Unit 2/Week 3

Title: The Fear Place

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6; RF.5.3, RF.5.4, W.5.2, W.5.4; SL.5.1, SL.5.6; L.5.1, L.5.2, 5.4, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

With motivation and determination, you can overcome your fear.

Synopsis

Despite his fear, Doug Grillo must cross a terrifying mountain ledge to find his missing brother.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| “The Fear Place” is an excerpt from a novel. Many events have occurred prior to this point in the story and are summarized in the first paragraph. Read the first paragraph and list the events that have occurred up to this point. | On vacation in Colorado; Doug left alone; parents left on emergency; brother Gordie has gone off by himself after a fight with Doug; mom and her brother used to fight also; Doug working on merit badge; Charlie is a cougar that Doug has befriended |
| What does the term “Fear Place” refer to? Why does the author use the pronoun *his*? | A narrow ledge six hundred feet above a canyon, which he had vowed never to face again. “His” is used because it is Doug’s personal fear. |
| What words and phrases let the reader know this is a difficult journey? | Pitches of bedrock, ramps of boggy tundra, narrow zigzagging pathway, steep-slanting boilerplate rock, scrabbling and panting, steep boulders, feet sliding |
| Why did the journey seem futile at times? | Doug would climb up the rock face, and then slide down. He feels like he’s not making much progress. |
| Why is Doug dismayed that he is thirsty? | At the rate he is getting thirsty on this difficult hike, he is afraid he will drink all his water and not have enough for his brother Gordie. |
| What is going through Doug’s mind? | The climb is frightening him; he is worried about his brother and his parents; the oxygen level is changing as he ascends; his dad has warned him about the possibility of weather changes |
| The text states, *It occurred to him that if he were more like the other members of his family he would actually enjoy a hike like this.* How would the other members of his family feel about a hike like this? | Doug is frightened by the steep, narrow ledges on this hike. Since it says IF he were more like them, that implies he is NOT like them, so we can infer that they would be enjoying the hike. |
| Doug’s Mom once told him, *almost anything was possible, but not everything was probable*. How does mom’s statement trigger what Doug is thinking about in paragraphs two and three? | He’s trying to convince himself that it is more likely that he’d find Gordie okay and that something awful had *not* happened.  Also, he has doubts that he will be able to get around the ledge but realizes it is “probable” that he will. |
| Why does Doug begin to think about rocks? | He is trying to push bad thoughts out of his mind so he begins to concentrate what he knows about rocks. |
| What does Doug say to himself that is evidence of his determination? | Don’t! Concentrate on rocks; Okay. Rocks; No unpleasant thoughts now, thank you. (Teacher may want to discuss the idea of internal dialogue) He forced himself to think positively, concentrating on his strength. |
| Doug’s father once explained to him how the mountains were formed. How is the phrase *layers of rock* a metaphor for feelings? | Doug’s father once told him how rocks formed--in layers. The layers began from some huge disturbance in the earth. Feelings are like layers of rock because they can begin from a huge disturbance or event and pile on top of each other over time. |
| The trail is becoming more perilous. Find evidence that describes the increasing level of danger. | The narrower the stretch of safety; the span on his left grew smaller; the path suddenly fell into shadow; the span had narrowed; the edge coming closer to the trail |
| What previous experience did Doug have that contributes to his current fear? | Doug came here with his family two years ago, but had not been able to make it back without help. |
| What does the phrase he was face-to-face with the Fear Place mean? | He was standing in the exact spot that terrified him two years before. |
| The author writes *His other self.* What does this mean? | This refers to the part of Doug that is not afraid to take risks-- the part that does things like ride his bike around corners at top speed. |
| What language helps the reader feel Doug’s fear? | Felt the needle pricks in the palms of his hands and soles of his feet; felt the tightening of his body, the rigidity of his chest; took a deep shaky breath; hollow-eyed with terror; mouth dry |
| What role does the cougar play at the end of the story? | Doug is watching how the cougar makes his way on the ledge and is following him. At the end the cougar stops and Doug thinks it wants to turn back (may be how Doug is feeling as well). But in the end, the cougar keeps going and so does Doug. |
| How does the story end? | He made it past the fear place. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | impenetrable  immobile  grudges  redirect  span of safety  stretch of safety | momentum  engulfed  receding  gorge  beckoned |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | vowed  narrow, narrowed, narrower  dismayed  ascending  futile  possible/probable  “hold your horses”  “get his nerve up”  “piece of cake”  “space of an hour” | boulders  plunge  guardrail  expanse, expand  descend  plowed  gorge  perilous |

Culminating Tasks

* *Doug uses two inner voices throughout the text. One is the voice of fear and the other is the voice of reason. Find one or two examples to support this statement. (Be sure that student answers to this question include quotations and citations of page numbers as called for in Reading Standard 1 for this grade.)*

Answer: Doug shows his fear often throughout the story. On page 188 he is worried about the height, oxygen, weather on the ridge. But then he would talk himself through the fear by saying things like this isn’t so bad.

* *Doug is physically alone throughout the story. How does he draw strength from thinking about the experiences of others to give him the courage to go on?*

Answer: **Mom**- possible vs. probable; layers of relationships; **Troop**- what would the good hikers do? His **family** enjoyed the excitement of hiking; **dad** made it through being a refugee on a raft

* *With motivation and determination, you can overcome your fear. Find evidence in the text to support this theme.*

Answer: Several times throughout the story he doubts his ability to continue on his quest to find Gordie. He pushes through the fear and ultimately makes it.