

<p>Foundations:</p> <ol style="list-style-type: none"> 1. Make every minute of contact time matter 2. Empower students to guide themselves through determination, collaboration, and available tools 3. Create an environment of effort, production, and achievement 4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful 5. Democratize teaching, learning, and assessment 										
<p>Overarching Question: <i>What can the Thai Cave event teach us about humanity?</i></p>										
<p>Objectives</p> <ol style="list-style-type: none"> 1. Read an article overview of the trapped team 2. Improve understanding of informational text/articles 3. Build vocabulary knowledge of words relevant to text 4. Show comprehension of text in multiple ways 5. Gain transferable knowledge for later use 										
<p>Suggested Introduction/Engagement Approaches:</p> <ol style="list-style-type: none"> 1. Dialogical: Tell a story about going on an adventure 2. Sensory: Show a video-clip about the rescue 3. Discussion: Ask students to discuss share personal trials 4. Creativity: Quick write a fictional rescue story 5. Analysis: Project a picture of the cave and ask questions 										
<p>Optimal Environment Suggestions:</p> <ol style="list-style-type: none"> 1. Teacher: Introduction and guide 2. Students: Independent with collaboration 3. Technology: Devices for linked article 4. Grouping: None 5. Other: 										
<p>Problem-Solving Emphases:</p> <ol style="list-style-type: none"> 1. Critical Thinking: Minimal 2. Communication: Reading & Writing 3. Collaboration: Sharing and Discussing 4. Creativity: Imagine exercise 										
<p>Growth Mindset Skill Rating (Use these ratings to encourage students what they might experience as they try to overcome)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><i>Effort</i></td> <td><i>Commitment</i></td> <td><i>Resilience</i></td> <td><i>Wherewithal</i></td> <td><i>Perseverance</i></td> </tr> </table>	1	2	3	4	5	<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>
1	2	3	4	5						
<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>						
<p>Qualitative Assessment Possibilities:</p> <ol style="list-style-type: none"> 1. Time on task 2. Quality and focus of collaboration <p>Quantitative Assessment Possibilities:</p> <ol style="list-style-type: none"> 1. Scores on vocabulary 2. Scores on entire worksheet 										
<p>Curriculum Compacting/Enrichment Activities</p> <ol style="list-style-type: none"> 1. Research Chilean Stranded Miners 2. Work on Day 2 Reading 3. Begin work on summative assessment 										

<p>Abbreviated Common Core Anchor Standards:</p>										
<p>English Language</p> <ol style="list-style-type: none"> 1. Demonstrate command of grammar within the English language. 2. Demonstrate command of punctuation, capitalization, and spelling within the English language. 3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening. 4. Using multiple strategies, determine the meaning of unknown words. 5. Determine nuances of words or phrases when used in non-explicit ways. 6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own. 	<p>Writing</p> <ol style="list-style-type: none"> 1. Write a source-based argument with logic, reason, and supporting evidence. 2. Write a highly organized informative essay on complex ideas. 3. Write a well-structured, well-chosen narrative about imaginary or real events. 4. Produce clear, organized, and purposeful piece of writing for a specific audience. 5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing. 6. Use technology to assist with the writing process, including collaboration. 7. Engage in inquiry based research projects for various amounts of time. 8. Gather of variety of sources and apply measures of analysis to determine bias and reliability 9. Draw appropriate evidence from literary or print sources to support analysis 10. Write routinely in various formats for short or long times, formatting correctly, for various audiences. 									
<p>Speaking & Listening</p> <ol style="list-style-type: none"> 1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations. 2. Integrate and evaluate diverse modes of media for speaking and listening application. 3. Evaluate speaker's point of view, reasoning, and evidence 4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence. 5. Create impactful visual aids to assist with presentations. 6. Adapt text to different situations and purposes, showing command of the English language. 	<p>Reading</p> <ol style="list-style-type: none"> 1. Read for meaning and to make inferences. Find citations to support analysis. 2. Find central ideas or themes, summarize them, and find supporting details. 3. Analyze development of individuals, events, or ideas interact over time 4. Analyze words and word tone to determine meaning and tone. 5. Analyze purpose and interconnectedness of the text. 6. Assess impact of point of view 7. Integrate and evaluate different media formats. 8. Analyze arguments and determine logic and reasoning 9. Analyze different texts about the same topic. 9.1. Read at appropriate and challenging level. 									
<p>Challenge Adjust</p> <table border="1"> <tr> <td style="text-align: center;">Less Challenging</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">Planned Lesson</td> <td style="text-align: center;">More Challenging</td> </tr> <tr> <td>Read the article to the students</td> <td>Adjust due dates</td> </tr> <tr> <td>Have students work in groups dividing up the sections and listening to one another</td> <td>Ask some students to share answers in front after completed to improve public speaking</td> </tr> <tr> <td>Only complete assigned sections of the worksheet</td> <td>Have all students finish first, then trade-and-grade</td> </tr> </table>		Less Challenging	Planned Lesson	More Challenging	Read the article to the students	Adjust due dates	Have students work in groups dividing up the sections and listening to one another	Ask some students to share answers in front after completed to improve public speaking	Only complete assigned sections of the worksheet	Have all students finish first, then trade-and-grade
Less Challenging	Planned Lesson	More Challenging								
Read the article to the students		Adjust due dates								
Have students work in groups dividing up the sections and listening to one another		Ask some students to share answers in front after completed to improve public speaking								
Only complete assigned sections of the worksheet		Have all students finish first, then trade-and-grade								

Reading Activity: Soccer team trapped in Thailand...

Link: <https://www.nbcnews.com/news/world/soccer-team-trapped-thailand-weather-key-rescue-operations-mood-turns-n889481>

1. **Pre-Reading:** Watch the news clip below at the top of the page, based on what you saw and heard, why do you think the much of the world was captivated (very interested) by this story?

2. **Vocabulary:** Using your knowledge, the article, or approved research techniques, select the matching definitions and/or synonyms for each vocabulary term:

- | | |
|---------------------------|--|
| 1. _____ Perilous (adj) | a. Gloomy, sad, dull |
| 2. _____ Crucial (adj) | b. Hopeful, positive, enthusiastic |
| 3. _____ Somber (adj) | c. Unsafe, dangerous, terrifying |
| 4. _____ Monsoon (n.) | d. Rainy season, serious downpours of rain |
| 5. _____ Optimistic (adj) | e. Vital, key, essential, necessary |

3. **Text Analysis and Citing Evidence:** First, explain two complications of the rescue effort; next, support your idea with a citation from the text:

<p>Example: <u>The cave is running out of oxygen, which might mean they will not be able to breath.</u></p>	<p>Example: <u>"The air in the cave continues to be a source of concern... the teams had successfully pumped in oxygen."</u></p>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>“ _____ _____ _____ _____ _____ ”</p>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>“ _____ _____ _____ _____ _____ ”</p>

5. **Inquiry:** After reading and reviewing the article, create five level 2 or level 3 divergent questions that can lead to gaining further knowledge about ideas affiliated with the topic of the article:

* _____

* _____

* _____

* _____

* _____

4. **Multiple Choice:** Select the best possible answer from the options provided:

- The word “narrow” is used twice in this article, which two synonyms best show the different ways that the word “narrow” is used in the text?

a. Limited	c. Abundant
b. Wide	d. Tight
- Look at the two graphs towards the bottom of the page, what is the primary difference?

a. One is from Thailand, the other is from Myanmar	c. One shows rainfall will increase, the other does not
b. One shows forecasted rain, the other does not	d. They show two different regions of Thailand
- In the paragraph that starts, “Inside the cave...” what phrase indicates that waiting for rescue is so difficult on the children it is emotionally painful?

a. Pitch-dark tunnels	c. Full of sharp turns
b. Agonizingly far	d. Studded by stalactites
- Which one of these people mentioned in the article is the best symbol of optimism?

a. Narongsak Osottanakorn	c. Elon Musk
b. Sanam Kunan	d. Miiko Naasi
- What do you think is the author’s primary reason for writing this article?

a. To prepare the world for possible news that the soccer team will die	c. To explain why the rescue effort does not have a simple solution
b. To celebrate the role of the rescue workers and first responders	d. To remember the life of the Thai Navy SEAL Sanam Kunan

6. **Evidence support:** Look at the choice you made for Multiple Choice Question #5, identify lines from the text that support your answer and provide explanations and connections to make your logic clear:

Line From Text	Explanation & Connection
<i>Any line from the text, put in quotations to indicate the words are not yours</i>	<i>Explain what the line means and make a clear connection to your choice above.</i>
“ _____ _____ _____ _____ ”	_____ _____ _____ _____
“ _____ _____ _____ _____ ”	_____ _____ _____ _____

7. **Critical Thinking:** Imagine you were trapped in the cave with the team, based on the description of what the cave was like, how do you think you would feeling at your situation: Scared, Anxious, Determined, Optimistic, or something else?

If I were in the cave I would feel _____ because

The first reason I would feel this way is _____

The next reason I would feel this way is _____

9. **Counterclaims:** The following chart expresses opposite emotions of the ones listed above, explain how or why the opposite emotion that you chose can be argued as more powerful:

Scared / Unafraid	Determined / Unsure
Anxious / Calm	Optimistic / Pessimistic

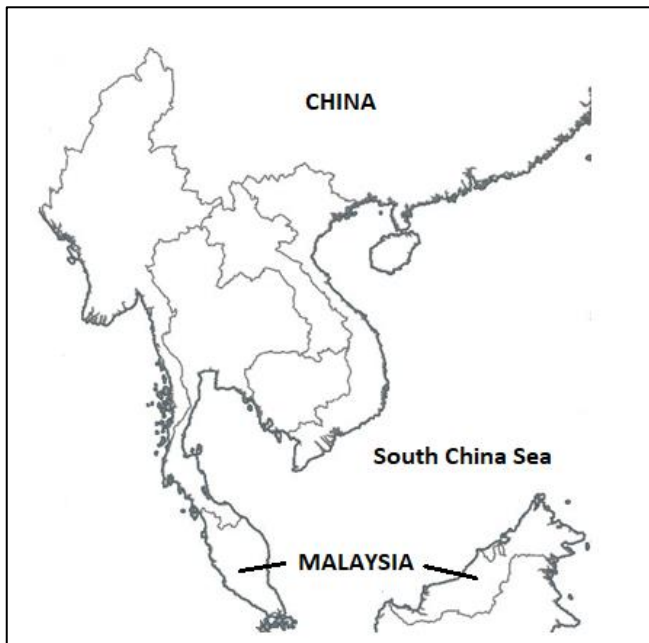
On question #7 I said I'd feel _____, this can be

best countered with the emotion of _____.

The first reason is _____

The second reason is because _____

11. **Geography:** Thailand is located on the Indochina Peninsula with Malaysia (labeled), Vietnam, Laos, Cambodia, Myanmar, and Singapore. Label these countries on this map and shade in Thailand:



8. **Critical Thinking:** The article gives information about several different ideas ranging from teaching the kids basic diving to escape to designing mini-submarines. Rescuers chose to teach the kids basic diving skills, what idea (whether it is listed or not) do you think would have worked as well? Support your answer with a logical explanation.

Another approach that would have worked would have been _____

I think this because _____

Another reason is because _____

10. **Conclusion:** What inferences can you draw about what the author is trying to tell you:

- It is better to stay on marked paths than to venture into the unknown
- When it comes to difficult situations, nothing matters but expertise
- Some things that seem simple are far more complex than we know
- Extraordinary situations call for extraordinary people

The reason I chose the one I did is because _____

The text supports this by saying, “_____

_____.” One other example not in

the text is _____

12. **Creativity:** Pretend you are invited to go on a cave exploration trip and you are asked to suggest items to place into a cave emergency backpack, list five items you would place in the backpack explaining what you would take, why you would take it, and then rank them from 1 (most important) to 5 (least important).

Item: _____ because _____

_____. Rank _____

Item: _____ because _____

_____. Rank _____

Item: _____ because _____

_____. Rank _____

Item: _____ because _____

_____. Rank _____

Item: _____ because _____

_____. Rank _____

<p>Foundations:</p> <ol style="list-style-type: none"> 1. Make every minute of contact time matter 2. Empower students to guide themselves through determination, collaboration, and available tools 3. Create an environment of effort, production, and achievement 4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful 5. Democratize teaching, learning, and assessment 										
<p>Overarching Question: <i>What can the Thai Cave event teach us about humanity?</i></p>										
<p>Objectives</p> <ol style="list-style-type: none"> 1. Improve understanding of informational text/articles 2. Build vocabulary knowledge of words relevant to text 3. Speculate on why people might volunteer for rescuing 4. Recognize risks of volunteering in a situation like this 5. Show comprehension of text in multiple ways 										
<p>Suggested Introduction/Engagement Approaches:</p> <ol style="list-style-type: none"> 1. Dialogical: Tell a story about a well-known volunteer 2. Sensory: Show a internet clip about volunteering 3. Discussion: Ask “Why do we ask people to volunteer?” 4. Creativity: Brainstorms things they have volunteered for. 5. Analysis: Analyze a WWII propaganda volunteer poster 										
<p>Optimal Environment Suggestions:</p> <ol style="list-style-type: none"> 1. Teacher: Introduction and guide 2. Students: Independent w/collaboration 3. Technology: Devices for linked articles 4. Grouping: Individual 5. Other: 										
<p>Problem-Solving Emphases:</p> <ol style="list-style-type: none"> 1. Critical Thinking: Inquiry 2. Communication: Reading and Writing 3. Collaboration: Discuss and Compare Answers 4. Creativity: Artwork for volunteering 										
<p>Growth Mindset Skill Rating (Use these ratings to encourage students what they might experience as they try to overcome)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><i>Effort</i></td> <td><i>Commitment</i></td> <td><i>Resilience</i></td> <td><i>Wherewithal</i></td> <td><i>Perseverance</i></td> </tr> </table>	1	2	3	4	5	<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>
1	2	3	4	5						
<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>						
<p>Qualitative Assessment Possibilities:</p> <ol style="list-style-type: none"> 1. Time on task 2. Quality of discussions 										
<p>Quantitative Assessment Possibilities:</p> <ol style="list-style-type: none"> 1. Completion of assignment 2. Percent of assignment completed 										
<p>Curriculum Compacting/Enrichment Activities</p> <ol style="list-style-type: none"> 1. Compare and Contrast Thai and US Navy Seals 2. Research volunteer opportunities in the city/state 3. Work on Day 3 or Summative Assignment 										

<p>Abbreviated Common Core Anchor Standards:</p>										
<p>English Language</p> <ol style="list-style-type: none"> 1. Demonstrate command of grammar within the English language. 2. Demonstrate command of punctuation, capitalization, and spelling within the English language. 3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening. 4. Using multiple strategies, determine the meaning of unknown words. 5. Determine nuances of words or phrases when used in non-explicit ways. 6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one’s own. 	<p>Writing</p> <ol style="list-style-type: none"> 1. Write a source-based argument with logic, reason, and supporting evidence. 2. Write a highly organized informative essay on complex ideas. 3. Write a well-structured, well-chosen narrative about imaginary or real events. 4. Produce clear, organized, and purposeful piece of writing for a specific audience. 5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing. 6. Use technology to assist with the writing process, including collaboration. 7. Engage in inquiry based research projects for various amounts of time. 8 Gather of variety of sources and apply measures of analysis to determine bias and reliability 9. Draw appropriate evidence from literary or print sources to support analysis 10. Write routinely in various formats for short or long times, formatting correctly, for various audiences. 									
<p>Speaking & Listening</p> <ol style="list-style-type: none"> 1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations. 2. Integrate and evaluate diverse modes of media for speaking and listening application. 3. Evaluate speaker’s point of view, reasoning, and evidence 4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence. 5. Create impactful visual aids to assist with presentations. 6. Adapt text to different situations and purposes, showing command of the English language. 	<p>Reading</p> <ol style="list-style-type: none"> 1. Read for meaning and to make inferences. Find citations to support analysis. 2. Find central ideas or themes, summarize them, and find supporting details. 3. Analyze development of individuals, events, or ideas interact over time 4. Analyze words and word tone to determine meaning and tone. 5. Analyze purpose and interconnectedness of the text. 6. Assess impact of point of view 7. Integrate and evaluate different media formats. 8. Analyze arguments and determine logic and reasoning 9. Analyze different texts about the same topic. 9.1. Read at appropriate and challenging level. 									
<p>Challenge Adjust</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Less Challenging</td> <td rowspan="4" style="width: 10%; text-align: center; vertical-align: middle;">Planned Lesson</td> <td style="width: 40%; text-align: center;">More Challenging</td> </tr> <tr> <td>Adjust amount of assignment students must complete</td> <td>Do not allow students to use technology for vocabulary</td> </tr> <tr> <td>Read the article to the students as they follow along</td> <td>Have one student read and the other listen, then switch roles</td> </tr> <tr> <td>Have them work with partners to discuss and complete the assignment</td> <td>Have students share extended response activities with each other</td> </tr> </table>		Less Challenging	Planned Lesson	More Challenging	Adjust amount of assignment students must complete	Do not allow students to use technology for vocabulary	Read the article to the students as they follow along	Have one student read and the other listen, then switch roles	Have them work with partners to discuss and complete the assignment	Have students share extended response activities with each other
Less Challenging	Planned Lesson	More Challenging								
Adjust amount of assignment students must complete		Do not allow students to use technology for vocabulary								
Read the article to the students as they follow along		Have one student read and the other listen, then switch roles								
Have them work with partners to discuss and complete the assignment		Have students share extended response activities with each other								

Reading Activity: Thai diver dies amid cave rescue of trapped soccer team

Link: <https://www.nbcnews.com/news/world/thai-diver-dies-amid-cave-rescue-trapped-soccer-team-n889216>

1. **Pre-Reading:** Pick one of the two videoclips linked to this article, write down a question and then trade your paper with a peer who watched the same clip and answer their question (if need be, answer your own question).

Question: _____
_____?

Answer: _____

_____.

3. **Inferences:** The text mentions several characteristics of volunteers at he cave in Thailand, including Saman Kunan, list some of these characteristics and cite the lines that you made the inference from:

Risk-Taker		Teammate
<p>“he attempted to return from placing air tanks deep inside the underground complex. _____”</p>	QUALITIES OF A VOLUNTEER	<p>“ _____ _____ _____ _____”</p>
<p>“ _____ _____ _____ _____”</p>		<p>“ _____ _____ _____ _____”</p>

5. **Inquiry:** After reading and reviewing the article, create five level 2 or level 3 divergent questions that can lead to gaining further knowledge about ideas affiliated with the topic of the article:

- * _____

- * _____

- * _____

- * _____

- * _____

2. **Vocabulary:** Using your knowledge, the article, or approved research techniques, select the matching definitions and/or synonyms for each vocabulary term:

- | | |
|--------------------------|-----------------------------------|
| 1. _____ Volunteer (n) | a. State, Situation, Circumstance |
| 2. _____ Revive (v) | b. Unpaid helper |
| 3. _____ Condition (n) | c. Disaster, calamity, tragedy |
| 4. _____ Extraction (n) | d. Removal, withdrawal |
| 5. _____ Catastrophe (n) | e. Refresh, recover, resuscitate |

4. **Multiple Choice:** Select the best possible answer from the options provided:

- Which phrase used in the article indicates that most of the world is contributing to the rescue effort in Thailand?
 - Everybody in the community
 - International teams
 - Authorities decided
 - Navy SEAL
- If this was a story, what word would best describe that the rescuers might be harming the rescue efforts by using more oxygen that is available?
 - Contradiction
 - Hyperbole
 - Irony
 - Aphorism
- What do you think the phrase, “We won’t let (Saman Kunan’s) life be in vain” means?
 - The mission may need to be cancelled due to his death
 - Even though he died, the mission will be completed
 - They will take a moment to remember his sacrifice
 - They will have to wait until the end of monsoon-season
- Circle all of the words that indicate the volunteers are feeling uneasy about their efforts to rescue the trapped boys.
 - Shaken
 - Frustrated
 - Concerns
 - Considering
- What do you think is the author’s primary reason for writing this article?
 - To present the reader with information about the dangers volunteers sometimes face
 - To argue that the situation is too dangerous for volunteers and patience is needed
 - To give a first-person narrative about how good it feels to volunteer
 - To establish third-person narrative account to explain how volunteering dangers

6. **Evidence support:** Look at the choice you made for Multiple Choice Question #5, identify lines from the text that support your answer and provide explanations and connections to make your logic clear:

Line From Text	Explanation & Connection
<i>Any line from the text, put in quotations to indicate the words are not yours</i>	<i>Explain what the line means and make a clear connection to your choice above.</i>
“ _____ _____ _____ _____”	_____ _____ _____ _____
“ _____ _____ _____ _____”	_____ _____ _____ _____

7. **Character:** Using an electronically approved device, research the deceased volunteer Saman Kunan further, what word would you use to describe his character of the former Thai Navy SEAL?

I would use the word _____ to describe Saman Kunan who died while participating in the rescue effort of the trapped boys soccer team. I chose this word because _____

Also, I think he shows this word by _____

Finally, this word is best because _____

9. **Claims and Counterclaims:** Look at your analyses for question #8 then complete the following:

I think the strongest argument for blame is _____ because _____

and _____

The argument that provides the best counterclaim to the above claim is _____ because _____

and _____

11. Using an approved technological device, research volunteer posters, create your own poster that calls for volunteering to help something in your school, community, state, or nation (you may attach paper if you want):

8. **Critical Thinking:** Each of the following people have been blamed for the death of Saman Kunan by certain individuals or groups throughout the world, explain why you think each person has been blamed.

I think the coach has been blamed because _____

I think the rescue organizers have been blamed because _____

I think that some people say no one is to blame because _____

10. **Conclusion:** What inferences can you draw about what the author is trying to tell you:

- Volunteers can be heroes even if they are not typically viewed as such
- Volunteers aren't always celebrated but they are necessary
- Volunteers need to have certain mentalities to overcome bad things
- Volunteering always leads to rewards

The reason I chose the one I did is because _____

The text supports this by saying, " _____ .” One other example not in

the text is _____

12. **Creativity:** Using the word VOLUNTEER, write an acrostic poem to explain certain aspects of what it means to be a volunteer:

V _____

O _____

L _____

U _____

N _____

T _____

E _____

E _____

R _____



Theme THAI CAVE RESCUE

Experience Critical Reading, Part 3

<p>Foundations:</p> <ol style="list-style-type: none"> 1. Make every minute of contact time matter 2. Empower students to guide themselves through determination, collaboration, and available tools 3. Create an environment of effort, production, and achievement 4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful 5. Democratize teaching, learning, and assessment 										
<p>Overarching Question:</p> <p><i>What can the Thai Cave event teach us about humanity?</i></p>										
<p>Objectives</p> <ol style="list-style-type: none"> 1. Improve understanding of informational text/articles 2. Build vocabulary knowledge of words relevant to text 3. Speculate on what determination means 4. Recognize how a tragedy impacts a story 5. Show comprehension of text in multiple ways 										
<p>Suggested Introduction/Engagement Approaches:</p> <ol style="list-style-type: none"> 1. Dialogical: Explain how a tragedy changes a story 2. Sensory: Show a videoclip explaining a tragedy 3. Discussion: Ask what makes a story happy / sad? 4. Creativity: Quick write the cave rescue as a tragedy 5. Analysis: Compare happy/sad stories using a T-Chart 										
<p>Optimal Environment Suggestions:</p> <ol style="list-style-type: none"> 1. Teacher: Introduction and guide 2. Students: Independent w/collaboration 3. Technology: Devices for linked articles 4. Grouping: Individual 5. Other: 										
<p>Problem-Solving Emphases:</p> <ol style="list-style-type: none"> 1. Critical Thinking: Problem-Solving 2. Communication: Read and discuss 3. Collaboration: Share and discuss answers 4. Creativity: Writing tragedy ending 										
<p>Growth Mindset Skill Rating (Use these ratings to encourage students what they might experience as they try to overcome)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><i>Effort</i></td> <td><i>Commitment</i></td> <td><i>Resilience</i></td> <td><i>Wherewithal</i></td> <td><i>Perseverance</i></td> </tr> </table>	1	2	3	4	5	<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>
1	2	3	4	5						
<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>						
<p>Qualitative Assessment Possibilities:</p> <ol style="list-style-type: none"> 1. Time spent on individual sections of the activity 2. Discussion topics, breadth, and detail <p>Quantitative Assessment Possibilities:</p> <ol style="list-style-type: none"> 1. Score on entire sheet 2. Score on tragedy section 										
<p>Curriculum Compacting/Enrichment Activities</p> <ol style="list-style-type: none"> 1. Research tragedies involving research 2. Watch a documentary about a well-known tragedy 3. Create an original fictional tragedy 										

<p>Abbreviated Common Core Anchor Standards:</p>													
<p>English Language</p> <ol style="list-style-type: none"> 1. Demonstrate command of grammar within the English language. 2. Demonstrate command of punctuation, capitalization, and spelling within the English language. 3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening. 4. Using multiple strategies, determine the meaning of unknown words. 5. Determine nuances of words or phrases when used in non-explicit ways. 6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own. 	<p>Writing</p> <ol style="list-style-type: none"> 1. Write a source-based argument with logic, reason, and supporting evidence. 2. Write a highly organized informative essay on complex ideas. 3. Write a well-structured, well-chosen narrative about imaginary or real events. 4. Produce clear, organized, and purposeful piece of writing for a specific audience. 5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing. 6. Use technology to assist with the writing process, including collaboration. 7. Engage in inquiry based research projects for various amounts of time. 8. Gather of variety of sources and apply measures of analysis to determine bias and reliability 9. Draw appropriate evidence from literary or print sources to support analysis 10. Write routinely in various formats for short or long times, formatting correctly, for various audiences. 												
<p>Speaking & Listening</p> <ol style="list-style-type: none"> 1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations. 2. Integrate and evaluate diverse modes of media for speaking and listening application. 3. Evaluate speaker's point of view, reasoning, and evidence 4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence. 5. Create impactful visual aids to assist with presentations. 6. Adapt text to different situations and purposes, showing command of the English language. 	<p>Reading</p> <ol style="list-style-type: none"> 1. Read for meaning and to make inferences. Find citations to support analysis. 2. Find central ideas or themes, summarize them, and find supporting details. 3. Analyze development of individuals, events, or ideas interact over time 4. Analyze words and word tone to determine meaning and tone. 5. Analyze purpose and interconnectedness of the text. 6. Assess impact of point of view 7. Integrate and evaluate different media formats. 8. Analyze arguments and determine logic and reasoning 9. Analyze different texts about the same topic. 9.1. Read at appropriate and challenging level. 												
<p>Challenge Adjust</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Less Challenging</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">Planned Lesson</td> <td style="text-align: center;">More Challenging</td> </tr> <tr> <td>Read the article to the students</td> <td>Have one student read, one listen, then exchange roles</td> </tr> <tr> <td>Jigsaw and discuss the questions</td> <td>Do odds or evens and then provide time to share/collaborate</td> </tr> <tr> <td>Reduce the number of questions to answer based on student needs</td> <td>Allow students to discuss answers to extended response before writing an answer</td> </tr> </table>					Less Challenging	Planned Lesson	More Challenging	Read the article to the students	Have one student read, one listen, then exchange roles	Jigsaw and discuss the questions	Do odds or evens and then provide time to share/collaborate	Reduce the number of questions to answer based on student needs	Allow students to discuss answers to extended response before writing an answer
Less Challenging	Planned Lesson	More Challenging											
Read the article to the students		Have one student read, one listen, then exchange roles											
Jigsaw and discuss the questions		Do odds or evens and then provide time to share/collaborate											
Reduce the number of questions to answer based on student needs		Allow students to discuss answers to extended response before writing an answer											

Reading Activity: Cave rescue operation ends as all trapped Thai boys are freed

Link: <https://www.nbcnews.com/news/world/thai-cave-rescue-operation-underway-rescue-final-5-trapped-n890106>

1. **Pre-Reading:** List three words you can use to describe the four Thai Navy SEALs pictured on the webpage and an explanation why:

Word	Brief Explanation
_____	_____
_____	_____
_____	_____

3. **Inferences:** Read the "Tweet" by Janis Mackey Frayer (@janisfrayer), after looking at each of the group of words from that tweet and keeping in mind that the cave rescue could have ended in a tragedy, why do you think Ms. Frayer chose to use the following words in her tweet? (Choose Two)

Similar Words:	Darkness	Wondering	Waiting
I think she used these words because _____			

Similar Words:	Brave	Incredible	Amazing
I think she used these words because _____			

Similar Words:	Rescue	Volunteers	Believe
I think she used these words because _____			

5. **Inquiry:** After reading and reviewing the article, create five level 2 or level 3 divergent questions that can lead to gaining further knowledge about ideas affiliated with the topic of the article:

- * _____
- _____
- _____
- * _____
- _____
- _____
- * _____
- _____
- _____
- * _____
- _____
- _____

2. **Vocabulary:** Using your knowledge, the article, or approved research techniques, select the matching definitions and/or synonyms for each vocabulary term:

- | | |
|--------------------------|---|
| 1. _____ Plight (n.) | a. Wonder, marvel, phenomenon, something that happens that is not expected or probable |
| 2. _____ Stranded (adj.) | b. Predicament, difficult or impossible situation |
| 3. _____ Miracle (n.) | c. Joy, delight, triumph, feeling very excited |
| 4. _____ Ordeal (n.) | d. Isolated, trapped, stuck |
| 5. _____ Jubilation (n.) | e. Trial, torment, suffering, a test that often challenges someone's knowledge or skill |

4. **Multiple Choice:** Select the best possible answer from the options provided:

- The subtitle states: "The plight of the young soccer players and their coach has riveted the country and much of the world since they vanished on June 23" what phrase best summarizes this subtitle?

a. The world should thank the Thai Navy SEALs for saving the Thai soccer team	c. The Coach pulled the stunt on purpose to draw attention to his team
b. Most of the world didn't care that the Thai soccer team was stranded preferring the World Cup instead	d. The international community watched with excitement as the Thai soccer team was rescued
- Look at the provided map of the cave complex, which word used on that map means a place where one path diverges into two separate paths?

a. Entrance	c. Extension
b. Junction	d. Series
- Complete the following analogy using ideas from the text: Infections are to lungs as _____ is to feelings.

a. Homesick	c. Tired
b. Hunger	d. Jubilation
- What can you assume about all Scandinavians (circle all that apply):

a. They are not from Thailand	c. They all speak English
b. They all like beer	d. They are all happy
- What do you think is the author's primary reason for writing this article?

a. To inform the reader of the foods that the soccer team ate throughout the ordeal	c. To tell a story of a trapped soccer team to teach the reader about tragedies
b. To inform the reader that sometimes even though things may seem like a tragedy they could always end differently	d. To argue that the world should improve its knowledge of caves to save lives

6. **Evidence support:** Look at the choice you made for Multiple Choice Question #5, identify lines from the text that support your answer and provide explanations and connections to make your logic clear:

Line From Text	Explanation & Connection
<i>Any line from the text, put in quotations to indicate the words are not yours</i>	<i>Explain what the line means and make a clear connection to your choice above.</i>
“ _____ _____ _____ ”	_____ _____ _____
“ _____ _____ _____ ”	_____ _____ _____

7. **Character:** Determination is a feeling that if you work hard, persist, are brave, and have patience then you can achieve your goal, cite three lines that you believe communicate determination and explain why you chose them:

First, I think the line “ _____ ”
_____”
shows determination because _____
_____.

Next, I think the line “ _____ ”
_____”
shows determination because _____
_____.

9. **Claims and Counterclaims:** Reread the directions to question #7, it gives four reasons how determination works, complete the following activity using all four reasons at least once in the blanks.

I think _____ is greater than _____ because

_____.

I think _____ is greater than _____ because

_____.

Overall, I think _____ is the greatest for determination
because _____

_____.

8. **Critical Thinking:** A tragedy is when a story that you think is going to end happily turns out ending with a sad ending. Explain how the following circumstance might create a tragedy if changed:

- "We are not sure if this is a miracle, a science, or what. All the 13 Wild Boars are now out of the cave,"
- "(the soccer players) were given antibiotics, rabies vaccines and vitamin B2, and showed no signs of fever or vision problems"
- "The second group, ages 12 to 14, were all hospitalized with low body temperatures, though they'd since stabilized"

The one I checked could turn the story into a tragedy if changed because _____

_____.

10. **Conclusion:** What inferences can you draw about what the author is trying to tell you:

- The author wants to educate the world about dangers of caves
- The author wants to create knowledge of soccer around the world
- The author wants the reader to understand the story is ending happily
- The author wants to celebrate the selflessness of volunteers

The reason I chose the one I did is because _____

_____.

The text supports this by saying, “ _____ ”

_____.” One other example not in
the text is _____
_____.

11. **Creativity:** Write a third-person ending to this story as if it ended in tragedy:



Theme Thai Cave Rescue

Experience Project Options

<p>Foundations:</p> <ol style="list-style-type: none"> 1. Make every minute of contact time matter 2. Empower students to guide themselves through determination, collaboration, and available tools 3. Create an environment of effort, production, and achievement 4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful 5. Democratize teaching, learning, and assessment 										
<p>Overarching Question:</p> <p><i>What can the Thai Cave event teach us about humanity?</i></p>										
<p>Objectives</p> <ol style="list-style-type: none"> 1. Create an authentic, summative project 2. Addresses one or more of the learning goals 3. 4. 5. 										
<p>Suggested Introduction/Engagement Approaches:</p> <ol style="list-style-type: none"> 1. Dialogical: Tell a story about final projects in work 2. Sensory: Watch a relevant TED Talk on achievement 3. Discussion: What is plagiarism and imitation? 4. Creativity: Reflect on what they've learned so far 5. Analysis: Look at relevant sculptures as final projects 										
<p>Optimal Environment Suggestions:</p> <ol style="list-style-type: none"> 1. Teacher: Motivator/Evaluator 2. Students: Producer 3. Technology: Possible, but not required integration 4. Grouping: 5. Other: 										
<p>Problem-Solving Examples</p> <ol style="list-style-type: none"> 1. Critical Thinking: Analysis 2. Communication: Reading & Writing 3. Collaboration: Minimal 4. Creativity: Acrostic Poem 										
<p>Growth Mindset Skill Rating (Use these ratings to encourage students what they might experience as they try to overcome)</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><i>Effort</i></td> <td><i>Commitment</i></td> <td><i>Resilience</i></td> <td><i>Wherewithal</i></td> <td><i>Perseverance</i></td> </tr> </table>	1	2	3	4	5	<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>
1	2	3	4	5						
<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>						
<p>Qualitative Assessment Strategies</p> <ol style="list-style-type: none"> 1. Motivation to engage on project 2. Urgency to finish project <p>Quantitative Assessment Strategies</p> <ol style="list-style-type: none"> 4. Scores on project 5. Choice distribution on project 										
<p>Big Three Extensions:</p> <ol style="list-style-type: none"> 1. Finish early and assist others 2. Engage in a self-reflection about the unit 3. Present the project to peers or on video 										

<p>Abbreviated Common Core Anchor Standards:</p>													
<p>English Language</p> <ol style="list-style-type: none"> 1. Demonstrate command of grammar within the English language. 2. Demonstrate command of punctuation, capitalization, and spelling within the English language. 3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening. 4. Using multiple strategies, determine the meaning of unknown words. 5. Determine nuances of words or phrases when used in non-explicit ways. 6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own. 	<p>Writing</p> <ol style="list-style-type: none"> 1. Write a source-based argument with logic, reason, and supporting evidence. 2. Write a highly organized informative essay on complex ideas. 3. Write a well-structured, well-chosen narrative about imaginary or real events. 4. Produce clear, organized, and purposeful piece of writing for a specific audience. 5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing. 6. Use technology to assist with the writing process, including collaboration. 7. Engage in inquiry based research projects for various amounts of time. 8. Gather of variety of sources and apply measures of analysis to determine bias and reliability 9. Draw appropriate evidence from literary or print sources to support analysis 10. Write routinely in various formats for short or long times, formatting correctly, for various audiences. 												
<p>Speaking & Listening</p> <ol style="list-style-type: none"> 1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations. 2. Integrate and evaluate diverse modes of media for speaking and listening application. 3. Evaluate speaker's point of view, reasoning, and evidence 4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence. 5. Create impactful visual aids to assist with presentations. 6. Adapt text to different situations and purposes, showing command of the English language. 	<p>Reading</p> <ol style="list-style-type: none"> 1. Read for meaning and to make inferences. Find citations to support analysis. 2. Find central ideas or themes, summarize them, and find supporting details. 3. Analyze development of individuals, events, or ideas interact over time 4. Analyze words and word tone to determine meaning and tone. 5. Analyze purpose and interconnectedness of the text. 6. Assess impact of point of view 7. Integrate and evaluate different media formats. 8. Analyze arguments and determine logic and reasoning 9. Analyze different texts about the same topic. 9.1. Read at appropriate and challenging level. 												
<p>Challenge Adjust</p> <table border="1"> <tr> <td></td> <td>Less Challenging</td> <td></td> <td>More Challenging</td> </tr> <tr> <td rowspan="3" style="writing-mode: vertical-rl; transform: rotate(180deg);">Planned Lesson</td> <td>Have students vote on which one they want to do as a class</td> <td rowspan="3" style="writing-mode: vertical-rl; transform: rotate(180deg);"></td> <td>Have students roll dice for choices</td> </tr> <tr> <td>Give students certain grades just for trying</td> <td>Have students draw choices, consider trading</td> </tr> <tr> <td>Make into group projects</td> <td>Carry out a Socratic Seminar to vote on top three to choose from.</td> </tr> </table>			Less Challenging		More Challenging	Planned Lesson	Have students vote on which one they want to do as a class		Have students roll dice for choices	Give students certain grades just for trying	Have students draw choices, consider trading	Make into group projects	Carry out a Socratic Seminar to vote on top three to choose from.
	Less Challenging		More Challenging										
Planned Lesson	Have students vote on which one they want to do as a class		Have students roll dice for choices										
	Give students certain grades just for trying		Have students draw choices, consider trading										
	Make into group projects		Carry out a Socratic Seminar to vote on top three to choose from.										

Thai Cave Rescue – Summative Project

Due Date: _____

Overarching Question: What can the Thai Cave event teach us about humanity?

Directions: Based on the rules established by your teacher, choose one of the projects below to show what Memorial Day means to you.

Grouping: Independent / Partnered / Small Group / Large Group / Other: _____

Grading & Scoring: See your teacher

<p><i>Audio-Linguistic</i></p> <p>Write a five-paragraph essay that answers one:</p> <ol style="list-style-type: none"> 1. Argues the most significant lesson we can learn from the Thai Cave Rescue. 2. Explains how determination is shown in the Thai Cave Rescue. 	<p><i>Mathematical-Logical</i></p> <p>Using some of the numbers provided and personal research, provide ten complex story problems based on the Thai Cave Rescue, 5 of them must use math relevant to your grade level.</p>	<p><i>Musical</i></p> <p>Compare five well-known songs from any time during the past 100 years that have tragedy as a theme and write a song analysis:</p> <ol style="list-style-type: none"> 1. What war is the song about? Provide evidence. 2. What is the tone of the song? Cite a lyric. 3. Who is the song about? Cite a lyric. 4. Best use of figurative language? Cite & Explain. 5. In your opinion, what is the song's message? Explain your answer.
<p><i>Visual-Spatial</i></p> <p>Create a drawing, sketch, or painting that communicates to the viewer one of the following:</p> <ul style="list-style-type: none"> -How the Thai Cave Rescue shows determination -Why the Thai Cave Rescue was not a tragedy -One of the human emotions described in the provided articles. <p>The effort must include a short paragraph to explain to the viewer what they are seeing.</p>	<p><i>Bodily-Kinesthetic</i></p> <p>Create an informational presentation (power point or prezi) that explains ten ways that taking care of one's body was very important to the Thai Cave Rescue's success, use one or more of the following to get started:</p> <ol style="list-style-type: none"> 1. Hunger 2. Swimming 3. Courage 4. Sleep 5. Homesickness 	<p><i>Intrapersonal</i></p> <p>Pretend you are trapped in a situation like the Thai Soccer players, write five letters to five different friends or families that capture what you think the soccer players were feeling or how you imagine they must have felt based on the articles you read.</p>
<p><i>Interpersonal</i></p> <p>Using your knowledge of friends and teamwork, write a five-paragraph expository essay completing the following:</p> <ul style="list-style-type: none"> -Provide information describing why being stranded with one's friends and teammates helped lead to the success of the Thai Cave Rescue. 	<p><i>Naturalist</i></p> <p>Research animals and insects typically found in caves throughout the world. Choose ten and complete a power point that gives the viewer facts and a picture of each animal, in particular animals and insects that might cause fear when in caves.</p>	<p><i>Big Picture Connections</i></p> <p>Create a graphic novel that highlights the international effort to save the Thai soccer team, complete this story in one of the following ways:</p> <ul style="list-style-type: none"> -A non-fictional account -A fictional tragedy

Have your own idea? Check with your teacher about your idea and work with them to establish guidelines so that you can do your original idea for your project.