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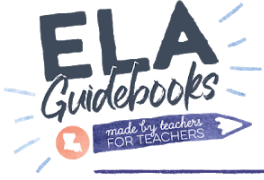
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## Purpose of Knowledge Packs

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: *Life of Pi*

### Text One

[“How Human Should a Gorilla Be?”](#) by Barbara J. King for NPR

Koko is a female western lowland gorilla who is known for learning a large number of signs from a version of American Sign Language. This informational text further discusses Koko’s ability to convey ideas, specifically emotions, to humans, and how this has affected her life in captivity. As you read, take note of the benefits and disadvantages of Koko’s close relationship with humans.

### Text Two

[“The Buddha and the Four Truths”](#) by Anne-Marie Reidy

Siddhartha Gautama was born in Asia over 2,000 years ago. He became an important figure in Buddhism. Buddhism is a religion commonly practiced in eastern and central Asia. In this informational text, Anne-Marie Reidy discusses Siddhartha and his Four Truths. As you read, take notes on how Siddhartha came up with the Four Truths.

### Text Three

[“Animal Emotions Stare Us in the Face - Are Our Pets Happy?”](#) by Mirjam Guesgen

While the facial expressions of our friends and family can give us an idea about what they’re feeling, the facial expressions of our pets largely remain a mystery to us. In this informational text, Mirjam Guesgen discusses researchers’ attempts to create new technology that can decipher animals’ facial expressions. As you read, take notes on what researchers know about animals’ facial expressions, and what else they need to learn.

### Text Four

[“The House Dog and the Wolf”](#) by Gail Terp

This story is based on a fable originally written by Aesop. Aesop was a storyteller who lived in ancient Greece between 620 and 560 BCE. Aesop's fables, which did not survive in writing but were passed down by people retelling them, have deeply influenced modern storytelling culture. As you read, take notes on how the Dog and Wolf view their own lives, as well as one another’s lives.

### Text Five

[“The Elephant’s Child”](#) by Rudyard Kipling

Rudyard Kipling (1865-1936) was an English author and poet, perhaps best known for *The Jungle Book*, which also starred anthropomorphic animals as its cast. The following is taken from his collection called *Just So Stories*, and tells the mythical tale of how elephants developed long trunks. As you read, take notes on the purpose of Kipling’s narrative style.

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## Knowledge Pack Two Text Set: *Hamilton*

### Text One

“[Alexander Hamilton](#)” by Jessica McBirney

Alexander Hamilton (1757-1804) was an American political figure and one of the Founding Fathers of the United States. In this informational text, Jessica McBirney discusses Hamilton’s life and accomplishments, specifically his contributions to America’s revolutionary founding and early politics. As you read, take note of Hamilton’s opinions on America’s government and how his opinions compared to others.

### Text Two

“[The Founding of American Democracy](#)” by Jessica McBirney

The American colonies rose up in 1776 against Britain with the goal of becoming an independent state. They sent the King of England their Declaration of Independence, a little more than a year after the start of the Revolutionary War. After nearly 8 years of battles, the British finally ended their offensive military operations in America in 1783, at which point Americans became free to set up their own government. The Constitution replaced the much weaker Articles of Confederation as the guide for American governance. As you read, note what the Founding Fathers thought was important to include in America’s new government.

### Text Three

“[The Declaration of Independence](#)” by Thomas Jefferson

After a series of laws meant to punish the American colonists (including the taxation of paper products and forcing colonists to host British soldiers in their homes) representatives from the thirteen colonies came together to declare independence from Great Britain. The following is the document they wrote and signed on July 4, 1776. This text also contains some outdated and offensive language that was often considered acceptable at the time the text was published. As you read, identify the various reasons why the colonies decided to declare their independence.

### Text Four

“[Lin-Manuel Miranda](#)” by Jessica McBirney

Lin-Manuel Miranda is best known for creating and starring in the Broadway musicals *Hamilton* and *In the Heights*. He has received the highest honors in theater, television, and music for his talents and innovation in the arts. In this informational text, Jessica McBirney discusses Miranda’s life and career as an artist. As you read, take notes on the development of Miranda’s career in the entertainment industry.

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## Knowledge Pack Three Text Set: *Things Fall Apart*

### Text One

[“The Scramble for Africa”](#) by Mike Kubic

Mike Kubic is a former correspondent of Newsweek magazine. Here he writes about African imperialism, or the act of creating an empire composed of foreign territories and colonies. As you read, identify the causes and effects of African imperialism during the 19th and 20th centuries.

### Text Two

[“The Black Man’s Burden”](#) by Reverend H.T. Johnson

In 1899, Rudyard Kipling wrote a poem called, “The White Man’s Burden: The United States and the Philippine Islands” which urged the United States to take on the moral “burden” of conquering other non-white countries. One month after the poem was published, an African-American clergyman, H.T. Johnson, published this poem in response. As you read, take notes on how perspective and point of view influences Johnson’s response to Kipling.

### Text Three

[“The Niger Expedition of 1841”](#) by Mike Kubic

The Niger Expedition of 1841 was a journey organized by British missionary and activist groups that was backed by the British government. The objective of the expedition was to send a group of Europeans to the Niger region of Africa, who would then make treaties with the natives there and persuade them to stop participating in the slave trade. In this text, former *Newsweek* correspondent Mike Kubic discusses the events of the journey, drawing from the contents of *A Narrative of the Expedition Sent by Her Majesty’s Government to the River Niger in 1841*, which was authored by participants of the expedition. As you read, take note of the different motives people had for eradicating and maintaining slavery.

### Text Four

[“West African Society at the Point of European Contact”](#) by USHistory.org

In 1526, a Portuguese ship completed the first transatlantic slave voyage by carrying slaves from Africa to the Americas. West African society was one of the centers of civilization in the centuries leading up to the Atlantic slave trade. The vibrant economy and culture in West African society were greatly affected by the slave trade. The Atlantic slave trade was not abolished by the United States until 1809. As you read, take notes on how slavery was different in Africa than in the United States.

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**Knowledge Pack Four Text Set: *The Immortal Life of Henrietta Lacks***

**Text One**

[“Proposed Treatment to Fix Genetic Diseases Raises Ethical Issues”](#) by Rob Stein, NPR’s Morning Edition

Genetic scientists have developed a technique that makes it possible for families to remove unwanted DNA from an embryo. The process, however, has raised ethical issues, and some scientists fear that the potential problems outweigh the potential benefits. As you read, take notes on both the ethical and scientific concerns regarding this new genetic discovery.

**Text Two**

[“The Keys to Happiness: Partly Genetic, but You Control the Rest”](#) by ABC News

Happiness and how it is achieved is a popular area of study for psychologists. This ABC news article addresses how genetic inheritance influences happiness. As you read, take notes on what contributes to a person’s happiness.

**Text Three**

[“Carrots with Character”](#) by Erin K. Peabody

While we might be used to orange carrots, these vegetables come in an array of colors and with varying health benefits. In this informational text, Erin K. Peabody discusses how, by genetically modifying carrots, scientists can make them have different health benefits. As you read, take notes on the varying health benefits of carrots.

**Text Four**

[“The Face of Immortality?”](#) by Cricket Media

Could a tiny fresh-water organism hold the key to immortality? Since the early 1900s, people have believed that hydras are immortal. As you read, take notes on what makes hydras special.

**Text Five**

[“Scientists Clone Human Embryos to Make Stem Cells”](#) by Rob Stein and Michaeleen Doucleff

Scientists have long been interested in harnessing the power of stem cells, which are undifferentiated, self-replicating cells that are capable of becoming differentiated cells within an organism. Pluripotent stem cells, which include embryonic stem cells, are capable of giving rise to any cell in an organism. Scientists believe that learning more about stem cells will allow them to develop treatments and potential cures for a variety of diseases. However, many object to the use of embryos for scientific purposes. In 2001, U.S. President George W. Bush signed an executive order restricting federal funding for research on stem cells obtained from human embryos; in 2009, U.S. President Barack Obama overturned the ban. As you read, take notes on the different viewpoints expressed on the subject of stem cell research.

**Text Six**

[“Molecular Scissors Fix Disease-Causing Flaw in Human Embryos”](#) by Tina Hesman Saey

Not long ago, the idea of being able to edit our genes was the stuff of science fiction; however, this is no longer the case. In this informational text, Tina Hesman Saey discusses gene editing research conducted on human embryos. As you read, take notes on how gene editing could impact genetic diseases.



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## Knowledge Pack Five Text Set: Equal Rights

### Text One

[“The Bill of Rights in a Changing America”](#) by Ben Slivnick

In this informational text, Ben Slivnick discusses the first ten amendments of the United States Constitution. Known as the Bill of Rights, the Supreme Court often refers to these amendments to make decisions today.

### Text Two

[“On Disability Rights: Highlights”](#) from Speeches by Ed Roberts

Ed Roberts (1939-1995) was an American activist and a pioneering leader in the disability rights movement. He was the first student with severe disabilities to attend the University of Berkeley, California. In 1976, newly elected Governor Jerry Brown appointed Roberts Director of the California Department of Vocational Rehabilitation — the same agency that had once labelled him too severely disabled to work. Later, he helped found the World Institute on Disability. The following is a compilation of several of Roberts’ most famous speeches. As you read, take notes on Roberts’ tone, use of humor, and central ideas.

### Text Three

[“First Female Army Rangers Say They Thought of ‘Future Generations of Women’”](#) by Brakkton Booker

In 2015, Shaye Haver and Kristen Griest became the first two women to graduate from the United States Army Ranger School. This 2015 news article includes interviews with Shaye Haver and Kristen Griest on the eve of their graduation.

### Text Four

[“Testimony Before the Senate Hearings on the Equal Rights Amendment”](#) by Gloria Steinem

Gloria Steinem (1934-present) is an American feminist, journalist, author, and social-political activist. She gained national recognition as a leader of the “Second Wave” feminist movement in the 1960s-1970s. On May 6th, 1970, Gloria Steinem stood before the Senate and delivered the following speech, advocating for the Equal Rights Amendment (ERA); this amendment, which has not been ratified, secures that one’s rights “shall not be denied or abridged by the United States or by any State on account of sex.” As you read, find evidence to answer this question: According to Steinem, what are the myths about women, and how are these myths harmful?

### Text Five

[“UN Explores Native Americans Rights in U.S.”](#) by Michel Martin

S. James Anaya is the Dean of the University of Colorado Boulder Law School, and was formerly a professor of Human Rights Law and Policy at the University of Arizona. Anaya’s Native American ancestry inspired him to dedicate his career to the issues surrounding indigenous people. In this text, Michel Martin interviews Anaya on the report he completed for

the United Nations regarding the rights of indigenous people in the United States. As you read, take note of the changes S. James Anaya suggests that the United States government put into place.

**Text Six**

“[The Solitude of Self](#)” by Elizabeth Cady Stanton

Elizabeth Cady Stanton (1815-1902) was a leading figure in the early women’s rights movement, a social activist, and an abolitionist. Stanton first delivered her speech “The Solitude of Self” at the 1892 convention of the National American Woman’s Suffrage Association. As you read, take notes on what it means to Stanton for women to have equal rights.

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## Knowledge Pack Six Text Set: Childhood's End

### Text One

["Marigolds"](#) by Eugenia Collier

Eugenia Collier (b.1928) is an African American writer of stories, plays, essays, and criticism. In this short story, a woman remembers an important moment from her childhood.

### Text Two

["Adolescence and the Loss of Childhood"](#) by Carl E. Reinhardt, Ph.D

Carl E. Pickhardt is a psychologist who specializes in counseling parents and adolescents. In this text, originally published in *Psychology Today*, Dr. Pickhardt explains the relationship between adolescents and their parents.

### Text Three

["Rebel With a Cause: Rebellion in Adolescence"](#) by Dr. Carl Pickhardt

Psychology shows us patterns in human behavior. According to psychologist Dr. Carl Pickhardt, adolescence is a time of rebellion. In this article, Dr. Pickhardt outlines the stages of adolescent rebellion from ages 9 to 23.

### Text Four

["Coming of Age Ceremonies Across Different Cultures"](#) by Thomas Pool

Many cultures celebrate the transition from childhood to adolescence with a coming of age ceremony. These celebrations look different, but all celebrate the increased responsibility and rights in their families and communities. As you read, take notes on the different coming-of-age celebrations in different cultures.

### Text Five

["Growing Up: Key Moments"](#) by Jessie McBirney

Whether we realize it or not, we grow up through the routine experiences of our everyday lives. This informational text explores the key moments that help shape the experience of growing up. As you read, keep track of the key moments that help shape the experience of growing up.

## 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>		
<p><b>Summary</b> Write a summary using the “Sensational 6.” Be sure to underline the vocabulary words.</p>		

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.