

Welcome Phoenix!

This summer, as we all suffer through the scorching weather, you will learn about the harrowing true story of sixteen winter sport enthusiasts and their struggle to survive an avalanche. The ground-breaking New York Times article titled “Snow Fall: The Avalanche at Tunnel Creek” chronicles their experiences. You will then read a work of literature from a list. Each piece contains a man vs. nature conflict.

As you read, you will make personal connections, answer questions, analyze text and complete a related assignment.

On the first day of school, you will get instructions about how to turn in this assignment. Please email me at cyerianza@houstonisd.org if you have any questions.

PRE-READING STEP ONE:

To access the article try visiting:

<https://www.nytimes.com/projects/2012/snow-fall/index.html#/?part=tunnel-creek>

Or type the title (“Snow Fall: The Avalanche at Tunnel Creek”) into Google to access the article.

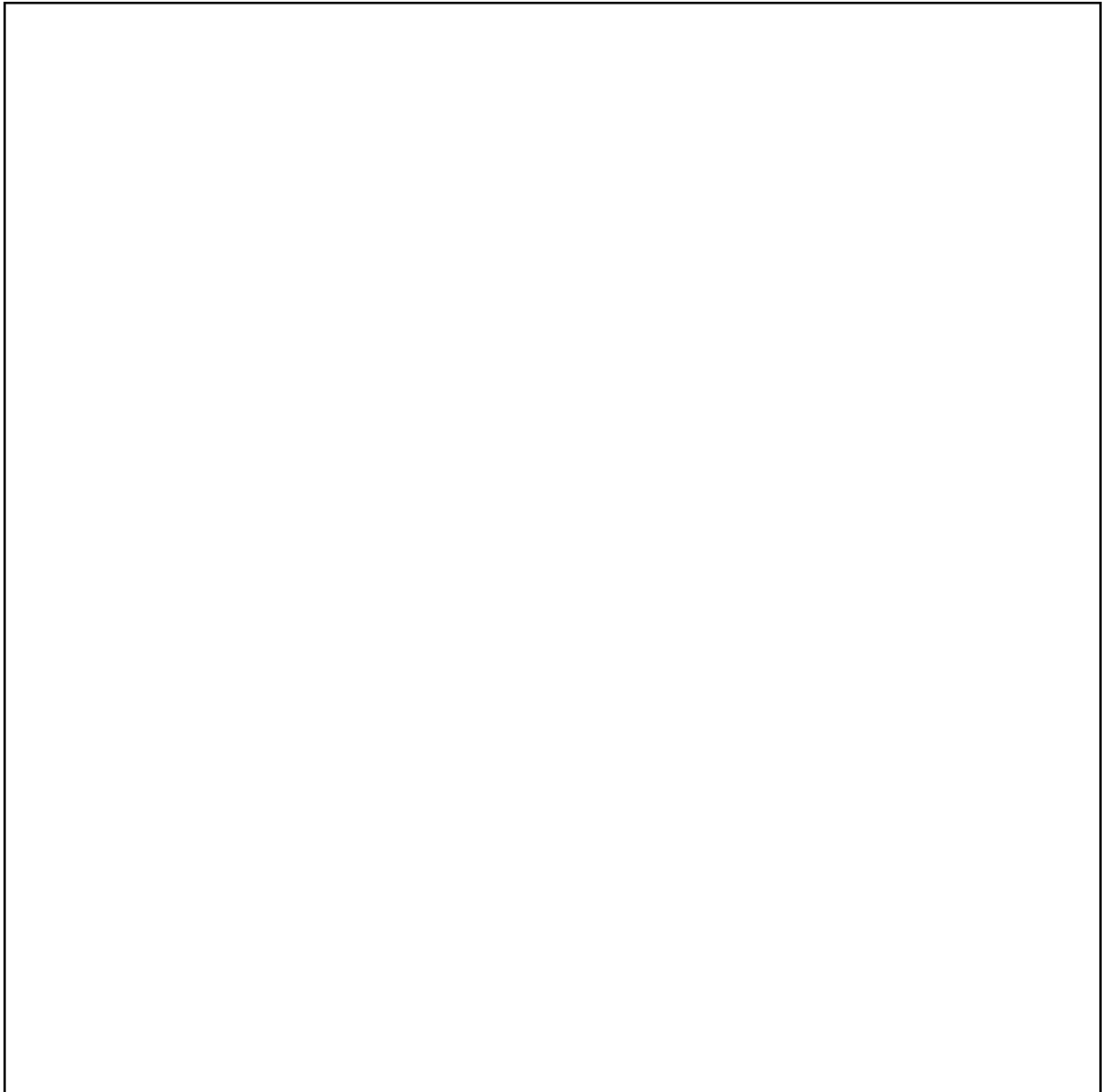
Email me at cyerianza@houstonisd.org if you have any questions or can’t access the article.

PRE-READING STEP TWO: Scan the article’s different web pages: Tunnel Creek, To the Peak, Descent Begins, Blur of White, Discovery, and Word Spreads.

Predict what the article is going to be about and write your answer here in a complete sentence or two:

PRE-READING STEP THREE: Let's first make a personal connection. You can pick ONE of the following:

- Think of a time when you were extremely cold? Write at least ten sentences about this experience. Set the scene who, where, when, why, how, what.
- Get the following: ice, a timer. Now, simultaneously grab a handful of ice and start your timer. How long can you hold the ice in your hand until it is physically unbearable? (Listen to your body- do not push yourself to the point of hurting yourself) Record your time. Challenge at least two other people to this challenge. Record their times and their experience. This response should be at least ten sentences long: set the scene: who, what, where, when, why, and how. Who could hold the ice the longest amount of time? The shortest amount of time? Describe each person's experience- how did it feel?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the pre-reading step.

DURING READING-WEB PAGE ONE-"TUNNEL CREEK": STEP FOUR: MAIN IDEA

*Note for clarity: the author starts in the middle of the story by telling us about being stuck in the avalanche. Once you get to the "Tunnel Creek" heading, you will flashback in time to the start of the story.

Define each term using the context of the article:

TERM:	DEFINITION:
Steven's Pass	
avalanche	
crust	
backcountry	
Avalanche of 1910	
powder	
Tunnel Creek	

Why is each person in Stevens Pass?

Person	
Chris Rudolph	
Elyse Saugstad	
Keith Carlsen	
John Stifter	
	Just leave this blank. Google wouldn't let me delete

DURING READING-WEB PAGE ONE-"TUNNEL CREEK": STEP FIVE: AUTHOR'S STYLE ANALYSIS-

The author, John Branch, is attempting to bring the readers into the real-life events that happened at Tunnel Creek. He uses literary devices to try to recreate the experience. Read the first web page titled Tunnel Creek. After/as you read the page, complete the charts that follow.

Simile- a figure of speech that compares two unlike things using the words like or as.

Find at least 5 similes and explain why they are being used.

For the explanation column, your sentences need to include the following: what TWO things are being compared and what is the purpose of the comparison.

Example of answer for explanation column: The globe is being compared to a marble to help the reader understand the size of the globe.

Template: Object 1 is compared to object 2 to help the reader understand/ visualize/ characterize/feel _____.

SIMILE: write the quote here	EXPLANATION- write out a sentence

Metaphor- a figure of speech that compares two unlike things

Fill out the explanation column of the chart.

For the explanation column, your sentences need to include the following: what TWO things are being compared and what is the purpose of the comparison.

Example of answer for explanation column: The globe is being compared to a marble to help the reader understand the size of the globe.

Template: Object 1 is compared to object 2 to help the reader understand/ visualize/ characterize/feel _____.

METAPHOR	EXPLANATION:write out a sentence
The avalanche spread and stopped, locking everything it carried into an icy cocoon	
Tunnel Creek is, in the vernacular of locals, a “hippie pow run” – breezy and unobstructed, the kind that makes skiers giggle in glee as they descend through a billowing cloud of their own soft powder and emerge at the bottom coated in white frosting.	*there are TWO metaphors to explain here:
To head straight down to the bottom is to enter what experts call a terrain trap: a funnel of trouble and clumsy skiing, clogged with trees and rocks and confined by high walls.	

Personification: when an author gives a non-human, human characteristics to create a new perspective for the reader

Fill out the explanation column of the chart.

For the explanation column, your sentences need to include the following: What is the object? What human trait is being given to the object?

Example of answer for explanation column: The bear is being given the human characteristic of jealousy to help the reader understand the life and death situation the bear is in.

Template: Object is given the human characteristic of _____ because it shows

_____.

PERSONIFICATION	EXPLANATION: write out a sentence
After about a minute, the creek bed vomited the debris into a gently sloped meadow.	

DURING READING-WEB PAGE TWO-"TO THE PEAK": STEP SIX: MAIN IDEA

Wow. This page is lengthy and full of information. Let's break it down into pieces: Start with the first line and stop reading before the full page moving image. The last line will say: " usually of the victims' own making."

Questions:

Read the first 10 paragraphs- list out a few details that show the reader the excitement and anticipation of those adventurers:

Continue to read down to the video labeled "Predicting Avalanches"

Watch the video and read the eight paragraphs that start to the left of the video. The first line is: "Mark Moore, director and lead meteorologist. . . "

List out why Mr. Moore feels that the conditions are especially dangerous on the day of the avalanche (the graphic that looks like snow falling on a rectangle does a very good job of explaining):

What does Avalanche Danger Level Considerable mean?

Stifter, Jack, and Keith all listen to this avalanche danger report and still decide to ascend the mountain. Why do you think they do this?

For the “Gear Up” section of the article answer the following questions:

This section has the crew all uniting. The author, John Branch takes the time to establish that these adventurers were mostly very experienced outdoors people. Some of this information is in the text of the article. Some of it is in the captions provided in the slide shows. Click on the photos in the right-hand column to get more information. Pick THREE people from this section and write at least three sentences explaining why they were uniquely capable for this adventure:

For the section labeled, “The Back Country Beckons” answer the following questions.

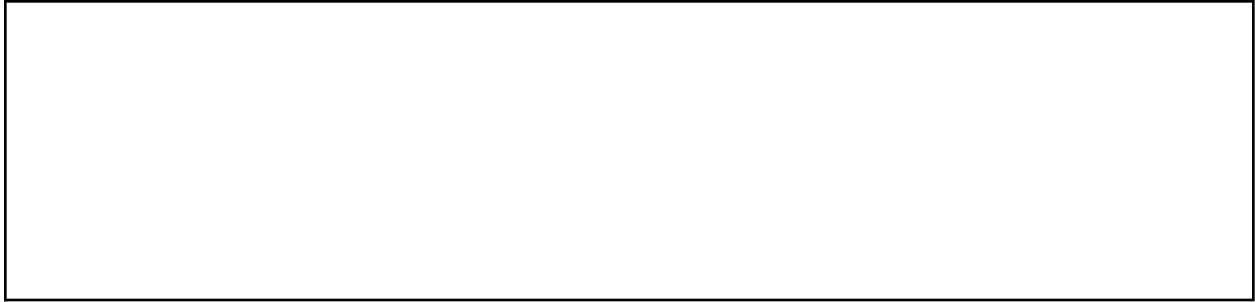
List and explain at least three factors that have lead to the explosion of adventurers heading into the backcountry:

Why is each person in Steven's Pass?

Person	
Dan Abrams	
Megan Michelson	
Joel Hammond	
Jim Jack	
Tim Carlson	
Erin Dessert and Wensel Peikert	

DURING READING-WEB PAGE TWO-"TO THE PEAK": STEP SEVEN: VISUAL ANALYSIS

Visuals can be analyzed as well as the words. Why does the author choose to include several video slideshows of each person that he is featuring in the article? In your thoughtful response, answer the question- the purpose can be to entertain, persuade, inform, make the audience feel an emotion (specify which emotion) or a combination of these things etc. Then describe at least four of the images and what they make you think or or feel. Write at least 8 sentences.



Why is the author including the picture near the bottom of the page with all of the signs? Do any of the signs' messages stick out to you? In your thoughtful response, answer the question- the purpose can be to entertain, persuade, inform, make the audience feel an emotion (specify which emotion) or a combination of these things etc. Write at least three sentences.

DURING READING-WEB PAGE THREE-"THE DESCENT BEGINS": STEP EIGHT: MAIN IDEA

Define each term using the context of the article and a dictionary:

TERM:	DEFINITION:
Slalom	
heavies	
notorious	
glade	
presage	

Read the first 11 paragraphs. Paragraph 11 (starts with the line "unspoken anxiety") and 12 explain why some in the group are having doubts about the descent before it even began. Explain at least two reasons the descent could be dangerous using paragraph 10 and 11.

In paragraph 13, why didn't Meagan Michaelson vocalize her hesitation?

In paragraph 15, Stifter expresses his reservation about the descent. What was it?

Write two quotes that show the excitement and fun that some members of the group initially feel:

Why does Erin Dessert decide to abandon the others? What does she do instead?

Watch the “Signs of Trouble” video. Draw on your personal experience and imagination. Do you think you’d like skiing? Write at least four sentences.

Read “Sliding Snow”. How are avalanches unique?

DURING READING-WEB PAGE FOUR -"BLUR OF WHITE": STEP NINE: MAIN IDEA

Pick two people and summarize what they do on the "Blur of White" page. Think about the beginning, middle, and end of the page.

Character: _____

Summary of their actions:

Character: _____

Summary of their actions:

Personal Reaction: Watch the multimedia aspects- the video and audio recording- on this page. Why did John Branch, the author, include these elements? What did you learn? How were the elements supposed to make you feel? Write at least four sentences.

DURING READING-WEB PAGE FOUR -"BLUR OF WHITE": STEP TEN: AUTHOR'S CRAFT

John Branch writes this section to help the reader understand **the intensity of the avalanche**. He builds suspense using several methods. Fill out the chart below with quotes(a quote can be any word typed in the article- not just something someone says) from the article **that help build suspense and explain the intensity of the avalanche**.

Sensory details- these are details that allow the reader to see, touch, feel, smell, or taste specific events. Example: the forest sounded like it was full of sickly frogs	Write another sensory detail here:
Simile- comparison of two unlike elements using like or as Example: see work above	Write a simile here:
	Write a simile here:
Dialogue- what people are saying. Find dialogue that highlights the intensity of the avalanche Example: "So I'm screaming his name," Castillo said. "I'm screaming and screaming. Silence."	Write dialogue here:
	Write dialogue here:
	Write dialogue here:
Details- facts or other information Watch the "Tunnel Creek Avalanche in Real Time" illustration and use it to find details Example: The snow weighs 11 million pounds	Write a detail here:

	Write a detail here:
	Write a detail here:
Rhetorical question- When a person asks a question for effect or not expecting to get an answer Example: Where's my fiance?	Write a rhetorical question here:
Short sentences- short sentences can emphasize important points or highlight a specific event or emotion. Example: I couldn't see anything.	Write a short sentence here:
	Write a short sentence here:
	Write a short sentence here:

DURING READING-WEB PAGE FIVE-"DISCOVERY": STEP ELEVEN: MAIN IDEA

Pick two people and summarize what they do on the "Blur of White" page. Think about the beginning, middle, and end of the page.

Character: _____

Summary of their actions:

Character: _____

Summary of their actions:

How is teamwork crucial during the search and rescue mission? Write at least three sentences:

Personal Reaction: Watch the multimedia aspects- the video and audio recording- on this page. Why did John Branch, the author, include these elements? What did you learn? How were the elements supposed to make you feel? Write at least four sentences.

DURING READING-WEB PAGE FOUR -"DISCOVERY": STEP TWELVE: AUTHOR'S CRAFT

John Branch writes this section to help the reader understand **the intensity of the search and rescue mission**. He builds suspense using several methods. Fill out the chart below with quotes(a quote can be any word typed in the article- not just something someone says) from the article **that help build suspense and explain the intensity of the search and rescue mission**.

<p>Sensory details- these are details that allow the reader to see, touch, feel, smell, or taste specific events. Example: the forest sounded like it was full of sickly frogs</p>	<p>Write another sensory detail here:</p>
<p>Simile- comparison of two unlike elements using like or as Example: see work above</p>	<p>Write a simile here:</p>
	<p>Write a simile here:</p>
<p>Dialogue- what people are saying. Find dialogue that highlights the intensity of the avalanche Example: "So I'm screaming his name," Castillo said. "I'm screaming and screaming. Silence."</p>	<p>Write dialogue here:</p>
	<p>Write dialogue here:</p>
	<p>Write dialogue here:</p>

Details- facts or other information	Write a detail here:
	Write a detail here:
	Write a detail here:
Rhetorical question- When a person asks a question for effect or not expecting to get an answer Example: Where's my fiance?	Write a rhetorical question here:
Short sentences- short sentences can emphasize important points or highlight a specific event or emotion. Example: I couldn't see anything.	Write a short sentence here:
	Write a short sentence here:

DURING READING-WEB PAGE FIVE-"WORD SPREADS": STEP THIRTEEN: MAIN IDEA

Define each term using the context of the article:

TERM:	DEFINITION:
optimism	
hemorrhage	
asphyxia	
premonition	

turmoil	
expedience	
extremities	

Watch the documentary at the bottom of the page. The documentary helps to summarize the article that you just read. Did it help you understand any part of the article? How did the visual component help you understand the events or people involved?

DURING READING-WEB PAGE FIVE-"WORD SPREADS": STEP FOURTEEN:TONE ANALYSIS

Tone in literature means how an author tries to make an audience feel. You may not feel the way the author intended you to, and that's okay, but you can probably guess how the author wants you to feel based on the subject matter and how they talk about it.

Picking individual words that have a strong connotation or feeling is one way to create a distinct tone in a piece of writing.

Here's a list of tone words broken up by category:

TONE WORDS BY CATEGORY

REVERENCE

Reverent, awe, venerated, solemn, mystical, majestic

HAPPINESS

Pleased, light, delightful
Cheerful, giddy, agreeable
Amiable, warm, friendly

SADNESS

Somber, melancholy,
Sorrowful, lament, despair,
Regretful, dismal, funereal,
Gloomy, dejected, grave,
Grieving, morose, sullen,
Woeful, bleak, remorseful,
Forlorn, agonized,
anguished, depressed,
miserable, empty, bereft
Pitiful, distressed,
discouraged,
disheartened, hurt,
wounded

LOVE

Affectionate, cherished,
Fond, admiring, tender,
sentimental,

compassionate,
benevolent, yearning

HATE

Hateful, vengeance,
abhorrence, evil,
animosity, malicious,
aversion, loathsome,
despising, scornful,
contemptuous, disdainful,
jealous, resentment,
disgusted, vicious,harsh,
cold

CONFUSION

Shocked, befuddled,
baffled, bewildered,
disturbed, addled, upset

HOPE

Expectant, anticipatory,
encouraged

CALMNESS

Serene, tranquil,placid,
peaceful, content,
complacent

FEAR

Frightened, apprehensive,
anxious, terror,
dismay,agitation, alarm,
startled,uneasy, angst,
alarmed, disturbed

POST READING-TEXT-TO-TEXT CONNECTION

Now that you have read about a real world man vs. nature conflict, read a related piece of writing.

Then access the summer reading 2024 choice board by clicking the link below to complete a variety of assignments.

<https://docs.google.com/presentation/d/1NJA462VysSaD5U2TTkpv4dFbGIKAjppHwqhwJv1F1A/edit?usp=sharing>

Pick ONE of the following works to read:

- Novel excerpt: read the first three chapters of Hatchet by Gary Paulsen
<https://www.biloxischools.net/cms/lib07/MS01910473/Centricity/domain/440/books%20visually%20imp/Hatchet.pdf>
- Short story: "To Build a Fire" by Jack London
https://americanenglish.state.gov/files/ae/resource_files/to-build-a-fire.pdf
- Non-Fiction article that discusses outdoorsman Chris McCandless and his impact on others.
<https://www.outsideonline.com/adventure-travel/destinations/north-america/chris-mccandless-obsession-problem/>
- Collected poems of Ralph Waldo Emerson- Read his biography and at the bottom of the webpage there are several poem titles. Read at least FIVE poems by Ralph Waldo-Emerson.
<https://www.poetryfoundation.org/poets/ralph-waldo-emerson>