

# **5<sup>TH</sup> GRADE**

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## **VOLUME 5.5**

### **Science Fiction**

### ***The City of Ember***

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## Welcome to the C. I. A. Unit of Study for the book *The City of Ember*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*The City of Ember* is the first in the Books of Ember series written by Jeanne DuPrau. *The City of Ember* tells about a future world built to protect the people from disaster. You and your students will be challenged as you infer what may have threatened human life on earth and consider the believability of this threat. At the conclusion of the unit, students will write an evaluative essay defending the believability of Jeanne DuPrau's story.

*The City of Ember* is a challenging text for fifth-graders because of its genre, science fiction. When reading science fiction, readers have to infer what may have happened to the world between the present time and the future time described in the book. Students have to evaluate the believability of the story, which requires background knowledge. Throughout the unit, students will read about the nuclear arms race, the Cold War, and Albert Einstein. In addition, I've included a section at the end of this unit in which I make suggestions for optional related projects and lessons that might be conducted during your content area literacy block during the weeks when you are teaching this unit. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding of the topics and themes in *The City of Ember*.

The book *The City of Ember* connects well to the other units in the C. I. A. series for fifth grade. Students will make connections to *Earthquake Terror* as Lina and Doon show determination to survive. The theme of fate and destiny in the book will remind students of their time reading *Holes*. As Lina and Doon are assigned jobs at the beginning of the book, students will think about children's right to be children, a theme throughout the book *Kids at Work*.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with the events of the nuclear arms race and the Cold War. This timeline will offer students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will find it hard to put the book *The City of Ember* down. At the conclusion of this unit, students will be eager to read the rest of the books in the series for their summer reading.

Before starting this unit of study with your students, you will want to read and label a copy of the book *The City of Ember*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time. Plan for social studies and science connections in your content area literacy block.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

## *The City of Ember* Unit of Study—Distribution of Standards

Reading Standards for Literature																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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## *The City of Ember* Unit of Study

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## *The City of Ember* Unit of Study

[illegible]

## Language Standards

## *The City of Ember* Unit of Study

Distribution of Common Core State Standards

Speaking and Listening Standards																																														
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41-46					
Comprehension and Collaboration																																														
#1 Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
#2 Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
#3 Identify reasons and evidence given by speaker																																														
Presentation																																														
#4 Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
#5 Present with media																																														
#6 Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

## *The City of Ember* Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to curiosity vs. apathy, survival, bravery, responsibility, and pacifism. These themes are conveyed through the development of the problem throughout the book.</p> <p><b>Structure</b> While this story is told in sequential order, there is a time gap of approximately 241 years. To understand the text, students must use clues in the story to infer what happened during those 241 years. This is what makes the structure of this text complex. In addition, the genre science fiction is a more complex genre than realistic fiction because it requires students to use background knowledge to evaluate the believability of the story.</p> <p><b>Language Conventionality and Clarity</b> Much of the complex vocabulary needed for understanding is inferred throughout the story. These inferred words are advanced vocabulary words for fifth-grade students.</p> <p><b>Knowledge Demands</b> While reading, students will need to rely on their understanding of the threat of nuclear war, the arms race, the Cold War, and Albert Einstein. In addition, students will need to rely on their understanding of analogy.</p>	<p>The Lexile level for <i>The City of Ember</i> is 680, based on word frequency and sentence length. This is in the upper range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards.</p>
	<p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

## DAY 3, IMPORTANT EVENTS—THE INSTRUCTIONS, PP. 1–3

### Mini-Lesson

**Vocabulary Routine:** *inhabited* vs. *uninhabited* (L 4, 5)

The base word ‘inhabit’ means *to live in or occupy*. The suffix ‘ed’ makes this word past tense. The prefix ‘un’ means *not*.

### Instructional Read-Aloud

**In this section...**the city of Ember’s builders are making decisions about how long the inhabitants of Ember should stay in the city and about when it might be safe for the inhabitants to leave the city. They predict that it will be safe to leave Ember after 200 years. The chief builder places Instructions for leaving Ember in a locked box with a timer on it. The timer is set for 200 years, at which time the lock will automatically release. The box is placed in the hands of the first mayor of Ember with instructions to pass the box on to each successor. However, the plan fails when the seventh mayor of Ember takes the box to his home and tries to open it. He dies before he is able to return the box to its place in the Gathering Hall. *The City of Ember* begins sometime after the lost box with the Instructions clicks open.

**In this lesson...**you will be modeling how readers keep track of important events on a timeline while reading. You will model how readers use clues in the text to infer events.

#### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Determine importance
- Infer

Show understanding of important story elements (RL 3)

- Plot—important events

Use knowledge of genre to help determine importance (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers learn about the genre prior to reading in order to predict how the story will go.

## Teach:

*Today I am going to teach you...*

...that good readers think about what events are important, as they read. They use clues in the text to infer important events. Today we will be keeping track of the important events on a timeline.

Watch me as I model how I look for big events and think about how those events are important.

We know that the events of this book occur in the future. Notice how I use clues in the text to infer events that may have taken place between the present time and the time this story takes place.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Timeline of Ember**. Below this title, we will be keeping track of the important events from this section of our story on a timeline. As we create the timeline together on the easel, you will each copy down the information on your own timeline in your reader's notebook.



**Begin reading "The Instructions," starting on page 1.**

## Model:



**Stop after:** "It should be. We can't know for sure." (p. 1)

We know that this book takes place in the future. What we don't know is how far into the future the book takes place.

**When the book said** that the builders of Ember sat down to speak of the future when Ember was first built and not yet inhabited, **I was thinking this was important because** it tells me that the author is going to reveal to us what happened *after* Ember was built. We will have to infer what happened *before* Ember was built.

Let's write our first event on our timeline. We will not be able to put a date with this event.

- The city of Ember was built.

**When the book said** that the people living in Ember must not leave the city for at least 200 years, **I was thinking this was important because** it helps me understand that Ember was built to protect the people from something, maybe a natural disaster or nuclear war.

## Guided Practice:



**Stop after:** “There may be no one left in the city by then or no safe place to come back to.” (p. 2)

The author gave us clues about what events might have occurred when she wrote, “There may be no one left in the city by then or no safe place to come back to.”

What are you inferring?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

## Guided Practice:



**Stop after:** “There it sat, unnoticed, year after year, until its time arrived and the lock quietly clicked open.” (p. 3)

Which events in this part of the text are important?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

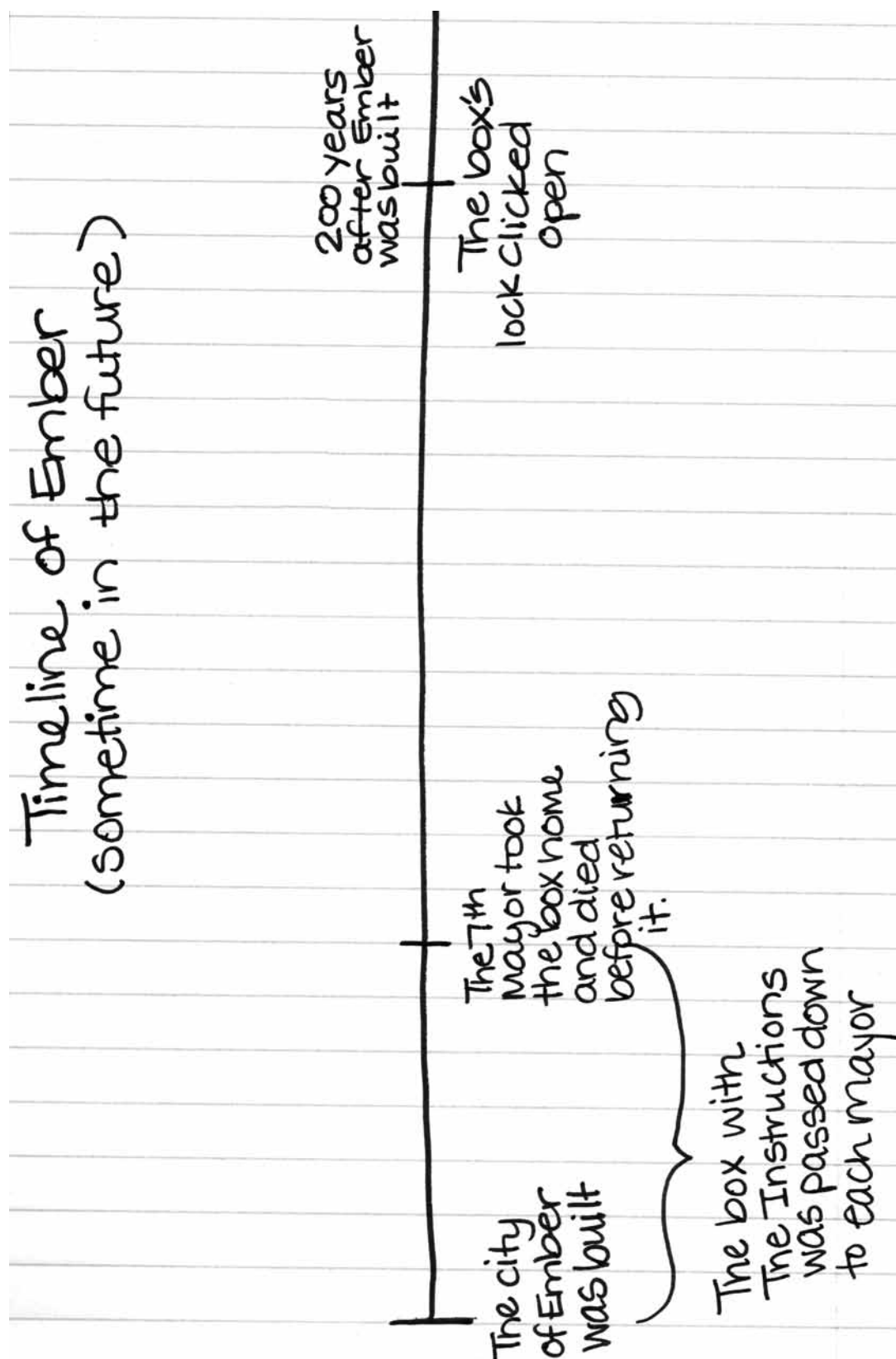
(Model adding important events to the timeline.)

## Link:

*Today and every day when you read...*

...I want you to think about the important events and infer important events based on clues in the story.

The following chart is a sample showing what your co-created chart *might* look like:





## Mini-Lesson

**Vocabulary Routine:** *prosper* (L 4, 5)

The base word ‘prosper’ means *to be successful* or *to thrive*.

## Instructional Read-Aloud

**In this chapter...**the author describes the apartment that Lina, Poppy, and Granny live in. The small apartment holds the belongings of several generations of Lina’s family. The author continues to give the reader clues about the setting. She describes the Unknown Regions—the area beyond the city that is in total darkness. The people of Ember have learned that the darkness goes on forever and that Ember is the only city in the world. Lina believes another city *does* exist beyond Ember—a city that is always in her imagination.

**In this lesson...**you will be modeling how good readers visualize the setting of the story and compare the futuristic setting of Ember to the present-day world. Students will continue to create a comparison chart in their reader’s notebooks.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RL 3)

- Setting

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers identify the important characters and details about those characters while reading.

## Teach:

*Today I am going to teach you...*

...that good readers continue to pay attention to the setting of the story. Today we will be visualizing the setting and comparing the futuristic setting of Ember to the present-day world.

Watch me as I model how I think about clues in the story that help me visualize the setting.

Notice how I consider how the future world of Ember is different from the present-day world.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of Ember \_\_\_\_\_.

Open up your reader's notebooks to your **Comparison Chart**. As we continue to create this chart together on the easel, you will each copy down the information on your own chart in your reader's notebook.



**Begin reading chapter 2 of *The City of Ember*, starting on page 23 where it says, "Taking Poppy with her, Lina went out of the shop and climbed the stairs to their apartment."**

## Model:



**Stop after:** "They made the best possible use of what they had." (p. 24)

**When the book said** that the people of Ember rarely threw anything away, that instead they would patch and repair old things, **I thought this was an important detail because** it tells me that, in Ember, when something gets old or breaks people don't buy a new one, they fix the existing one. **This helps me understand that, unlike in the present-day world, in the future world of Ember** they do not have the option of buying new things. Instead, they have to make the best use out of the things they have.

(Model adding this information to the comparison chart.)

## Guided Practice:



**Stop after:** “Sometimes she longed to go there and take everyone in Ember with her.”  
(p. 26)

What did you learn about the setting of our story, and how is it different from your own?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of Ember \_\_\_\_\_.

(Model adding this information to the comparison chart.)

## Guided Practice:



**Stop after:** “ ‘Don’t worry,’ she said. ‘Everything will be all right.’ ” (p. 26)

What did you learn about the setting of our story, and how is it different from your own?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of Ember \_\_\_\_\_.

(Model adding this information to the comparison chart.)

## Stretch It (Optional):

When reading science fiction, readers think about cause and effect. We have been learning some interesting details about the setting of Ember. Life in Ember is very different from our own. People there rely on electricity for light. There is no sun, only darkness. There is a shortage of supplies, and the people of Ember have to make the best of what they have. No one except Lina believes that there is anything else in the world but Ember.

Discuss: What may have caused the Builders to need to create such a place?

## Link:

*Today and every day when you read...*

...I want you to use clues in the story to visualize the setting and compare the setting of the story to that of your own life.

The following chart is a sample showing what your co-created chart *might* look like:

<u>Comparison Chart</u>	
<u>Ember</u>	<u>Present-Day World</u>
<ul style="list-style-type: none"><li>• The sky has no light</li></ul>	<ul style="list-style-type: none"><li>• The sky is lit by the sun, moon, and stars</li></ul>
<ul style="list-style-type: none"><li>• The only light comes from lamps.</li></ul>	<ul style="list-style-type: none"><li>• The main source of light is the sun</li></ul>
<ul style="list-style-type: none"><li>• Young people go to school till age 12</li></ul>	<ul style="list-style-type: none"><li>• Most young people go to school till age 18</li></ul>
<ul style="list-style-type: none"><li>• Jobs are assigned by the mayor</li></ul>	<ul style="list-style-type: none"><li>• Jobs are chosen by the people</li></ul>
<ul style="list-style-type: none"><li>• Fixing the electricity is the most important job</li></ul>	
<ul style="list-style-type: none"><li>• Citizens rarely throw anything away</li></ul>	<ul style="list-style-type: none"><li>• Waste is common</li></ul>

## Comparison Chart Cont.

<u>Ember</u>	<u>Present-Day World</u>
<ul style="list-style-type: none"><li>• Darkness Surrounds Ember</li></ul>	
<ul style="list-style-type: none"><li>• Citizens eat mostly canned food</li></ul>	<ul style="list-style-type: none"><li>• Fresh food is always available</li></ul>

## DAY 15, CONTRAST WRITING

### Mini-Lesson

**Vocabulary Routine:** *progress* vs. *regress* (L 4, 5)

The word **progress** comes from the Greek root ‘gredi,’ which means *to step*. The prefix ‘pro’ means *to advance forward*.

The word **regress** also comes from the Greek root ‘gredi,’ which means *to step*. The prefix ‘re’ means *again or back*.

**In this lesson...**students will be considering how the future city of Ember and the present-day world are alike. Then, students will draw a conclusion, determining whether the future city of Ember and the present-day world are mostly alike, or mostly different. Finally, students will write a contrast paragraph in which they defend their thinking that the future city of Ember is mostly different from the present-day world.

#### Learning Targets:

Analyze story elements (RL 3)

- Setting

Compare and contrast (RL 9)

Write an expository piece (W 2)

- Contrast writing

Write clearly and coherently according to task (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write within a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers visualize the setting when reading science fiction and compare it to their own.

## Teach:

*Today I am going to teach you...*

...that good readers draw a conclusion. They state whether the settings that are being compared are more alike or more different. Then, they prove their thinking in writing. This helps readers think more deeply about a text and synthesize thinking.

## Guided Practice:

Before we begin our writing, please open up to your copies of our comparison chart. We have gathered a lot of evidence proving that the city of Ember is different from the present-day world.

Discuss: Are these two settings alike in any way?

(Model adding this thinking to the comparison chart.)

Discuss: Are these two settings more alike or more different?

Today you will be writing a contrast paragraph. You will be proving that the future city of Ember and the present-day world are more different than alike.

Introduce the Contrast Writing Frame.

Begin by modeling how to write the introduction sentence. For example, "Both the future city of Ember and the present-day world \_\_\_\_\_, but overall, these settings are very different."

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

The following chart is a sample showing what your co-created chart *might* look like:

<u>Comparison Chart Cont.</u>	
<u>Ember</u>	<u>Present-Day World</u>
<ul style="list-style-type: none"><li>• Darkness Surrounds Ember</li><li>• Citizens eat mostly canned food</li><li>• Citizens do not enjoy many luxuries</li><li>• Clothes are hand washed.</li></ul>	<ul style="list-style-type: none"><li>• Fresh food is always available</li><li>• People have many luxuries.</li><li>• People use washing machines to wash their clothes.</li></ul>
<u>Alike:</u>	
<ul style="list-style-type: none"><li>• Rely on electricity</li><li>• Use hydropower</li><li>• Value recycling</li><li>• Have a government system</li></ul>	



## Contrast Frame

<b>Introduction Sentence</b>	If the two things are <b>more different</b> than alike, begin by saying: _____ <i>and</i> _____ <i>both</i> _____, <i>but</i> <i>overall they are very different.</i>
<b>Body</b>	Explain the ways these two things are different.  Use transition words such as: <i>First, second, third,</i> <i>One way, another way, also,</i> <i>First, also, in addition,</i>
<b>Conclusion</b>	Restate your thinking.  Start with one of the following phrases: <i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>To sum up,</i>

## Contrast Writing (Student Sample):

Both the future city of Ember and the present-day world rely on electricity for light, but for the most part life in Ember is very different from life in the present-day world.

One of the biggest differences between the future world of Ember and the present-day world is the lack of sunlight. In Ember, the only light comes from lamps. In Ember there is no sun, moon, or stars. In the present-day world, sunlight is important to our daily lives. The sun is used to determine the time of day and year, and to grow plants for food and medicine. The people of Ember are trapped by darkness.

Another major difference between the future world of Ember and the present-day world is that the citizens of Ember do not enjoy the simple luxuries we enjoy in the present day. For example, in Ember all of their possessions are old and mended. They re-use items even after they have stopped working. Lina's family uses their broken refrigerator as a pantry. Granny sells yarn pulled from old clothes in her yarn shop. Trash sifters sort through the trash looking for useful things. In the present-day world, we are quick to throw things away when they get old or break.

Finally, the people of Ember graduate from school and start work at age 12, unlike in the present-day world where most people go to school till at least age 18. In Ember, people are assigned jobs rather than choosing what they want to do. Clearly, the people of Ember don't have the same freedoms we have in the present-day world.

As you can see, the future world of Ember is a place of regress, not progress. I wouldn't want to live in the future world of Ember!

## Instructional Read-Aloud

**Topic:** The 1950s and the Threat of Nuclear War

**Articles:**

American Museum of Natural History. (2002). “The Manhattan Project.” Retrieved on August 6, 2012, from <http://www.amnh.org/exhibitions/past-exhibitions/einstein/peace-and-war/the-manhattan-project>

American Museum of Natural History. (2002). “Nuclear Arms Race.” Retrieved on August 6, 2012, from <http://www.amnh.org/exhibitions/past-exhibitions/einstein/peace-and-war/nuclear-arms-race>

**In the article titled “The Manhattan Project”**...students will read about the early development of nuclear energy in Germany and the United States. They will learn that Albert Einstein wrote a letter to President Roosevelt in 1939, warning him of the threat of nuclear war. In 1941, in response to Einstein’s letter, the U.S. government launched the Manhattan Project—the development of the atomic bomb. Even though Einstein did not work on the Manhattan Project in any capacity, he felt responsible for the events that occurred thereafter. In 1945, the U.S. military dropped atomic bombs on Hiroshima and Nagasaki, Japan.

**In the article titled “Nuclear Arms Race”**...students will read about the Cold War that began in 1945 and continued through the early 1990s. During the Cold War, the United States and the Soviet Union both were known to have nuclear weapons. Both countries continued to build bigger and more powerful bombs, such as the hydrogen bomb. The two superpowers were moving closer and closer to nuclear war. Albert Einstein feared this war would lead to the destruction of civilization. He dedicated the remainder of his life to the elimination of nuclear weapons.

**In this lesson**...students will first consider what inspired Jeanne DuPrau to write *The City of Ember*. On her website, students will read that the arms race of the 1950s influenced DuPrau’s idea for Ember. They will read the two articles to gather background knowledge about this time period. You will model how readers use outside sources to help them draw conclusions regarding the author’s inspiration. Students will conclude the lesson by inferring that Ember was likely built to protect the people from nuclear attack.

To prepare for this lesson, make a copy of each article for students or make the website available to them for viewing.

## Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3, 7)

Analyze multiple texts (RI 9)

Consider the author's point of view (RI 6)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

## Connect:

*We have been learning...*

...that good readers think about the themes that are emerging in the book as they reach the end of the second quadrant of the book. Yesterday we came up with the following themes that we think are emerging in the book *The City of Ember*:

1. Curiosity leads to wisdom just as apathy leads to foolishness.
2. One cannot prosper outside of one's natural environment.
3. It is our responsibility to protect the environment we live in from disaster.

However, we did not reach a decision about which theme in the book will be our line of thinking. More information is needed to help us narrow our thinking to one line of thinking.

## Teach:

*Today I am going to teach you...*

...that good readers gather information from outside sources in order to infer answers to questions.

One of the big questions we still have about this story is, "Why did the Builders create the city of Ember? What were they trying to protect the people from?"

Today we are going to look at Jeanne DuPrau's website to see if we can get some answers.

Today we are going to use this stem for turn and talk:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Physically show students Jeanne DuPrau's website or print the answer to the question "Where did you get the idea for *The City of Ember*" found at <http://www.jeanneduprau.com/answers.shtml>.)



**Begin reading Jeanne DuPrau's response to the question "Where did you get the idea for *The City of Ember*?"**

## Model:

Jeanne DuPrau makes it clear to us that the inspiration for *Ember* came from her experience growing up in the 1950s, when people were worried about nuclear war. She describes that time as one when people were building bomb shelters in their yards.

To understand this time period and the inspiration for the book *The City of Ember*, we are going to read two articles found on the American Museum of Natural History website.

As we read these articles, we are going to be identifying some of the defining events and beliefs of this time period.

Today we will be using this stem for turn and talk:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

Please open up your reader's notebooks to a clean page and title it **The 1950s and the Threat of Nuclear War**. You will be recording some of the important events and beliefs of the 1950s here in your reader's notebooks.



**Begin reading the article titled "The Manhattan Project."**

## Model:



**Stop after:** "Two other findings in 1940 and 1941 demonstrated conclusively that the bomb was feasible and made building the bomb a top priority for the United States..." (paragraph 2)

**When the article said** that German scientists were working on an experiment to make a bomb and that Albert Einstein wrote a letter to President Roosevelt telling him about the Germans' activities, **I thought this was important because** after that, the United States also wanted to build an atomic bomb. **This makes me think** that a popular belief in the 1950s was that military power is important.

(Model adding these important events to the list.)

### Guided Practice:



**Stop after:** “The hundreds of scientists on the project were forbidden from consulting with Einstein, because the left-leaning political activist was deemed a potential security risk.” (paragraph 4)

What were the important events in this section of the text?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding these important events to the list.)

### Guided Practice:



**Stop after:** “An estimated 200,000 people had died in the two cities.” (paragraph 6)

What were the important events in this section of the text?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding these important events to the list.)

### Guided Practice:



**Stop after:** “In an interview with *Newsweek* magazine, he said that ‘had I known that the Germans would not succeed in developing an atomic bomb, I would have done nothing.’ ” (paragraph 8)

What were the important events in this section of the text?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding these important events to the list.)



**Begin reading the article titled “Nuclear Arms Race.”**

## Model:



**Stop after:** “The Soviet Union followed with its version in 1953.” (paragraph 1)

**When the article said** that the United States and the Soviet Union began a race to build bigger and bigger bombs, **I thought this was important because** this is what led the United States and the Soviet Union to create the most powerful weapon—the hydrogen bomb. **This makes me think** that the Cold War must have been a scary time for the people of the world. I think that is why Jeanne DuPrau remembers it so well.

(Model adding these important events to the list.)

## Guided Practice:



**Stop after:** “Einstein feared this battle would end with the destruction of civilization.” (paragraph 3)

What were the important events in this section of the text?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding these important events to the list.)

## Guided Practice:



**Stop after:** “...the Cold War lasted for more than four decades.” (paragraph 4)

What were the important events in this section of the text?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding these important events to the list.)

## Stretch It:

Discuss: Do you think the city of Ember was built to protect the people from nuclear war? If so, what might be the author’s message or theme?

(Nudge students to notice that the article supports the third theme on the brainstorm list.)

**Link:**

*Today and every day when you read...*

...I want you to consider the author's inspiration for the book and how that might contribute to the theme.

The following lists are examples of what your co-created lists *might* look like:

## The 1950s and the Threat of Nuclear War

1938 - The Germans were working on an experiment to make a bomb.

1939 - Albert Einstein wrote a letter to President Roosevelt telling him about it.

The United States decided building an atomic bomb was a top priority.

1941 - The Manhattan Project began

1945 - The United States dropped an atomic bomb on Hiroshima and Nagasaki, Japan. 200,000 people died.

Albert Einstein regretted writing the letter to the President.

1949 - The Soviet Union exploded an atomic bomb.



1945 - 1990 - The Cold War

1952 - The hydrogen bomb  
was invented.

Einstein fought for peace and  
the elimination of all nuclear  
weapons.

### Themes

1. Curiosity leads to wisdom just as apathy leads to foolishness.
2. One cannot prosper outside of one's natural environment.
3. It is our responsibility to protect the environment we live in from disaster.

## DAY 26, EVIDENCE COLLECTION BOX

### Mini-Lesson

**In this lesson...**you will model using the information gathered from multiple resources to narrow the focus to one theme or line of thinking for the book *The City of Ember*. At the conclusion of this lesson, students will create an evidence collection box and recall evidence from the text to support a line of thinking.

#### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer

Show understanding of theme (RL 2)

Analyze the meaning of lines within literature (RL 5)

Consider the author's perspective (RL 6)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers consider the author's inspiration by looking at outside sources.

## Teach:

*Today I am going to teach you...*

...that good readers narrow the focus to one theme or line of thinking when they have reached the end of the second quadrant. Once a theme or line of thinking is chosen, readers focus on gathering evidence to support that line of thinking.

Today, we will look closely at the themes we have brainstormed for the book *The City of Ember*. Our task will be to select one central theme from this list that is supported by a lot of textual evidence. We will consider the textual evidence that supports this theme and create an evidence collection box.

Today we will be using this stem for turn and talk:

I think the author is trying to tell me \_\_\_\_\_. Evidence from the text that supports this theme is \_\_\_\_\_.

Please open up your reader's notebooks to a clean page and title it **Evidence Collection Box**.

## Model:

Yesterday, we noticed that Albert Einstein's life supports the theme that curiosity leads to wisdom. His pioneering reminded us of Doon in the book *The City of Ember*. We have a good amount of textual evidence both from *The City of Ember* and outside text to support the theme that curiosity leads to wisdom. I think the first theme on our list, "Curiosity leads to wisdom just as apathy leads to foolishness," is the central theme of *The City of Ember*.

### Do you agree or disagree with my thinking?

(Model making an evidence collection box and recording this line of thinking.)

## Model:

Now watch me as I consider evidence from the text that supports this line of thinking.

**I think the author is trying to tell me** that curiosity leads to wisdom. **Evidence from the text that supports this theme is** that Doon always studies how things work, and because of that he is able to fix broken things and invent new uses for things.

**I think the author is trying to tell me** that apathy leads to foolishness. **Evidence from the text that supports this theme is** that the people who work in the generator room don't have any idea how the generator works. Because they don't know how it works, they can't fix it. Doon thought the people seemed foolish and that all they were trying to do was keep the generator from flying apart.

### **Guided Practice:**

Now it is your turn to recall evidence from the text that supports our theme. What evidence from the text supports the theme that curiosity leads to wisdom? We already have evidence to show how Doon's curiosity leads to wisdom. Now think about Lina.

Turn and talk to your partners using this stem:

I think the author is trying to tell me \_\_\_\_\_. Evidence from the text that supports this theme is \_\_\_\_\_.

(Model adding this evidence to the evidence collection box.)

### **Guided Practice:**

What evidence from the text supports the theme that apathy leads to foolishness? (Hint: think about Lizzie.)

Turn and talk to your partners using this stem:

I think the author is trying to tell me \_\_\_\_\_. Evidence from the text that supports this theme is \_\_\_\_\_.

(Model adding this evidence to the evidence collection box.)

### **Stretch It:**

Discuss: Is there any other evidence to support our line of thinking?

(Model adding this evidence to the evidence collection box.)

### **Link:**

*Today and every day when you read...*

...I want you to narrow your focus to one central theme or line of thinking and support that thinking with evidence from the text.

The following chart is an example of what your co-created chart *might* look like:

<u>Evidence Collection Box</u>	
Line of thinking:	
Curiosity leads to wisdom	just as Apathy leads to foolishness
Doon is curious about how things work. He fixes and invents things.	The people who work on the generator don't know how it works and can't fix it.
Lina is determined to learn what the Instructions mean. She will learn the way out of Ember.	Lizzie isn't interested in the instructions.
	No one in Ember knows how to make a moveable light. They can't explore the Unknown Regions.

## DAY 38, SYNTHESIS SUMMARY WRITING

### Mini-Lesson

**In this lesson...**students will synthesize *The City of Ember* in the form of a written summary. Summarizing is more rigorous here than at the end of quadrant one, as students are being asked to synthesize a much larger portion of text. Students will use a frame very similar to the retell summary frame. This frame requires students to retell only the most important events and limit the amount of detail used to describe these events. When summarizing the entire book, it is important to include the most important event—the turning point. Students should be expected to produce quality work.

#### Learning Targets:

Determine theme and summarize text (RL 2)

- Synthesis summary

Write an expository piece (W 2)

- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

## Teach:

*Today I am going to teach you...*

...that good readers summarize in order to synthesize what they have read and check for understanding. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be using the synthesis summary frame to help you write a summary of the whole book. You are going to be very careful to include only the most important events; the summary should be only eight to twelve sentences long.

You have each already written a retell summary of the first quadrant of the book. You have also collected a great deal of information in your reader's notebooks. Today you will be using that previous work to help you with your synthesis summaries.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like fifth-grade writing.

### Introduce the Synthesis Summary Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Synthesis Summary Frame

Introduction Sentence	<p><i>The book _____, by _____ tells _____.</i></p> <p>This sentence should broadly tell what the whole book is about. This is a one-sentence sum-up.</p>
Body	<p>Tell all of the <b>most</b> important events from the book. Include <b>limited</b> detail. Make sure the turning point is included in your summary.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i>  <i>First, next, after that, in the end,</i>  <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Your conclusion will reveal the author's message. Use concluding words such as:</p> <p><i>In conclusion,</i>  <i>All in all,</i>  <i>As you can see,</i>  <i>It is true,</i>  <i>I am thinking,</i>  <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

### Synthesis Summary (Student Sample):

The book *The City of Ember* by Jeanne DuPrau tells about an underground community built to protect human life from world disaster.

When the city of Ember was first built, the Builders stored all the food and supplies that would be needed for the people of Ember. These supplies would be enough for the people to live underground for 200 years. The Builders also left Instructions for leaving the city. These Instructions were given to the mayor and meant to be handed down each time a new mayor was elected. Unfortunately, the seventh mayor misplaced the Instructions and then died.

When the story begins, at least 241 years have passed since the city of Ember was built. Supplies are running out. The generator, which provides electricity to the city, is breaking down. Without electricity and light bulbs, Ember will be in total darkness.

Lina and Doon are the only two people who are determined to find a solution to Ember's problems. Lina finds a lockbox with an old piece of writing inside. She believes it is instructions for how to reach another city. Doon also believes these instructions are important. Together they find their way out of Ember. At the conclusion of the story, Lina and Doon send a message to the people of Ember, telling them how to escape the city.

All in all, *The City of Ember* is a suspenseful story that inspires people to be curious about the world around them.



## DAYS 41–46, FORMAL WRITING: OPINION WRITING

### Mini-Lessons

**In these lessons...**your students will be practicing expository writing. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least six days for this project.

Suggested Lesson Sequence:

- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 4 – Edit and begin publishing
- Day 5 – Continue publishing
- Day 6 – Share

To prepare for this assignment, make a copy of the drafting organizer for each student. Students will use the drafting organizer as a scaffold for their first drafts.

### Learning Targets:

**Write an expository piece (W 2)**

- **Literary essay**
- **Opinion piece (W1)**

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 4, 5, 6)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

## Teach:

*Today I am going to teach you...*

...that good readers write in order to share their thinking about a book with someone else.

Today we will be starting a formal writing project. We will be writing literary essays in response to the book *The City of Ember*. The formal writing prompt will give you an opportunity to form your own opinions and support your opinions with evidence from the book and outside texts.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

**Introduce and hand out the draft sheet. Guide students through reading the introduction to the project and the writing frame. Explicitly state your expectations for the assignment.**

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-Out:

(After students complete their writing, have them share their essays with partners or the class. If this were set up as a formal presentation with media support, this activity would meet the requirements of SL 5.)

## Formal Essay Prompt

At the conclusion of the book *The City of Ember*, Lina and Doon learn that they have been living underground. The underground city of Ember was built to protect the human race from being destroyed by an epic disaster. While the author does not directly tell us in the book what this disaster was, we can infer from Jeanne DuPrau's website that she intended Ember to be a city built to protect people from nuclear war.

Do you agree or disagree that the setting of Jeanne DuPrau's book *The City of Ember* is believable? Is it possible for nuclear war to threaten human life on earth? Is it possible for a city like Ember to exist underground?

### Draft 1: *The City of Ember*, a Believable/Unbelievable Place

#### Paragraph 1: Introduction

At the conclusion of the book *The City of Ember*, Lina and Doon learn that they have been living underground. The underground city of Ember was built to protect the human race from being destroyed by an epic disaster. While the author does not directly tell us in the book what this disaster was, we can infer from Jeanne DuPrau's website that she intended Ember to be a city built to protect people from nuclear war. I agree/disagree that the setting of Jeanne DuPrau's book is believable.

It is true that, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Paragraph 2: Body

Jeanne DuPrau was inspired to create Ember after observing people build bomb shelters during the time of the nuclear arms race. In her book, the Builders create the city of Ember in order to

\_\_\_\_\_  
\_\_\_\_\_

This is believable/unbelievable based on evidence from the real world.

(Share examples from the real world.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Formal Writing (Student Sample): *The City of Ember, a Believable Place*

At the conclusion of the book *The City of Ember*, Lina and Doon learn that they have been living underground. The underground city of Ember was built to protect the human race from being destroyed by an epic disaster. While the author does not directly tell us in the book what this disaster was, we can infer from Jeanne DuPrau's website that she intended Ember to be a city built to protect people from nuclear war. I agree that the setting of Jeanne DuPrau's book is believable. It is true that nuclear bombs could destroy major cities and human life on earth. It is also true that some underground caves may be large enough to build cities in.

Jeanne DuPrau was inspired to create Ember after observing people build bomb shelters during the time of the nuclear arms race. In her book, the Builders created the city of Ember in order to protect human life from being destroyed by nuclear war. This is believable based on evidence from the real world. In 1955, major scientists from around the world signed the Russell-Einstein Manifesto. This document was written to encourage world leaders to use peaceful ways of solving problems, instead of war. This manifesto states that a war that uses hydrogen bombs would destroy large cities like New York, and possibly end the human race. The manifesto warns world leaders that the threat of nuclear war puts everyone in danger of a painful death. It is clear, nuclear war would be very destructive to human life.

In the book *The City of Ember*, Jeanne DuPrau creates an entire city underground. The city is filled with shops and homes. The river creates all the electrical power needed to light Ember. There is no sunlight because the city is underground. It is believable that a city like Ember could exist below ground. There are already millions of caves across the world. Some of those caves are large enough to hold city streets and even skyscrapers. The biggest cave in the world, Hang Son Doong, is in Vietnam. The largest part of this cave is big enough to fit the Superdome! Many caves have subterranean rivers like the one in Ember. As you can see, it is believable that a whole city could be built in a large, underground cave.

All in all, Jeanne DuPrau imagines a future world that is very believable. It is possible that people could be in danger as a result of nuclear war. Did you know at least nine countries in the world have nuclear bombs? It is also possible that a city could be built underground. I hope we don't ever have to build a city below the ground in order to escape nuclear war. I agree with Albert Einstein; I am willing to fight for peace.

## Additional Lessons and Activities

The following optional lessons and activities are suggestions I am offering you. There is certainly a wealth of materials available, and you may have access to materials or curriculum that is even stronger than what I have outlined here. Feel free to use these ideas, but do not feel limited by them. The most important thing is to listen to your students' questions and offer opportunities for them to answer those questions through extended learning!

**Job Fair Project:** As a suggestion, I am outlining a project in which students would research a career they might like to have in the future and present this career to the class at a job fair.

**A final project might include the following information about its subject:**

- Job title
- Details of what schooling or training is necessary
- Description of where the job is performed
- Description of basic responsibilities
- Description of the tools needed to perform the job
- Description of the work attire
- Explanation of why the job would be a good fit for you

**Suggested Research Projects:** A variety of projects would be appropriate for this activity, including but not limited to:

- a written research report
- a tabletop display that incorporates written text and visual support
- a presentation that utilizes technology, such as a PowerPoint presentation, a brochure, or a video.

**Oral Presentation:** So that students can practice presenting knowledge and ideas as outlined in the Common Core State Standards, I suggest asking them to make an oral presentation of their final projects to the class. Require students in the audience to take notes during each presentation. Their notes will serve as evidence of their ability to paraphrase information presented orally and through diverse media (SL 2).

### Websites to Visit:

<http://www.knowitall.org/kidswork/>

<http://www.bls.gov/k12/>

<http://www.engineergirl.org/?id=9391>

<http://web.archive.org/web/20040404215729/www.whatdotheydo.com/>

## Albert Einstein and the Nuclear Arms Race:

Was Albert Einstein responsible for the nuclear arms race?

Watch the video produced by the BBC titled *Einstein and Atomic Weapons*, found at <http://www.youtube.com/watch?v=oCqjVgXOg4>.

Read the letter Albert Einstein Wrote to President Roosevelt, found at <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-ein39/>.

Read the Russell-Einstein Manifesto (included in this unit).

After viewing all of these documents and resources with your students, conduct a court hearing. Select one student to play Albert Einstein, one student to play the judge, one or more students to be the prosecuting attorney(s), one or more students to be the defending attorney(s), and the rest of the students to be the jury. Determine whether Albert Einstein was responsible for the nuclear arms race and the bombing of Hiroshima and Nagasaki.

## Fallout Shelters:

On her website, Jeanne DuPrau talks about living in a time when her neighbors were building bomb shelters in their backyards. Help your students understand what fallout shelters are and how they might protect people from nuclear disaster.

Read page 3 of the article “How Fallout Shelters Work” by John Fuller, found at <http://home.howstuffworks.com/home-improvement/household-safety/tips/fallout-shelter2.htm>.

## Energy and Conservation:

Learn about energy and how to conserve energy at these interactive websites:

<http://www.eia.gov/kids/>

[http://www.energystar.gov/index.cfm?c=kids.kids\\_index](http://www.energystar.gov/index.cfm?c=kids.kids_index)

## Electricity:

Conduct experiments in magnetism and electricity. Use a curriculum kit or the following resources:

Gardner, R. (2012). *Electricity and magnetism experiments using batteries, bulbs, wires, and more*. Berkeley Heights, NJ: Enslow Publishers.

Graf, R. F. (1973). *Safe and simple electrical experiments*. New York, NY: Dover Publications.

Parker, S. (2005). *The science of electricity and magnetism: Projects and experiments with electricity and magnets*. Portsmouth, NH: Heinemann.

## Prefix List

PREFIX	DEFINITION
anti	against
con, com, col	together
de	opposite of
dis	not / opposite of
em	cause to be
en	cause to
fore	before
il	not
im	not
in	not
inter	between / among
ir	not
mid	middle
mis	wrongly
non	not
over	in / into
pre	before
pro	to advance
re	again / back
semi	half
sub	under, to yield
super	above
sur	to give up

## Roots List

ROOT	DEFINITION	ROOT	DEFINITION
apathe	unfeeling	gredi	to step
audi	hear	ignore	not know or be unaware
auto	self	ject	to throw
bio	life	man	hand
cap, capere	to take	monu, monere	remind
ceal, celare	to hide	omin/omen	a sign of future happiness or disaster
chrono	time	phon	sound
cur	to run	photo	light
dict	say	port	bring or carry
dign	worthy	pover, povre	poor
fer	carry	regula	rule or pattern
fix	fasten	render	to give, to yield
flict	strike	rupt	break
form	shape or form	scope	see
fus(e)	flow	sect	cut or divide
gen	give birth	struct	build
geo	earth	tele	far off
graph	write	testi	evidence or witness
		tract	pull / drag
		tort	twist



## Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ing	verb form / present participle
ade	makes the word a noun	ion	act / process
age	noun form	ious	possessing the qualities of
al	having characteristics of	ish	adjective form
ance	makes the word a noun	ism	belief or practice
ant	serving in the capacity of	ition	act / process
ate	verb, adjective, or noun form	itive	adjective form of a noun
ation	act / process	ity	state of
ative	adjective form of a noun	ive	adjective form of a noun
ed	past tense	less	without
en	made of	ly	characteristic of
ence	makes the word a noun	ment	action / process
ent	noun form	mony	noun form
eous	possessing the qualities of	ness	state of / condition of
er	person connected with	or	person connected with
er	comparative	ous	possessing the qualities of
es	plural	s	plural
est	comparative	ship	a condition or circumstance
etic	adjective form	tion	act / process
ful	full of	ty	state of
ial	having characteristics of	ure	act of, process of
ible	can be done	y	characterized by
ic	having characteristics of		

## Vocabulary: Making Connections

Target Word:

**ember**

Context:

“...[the flame] burned brightly for a moment, and then sputtered out.”  
(ember is inferred, p. 189)

What it is...

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What it is not...

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)