

## Unit 1: Take Control

### Essential Question:

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Cover Design and Annotations by:

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**Directions:**

1. Review the unit opening page, and write the unit's essential question on the first line above.
2. Design a look for this cover using colors, images, shapes and other elements that matches one or more of the unit readings. Don't forget to put your name on the second line above.
3. Use the "Taking Notes" pages to annotate each story in the unit. Be sure to fill in all the sections with sufficient details.
4. Complete the response log boxes for each story with at least two sentences of explanation.
5. Use your packet to study for upcoming reading checks, quizzes, and tests.
6. Submit all pages of your work in Archie once all readings are finished.

# TAKING NOTES

Name: \_\_\_\_\_

Topic "Rogue Wave" by Theodore Taylor

Main Points (bullet points):

Author Info.:

- Author Theodore Taylor (1921–2006) wrote many stories about self-reliant characters who face great challenges.
- His best-known book, *The Cay*, depicts the struggles and revelations of a boy shipwrecked during World War II.

Setting: "fifteen miles off desolate Cabo Colnett, south of Ensenada" p.4  
in the path of a rogue wave on a ship called "Old Sea Dog" p.2

Exposition- Rogue waves are very dangerous, this one is 48 ft. tall and has "already killed thirteen people" (p.1)

Inciting Incident- The rogue wave hits the Old Sea Dog and flips it over (p. 9)

Rising Action- Scoot is knocked unconscious and trapped in the galley while Sully is talked in the sail outside the ship. Later Sully gets free but he cannot free Scoot because the cabin doors are jammed. (p.10-13) Sully keeps trying to dive down and open the doors, but fails every time. While Sully imagines the worst case scenario, Scoot begins to wake up and realizes where she is (p. 26) The two try to communicate by tapping on the hull of the ship but eventually realize that Scoot's only chance is to save herself. (p.47) While Sully tries to communicate telepathically how Scoot can get out, Scoot realizes the skylight is her best chance of escape. (p.48) She uses an emergency flashlight and her own strength in swimming to find the skylight (p.54-61) Crisis/

Climax- After 6 attempts, Scoot gets the window open and frees herself from the galley of the ship (p.62) Falling Action- The two spend the night on the hull of the ship until the Red Rooster's captain, Mark Stevens rescues them (p.64-67)

Resolution- The Old Sea Dog finally sinks into the sea completely not long after the siblings are rescued (p. 69)

Direct Quotes, key facts,  
figures, evidence or statistics  
Genre:

## Literary Elements

SUSPENSE- "It was already too late to shout a warning to Scoot so she could escape from the cabin; too late to do anything except hang on to the wheel with both hands; too late even to pray. " (p.9) stops the action and shows how dangerous things are before telling us the results

FORESHADOWING-

INFERENCES I had to make:

- The main conflict of the story will be between people and nature (person vs. greater power), specifically the rogue ocean wave
- Sully cares a lot about his sister and does not give up easily
- Scoot and Sully both know how to push aside their fears and stick to a plan

Characters:

- Melissa "Scoot" Atkins- 14 years old, pretty, dark hair, less than 5 ft tall, athletic, younger sister
- Sullivan "Sully" Atkins-

KEY WORDS

**Adventure**  
**Sailboat**  
**Near-Death Experience**  
**Survival Skills**  
**Natural Disaster**  
**Escape**  
**Hope/Despair**  
**Self-reliance**  
**Planning**  
**Persistence**

Questions you have

**In the future, would these characters ever want to go sailing again or not?**

**How much would it cost to replace the Old Sea Dog?**

# TAKING NOTES

Name: \_\_\_\_\_

Topic "The Flight of Icarus" Greek Myth Retold by Sally Benson

Main Points (bullet points):

No specific author details for this reading

Setting: Ancient Crete and Sicily, specifically King Minos' tower and island for prisoners, In the end he builds a temple to Apollo in Sicily

Plot Summary:  
Exposition-

Inciting Incident-

Rising Action-

Crisis/Climax-

Falling Action-

Resolution-

Theme/Moral:

Direct Quotes, key facts,  
figures, evidence or statistics

Genre: Myth

Elements of Myth in this reading:

-  
-  
-

Inferences I had to make:

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Important Characters:

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Questions you have

KEY WORDS

# TAKING NOTES

Name: \_\_\_\_\_

Topic **"Icarus's Flight" by Stephen Dobyns**

Main Points (bullet points):

**Author Notes:** author of popular works of fiction, but he considers himself primarily a poet.

**Setting:** Ancient land the sky, and the surrounding waters

**Plot Synopsis (summary):** Icarus flies for a specific purpose, to find the limits of his flying freedom. He had to know how much freedom he really had before he could fully enjoy it. When he flew "too high," it was actually just high enough to learn the valuable truth he was looking for all along. Although he fell and died, he still went to his death with greater wisdom than when his journey started.

**Tone:**

**Theme 1:** It is good and necessary to discover the limits of your own freedom for yourself.

**Theme 2:**

Direct Quotes, key facts, figures, evidence or statistics

**Genre:** Poetry

**Essential Elements in this poem:**

**Compressed, just right words:**

- Didn't talk much about other characters, only Icarus
- Used rhetorical questions to get readers to sympathize with Icarus
- barely mentioned setting
- Focuses on negative words like "downward plunge" without mentioning actual death

**Paying attention to sounds:**

—Important Alliteration Examples—

Connected "freedom" and "flew" right before going too high

Used "descent" and "disintegrating" instead of more simple words to show importance of those ideas

—Punctuation and Tone—

Author keeps sentences moving from line to line without breaking at the end, makes us want to read further down and follow Icarus's descent to the end

Asks questions to reason with readers and prove his point defending Icarus's actions

**Important Character(s):**

Icarus- A thoughtful and careful "boy" who did what any other person would have done and learned a valuable lesson about his limits in the process

Questions you have

KEY WORDS

# TAKING NOTES

Name: \_\_\_\_\_ Topic **“Heartbeat” by David Yoo**

Main Points (bullet points):

**Author Notes:**

**Setting:**

**(Conflicts: Internal Underlined External Bold)**  
**Exposition:**

**Inciting Incident:**

**Rising Action:**

**Crisis/Climax:**

**Falling Action:**

**Resolution:**

**Theme:**

Direct Quotes, key facts,  
figures, evidence or statistics

**Genre: Short Story**

**Character Traits:**  
David-

**Character Motivations:**  
David-

Questions you have

KEY WORDS

# TAKING NOTES

Name: \_\_\_\_\_

Topic **"Women in Aviation"**  
**by Patricia and Fredrick McKissack**

## Main Points (bullet points):

Author Notes: Together they "wrote more than 100 biographies and other nonfiction books, most focusing on the achievements of African Americans."

**Authors' Purpose: To inform readers about the difficulties that women had to overcome to achieve their dreams of becoming aviators in the early years of flight.**

### Big Ideas by Section

INTRODUCTION: Paragraph 1 (Attitudes Toward Aviators)

- Many people in the aviation world thought that women and Black people were incapable of learning to fly. They even assumed that only white men had enough skill and courage to do it.

- Thesis: "Yet despite these prevailing prejudices, the dream and the desire to fly stayed alive among women and African-Americans." (p.1)

REASON 1: Paragraphs 2-5 (Early Women in Aviation)

- Sophie Blanchard:

- Katherine Wright:

- Harriet Quimby:

REASON 2: Paragraphs 6-15 (Bessie Colman's Experience)

- Early Life and Education:

- Path to Pilot's License:

- Obstacles Back Home:

REASON 3: Paragraphs 16-20 (Safety and Media Coverage)

- Causes of Death:

- Media Interpretation:

CONCLUSION: Paragraph 21 (Bessie Coleman's Legacy)

Direct Quotes, key facts, figures, evidence or statistics

**Genre: Informational Text (Historical)**  
**Essay-style structure**

### Important Quotations:

"Orville so appreciated his sister's help that he said, 'When the world speaks of the Wrights, it must include my sister. . . . She inspired much of our effort.'" (p.3)

"Quimby was overheard to quip with a smile and a wink: 'Flying is easier than voting.' (The Woman's Suffrage Amendment wasn't passed until 1920.)" (p.5)

"...Coleman was a 'natural talent.' On June 15, 1921, Coleman made history by becoming the first black woman to earn her wings, thus joining the ranks of the handful of American women fliers." (p.13)

"The color of my skin [was] a drawback at first. . . . I was a curiosity, but soon the public discovered I could really fly. Then they came to see Brave Bessie, as they called me." (p.15)

"'Women are often penalized by publicity for their every mishap,' said Amelia Earhart, the most famous female pilot in aviation history. 'The result is that such emphasis sometimes directly affects [a woman's] chances for a flying job.'" (p.20)

Questions you have

KEY WORDS

# TAKING NOTES

Name: \_\_\_\_\_

Topic **“Thank You, M’am” by Langston Hughes**

Main Points (bullet points):

Author Notes:

Setting: (Where and When)

**EXPOSITION:**

**INCITING INCIDENT:** (External Conflict)

**RISING ACTION:**(External Conflicts)

**CRISIS/CLIMAX:** (Internal Conflicts)

**FALLING ACTION:**

**RESOLUTION:**

Direct Quotes, key facts,  
figures, evidence or statistics  
**Genre: Short Story (Realistic Fiction)**

Main Characters:

MS. LUELLE BATES WASHINGTON

JONES:

Physical Appearance-

Say, Think, or Do-

Personality-

ROGER:

Physical Appearance-

Say, Think, or Do-

Personality-

Questions you have

KEY WORDS

# TAKING NOTES

Name: \_\_\_\_\_

Topic **“A Police Stop Changed This Teenager’s Life”  
by Amy B. Wang**

Main Points (bullet points):

Author Details: (general assignment reporter at The Washington Post)  
During her career, she has covered economic development, aviation,  
education, state politics, breaking news, and human-interest stories.

**Setting:**

**EXPOSITION:**

**INCITING INCIDENT:**

**RISING ACTION:**

**CRISIS/CLIMAX:**

**FALLING ACTION:**

**RESOLUTION:**

Direct Quotes, key facts,  
figures, evidence or statistics

**Genre: News (non-fiction) Article**

Main Characters:

**CORPORAL KIRK KEFFER:**  
Physical Appearance-

Say, Think, or Do-

Personality-

What Others Say-

**JOURDAN DUNCAN:**  
Physical Appearance-

Say, Think, or Do-

Personality-

What Others Say-

Questions you have

KEY WORDS

UNIT

# 1 Response Log

Use this Response Log to record your ideas about how each of the texts in Unit 1 relates to or comments on the **Essential Question**.



**ESSENTIAL QUESTION:**  
*How do actions define us?*

"Rogue Wave"	How do the characters' actions during the crisis reveal their character?
"The Flight of Icarus"	What lesson do Icarus's actions teach about limits and consequences?
"Icarus's Flight"	How does the poem portray Icarus's choice to ignore warnings as a powerful action?
"Heartbeat"	How do Dave's actions reflect his struggle with self-image and identity?
"Women in Aviation"	What actions did the women take to overcome challenges and define their place in history?
"Thank You, M'am"	How does the boy's decision to stay instead of running away show who he is?
"A Police Stop Changed This Teenager's Life"	How did the teen's actions after the police stop shape the outcome of his life?