

**Pro-Vision Academy Charter School**  
**High School English Language Arts I-IV**  
**Distance Learning Plan**

**Week of April 6- April 10, 2020**

**English I-V**  
**(Suggested: 90 minutes of off-line activities)**

**Note:** You do not have to write the questions when completing assignments, just write the answers. You may also take a picture of your assignments with your cellphone and email them to your teachers. Please email completed assignments to: [kwhitten@pvacademy.org](mailto:kwhitten@pvacademy.org)

**English I- II**

**Monday: Reading Objectives**

**Analyzing Themes Across Multiple Texts**

**Reading Support**

This week's reading focus skill is on analyzing themes. To support this skill, students should ask these questions as they read:

- What conflicts are you noticing for the protagonist? State what big issues are these conflicts connected to. What scenes are related to this topic?
- What do you think the author is saying about this topic at this moment?
- Complete steps for another text. What is similar or different about the way these authors are treating these issues?
- Specific to stories below: How do both these texts explore identity?

**Reading Practice**

**Directions:** Read the passage "HELLO, MY NAME IS \_\_\_\_\_", to practice this week's skill.

**HELLO, MY NAME IS \_\_\_\_\_**

**Introduction:** Jason Kim is an Asian American screenwriter and playwright. In this personal account, Kim discusses his experiences emigrating from Korea at a young age and his struggle to fit into American culture while maintaining his identity. As you read, take notes on how Kim's experiences shaped his feelings about his identity.

I will never forget the day I picked a new name. I was standing in front of my class on my first day of school at Craig Elementary in St. Louis, Missouri. I had, only a day before, landed at Lambert airport after a 16-hour flight from Seoul, South Korea. I was 10 years

old. I was nervous, terrified, and jet-lagged, and I was wearing a vest because I thought it was chic.

For my entire life, everyone, including me, had known me by my Korean name: Jun Hyuk. But here, in this new country, in a brand-new classroom full of foreign faces, I had to pick a new, easy-to-pronounce, American name.

Jason.

Jason Kim.

How did I settle on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean. And because it was either going to be Aladdin, from my favorite childhood Disney tale, or Jason, from the *Mighty Morphin Power Rangers*.

I spent the next decade wanting nothing more than to look like a Larry Lorberbaum or a Garrett Kennedy. I still vividly remember my first time at recess, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not educationally **sanctioned**[1] activities in Asia. What was so fun about waiting in line, running up the steps, and going down a tiny slide over and over again? What was the value in sprinting after your classmate like a person with rabies, screaming, "TAG!"

Why didn't anyone look, sound, or act like me?

I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed. The snack, a rice cake or a piece of candy from Korea, was always accompanied by a note, usually a joke, and sometimes embellished with a drawing, which often looked like an abstract painting when it was meant to be a sketch of our beloved deceased poodle.

A month had passed when a teacher finally tapped me on the shoulder.

"Are you OK, sweetie?"

Before I could answer, another teacher rang out, "Maybe he likes sitting alone. Maybe that's the Asian way."

But in truth, I wanted to participate. I wanted to run up to Timmy like a crazy person and yell, "YOU'RE IT!" I just didn't know how.

Outside on the playground, sitting alone at recess, I learned to hate being Asian. I wanted desperately, more than anything, to be white.

I immediately forced my parents to stop calling me Jun Hyuk at home. I named myself after some guy in a live-action children's television series, and by God, they were going to call me by that name. I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my **K-pop** [2] CDs. I stopped

reading Korean children's books in order to figure out what the hell was going on with James and his giant peaches.

At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food. My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the Meat Lover's pie from Pizza Hut. For my 11th birthday, my mom made me my favorite Korean dish, oh jing uh bokkeum (spicy stir-fried squid), and I looked at her with **disdain**[3] as I declared, "This is disgusting." The next day for dinner, she made me a cheeseburger. I promptly told her it tasted inauthentic and made her drive me to McDonald's. Oh, and no more special snacks either. Unless they were artificially flavored and made by Kraft. (I was a **heinous**[4] child. Sorry, Mom.)

I graduated from high school and moved to New York City for college, where my primary goal was to blend in. But more and more, my new friends wanted to know about all the things that made me uncomfortable in the Midwest. To them, being an immigrant made me interesting. At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul. And at karaoke, people were genuinely excited that I could sing both Girls Generation and Natalie Imbruglia's "Torn." All of a sudden, being different was an asset, not a risk. In New York, I didn't have to be ashamed about being an Asian immigrant. I could just be ashamed about everything else in my life.

A year after I finished graduate school in playwriting, almost two decades after I'd landed at Lambert airport, Lena and Jenni5 cast me as an Asian American graduate student on the fourth season of *Girls*. Almost immediately after the episodes aired, I began receiving emails, tweets, and Facebook messages from young Asian American writers, actors, and performers, who were excited to see a fellow Asian face on TV.

I was shocked. How could this be? I appeared on the show for, like, a millisecond, and my Beyoncé sweatshirt was definitely doing more work than I did onscreen. It was genuinely baffling to think that anyone could look at my very Korean face and feel a sense of connection, much less react in a positive way to the very features I hated about myself for so long.

We are at the point in our culture where people are finally beginning to talk about Asian identities in the media. I have not been at the forefront of those issues. I have been crouching in the back, hiding in the corner, watching people like Margaret Cho, Daniel Dae Kim, Ali Wong, George Takei, Constance Wu, and Aziz Ansari courageously speak up about the various issues that Asian Americans face in Hollywood.

The issues exist both in front of the camera and behind the scenes. There are barely any roles written for Asian actors. And in general, the roles that can be played by a person of any race do not tend to go to Asian actors. Worst of all, the few roles that should go to Asian actors — some very high-profile — are being portrayed by white actors. Behind the camera, there are equally few Asian American writers, producers, studio executives, authors, and editors, and while there are certainly a significant number of people struggling to make it, their efforts seem to go largely unrecognized.

I have always been terrified of speaking up on behalf of diversity, which to me means a state of inclusion — a choice to be aware of the vast and profound range of identities in this world, including your own.

I have been terrified because I grew up in a country without many visible Asian Americans in the culture, and I learned to hate every part of myself that felt foreign and strange. Unfortunately, years later, this is a problem that many young Asian Americans continue to face. How do you understand yourself in a diverse country that actively chooses to ignore your particular kind of diversity?

At one point during my 20s, I took a long, dramatic look in the mirror and realized, You will be Korean for the rest of your life. As a teenager growing up in the Midwest, that thought made me cringe. Now, it makes me happy and deeply proud.

My dream now as a 30-year-old is for our country to become a place where a cameo like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, “Keep your name. You don't have to change a thing.”

### Monday: Reading Support

**Directions: After reading the passage, choose the best answer for the following questions.**

**1. PART A: Which of the following best identifies the main claim Kim develops in the text?**

- A.** Asian Americans should be encouraged to embrace and celebrate their identities in America.
- B.** The difficulty Kim experienced accepting his identity as a child was due to the lack of Asian American actors he saw on television.
- C.** Asian American actors continue to be denied opportunities in the media because of their Asian identity.
- D.** Kim pursued playwriting in college with the objective of increasing the presence of Asian American actors in entertainment.

**2. PART B: Which detail from the text best supports the answer to Part A?**

- A. "I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed." (Paragraph 8)
- B. "At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food." (Paragraph 15)
- C. "We are at the point in our culture where people are finally beginning to talk about Asian identities in the media." (Paragraph 19)
- D. "My dream... is for our country to become a place where a cameo like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, 'Keep your name. You don't have to change a thing.'" (Paragraph 24)

**3. PART A: How does Kim's inclusion of his experiences as a child contribute to the text?**

- A. It shows how difficult it can be to adjust to a new school and make friends.
- B. It encourages readers to celebrate the diversity of their peers.
- C. It emphasizes how Kim felt ashamed of and rejected his Asian identity.
- D. It depicts the strained relationship that Kim had with his family while growing up.

**4. PART B: Which quote from the text best supports the answer to Part A?**

- A. "I still vividly remember my first time at recess, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not educationally sanctioned activities in Asia." (Paragraph 6)
- B. "Before I could answer, another teacher rang out, 'Maybe he likes sitting alone. Maybe that's the Asian way.'" (Paragraph 11)
- C. "My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the Meat Lover's pie from Pizza Hut." (Paragraph 15)
- D. "At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul." (Paragraph 16)

**Tuesday: Writing Objectives**

**This week's writing focus skill is tied to the analysis of themes. To support this skill, work with**

**your student on:**

- **supporting their answers with evidence from the text.**
- **writing in complete sentences.**
- **fully explaining their thinking (why they stated that answer, what led them to that idea).**

**Discussion Questions Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. When have you ever felt like a part of your identity was not accepted or encouraged? What did you do?

### **Wednesday: Writing Objectives**

**In the context of the text, why do people follow the crowd?**

1. Why did Kim feel compelled to adopt certain practices of American culture? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

### **Thursday: Writing Objectives**

**In the context of the text, can you change your identity?**

1. How did Kim attempt to change his Asian identity? Was he successful in this? Why or why not?

### **Friday: Writing Objectives**

**Write about your experiences during this unique time of our lives.**

**Note: If you have any questions, please contact Ms. Whitten at [kwhitten@pvacademy.org](mailto:kwhitten@pvacademy.org)**

## **English III and IV**

**Submit Eng. III assignments to [erem@pvacademy.org](mailto:erem@pvacademy.org)  
Submit Eng. IV assignments to [rcourtney@pvacademy.org](mailto:rcourtney@pvacademy.org)**

**Monday: April 6, 2020**

**Note: You do not have to write the questions when completing assignments, just the answers. You may take a picture of your assignments and email them to your teachers.**

### **Reading Objectives: Analyzing Text**

This week's reading objective is analyzing text. To support this skill, students should ask these questions as they read the stories:

- **What are the meanings of unfamiliar words in text?**
- **What strategies should I use to gain meaning from text? Annotate, use context clues, etc.**
- **What message is the author attempting to convey?**

## Reading Practice

**Directions:** Read the story “ **Animal Emotions Stare Us In the Face**”, to practice this week’s skills.

### **ANIMAL EMOTIONS STARE US IN THE FACE — ARE OUR PETS HAPPY?**

**by Mirjam Guesgen**

**Introduction:** While the facial expressions of our friends and family can give us an idea about what they’re feeling the facial expressions of our pets largely remain a mystery to us. In this informational text Mirjam Guesgen discusses researchers’ attempts to create new technology that can decipher animals’ facial expressions. As you read take notes on what researchers know about animals’ facial expressions and what else they need to learn.

**(1)** Scientists are starting to be able to accurately read animal facial expressions and understand what they communicate.

Facial expressions project our internal emotions to the outside world. Reading other people’s faces comes naturally and automatically to most of us. Without your best friend saying a word, you know — by seeing the little wrinkles around her eyes, her rounded, raised cheeks and upturned lip corners — that she got that promotion she wanted.

What if we could just as easily read the faces of other living beings? Will there come a day when we can hold up a smart phone to our cat and know how he’s feeling?

Researchers are developing coding systems that enable them to objectively read animal facial expressions rather than inferring or guessing at their meaning. A coding system precisely describes how different facial features change when an animal feels a particular emotion, such as squinting an eye or pursing lips. By looking at photographs and scoring how much each of these features or “action units” change, we can determine how strongly an emotion is felt.

#### **PAIN RECOGNITION FIRST FRONTIER**

**(5)** So far, only pain coding systems (grimace scales) for non-primate animals have been scientifically developed. Despite their different anatomy; mice, rats, rabbits, horses and sheep (including lambs) all pull a similar pain-face. They tighten their eyes, bulge or flatten their cheeks, change the position of their ears and tense their mouths.

The push to develop grimace scales has largely come from our desire and ethical duty to assess and improve the welfare of animals used in labs or for food products.

Ideally, we want a way to accurately and reliably know how an animal is feeling by simply looking at them, rather than by drawing blood for tests or monitoring heart rates. By knowing their emotional states, we can help to reduce pain, boredom or fear and, ideally, foster curiosity or joy.

Animals, particularly social ones, may have evolved facial expressions for the same reason we did — to communicate with one another or, in the case of dogs, with us.

Particularly for prey animals, subtle cues that other members of their group (but not predators) can pick up on are useful for safety, for example. A pain behaviour cue may trigger help or comfort from other group members, or serve as a warning to stay away from the source of pain.

**(10)** If we can decipher grimacing, we should also, theoretically, be able to understand facial expressions for other emotions such as joy or sadness. We would also likely want to comprehend facial expressions for the animals closest to our hearts: our pets.

### **SMART PHONE APP FOR ANIMAL EMOTIONS**

One day, pet owners, farmhands or veterinarians could hold up a smart phone to a dog, sheep or cat and have an app tell them the specific emotion the animal is showing.

However, getting to an automated emotion-identification system requires many steps. The first is to define emotions in a testable, non-species-specific way.

The second is to gather descriptive baseline data<sup>1</sup> about emotional expression in a controlled, experimental environment. One way to do this might be to put animals in situations that will **elicit** a particular emotion and see how their physiology, brain patterns, behaviour and faces change. Any changes would need to occur reliably enough that we could call them a facial expression.

We already have some hints to go on: Depressed horses close their eyes, even when not resting. Fearful cows lay their ears flat on their heads and open their eyes wide. Joyful rats have pinker ears that point more forward and outward.

**[15]** Once we have gathered this data, we would then need to turn that scientific information into an automated, technological system. The system would have to be able to extract the key facial action units from an image and calculate how those features differ from a neutral baseline expression.

Once we have gathered this data, we would then need to turn that scientific information into an automated, technological system. The system would have to be able to extract the key facial action units from an image and calculate how those features differ from a neutral baseline expression.

The system would also need to be able to deal with individual differences in facial features as well as subtle differences in how individuals express emotion. The process of feature extraction and calculation also becomes difficult or fails when a face is poorly lit, on an angle or partially covered.

While we are making progress in automated human facial expression identification, we are still a long way off when it comes to animals. A more realistic short-term goal would be to better understand which emotions non-human animals express and how. The answers could be staring us right in the face.

**“Animal emotions stare us in the face — are our pets happy?” by Mirjam Guesgen, University of Alberta, July 10, 2017. Copyright © The Conversation 2017, CC BY-ND**



## Comprehension Questions

Please think about the passage and then answer the following questions.

### 1. Which statement identifies the central idea of the text?

- A. Through researchers' study of animals' facial expressions, they have determined that most animals are just as emotionally complex as humans.
- B. Researchers are in the process of developing technology that deciphers animals' expressions, but still have much to learn.
- C. Developing technology to decipher animals' facial expressions shouldn't be too challenging, as animals and humans share many facial expressions.
- D. While technology is already being developed to decipher animals' facial expressions, many people wonder how this will impact humans' views on animals.

### 2. Which detail from the text best supports the central idea of the text?

- A. "Without your best friend saying a word, you know — by seeing the little wrinkles around her eyes, her rounded, raised cheeks and upturned lip corners — that she got that promotion she wanted." ( Paragraph 2)
- B. "Despite their different anatomy; mice, rats, rabbits, horses and sheep (including lambs) all pull a similar pain-face. They tighten their eyes, bulge or flatten their cheeks, change the position of their ears and tense their mouths." ( Paragraph 5)
- C. "A pain behaviour cue may trigger help or comfort from other group members, or serve as a warning to stay away from the source of pain." ( Paragraph 9)
- D. "However, getting to an automated emotion- identification system requires many steps. The first is to define emotions in a testable, non-species-specific way." ( Paragraph 12)

### 3. Which statement describes the author's purpose in the text?

- A. to discuss the development of technology that could decipher animals' emotions, and how that technology would work
- B. to show why developing technology that can decipher animals' facial expression isn't a worthwhile project for researchers
- C. to discuss some of the problems that developing the technology that deciphers animals' facial expressions might cause
- D. to stress how close researchers are to developing an app that can decipher animals' expressions automatically

### 4. Which statement describes the relationship between humans' ability to identify animals' grimaces and deciphering other facial expressions?

- A. The author believes that humans' ability to recognize pain in animals should lead to the ability to recognize other facial expressions.
- B. The author discusses how animals' ability to show pain through facial expression proves that they are capable of a wide range of expressions.
- C. That author discusses how humans are only interested in identifying pained facial expressions in animals to improve the ethical treatment of them.
- D. The author explains how a grimace can be used as a base-line emotion for animals, as all

humans and animals have similar expressions of pain.

**TUESDAY: April 7, 2020**

**Writing Objective**

**Re-read Animals Emotions Stare Us In The Face – Are Our Pets Happy? and then write a short essay that answers the following question.**

How does the author describe humans' ability to decipher animal's facial expressions and how might that affect human's relationships with animals?

**WEDNESDAY: April 8, 2020**

**CARROTS WITH CHARACTER**

**by Erin K. Peabody\* 2004**

**Introduction:** While we might be used to orange carrots these vegetables come in an array of colors and with varying health benefits. In this informational text Erin K. Peabody discusses how by genetically modifying carrots scientists can make them have different health benefits. As you read take note on the varying health benefits of carrots.

**Directions: Read the vocabulary words and the meanings before reading the story.**

<b>Vocabulary</b>	1.versatile	2.photosynthesis	3.macular	4.macular degeneration	5.synthesizing
<b>Meanings:</b>	<b>Having many uses or applications</b>	<b>The process by which a plant turns water and carbon dioxide into food when exposed to light</b>	<b>A small yellowish area in the eye that is responsible for sharp vision</b>	<b>An eye disease that can result in vision loss</b>	<b>To make something by combining different things</b>

(1) Shredded in salads and slaws, steamed, or just peeled and dunked in an herb-speckled dip, carrots are **versatile**[1] veggies that add colorful zest to our dinner plates. These crunchy orange roots are also a well-known source of vitamin A. Just a single, full-size carrot more than fulfills an adult's daily quotient of the essential vitamin.

But the carrot hasn't always been the vitamin A powerhouse that it is today. Over two decades ago, scientists in the ARS Vegetable Crops Research Unit at Madison, Wisconsin, began a quest to breed carrots packed with beta-carotene — an orange pigment used by the body to create vitamin A. Thanks largely to this ARS work, today's carrots provide consumers with 75 percent more beta-carotene than those available 25 years ago.

The researchers, led by plant geneticist Philipp Simon, haven't limited themselves to the color orange. They've selectively bred a rainbow of carrots — purple, red, yellow, even white. Scientists are learning that these plant pigments perform a range of protective duties in the human body — which is not surprising, says Simon, since many of the pigments serve to shield plant cells during **photosynthesis**.<sup>[2]</sup>

Red carrots derive their color mainly from lycopene, a type of carotene believed to guard against heart disease and some cancers. Yellow carrots accumulate xanthophylls, pigments similar to beta-carotene that support good eye health. Purple carrots possess an entirely different class of pigments — anthocyanins — which act as powerful antioxidants.

[5]While colored carrots are unusual, they're not exactly new. "Purple and yellow carrots were eaten more than 1,000 years ago in Afghanistan and 700 years ago in western Europe," says Simon. "But the carrot-breeding process has gone on intensively for just 50 years." Simon and his team of ARS researchers and colleagues at the University of Wisconsin-Madison (UW) have recently shown that their highly pigmented carrots are a ready source of some sought-after nutrients.

### THE EYES HAVE IT

Lutein is one of the hydroxy carotenoids that make up the **macular** <sup>[3]</sup> pigment of human retinas. Consuming foods high in lutein may increase the density of this pigment and decrease the risk for developing macular **degeneration**,<sup>[4]</sup> an age-related disease.

"Up to now," says Simon, "we didn't know whether lutein was biologically available from carrots, because they're considered a complex food."

In a study to determine humans' lutein uptake from lutein-rich yellow carrots, Simon, along with UW's Sherry Tanumihardjo, recruited nine 23-to 28-year-old volunteers to eat the carrots and take a lutein supplement. By reading the participants' blood serum levels, the researchers found that lutein from the carrots was 65 percent as **bioavailable** as it was from the supplement.

**(10)**Tanumihardjo, an assistant professor in UW's Department of Nutritional Sciences, says, "While other foods might contain higher levels of lutein — like spinach for instance — lutein is absorbed very well from lutein-rich carrots."

In another study, Simon and Tanumihardjo found that lycopene from red-pigmented carrots is 40 percent as **bioavailable** as it is from tomato paste. "Not everyone eats or likes tomatoes," she says, "so finding another source of lycopene that also provides beta-carotene is very positive."

Their lycopene study appeared in the May 2004 issue of the European Journal of Clinical Nutrition. The lutein study appeared in the July 2004 issue of the American Journal of Clinical Nutrition.

### BEHIND THE COLORS

In nature, different strains of carrots contain varying types and amounts of carotenoids — the pigments responsible for orange, yellow, and red colors. To assist seed companies and growers who wish to produce nutrient-rich carrots, Simon and his lab are working to map all the genes that play a part in **synthesizing**<sup>[5]</sup> carotenoids in major carrot lines. Simon now knows

of 20 genes that are involved. But determining a particular gene's role in generating carotenoids is not that straightforward.

"There are complexities in reading these genes," he says, "since their functions often change with the plant as it progresses through its life cycle." From Simon's work, it appears that two or three major genes account for differences in white and orange carrots and that another couple of genes separate yellow carrots from red.

### **WHY BE CONVENTIONAL?**

[15]What would you say to a glass of purple carrot juice? Some aren't so sure. Aside from enhancing the nutritional value of carrots — as well as onions, garlic, and cucumbers — researchers at Simon's laboratory also work to improve the veggies' culinary quality and appeal.

"It's hard to know what to aim for when selecting for a purple carrot," Simon says, "since we've no defined type to go by." So he's subjecting the new varieties to consumer taste tests, hoping to find carrots with a sweet and mild flavor.

"People who are asked to taste the colorful carrots are concerned about their flavor," says Simon. "We've become married to the colors we associate with particular foods. We eat with our eyes, to some extent."

Tanumihardjo agrees. "I did a study to find out whether carrot color prompted perception of taste at all," she says. "When people were able to see the color of the carrot — whether it was purple or red — they responded more favorably to it."

[20]With the help of Tanumihardjo, Simon is tapping taste preferences through an unexpected group of eaters: children in Wisconsin's inner cities and American Indian reservations. Children from lower income groups are at greater risk for developing a nutritional deficiency, like low vitamin A status. "Some of these kids have never even had a carrot before," says Simon. But their comments so far have been positive, according to Tanumihardjo.

With their compelling health benefits and a thumbs-up from taste testers, Simon's colorful carrots will be a great addition to supermarket produce aisles once consumers create a demand for them.

**"Carrots with Character" by Erin K. Peabody (2004) is in the public domain.**

### **COMPREHENSION QUESTIONS**

**Directions: Think about the passage and answer the following questions.**

**1. In paragraphs 9 and 11 of "Carrots with Character," what is the meaning of "bioavailable"?**

- A.** easily isolated
- B.** indestructibly strong
- C.** usable by the body

D. common in nature

**2. Which TWO phrases from “Carrots with Character” provide clues to the meaning of “bioavailable”?**

- A. “provide consumers with 75 percent more beta - carotene than those available 25 years ago.” ( Paragraph 2)
- B. “Lutein is one of the hydroxy carotenoids that make up the macular pigment of human retinas.” ( Paragraph 7)
- C. “In a study to determine humans’ lutein uptake from lutein-rich yellow carrots”(Paragraph 9)
- D. “to eat the carrots and take a lutein supplement.” ( Paragraph 9)
- E. “lutein is absorbed very well from lutein-rich carrots.” ( Paragraph 10)
- F. “another source of lycopene that also provides beta-carotene.” ( Paragraph 11)

**3. Which two ideas about genetic modification are developed by the author in “Carrots with Character”?**

- A. Genetic modification can increase the nutritional value of carrots
- B. Changing the color of carrots has increased their popularity with consumers.
- C. People can increase the amount of nutrients in their diets with carrots that have been genetically modified.
- D. Breeding different colors of carrots is an old process, but only now can people also modify their nutritional value.
- E. Eye health is a major reason to support the genetic modification of carrots.
- F. Genetic modification of carrots has proven how specific genes lead to changes in carrot color and nutritional value.

**4. Which two quotations from the article provide evidence for the two ideas about genetic mutation?**

- A. “Purple and yellow carrots were eaten more than 1,000 years ago in Afghanistan and 700 years ago in western Europe,’ says Simon.” ( Paragraph 5)
- B. “Simon and his team of ARS researchers and colleagues at the University of Wisconsin-Madison (UW) have recently shown that their highly pigmented carrots are a ready source of some sought-after nutrients.” ( Paragraph 6)
- C. “Consuming foods high in lutein may increase the density of this pigment and decrease the risk for developing macular degeneration, an age-related disease.” ( Paragraph 7)
- D. “By reading the participants’ blood serum levels, the researchers found that lutein from the carrots was 65 percent as bioavailable as it was from the supplement.” ( Paragraph 9)
- E. “People who are asked to taste the colorful carrots are concerned about their flavor,’ says Simon. ‘We’ve become married to the colors we associate with particular foods. We eat with our eyes, to some extent.” ( Paragraph 18)
- F. “With the help of Tanumihardjo, Simon is tapping taste preferences through an unexpected group of eaters: children in Wisconsin’s inner cities and American Indian reservations.”

**((Paragraph 20)**

**5. What concept about different carrot pigments is explored in paragraphs 4-7 of “Carrots with Character”?**

- A.** The breeding of differently pigmented carrots for nutritional value has been studied for many centuries.
- B.** The pigments of carrots indicate the ways in which they can positively affect the health of consumers.
- C.** The connection between carrot pigments and nutritional content is still unclear.
- D.** Different pigments in carrots indicate unique benefits for humans, but are not beneficial to the carrots in any way.

**Thursday- April 9, 2020**

### **Writing Objectives**

**Re-read Carrots with Character and then write an essay answering the question below.**

1. What different colors of carrots have you eaten?
2. Do you want to try others?
3. Now that you know the health benefits of different carrots, what color carrot do you think is the most important to eat and why?

**Friday- April 10, 2020**

**No assignment. Please complete all assignments and submit to your teachers**

### **NOTE**

**If you have questions or need help with your assignments, please email:**

**English III:** [erem@pvacademy.org](mailto:erem@pvacademy.org)

**English IV:** [rcourtney@pvacademy.org](mailto:rcourtney@pvacademy.org)