.
Lesson 6

Goal
We will ask questions to help us identify the writer’s tone and message.

Today’s Big Question
Do you think that cell phones and instant communication have increased or decreased conflict in the world?

Homework
Continue to read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form. Bring your reading selection to the next reading class.
Lesson 7

Goal
We will use strategies to deepen our understanding of our Reader’s Box selections.

Team Talk Questions

**Fiction:**
1. What are four adjectives that you would use to describe the main character (protagonist)?
2. What is a source of conflict in this story? How do you think this might play out?
3. What is an image or metaphor the author uses that struck you?
4. Do the elements of this story (plot, characters, setting, author’s style) remind you of anything you have experienced, read, or seen in movies or on TV?
5. What passage did you find particularly emotional or action packed? How did the author’s word choice create the tone?
6. Did any of the author’s choices surprise you? Why?

**Nonfiction:**
1. Why did you choose this reading from the Reader’s Box? What interests you about this topic?
2. How would you describe the author’s style? What do you like about it?
3. What is an image, metaphor, or analogy the author uses that struck you?
4. Summarize one of the author’s main points. What is it that he or she wants you to understand?
5. What passage do you find is particularly compelling or powerful? How does the author’s word choice create the tone?
6. Are there any weak points in the author’s support? What do you have more questions about?

Homework
Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form. Bring your reading selection to the next reading class.
Lesson 8

Goal
We will track our progress, celebrate successes, and set new goals.

Team Talk Questions
1. Would you recommend this book (magazine, article, etc.) to others to read? Why or why not?
2. Was it easy to read or difficult? Why?
3. How would you characterize the author’s style?
4. At what point did the story grab you? For nonfiction: What helped you connect with the topic?

Homework
Read your Reader’s Box selection for at least 20 minutes, and note your thoughts and questions on the Read and Respond form.
**Fluency Checklist**

**My reading is correct, smooth, and expressive.**

- ✓ I pronounce the words correctly.
- ✓ My reading is not too slow, not too fast, but just right for understanding the text.
- ✓ My reading is smooth and expressive. It shows emotion and changes with punctuation and dialogue.

**Writing Project Editing Checklist**

- capitalization and punctuation
- words spelled correctly
- no sentence fragments or run-on sentences
- verb tense consistent
- subjects and verbs agree
- standard English

**Word Power Journal**

Rate your knowledge of the word: ✓ + − .

Explore its meaning.

Describe thinking and strategies used to figure out the word’s meaning.

Any interesting word roots, multiple meanings, or connections to known words?
An Adolescent Literacy Program

This student edition is part of the Reading Edge, a comprehensive literacy program that arms students with the skills and strategies they need to read, understand, and learn from a wide variety of content-area texts.

The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.