

WJCC School Closure Extended Learning – Grade 10 English

Dear WJCC Families,

We are facing significant challenges throughout our nation due to the COVID-19 pandemic. As a result, WJCC Schools will be closed for the remainder of the academic year per the direction of Governor Northam. The Virginia Department of Education will provide guidance on continued teaching and learning over the next few days.

Throughout this time, we will continue to provide resources and activities to support learning. The resources in this packet will help your child practice important skills and review content. This supplemental packet should support learning activities from March 30th – April 3rd. Additional resources may be posted on Student VUE for certain subjects. Students are encouraged to check Student VUE during this time.

This work is not required, and it will not be graded. We simply want families to have access to materials and options during our mandated school closure.

We will be in touch soon with our direction for the remainder of the school year. We hope everyone remains safe and healthy.

Sincerely,
WJCC Staff

Day 1 – March 30	Day 2 – March 31	Day 3 – April 1	Day 4 – April 2	Day 5 – April 3
<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the informational text “Altruism: Why We Risk Our Own Well-Being to Help Others” by Kendra Cherry.</p> <p>Complete the DAY 1 ACTIVITY sheet.</p>	<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the informational text “Does Altruism Actually Exist?” by Alice G. Walton.</p> <p>Complete the DAY 2 ACTIVITY sheet.</p>	<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the poem “A Friend” by Gillian Jones.</p> <p>Complete the DAY 3 ACTIVITY sheet.</p>	<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the informational text “More Facebook Friends, Fewer Real Ones, Cornell Study” by ABC News.</p> <p>Complete the DAY 4 ACTIVITY sheet.</p>	<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the poem “No Man is an Island” by John Donne.</p> <p>Complete the DAY 5 ACTIVITY sheet.</p>

Secondary Online Programs Available at Home

- ExactPath - <https://login.edmentum.com/>
Account Login: WJCCSD Used primarily by grades 3-8 for reading and mathematics. Learning Paths aligned to NWEA data. For this time period – all students allowed at no additional cost
- Discovery Education - CONNECT VIA OFFICE 365
Content by standard/subject. Includes virtual experiences and instructional strategies We fully license Essentials and K-8 Science plus Streaming for K-8
- Office 365 - <https://www.office.com/>
Online tools for WORD, EXCEL, POWERPOINT, ONENOTE with heavy emphasis on TEAMS.
- EMediaVA - <https://www.emediava.org/>
Online educational service offering media resources appropriate for PreK-14 All students and teachers. Students use computer login for username and last five digits of student ID for password curriculum, for use in classrooms, home schools, and informal educational environments, such as after-school, community facilities, and museums (the "Service").
- Imagine Learning - <https://www.imaginelearning.com/login>
This program is designed to support the language, literacy, and early reading skills of certain English Learners. Cannot use on a cell phone. Recommendation is 20 minutes a day Licensed for our ELL students
- VUE - <https://www.office.com/> Student access: https://va-wjccp-psv.edupoint.com/PXP2_Login.aspx Primary communication and grading tool
- Culture Grams - <http://online.culturegrams.com/>
- Explora - *Online Database that students should access from school webpage
- World Book Online -
<https://www.worldbookonline.com/wb/products?ed=all&gr=Welcome+WJCC+Public+Schools>

DAY 1 ACTIVITY

Part I: Closely read and annotate using the CUP strategy (**C**ircle unknown words, **U**nderline key words/phrases, **P**araphrase each paragraph in a couple of sentences) the informational text below by Kendra Cherry.

Altruism: Why We Risk Our Own Well-Being to Help Others

By Kendra Cherry
2018

In this informational text, Kendra Cherry explores the various explanations for why people act in unselfish ways.

Everyone knows at least one of those people who are willing to jeopardize¹ their own health and well-being to help others. What is it that inspires these individuals to give their time, energy, and money for the betterment of others, even when they receive nothing tangible in return?

Defining Altruism

Altruism is the unselfish concern for other people; doing things simply out of a desire to help, not because you feel obligated to out of duty, loyalty, or religious reasons.



"can u help me?" by cristian is licensed under CC BY-NC-ND 2.0

Everyday life is filled with small acts of altruism, from the guy at the grocery store who kindly holds the door open as you rush in from the parking lot to the woman who gives twenty dollars to a homeless man.

News stories often focus on grander cases of altruism, such as a man who dives into an icy river to rescue a drowning stranger or a generous donor who gives thousands of dollars to a local charity. While we may be familiar with altruism, social psychologists are interested in understanding why it occurs. What inspires these acts of kindness? What motivates people to risk their own lives to save a complete stranger?

Prosocial Behavior and Altruism

Altruism is one aspect of what social psychologists refer to as prosocial behavior. Prosocial behavior refers to any action that benefits other people, no matter what the motive or how the giver benefits from the action. Remember, however, that pure altruism involves true selflessness. While all altruistic acts are prosocial, not all prosocial behaviors are completely altruistic. For example, we might help others for a variety of reasons such as guilt, obligation, duty, or even for rewards.

Theories for Why Altruism Exists

Psychologists have suggested a number of different explanations for why altruism exists, including:

Biological reasons. Kin selection is an evolutionary theory that proposes that people are more likely to help those who are blood relatives because it will increase the odds of gene transmission to future generations. The theory suggests that altruism towards close relatives occurs in order to ensure the continuation of shared genes. The more closely the individuals are related, the more likely people are to help.

1. **Jeopardize (verb):** to put someone or something at risk

Neurological reasons. Altruism activates reward centers in the brain. Neurobiologists have found that when engaged in an altruistic act, the pleasure centers of the brain become active.

Environmental reasons. A recent study at Stanford suggests that our interactions and relationships with others have a major influence on altruistic behavior.

Social norms. Society's rules, norms, and expectations can also influence whether or not people engage in altruistic behavior. The norm of reciprocity, for example, is a social expectation in which we feel pressured to help others if they have already done something for us. For example, if your friend loaned you money for lunch a few weeks ago, you'll probably feel compelled to reciprocate when he asks if you if he can borrow \$100. He did something for you, now you feel obligated to do something in return.

Cognitive reasons. While the definition of altruism involves doing for others without reward, there may still be cognitive incentives that aren't obvious. For example, we might help others to relieve our own distress or because being kind to others upholds our view of ourselves as kind, empathetic² people.

Other cognitive explanations include:

Empathy. Researchers suggest that people are more likely to engage in altruistic behavior when they feel empathy for the person who is in distress, a suggestion known as the empathy-altruism hypothesis. Researchers have found that children tend to become more altruistic as their sense of empathy develops.

Helping relieves negative feelings. Other experts have proposed that altruistic acts help relieve the negative feelings created by observing someone else in distress, an idea referred to as the negative-state relief model. Essentially, seeing another person in trouble causes us to feel upset, distressed, or uncomfortable, so helping the person in trouble helps reduce these negative feelings.

Comparing the Theories

The underlying reasons behind altruism, as well as the question of whether there is truly such a thing as "pure" altruism, are two issues hotly contested by social psychologists. Do we ever engage in helping others for truly altruistic reasons, or are there hidden benefits to ourselves that guide our altruistic behaviors?

Some social psychologists believe that while people do often behave altruistically for selfish reasons, true altruism is possible. Others have instead suggested that empathy for others is often guided by a desire to help yourself. Whatever the reasons behind it, our world would be a much sadder place without altruism.

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2. **Empathetic (adjective):** showing the ability to understand or feel for others

DAY 1 ACTIVITY (continued)

Part II: Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which statement identifies the central idea of the text?
 - A. Behaving in a truly altruistic manner is an important part of being human; the reasons why people do it are less important.
 - B. Psychologists are unable to agree if true altruism exists, but they believe several factors could be encouraging people to act in seemingly selfless ways.
 - C. Psychologists have determined that true altruism doesn't exist because humans are compelled to always put themselves first.
 - D. Behaviors should be discussed in terms of their prosocial nature because psychologists still don't fully understand the nature of altruism.

2. Which detail from the text best supports the answer to Question 1?
 - A. "Everyone knows at least one of those people who are willing to jeopardize their own health and well-being to help others." (Paragraph 1)
 - B. "News stories often focus on grander cases of altruism, such as a man who dives into an icy river to rescue a drowning stranger or a generous donor who gives thousands of dollars to a local charity." (Paragraph 4)
 - C. "Prosocial behavior refers to any action that benefits other people, no matter what the motive or how the giver benefits from the action." (Paragraph 5)
 - D. "Do we ever engage in helping others for truly altruistic reasons, or are there hidden benefits to ourselves that guide our altruistic behaviors?" (Paragraph 15)

3. Which of the following best captures the author's point of view on altruism in the text?
 - A. The author doesn't know the true reasoning behind altruism but thinks it's an important part of life nonetheless.
 - B. The author believes that it's more likely that people are motivated by their own selfishness rather than selflessness.
 - C. The author doesn't support psychologists' pessimistic views on altruism and thinks that people are in fact capable of true altruism.
 - D. The author believes that the social explanations for altruism are the most likely, rather the biological or neurological explanations.

4. How does the list of potential explanations for altruism contribute to our understanding of psychologists' views on the subject?

5. What connection does the author draw between empathy and altruism?

DAY 2 ACTIVITY

Part I: Closely read and annotate using the CUP strategy (**C**ircle unknown words, **U**nderline key words/phrases, **P**araphrase each paragraph in a couple of sentences) the informational text below by Alice G. Walton.

Does Altruism Actually Exist?

Some have argued that all acts of kindness are made with an ulterior motive, but new research suggests that there is a link between fairness and altruism, and it develops very early.

By Alice G. Walton
2011

Have you ever helped out a friend without considering how you would benefit from your actions? If so, you acted altruistically. Researchers are extremely interested in humans' altruistic actions and whether or not people can truly act selflessly. In this informational text, Alice G. Walton discusses a study that examines altruism in babies. As you read, take notes on why researchers believe fairness and altruism are linked.

- [1] The concept of altruism has been around for a long time, and for almost as long researchers have argued over the meaning of it. Some have suggested that true altruism doesn't even exist. After all, helping out someone else generally involves some cost or risk to you: either you're expending¹ valuable energy or you're putting yourself in danger, all for the well-being of another. Evolutionarily, this doesn't make a whole lot of sense, since we're all out to preserve ourselves — and our genes. There must be something else going on.



"Sharing school supplies" by ResoluteSupportMedia is licensed under CC BY 2.0

Some have suggested that acts of kindness may have an ulterior motive, as in "I'll help you out

now, but you'd better do the same for me later." If that's the case, then altruism wouldn't be all that altruistic. One instance where it might make sense is among relatives. Even here, though, since you're technically helping out your own genes, this too could have a slightly selfish angle.

The relationship between altruism and equity has interested the scientific community. Would we be altruistic if we didn't have a sense of fairness? Is the one a prerequisite for the other? And when do these traits develop in a youngster? Researchers have begun exploring the relationship, and have recently demonstrated that altruism and fairness appear to develop, perhaps simultaneously, from an incredibly early age. Whether they're innate² or learned is still up for debate.

In a new study, researchers had 15-month old babies watch movies of a person distributing crackers or milk to two others, either evenly or unevenly. Babies look at things longer when they're surprised, so measuring looking time can be used to gain insight into what babies expect to happen. In the study, the infants looked longer when the person in the video distributed the foods unevenly, suggesting surprise, and perhaps even an early perception of fairness.

1. **Expend (verb):** to spend or use up a resource
2. something you're born with

[5] But the team also say they established a link between fairness and altruism. In a second part of the experiment, the babies chose between two toys, and were then asked to share one of the toys with an experimenter. About a third of the babies were “selfish sharers”: they shared the toy they hadn’t chosen. Another third were “altruistic sharers”: they shared their chosen toy. (The rest chose not to share. They may have been inhibited by the unfamiliarity of the experimenter, or maybe they just weren’t that into sharing.)

What’s interesting about the second half of the study was that by and large it was the babies who had previously been surprised by the unfair cracker and milk distribution who tended to share the preferred toy with the experimenter (the altruistic sharers). The babies who shared the rejected toy hadn’t expressed much surprise over unequal distribution. This led the researchers to suggest that there’s a fundamental link between altruism and a sense of equity.

An alternative interpretation for babies’ perception of fairness could be that babies merely show surprise when physical things are divided unevenly, the authors suggest. For example, that they could just be taken aback by “violations of non-moral conventions,” naturally assuming “that goods are usually divided into equal amounts.” But, the authors argue, the fact that the second part of the study connected the “altruistic” behaviors to the perception of unevenness speaks to the fact that babies “evaluate events along morally relevant dimensions.” This led the researchers to conclude that social and moral development occur in tandem.³

While it’s interesting that altruism and fairness appear to be interconnected traits, particularly at such an early age, the research doesn’t completely get to the bottom of the nature of altruism. One could argue that perceiving fairness is simply a prerequisite for helpful acts, even ulterior⁴ motivated ones: after all, there’s something “fair” about the notion of a later payback.

Still, the research suggests that, whatever the motive, infants have an early sense of both traits, which are preverbal. They appear to develop their social behaviors just by watching others, which the authors suggest could help adults understand more about how to foster that development in kids from a young age.

[10] In fact, argue the authors, it’s even possible that babies are more likely to be altruistic than older people, because they think less about it. Study author Jessica Sommerville says that “some researchers have suggested that young children and infants may be more blindly altruistic than older children and adults, because they don’t yet possess the ability to be discerning.”⁵

So maybe we should take a lesson from the youngsters who share their toys with random people without a second thought. Maybe thinking about it less is the key to kindness.

“Does Altruism Actually Exist?” from The Atlantic by Alice G. Walton. Copyright © 2011. Used with permission. All rights reserved.

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3. a group of people or things that work together or are associated with each other
 4. **Ulterior (adjective):** existing beyond what is obvious or admitted
 5. **Discerning (adjective):** having or showing good judgment

DAY 2 ACTIVITY (continued)

Part II: Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which statement identifies the central idea of the text? (SOL: Identify the main idea)
 - A. Babies are more likely to act fairly and altruistically to other people because they have yet to be socially influenced by those around them.
 - B. While babies appear to recognize fairness and exhibit altruism, it's impossible to determine their true motivations for kindness due to their inability to communicate.
 - C. Babies who are able to recognize examples of unfairness are more likely to act altruistically, proving that there's a connection between the development of the two.
 - D. Babies that are unable to recognize something as being unfair or show altruism are behind in their social and moral development.

2. Which detail from the text best supports the answer to Question 1? (SOL: Identify supporting details)
 - A. "Evolutionarily, this doesn't make a whole lot of sense, since we're all out to preserve ourselves — and our genes. There must be something else going on." (Paragraph 1)
 - B. "But, the authors argue, the fact that the second part of the study connected the 'altruistic' behaviors to the perception of unevenness speaks to the fact that babies 'evaluate events along morally relevant dimensions.'" (Paragraph 7)
 - C. "They appear to develop their social behaviors just by watching others, which the authors suggest could help adults understand more about how to foster that development in kids from a young age." (Paragraph 9)
 - D. "Some researchers have suggested that young children and infants may be more blindly altruistic than older children and adults, because they don't yet possess the ability to be discerning." (Paragraph 10)

3. How does the author introduce the idea of true altruism in paragraphs 1-2?
 - A. as a concept that confuses many people because of its apparent selfless nature
 - B. as something very few people are capable of because it requires true selflessness
 - C. as actions that appear selfless but actually benefit the individual in the end
 - D. as something only babies and young children are capable of because of their innocence

4. Which of the following describes the connection between fairness and altruism?
 - A. Researchers have determined that an understanding of altruism develops in children before an understanding of fairness.
 - B. The more upset a person becomes in the face of unfairness, the more likely they are to act fairly and altruistically themselves.
 - C. An understanding of fairness isn't clearly connected to someone's ability to understand altruism or act selflessly.
 - D. An understanding of fairness and altruism are connected, but researchers are uncertain to the full extent of their connection.

5. In the text, the author discusses how young children are more altruistic than older children. Do you think you've become more selfish as you've aged? Why or why not? How do you think we can hold on to our altruism as we age?

DAY 3 ACTIVITY

Part I: Read and annotate the poem “A Friend” by Gillian Jones by using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each four lines in a couple of sentences)

<p>“A Friend” by Gillian Jones</p> <p>A person who will listen and not condemn Someone on whom you can depend They will not flee when bad times are here Instead they will be there to lend an ear</p> <p>They will think of ways to make you smile So you can be happy for a while When times are good and happy there after They will be there to share the laughter</p> <p>Do not forget your friends at all For they pick you up when you fall Do not expect to just take and hold Give friendship back, it is pure gold.</p>	
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Part II: For the following questions, choose the best answer or respond in complete sentences.

After reading “A Friend,” what is the main idea of this poem?

Complete the Summary Chart with 3 key details and a summary of selected lines of the poem.

Lines	Three Key Details Be sure these are the MOST important details within the lines.	Summary Include your three key details within your summary.
Lines 1-4	<ul style="list-style-type: none"> • • • 	
Lines 5-8	<ul style="list-style-type: none"> • • • 	
Lines 9-12	<ul style="list-style-type: none"> • • • 	

DAY 4 ACTIVITY

Part I: Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the informational text below by ABC News.

More Facebook Friends, Fewer Real Ones, Says Cornell Study

By ABC News
November 8, 2011

Matthew Brashears, a Cornell University sociologist, surveyed more than 2,000 adults and concluded that despite the emergence of online social networks, the number of truly close friends people cite has dropped. As you read, take note of the different factors that have contributed to this.

- [1] We may “friend” more people on Facebook, but we have fewer real friends – the kind who would help us out in tough times, listen sympathetically no matter what, lend us money or give us a place to stay if we needed it, keep a secret if we shared one.

That’s the conclusion made by Matthew Brashears, a Cornell University sociologist who surveyed more than 2,000 adults from a national database and found that from 1985 to 2010, the number of truly close friends people cited has dropped – even though we’re socializing as much as ever.



"Friends with Mobile Phones" by Garry Knight is licensed under CC BY 2.0.

On average, participants listed 2.03 close friends in Brashears’ survey. That number was down from about three in a 1985 study.

“These are the people you think of as your real confidants,¹ your go-to people if you need something,” Brashears said.

- [5] Brashears asked people online from a database called TESS – Time-Sharing Experiments for the Social Sciences – to list the names of people with whom they had discussed “important matters” over the previous six months. He reports the results in a forthcoming issue of the journal *Social Networks*.

Forty-eight percent of participants listed one close friend when asked, 18 percent listed two and 29 percent listed more. A little more than 4 percent didn’t list anyone.

What’s going on? Brashears said his survey can’t tell us conclusively, but his guess is that while we meet just as many people as we used to, we categorize them differently.

1. **Confidant (noun):** a trusted friend or partner

Does that mean we're more isolated in these times when we seem to meet more people online than in person? (How many of your Facebook "friends" are really friends of yours?) Defying² some of the stereotypes of the digital age, social scientists say Facebook may actually be healthy for us. Keith Hampton at the Annenberg School for Communication at the University of Pennsylvania wrote a report for the Pew Research Center in which he found that "Internet users in general, but Facebook users even more so, have more close relationships than other people."

"Facebook users get more overall social support, and in particular they report more emotional support and companionship than other people," wrote Hampton in a blog post. "And, it is not a trivial amount of support. Compared to other things that matter for support – like being married or living with a partner – it really matters. Frequent Facebook use is equivalent to about half the boost in support you get from being married."

[10] But online contact and personal contact are different. While Hampton reports we know more people because of Facebook and similar sites, Brashears reports there are fewer whom we choose to trust with our most intimate worries.

"We're not becoming asocial," said Brashears, "but these people give us social support, and they give us advice."

"More Facebook Friends, Fewer Real Ones, Says Cornell Study" from www.abcnews.com, © ABC News. Reprinted with permission, all rights reserved.

DAY 4 ACTIVITY (continued)

Part II: Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Summarize the central idea(s) of the article.

2. What does the word “confidant” most closely mean as it is used in paragraph 4?
 - A. Someone with a lot of self-esteem
 - B. An acquaintance or colleague
 - C. Someone you might take advantage of
 - D. A person you deeply trust and care about
3. Which phrase from the text provides the best support for the answer to Question 2?
 - A. “truly close friends” (Paragraph 2)
 - B. “socializing as much as ever” (Paragraph 2)
 - C. “if you need something” (Paragraph 4)
 - D. “discussed ‘important matters’” (Paragraph 5)

4. In your own experience, do social networks make us more or less social? Explain.

5. Do you believe that Facebook and other social networks are making us redefine friendship? Explain your answer.

6. What is a friend? Cite evidence from this text, other texts you have read in this packet, your own experience, or other literature, art, or history in your answer.

DAY 5 ACTIVITY

Part I: Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase a line or two in a couple of sentences) the poem “No Man is an Island” by John Donne.

No Man is an Island

By John Donne 1624

John Donne (1572-1631) was an English poet whose time spent as a cleric in the Church of England often influenced the subjects of his poetry. In 1623, Donne suffered a nearly fatal illness, which inspired him to write a book of meditations on pain, health, and sickness called Devotions upon Emergent Occasions. “No Man is an Island” is a famous section of “Meditation XVII” from this book. As you read, take notes on how the author uses figurative language to describe humanity.

Modern Version



“Untitled” by Neven Krcmarek is licensed under CC0

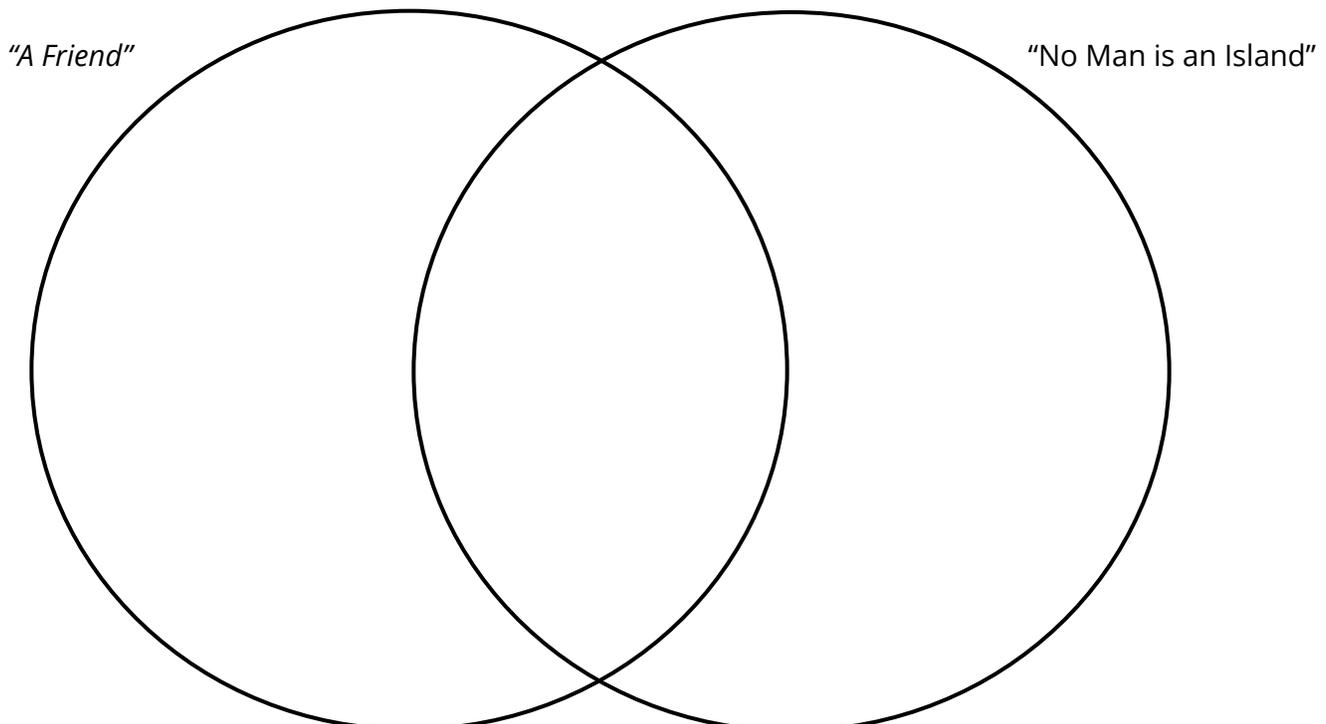
- [1] No man is an island entire of itself; every man is a piece of the continent, a part of the main; if a clod¹ be washed away by the sea, Europe is the less, as well as if a promontory² were, as well as any manner of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind. And therefore never send to know for whom the bell tolls;³ it tolls for thee.

“No Man Is An Island” by John Donne (1624) is in the public domain.

1. a clump of soil
2. a point of high land that juts out into a large body of water, like a peninsula
3. ringing a bell to mark or announce something (such as the time or a person's passing)

DAY 5 ACTIVITY continued

Part II: Fill in the Venn-diagram with similarities and differences between “A Friend” by Gillian Jones and “No Man is an Island” by John Donne. What similar themes and poetic choices do you notice? What major differences do you encounter?



Part III: For the following questions on “No Man is an Island,” choose the best answer or respond in complete sentences.

1. Which of the following best describes a theme of the poem?
 - A. People tend to care only about themselves and cannot easily connect with others.
 - B. Peace among different people and countries is possible through shared grief.
 - C. Everyone and everything in the world is connected as part of a larger whole.
 - D. Loneliness is one of the worst fates one can suffer and no one should have to bear it.

2. How does the figurative language in lines 1-4 develop the poem’s theme?
 - A. It compares people to land masses, and when one clod is washed away it lessens the continent; this develops the theme of connection between individuals as parts of a whole.
 - B. It compares people to islands, and when one island loses land it only impacts the one island; this develops the theme of people who exist within their own worlds.
 - C. It compares the world to the continent of Europe; this develops the theme of European expansion across the world, uniting different parts of it under colonial rule.
 - D. It compares different peoples to land masses, and when one clod is washed away it lessens the continent; this develops the theme of peace and unity among different countries.

3. How does the poet likely define friendship? What does it mean to be a friend?

4. How does our modern society value connection between people? Is this similar to how Donne conceived it?

5. In the context of this poem, what is the importance of community? What does it mean to be a part of a community? Cite evidence from the text, your personal experiences, or other sources of history and literature.
