

Shelby County Schools
Extended Learning Packet



English/ Language Arts
Grade 8

Grade 8 Educational Websites and Web Resources

Title of Resource	Web Address	Description	Student Access
iReady	https://login.i-ready.com/	<i>iReady</i> integrates powerful assessments with engaging instruction to help all students grow and succeed.	Students will use their iReady login information for access
Commonlit	https://www.commonlit.org/	Commonlit provides a digital library and gives students rigorous practice with complex texts and questions.	Students will need to create a free login account.
Smithsonian: Tween Tribune	https://www.tweentribune.com/	Smithsonian: Tween Tribune provides students with an opportunity to engage with compelling, interesting, and relevant news stories and questions.	Students will need to create a free login account.
Khan Academy	https://www.khanacademy.org	Khan Academy provides students with an opportunity receive grammar practice and access to videos and grammar questions	Students will need to sign up for a free account if they do not already have an account.
TedEd	https://ed.ted.com/	Provides a media library of educational videos and discussions.	Students are able get content for free and without an account.
Newsela	https://newsela.com/	Newsela provides students with an Instructional Content Platform that supercharges reading engagement and learning in every subject.	Students have to create an account.

Lesson 9 (Student Book pages 77–84)

Summarizing Literary Texts

Theme: *Views of Other Worlds*

LESSON OBJECTIVES

- Summarize a literary text by restating in one's own words the main characters, setting, and key events in sequence.
- Provide an objective summary free of personal opinions or judgments.

THE LEARNING PROGRESSION

- **Grade 7** requires students to analyze the development of a theme across a text as well as to summarize the text objectively.
- **Grade 8 builds on the Grade 7 standard by requiring students to focus more directly on the interaction between characters, setting, and plot in developing themes and creating a summary that is objective, brief, and in students' own words.**
- **Grade 9** requires students to further analyze how a theme emerges and is shaped and refined as well as to summarize the text objectively.

PREREQUISITE SKILLS

- Identify characters, setting, and important details in a literary text.
- Use one's own words to summarize a text.
- Avoid including personal opinions or judgments when providing an objective summary of a text.

TAP STUDENTS' PRIOR KNOWLEDGE

- Tell students they will be working on a lesson about summarizing. They will learn how to summarize a story in a way that is objective, or free of opinions or judgments.
- Ask students what kind of information they would include in a story summary. (*the setting, main characters, conflict; important plot details*)
- Read these two plot summaries:
 - (1) On a cool autumn day, a family of three bears goes for a walk in the woods. While they are gone, a young girl comes to their house. She eats their porridge, sits in their chairs, and then falls asleep. When the bears come home, they find the girl sleeping.
 - (2) This is an unbelievable story! It is about three bears that go for a walk while they wait for their breakfast to cool. You won't believe what happens while they're gone!
- Ask: Which summary is better and why? (*The first because it includes the setting, main characters, and important events. The second summary doesn't give the setting or enough information about the plot, and it's not objective.*)
- Explain to students that being able to summarize a story will help them understand and remember what they read.

Ready Teacher Toolbox

teacher-toolbox.com

	Prerequisite Skills	On-Level Skills
Ready Lessons	✓	✓
Tools for Instruction		✓
Interactive Tutorials	✓	✓

**AT A GLANCE**

Students study two images and think about what details to include in a summary of the events pictured. They learn to concentrate on the most essential details, such as setting, characters, and important events, without interjecting their own opinions.

STEP BY STEP

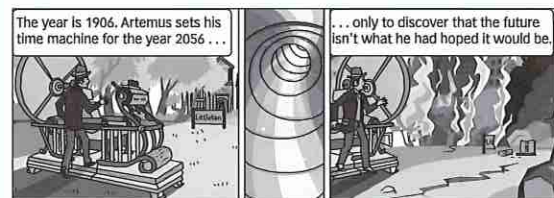
- Read the paragraph and discuss the definitions of *summarize* and *objective*. Then direct students to the two images. Have them study the images and look for details about the character, setting, and events.
- Explain that the graphic organizer shows a way to organize these details and use them to create a summary. Read aloud the details provided for characters, setting, and important events, and ask students to compare them to the details they noticed. Then read the summary and discuss how it highlights the most important points in a clear, concise way and does not include any opinions.
- Ask students to suggest real-life situations when it has been important for them to be able to summarize an event.
- Share an example of how you have summarized a literary text when reading. Explain how using this skill helped you better understand the text and remember important plot details.

Lesson 9 Part 1: Introduction

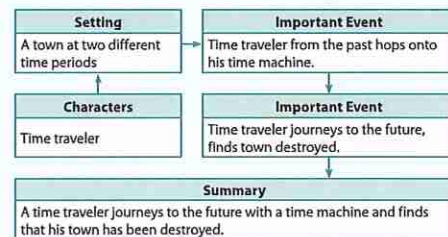
Summarizing Literary TextsTheme: *Views of Other Worlds*

Your best friend missed her favorite show. She knows you watch it, too, and calls asking you to **summarize** what happened. When you summarize, you briefly retell the main characters, setting, conflict, and important events. To paint as clear a picture as possible, you make sure your summary is **objective**, or free of your own opinions.

Study these images about a time traveler. Look for details about character, setting, and events.



Now review the graphic organizer below. Notice that it includes **only essential details**, tells events in the order they happened, and is **free of personal opinions**.



Summarizing isn't just a way for you to describe a story to others. It can also be a tool to help you understand what you're reading. Stop occasionally to summarize what has happened. Be sure you include only the most important details. This process will help you check your understanding of a text and remember important details.

Genre Focus**Literary Texts: Science Fiction**

Tell students that in this lesson they will read a kind of literary text called science fiction. Explain that science fiction is a fiction story that explores the possible impact of a scientific theory or advance on humans and societies. Science fiction stories usually share these characteristics:

- usually set in a different time and place, often in the future
- may be based on known scientific data and theories, as well as creative imagination
- setting, events, and characters may be fantastic, or they may seem believable and familiar

Based on these characteristics, ask students to share examples of science fiction they have read. What were the stories about? Were they set in the past or the future? What scientific theories or technology did the story include? Was the story set on Earth or on another planet?

Explain that all three passages in this lesson are science fiction. "Touchdown on Spectra Omicron 8" is about a mission to begin transforming a planet to support human life. "Prime Contact" is about an encounter with an alien. The excerpt from *The War of the Worlds* is about an invasion from Martians.

**AT A GLANCE**

Students read the beginning of a science fiction story and evaluate a summary, crossing out opinions and judgments. Then they work to improve the summary.

STEP BY STEP

- Invite volunteers to tell what they learned on the previous page about summarizing events.
- Tell students that in this lesson they will learn how to analyze a summary and then they will improve the summary while keeping it objective.
- Read aloud “Touchdown on Spectra Omicron 8.”
- Then read the question: “How can you best summarize this part of the story?”
- Tell students you will use a Think Aloud to demonstrate a way to answer the question.
- Read the sample summary of the story.

Think Aloud: I know a summary should not include opinions and judgments, which are words that reflect the summarizer’s personal feelings. I’ll reread the summary and look for words that give opinions. The first sentence says the Ulysses “sets off on a really dangerous mission.” The words “really dangerous” sound like an opinion. I see that they are not in the story, so they express the opinion of the writer. Those words don’t belong in the summary.

- Work with students to identify and cross out the words that reflect opinions in the first two sentences. Discuss how these words show opinions, not details from the story.

Think Aloud: The last sentence starts with “The most interesting part...” This is a judgment and does not belong in a summary.

- Have students cross out the judgment in the last sentence and restate it more objectively. Then tell them to read the summary with the words crossed out to themselves.
- Finally, allow partners time to add to and improve the summary as directed at the bottom of the page. (Sample response: *Captain Jane Young and the Ulysses crew travel six years through space to land on Spectra Omicron 8, where they plan to begin terraforming.*)



Read the first three paragraphs of this science fiction story.

Genre: Science Fiction

Touchdown on Spectra Omicron 8 by William Nicols

This just in! The UFP Ulysses vessel has touched down on the planet Spectra 8. This signifies the first stage in its terraforming expedition. The complex multi-stage terraforming process will make Spectra’s atmosphere more like that of Earth and livable for humans.

Captain Jane Young and her crew of 21 blasted off in May of 2218 for the 6-year journey through deep space to reach the lifeless planet. They encountered a number of problems along the way. First, they were stuck in the gravitational pull of an anti-matter black hole. They also had to deal with a salmonella outbreak in the ship’s food storage.

In October of this year, the Ulysses established orbit. Lieutenant Bobby Sullivan piloted the vessel toward the planet’s surface. He set the angle-of-entry so the ship would not burn up when passing through the atmosphere. After securing visual confirmation of the landing site, Sullivan deployed the landing gear, applied the thrusters, and brought the ship in for a soft three-point landing.

(continued)

Explore how to answer this question: “How can you best summarize this part of the story?”

Remember that a summary is a brief retelling that includes the main characters, setting, and important events. Underline each of these things in the story above.

Summaries should be objective, or free of opinions and judgments. Read the following summary of the story. Cross out any opinions and personal feelings in the summary.

In the year 2218, the Ulysses sets off on a really-dangerous mission to begin the terraforming of planet Spectra 8. They have to deal with some scary problems along the way, but they finally reach the planet. The most-interesting part is how pilot Bobby Sullivan brings the ship in for a safe landing.

- “Really dangerous” in the first sentence is an opinion and not a detail from the text. Cross it out.
- The word “scary” in the second sentence is another opinion. Cross it out, too.
- Remove “The most interesting part,” which is a judgment.

Find a partner and work together to improve this part of the summary. Include additional information about the characters, setting, and important events. Also be sure to keep the summary objective by avoiding opinions and judgments, such as “My favorite part was . . .” or “It was great how . . .”

Tier Two Vocabulary: Deployed

- Have students find the word *deployed* in paragraph 3. Based on the context and what they know, ask students to tell what *deployed* means. (“to move into position”) Encourage students to use a dictionary to verify this meaning.
- Have students suggest other words that would make sense in place of *deployed*. (*positioned, set out, extended*)



AT A GLANCE

Students continue reading the science fiction story. They answer a multiple-choice question and then work with a partner to summarize the entire story.

STEP BY STEP

- Tell students they will continue reading the science fiction story.
• Remind them to use the features in the left margin. The Close Reading helps students focus on details about characters, setting, and events that will be important to the summary. The Hint will help them avoid words and phrases that are not objective.
• Tell students to read the rest of the story and mark details about characters, setting, and events, as directed by the Close Reading. Ask volunteers to share the words they marked. Discuss why these details, and not others in the text, are important when summarizing.
• Have students circle the answer to the question, using the Hint to help them avoid choices that are not objective. Then have them discuss the Show Your Thinking. Use the Answer Analysis below to support the discussion of correct and incorrect choices.
• Finally, have students work in pairs to summarize the entire story. Allow time for pairs to share and evaluate each other's summaries.

ANSWER ANALYSIS

Choice A is correct. It objectively summarizes the story and includes the main character, setting, and important events.

Choice B is incorrect. The word strong expresses a personal feeling about Captain Young that is not part of the text.

Choices C and D are incorrect. They are unimportant details, not important events in the story.

ERROR ALERT: Students who did not choose A may not have understood that the question asked for a summary. Remind them that a summary is objective and includes only the main characters, setting, and important events.



Close Reading

Before you start summarizing, underline the names of important characters as well as clues about the setting. Circle important events.

Continue reading the science fiction story. Then answer the question that follows.

(continued from page 78)

Now that the Ulysses has landed, it is time for Young and her team to begin exploring the planet's surface. Spectra Omicron 8 is little more than loose rocks of red clay. One of Captain Young's top priorities is establishing the Ulysses base camp with its many domed sections. With so much carbon monoxide in the atmosphere, oxygen corridors must be built to connect the domes, which will be used for farming, geological research, and communications. A molten-carbon drill will then be constructed in the camp's center to burrow through to the planet's core, carrying the terraforming unit that will aid in surface reconstruction.

Hint

Avoid answer choices that include an opinion or unimportant details.

Circle the correct answer.

Which is the best summary for this portion of the text?

- A Captain Young explores the planet's surface and begins building the base camp.
B Captain Young shows she is a strong leader by quickly establishing the base camp.
C The domes in the base camp will be used for farming, geological research, and communications.
D The drill at the center of the camp is made from molten-carbon.

Show Your Thinking

Explain why the other answer choices are not good summaries of the second part of the text.

Responses will vary.



Take turns briefly summarizing the entire story with a partner, using details about character, setting, and important events. Make sure your summaries are free of opinions and judgments.

Tier Two Vocabulary: Burrow

- Direct students to the word burrow in the last sentence. Ask students to tell what burrow means in this sentence. ("to make a hole or tunnel") Guide students to point out context clues that help them understand this meaning. ("drill," "through to the planet's core")
• Point out that in this sentence burrow is a verb. Explain that as a noun burrow can mean "a hole or tunnel dug by a small animal, such as a rabbit or chipmunk, to make a home."
• Have students write two sentences using the word burrow as a verb in one sentence and as a noun in the other.

**AT A GLANCE**

Students read a passage twice about a meeting with an alien. After the first reading, you will ask three questions to check your students' understanding.

STEP BY STEP

- Have students read the passage silently without referring to the Study Buddy or the Close Reading text.
- Ask the following questions to ensure students' comprehension of the text:

Who is telling the story? (*the Emperor*)

Why did the Emperor meet with Allya? (*so that Allya could tell the Emperor about where she traveled and her encounter with an alien race.*)

What is the alien who returned with Allya? (*a cat*)
 What clues helped you to know? (*e.g., "purring sound," "Meow," "licking its paws"*)

- Then ask students to reread paragraphs 1–3 and look at the Study Buddy think aloud. What does the Study Buddy help them think about?

Tip: The Study Buddy reminds students to stop while reading to summarize key details. Remind students that stopping to summarize not only helps them describe the story to others but also is a way of helping them understand what they are reading.

- Have students read the rest of the passage. Tell them to follow the directions in the Close Reading.

Tip: The Close Reading helps students identify the main characters and important details in the story's plot. This is the information that they will want to include in a summary of the story.

- Finally, have students answer the questions on page 81. Use the Answer Analysis to discuss correct and incorrect responses.



Read the science fiction story. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Science Fiction



As I read, I will pause to summarize who the characters are, where the story is set, and what some of the important events are.

Close Reading

In addition to the narrator, who are the main characters in the story? Circle the first mention of each one.

Underline important details that provide clues about where Allya was and the alien they have encountered.

Prime Contact by Justin Greenfield

Emperor's log, the 36th of Quelnar, 4278

- 1 Today I had a fascinating meeting with a promising new captain by the name of Allya. The first thing I noticed about her was the remarkable hue of her purple eyes, much more vibrant than the rest of ours.
- 2 At any rate, she relayed to me how her crew had recently returned from a mission to the third planet from the central star, where they had an encounter with one of the dominant life forms. I inquired as to the extent of the creatures' technology, and Allya replied that they had advanced machines but preferred to let their servants operate them. These servants live with them—in fact, there are often several servants in each home. They walk about on two legs, prepare food, and feed their four-legged masters.
- 3 Allya then told me that a member of this alien race had returned with them on their ship. Of course, I asked to see the creature straight away, and when it was brought into my throne room, I was taken with how friendly it appeared, inviting but cautious. Its wide, green eyes were alert and confident, but—dare I say—bored?
- 4 Since it was a very short and very furry sort of alien, I lay down on the floor to establish better verbal communication with it. I welcomed it to Harlapan, home of the Galactic Confederacy. The creature stretched out its front legs and appeared to bow. I distinctly heard an odd purring sound coming from it. A form of telepathic language it shares with its species, perhaps?
- 5 "Meow," it said with great dignity before turning to the task of licking its paws. Fascinating.

ELL Support: Irregular Past-Tense Verbs

- Explain that verbs are action words. The past tense of a verb tells that the action has already happened. The past tense of a regular verb ends in *-ed*. The past tense of an irregular verb does not.
- Have students find the word *brought* in paragraph 3. Explain that the present tense verb *bring* was changed to the past tense verb *brought*. Irregular verbs have special forms in the past tense, so their past tense form needs to be remembered.
- Have students locate other irregular past tense verbs in this passage and identify each present tense verb that was changed. (*said*: changed from *say*; *heard*: changed from *hear*)

**STEP BY STEP**

- Have students read questions 1–3, using the Hints to help them answer the questions.

Tip: If students have trouble answering question 1, remind them that a summary should not include opinions or unimportant details. Have them identify the choice that is both important and objective.

- Discuss with students the Answer Analysis below.

ANSWER ANALYSIS

- The correct answer is B. It tells an important event objectively. Choice A is incorrect. “It’s very funny” suggests an opinion. Choice C is incorrect. It is a detail from the story but not an important event. Choice D is incorrect. It is an unimportant detail.
- The correct answer is D. It is an objective statement that gives important information about the surprise end of the story. Choice A is incorrect because it does not tell about the ending of the story. Choices B and C are incorrect because they give opinions.
- The correctly numbered list of events:
 - An alien creature boards Allya’s ship.
 - Captain Allya tells how the servants care for their masters.
 - The Emperor lies down on the floor.
 - The Emperor meets with Captain Allya.
 - Allya and her crew visit another planet.
 - The Emperor notices the alien’s confidence.
 - The alien makes a strange purring sound.
 - The Emperor asks to meet the alien.

RETEACHING

For question 3, students may have had difficulty distinguishing between the order of events as presented in the story and the order of events in which they actually happened in the world of the story. Draw a time line on the board to represent the chronological order of events, and ask volunteers to discuss when events happened.

**Hints**

Which of the four answer choices is an important statement about the story that does not contain an opinion?

Omit the choices that are not connected to the ending, or that are unimportant or not objective.

The story tells the events in a certain order. That is not, however, the order in which the events actually happened in time.

Use the Hints on this page to help you answer the questions.

- Which of the following would you include in a summary of “Prime Contact”?
 - It’s very funny that the Emperor doesn’t realize that the alien is a house cat.
 - The Emperor of Harlapan asks to meet the alien that has returned with Allya.
 - The alien loses interest in the Emperor and starts licking its paws.
 - The Emperor is fascinated by Allya’s remarkable purple eyes.

- Which is the best summary for the last events of the story?
 - Allya travels to the third planet and brings back an alien.
 - The people of Harlapan are clearly very advanced.
 - The servants the Emperor describes must be humans.
 - The alien meows and licks its paws, revealing that it’s a cat.

- The notes for a summary need to be arranged correctly into the order in which the events occur in the passage.

Indicate the correct chronological order of the events below by writing the numbers 1 to 8 on the blank before each sentence.

- 2 An alien creature boards Allya’s ship.
- 4 Captain Allya tells how the servants care for their masters.
- 7 The Emperor lies down on the floor.
- 3 The Emperor meets with Captain Allya.
- 1 Allya and her crew visit another planet.
- 6 The Emperor notices the alien’s confidence.
- 8 The alien makes a strange purring sound.
- 5 The Emperor asks to meet the alien.

Integrating Standards

Use these questions to further students’ understanding of “Prime Contact.”

- What assumption do both Allya and the Emperor make that affects future story events?

Both assume that the “member of the alien race” is the dominant life form on the third planet and is master over its “two legged servants.” They base their assumptions on the limited observations of the mission crew and don’t realize their mistake.

- How does the author manipulate the reader’s point of view to create the surprise ending?

The author gives clues to help readers infer that the alien creature is really a cat and deliberately uses the joke that cats are masters of the house, not their owners. The story characters, however, don’t realize their mistake, so these different points of view produce a humorous ending.



Part 5: Independent Practice

Lesson 9

Read the story. Then answer the questions that follow.

from *The War of the Worlds*

by H. G. Wells

Earth was not prepared for the Martian invasion that began in a field outside of London. Disbelief turned to horror as the Martian forces spread throughout the country, destroying everything in their path. No human weapons were able to stop their deadly attacks and superior technology. Then a sudden and surprising set of events occurred that changed everything.

1 I came upon the wrecked handling-machine halfway to St. John's Wood station. At first I thought a house had fallen across the road. It was only as I clambered among the ruins that I saw, with a start, this mechanical Samson lying, with its tentacles bent and smashed and twisted, among the ruins it had made. The forefront was shattered. It seemed as if it had driven blindly straight at the house, and had been overwhelmed in its overthrow. It seemed to me then that this might have happened by a handling-machine escaping from the guidance of its Martian. I could not clamber among the ruins to see it, and the twilight was now . . . far advanced. . . .

2 Wondering still more at all that I had seen, I pushed on towards Primrose Hill. Far away, through a gap in the trees, I saw a second Martian, as motionless as the first, standing in the park towards the Zoological Gardens, and silent. A little beyond the ruins about the smashed handling-machine I came upon the red weed¹ again, and found the Regent's Canal, a spongy mass of dark-red vegetation. . . .

3 Great mounds had been heaped about the crest of the hill, making a huge redoubt² of it—it was the final and largest place the Martians had made—and from behind these heaps there rose a thin smoke against the sky. Against the sky line an eager dog ran and disappeared. The thought that had flashed into my mind grew real, grew credible. I felt no fear, only a wild trembling exultation, as I ran up the hill towards the motionless monster. Out of the hood hung lank shreds of brown, at which the hungry birds pecked and tore.

4 In another moment I had scrambled up the earthen rampart and stood upon its crest, and the interior of the redoubt was below me. A mighty space it was, with gigantic machines here and there within it, huge mounds of material and strange shelter places. And scattered about it, some in their overturned war-machines, some in the now rigid handling-machines, and a dozen of them stark and silent and laid in a row, were the Martians—dead—slain by the putrefactive³ and disease bacteria against which their systems were unprepared; slain as late the red weed was being slain; slain, all after man's devices had failed, by the humblest things that God, in his wisdom, has put forth upon this earth.

¹ red weed: a fictional plant native to Mars

² redoubt: temporary fortification, or wall built as a defense

³ putrefactive: rotting, having a foul odor

Part 5: Independent Practice

Lesson 9

5 For so it had come about, as indeed I and many men might have foreseen had not terror and disaster blinded our minds. These germs of disease have taken toll of humanity since life began here. . . . But there are no bacteria on Mars, and directly these invaders arrived, directly they drank and fed, our microscopic allies began to work their overthrow.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ

2 Ⓐ Ⓑ Ⓒ Ⓓ

3 Ⓐ Ⓑ Ⓒ Ⓓ

4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct 4

1 Which detail from paragraph 1 would be least important to include in a summary of the paragraph?

- A On the way to St. John's Wood station, the narrator finds a demolished handling-machine.
- B The machine seems to have collapsed in the middle of destroying a house.
- C The narrator believes that the wreckage might be the result of a Martian losing control of the machine.
- D Due to the lack of light, the narrator cannot see inside the wreck.

2 Which of the following is not an objective statement of events?

- A The narrator notices a second smashed and motionless handling-machine as he continues on his way towards Primrose Hill.
- B The aliens probably felt they had nothing to fear from the weak creatures of Earth.
- C After seeing smoke behind the Martian redoubt, the narrator has a thought that causes him to run eagerly toward another immobile machine.
- D The remains of a Martian's body are hanging out of the hood of one of the machines.

3 Which statement is the best summary of paragraph 2?

- A As the narrator approaches Primrose Hill, he finds more signs of the dying Martians.
- B The narrator explores the area around the Zoological Gardens and the Regent's Canal.
- C Curious about the crashed machine, the narrator makes his way toward Primrose Hill.
- D Two Martian machines have mysteriously broken down, and the narrator investigates.

AT A GLANCE

Students independently read a longer science fiction story and answer questions in a format that provides test practice.

STEP BY STEP

- Tell students to use what they have learned about reading closely and summarizing literary text to read the science fiction story on pages 82 and 83.
- Remind students to underline or circle important details about the characters, setting, and events.
- Tell students to answer the questions on pages 83 and 84. For questions 1–4, they should fill in the correct circle on the Answer Form.
- When students have finished, use the Answer Analysis to discuss correct responses and the reasons for them. Have students fill in the Number Correct on the Answer Form.

ANSWER ANALYSIS

- 1 Choice D is correct. The question asks which detail is least important, and it's not important that the narrator can't see inside the wreck. The information provided in the other sentences is more important: information about finding the wreck, where it was found, and what might have caused it. **(DOK 2)**
- 2 Choice B is correct. It is not an objective statement because "weak creatures" reflect an opinion or personal feelings. Choices A, C, and D are incorrect. Each choice is an objective statement of events in the story. None of the statements contain opinions or personal feelings. **(DOK 2)**

Theme Connection

- How do all the stories in this lesson relate to the theme of views of other worlds?
- Which of the science fiction stories in the lesson did you enjoy most? What did you like best about it?

Writing Activities

Rewrite a Story as a Play

- Challenge students to think about how they could rewrite “Touchdown on Spectra Omicron 8” or “Prime Contact” as a play instead of a story. Will they use a narrator? How will they adapt the narrative into lines for each character? What stage directions will they write?
- Have students write one of the two stories as a play.
- Allow time for students to share their plays with the class. If possible, have students perform one of the plays as a Reader’s Theater.

Consult Reference Materials

- Direct students to the word *terraforming* in paragraph 1 of “Touchdown on Spectra Omicron 8.”
- Tell students they can use a print or online dictionary to clarify the precise meaning of a word. Have students find the definition of *terraforming* and tell its meaning. (“to transform a planet to resemble Earth, especially to support human life”)
- Ask students to look up other unfamiliar words from this lesson’s passages to determine their meanings.

LISTENING ACTIVITY

Listen Closely/Conduct a News Interview

- Have student pairs use the details in this scene from *The War of the Worlds* to create a news interview announcing the discovery of the dead Martians.
- One student is the interviewer from a news station while the other student is an eyewitness.
- Students must listen carefully to each other as they ask and answer questions. Encourage them to be creative, while still basing their discussion on the story.

DISCUSSION ACTIVITY

Talk in a Group/Discuss Science Fiction

- Help students recall the characteristics of science fiction. Ask them to discuss in small groups how the stories in this lesson conform to the genre.
- Using these stories, as well as other examples of science fiction they have read, have groups discuss what makes a good science fiction story.
- Appoint one member of each group to take notes. Allow 10 to 15 minutes for discussion. Then have each group share its discussion with the class.

MEDIA ACTIVITY

Be Creative/Create a Poster

- Select one story in this lesson and discuss some of the images the author creates in the reader’s mind.
- Tell students to imagine one of the stories is going to be made into a TV show and their job is to design a poster to advertise it. Invite students to create a visual to appear on the poster.
- Have small groups discuss how their visuals represent images created in the story.

RESEARCH ACTIVITY

Research and Present/Give a Presentation

- Point out that H. G. Wells, the author of *The War of the Worlds*, is credited with being one of the fathers of science fiction.
- Have students research information to use in an oral presentation about this author or another influential author of science fiction, such as Jules Verne, Isaac Asimov, or Ray Bradbury. Students may wish to read a novel written by the author and include information about it as well.
- Students should take notes and write a brief report for their presentations.