10TH GRADE ELA

Week of:
MAY 11TH
WICHITA PUBLIC SCHOOLS
**9th, 10th, 11th and 12th Grades**

Your child should spend up to 90 minutes over the course of each day on this packet. Consider other family-friendly activities during the day such as:

<table>
<thead>
<tr>
<th>Learn how to do laundry. Wash the laundry, fold and put the laundry away.</th>
<th>Create a cartoon image of your family.</th>
<th>Make a bucket list of things to do after the quarantine is over with your family.</th>
<th>Look up riddles to solve with someone in your family.</th>
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</thead>
<tbody>
<tr>
<td>Mindful Minute: Write down what a typical day was like pre-quarantine and during quarantine. How have things changed?</td>
<td>Do a random act of kindness for someone in your house.</td>
<td>Teach someone in your family to play one of your video games.</td>
<td>Put together a puzzle with your family.</td>
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</tbody>
</table>

*All activities are optional. Parents/Guardians please practice responsibility, safety, and supervision.*

For students with an Individualized Education Program (IEP) who need additional support, Parents/Guardians can refer to the Specialized Instruction and Supports webpage, contact their child’s IEP manager, and/or speak to the special education provider when you are contacted by them. Contact the IEP manager by emailing them directly or by contacting the school. The Specialized Instruction and Supports webpage can be accessed by clicking [HERE](https://www.usd259.org/Page/17540) or by navigating in a web browser to [https://www.usd259.org/Page/17540](https://www.usd259.org/Page/17540).

**WICHITA PUBLIC SCHOOLS**

**CONTINUOUS LEARNING HOTLINE AVAILABLE**

316-973-4443

MARCH 30 – MAY 21, 2020

MONDAY – FRIDAY

11:00 AM – 1:00 PM ONLY

For Multilingual Education Services (MES) support, please call (316) 866-8000 (Spanish and Proprio) or (316) 866-8003 (Vietnamese).

*The Wichita Public Schools does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, sexual orientation, disability, age, veteran status or other legally protected classifications in its programs and activities.*
Grade 10 English Language Arts: May 11-May 15, 2020

Hello Parents and 10th Graders,

Here is a review of content previously taught this school year. This learning opportunity will strengthen your language arts skills. There are several opportunities for students to read, write and think about text within the following work provided.

<table>
<thead>
<tr>
<th>Week 7: May 11-May 15</th>
<th>Pages 746-756</th>
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<table>
<thead>
<tr>
<th>Tentative</th>
<th>Teeming</th>
<th>Technician</th>
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</thead>
<tbody>
<tr>
<td>/ˈten(t)ədɪvlə/</td>
<td>- Be full of or be filled with</td>
<td>/tek′niSHən/</td>
</tr>
<tr>
<td>Not definite, still needing further confirmation</td>
<td></td>
<td>An person employed to look after technical equipment, a person skilled in the technique of an art or craft</td>
</tr>
</tbody>
</table>

- For read aloud accommodations and specialized instructional support please contact your child’s teacher.
MAKING MEANING

POETRY COLLECTION

Blind

The Blind Seer of Ambon

On His Blindness

Concept Vocabulary

As you perform your first read of these poems, you will encounter the following words.

transcend    luminous    elemental

Context Clues If these words are unfamiliar to you, try using context clues to help you determine their meanings. There are various types of context clues that may help you as you read.

Restatement, or Synonyms: Many unfortunate events, including two interceptions and three injuries, resulted in our unlucky loss in the state championships.

Elaborating Details: After a detailed article came out in the Health and Nutrition section of the newspaper, it became even more evident that exercise extends one's life.

Contrast of Ideas: The recent shortage of oil around the world has resulted in a sharp increase in gas prices in the United States.

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

First Read POETRY

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.

NOTICE who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.

ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT ideas within the selection to what you already know and what you have already read.

RESPOND by completing the Comprehension Check.
ESSENTIAL QUESTION: What does it mean to see?

About the Poets

Fatima Naoot (b. 1964) was born in Cairo, Egypt, trained as an engineer, and became a writer after working as an architect for ten years. Naoot, who has published five books of poetry, and whose prize-winning work has been translated into seven different languages, was charged with “contempt of religion” in an Egyptian court in 2015 for a reference she made in one of her poems.

W. S. Merwin (b. 1927) has enjoyed a celebrated career in poetry for more than seven decades. Merwin has won almost every honor that a poet can receive, including the Bollingen Prize, two Pulitzer Prizes, and the Aiken Taylor Award. He has twice served as the Poet Laureate of the United States.

Jorge Luis Borges (1899–1986) is one of the giants of world literature. Born in Argentina, Borges helped establish the literary style known as magical realism. Borges’s work is considered essential in universities and literary circles around the world. His unique style and point of view have inspired dozens of prominent authors, including Nobel Prize winners Gabriel García Márquez and J. M. Coetzee.

Backgrounds

Blind

Childhood blindness can occur for a number of reasons, including damage to the retina, a part of the eye that is sensitive to light, and cataracts, cloudy areas that form in the lens of the eye. For much of history, no form of blindness was curable. With today’s medical techniques, however, some cases can be cured—especially cataracts, which can be removed with a rapid, if delicate, surgery.

The Blind Seer of Ambon

This poem honors Georg Eberhard Rumphius, a botanist who devoted fifty years of his life to the study of the plants, animals, climate, geography, and native culture of Ambon, an island in present-day Indonesia. During his stay in Ambon, Rumphius was plagued with misfortunes—he lost his eyesight, his wife and daughter were killed in an earthquake, and much of his work was either lost or destroyed.

On His Blindness

The title of this poem alludes to a sonnet by the seventeenth-century poet John Milton—an autobiographical meditation on his lost eyesight. Though Milton had become completely blind by the mid-1650s, he wrote his greatest works, including the epic poem Paradise Lost, without his sight. In his version of “On His Blindness,” Borges reflects on his own experience of going blind.
Blind

Fatima Naooot
translated by Kees Nijland
All of a sudden she could see
After an intricate operation performed in a hurry
More in line with committing criminal poetry

A long time she had listened to dozens of books
Her empty eyes
Staring upwards
But
When she danced with Lama
On the hillside,
He told her that the soul can **transcend** earthly life
If freed from the retina.

She was illiterate
The pain on her face
While in trance
Spoilt the text
The pen bent
Before completing the story.

No way of return, now
Knowledge is coming
And ignorance is
A lost paradise
Therefore,
The thought of a drained memory
Stayed with her
Whenever her eye tried to see.
Silently
She poured out two shadows standing
In a breathless, dark hall,
Prepared for tea,
At the end of the show.

Two shadows,
One a lighting technician
And the other
Did his utmost to read
But
Utterly stunned
Could not complete the lesson.

Reading does not require eyes
So much was certain
When she suddenly regained sight
But did not find books
I always knew that I came from another language
and now even when I can no longer see
I continue to arrive at words

but the leaves
and the shells were already here
and my fingers finding them echo
the untold light and depth
I was betrayed into my true calling
and denied in my advancement
I may have seemed somewhat strange
caring in my own time for living things
with no value that we know
languages wash over them one wave at a time

when the houses fell
in the earthquake
I lost my wife
and my daughter
it all roared and stood still
falling
where they were in the daylight

I named for my wife a flower
as though I could name a flower
my wife dark and luminous
and not there

I lost the drawings of the flowers
in fire
I lost the studies
of the flowers
my first six books in the sea
then I saw that the flowers themselves
were gone
they were indeed gone
I saw
that my wife was gone
then I saw that my daughter was gone
afterward my eyes themselves were gone

one day I was looking
at infinite small creatures
on the bright sand
and the next day is this
hearing after music
so this is the way I see now

I take a shell in my hand
new to itself and to me
I feel the thinness the warmth and the cold
I listen to the water
which is the story welling up
I remember the colors and their lives
everything takes me by surprise
it is all awake in the darkness
In the fullness of the years, like it or not, a luminous mist surrounds me, unvarying, that breaks things down into a single thing, colorless, formless. Almost into a thought. The **elemental**, vast night and the day teeming with people have become that fog of constant, tentative light that does not flag, and lies in wait at dawn. I longed to see just once a human face. Unknown to me the closed encyclopedia, the sweet play in volumes I can do no more than hold, the tiny soaring birds, the moons of gold. Others have the world, for better or worse; I have this half-dark, and the toil of verse.
Comprehension Check
Complete the following items after you finish your first read. Review and clarify details with your group.

**BLIND**
1. According to the speaker, how does the poem’s main character ("she") gain the sense of sight?

2. After she regains her sight, what does she find missing from the world?

**THE BLIND SEER OF AMBON**
3. What happens to the speaker’s houses?

4. Whom does the speaker lose?

**ON HIS BLINDNESS**
5. What does the speaker long to see just once?

6. Having lost sight, what does the speaker still have?

**RESEARCH**
*Research to Clarify* Choose at least one unfamiliar detail from one of the poems. Briefly research that detail. In what way does the information you found shed light on an aspect of the poem?
Close Read the Text

With your group, revisit sections of the text you marked during your first read. Annotate details that you notice. What questions do you have? What can you conclude?

Analyze the Text

1. Review and Clarify With your group, reread the final stanza of “The Blind Seer of Ambon.” What does the shell symbolize? Why is the shell so important to the speaker?

2. Present and Discuss Now, work with your group to share the passages from the poems that you found especially important. Take turns presenting your passages. Discuss what details you noticed, what questions you asked, and what conclusions you reached.

3. Essential Question: What does it mean to see? What has this selection taught you about the meaning of seeing? Discuss with your group.

Concept Vocabulary

transcend   luminous   elemental

Why These Words? The three concept vocabulary words are related. With your group, determine what the words have in common. Write your ideas, and add another word that fits the category.

Practice

Notebook Use a print or online dictionary to confirm the definitions of the three concept vocabulary words. Write a sentence using each of the words. How did the concept vocabulary words contribute to the clarity and meaning of the sentences you wrote? Discuss.

Word Study

Latin Root: -lum- The speaker of “The Blind Seer of Ambon” refers to his wife as simultaneously “dark and luminous.” This description may at first seem contradictory because the word luminous is formed from the Latin root -lum-, which means “light.”

1. Write a definition of luminous that demonstrates your understanding of the root -lum-.

2. Identify two other words that are formed from the root -lum-. Record the words and their meanings.
Analyze Craft and Structure

Poet’s Choices: Figurative Language  While writers in all genres use figurative language, poets rely on it because it allows them to express ideas with extra vividness and precision. Figurative language is language that carries meanings beyond a literal level. Often, figurative language involves unexpected comparisons. This is the case with analogy.

• An analogy is a comparison that shows similarities between two things that are otherwise not alike.
• Often, an analogy explains something unfamiliar by likening it to something familiar.

Clearing up confusion is one use of analogy. However, analogies also provide a new way of looking at a subject that you thought you understood. It is this fresh view of a topic that makes analogy so useful in poetry, which often seeks to reveal hidden truths. To appreciate this use of analogy in poetry, you have to determine what is being compared. Then, consider how seeing one thing in terms of another creates a fresh understanding or insight. Doing so can help you figure out the message, or theme, that the poet is using the analogy to develop.

Practice

Notebook  Each of the poems in this collection is about loss of some sort, but also about gain. To arrive at an understanding of the poems and their themes, respond to the questions. Then, discuss your answers with the group.

1. (a) In the third stanza of “Blind,” what situation is compared to a pen being bent before a story is completed? (b) How does the woman described by the speaker expect this situation to change?
2. (a) In “Blind,” why is ignorance a “lost paradise”? (b) What has “she” lost by gaining sight?
3. (a) With what are the “leaves and shells” compared in the third stanza of “The Blind Seer of Ambon”? (b) In the final stanza, a different analogy involving a shell appears. What is being compared, and what does the shell represent to the speaker? (c) What message is the speaker conveying about what is lost and gained?
4. (a) In “On His Blindness,” to what is blindness compared? (b) How do the analogies illustrate the speaker’s attitude toward his blindness and his work? (c) What do the speaker’s feelings of longing mixed with acceptance suggest about the poem’s message?

STANDARDS
Reading Literature
• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Language
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
• Interpret figures of speech in context and analyze their role in the text.
Author’s Style

Word Choice and Meaning It is a general rule that the best writing shows rather than tells. In other words, rather than merely stating a message, a writer leads readers through the experience of a story or poem. Sensory details, imagery, and surprising juxtaposition are some of the many tools writers use to do this.

- **Sensory details** are words and phrases that relate to the five senses of sight, hearing, smell, taste, and touch.
- **Imagery** is the combining of sensory details to build word pictures in readers’ minds.
- **Juxtaposition** involves the placement of ideas or details side by side. Often, juxtapositions involve surprising contrasts. For example, an oxymoron is a type of figurative language that expressly juxtaposes contrasting or contradictory ideas. The result is an expression that sheds new light on an idea. For example, a “deafening silence” is a stock, or common, oxymoron. It suggests a silence that is actually “loud” with unspoken meanings or feelings.

Sensory details, imagery, and surprising juxtapositions can be used in straightforward ways to describe a person or set a scene. However, they can also be used in imaginative ways to suggest deeper ideas.

Read It

1. Work individually. Find three examples of imagery in the poems. Explain the idea each image helps convey.
   a. 
   b. 
   c. 

2. Explain in what way lines 23–24 from “Blind,” shown here, are an example of an oxymoron.

   The thought of a drained memory / Stayed with her

Write It

**Notebook** Write a brief paragraph in which you describe a person or a scene. Use at least two images and one oxymoron.