

Unit 6C: The Chocolate Collection





The Chocolate Collection

The Aztecs used it for money, early explorers took it to the Antarctic, and at least once it was turned into a bomb. The 3,700-year-long history of chocolate is full of twists and turns and big surprises. You will discover that there are a lot of questions that need answers: Can chocolate make you smarter? What does chocolate have to do with slavery? Should school lunches include chocolate?

Materials

Your assigned text passages for these lessons can be accessed any of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 6 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.



Unit 6C, Sub-Unit 1

Information Literacy



You can find everything you need to know, and more, on the internet.
Let's get started...



LESSON 1 OVERVIEW

You can find interesting information online. Sometimes the stories are so incredible that they seem unbelievable. Don't you agree?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

LESSON 1 A Website's Credibility

You'll be working on a research project over the course of the next few days and weeks, and this lesson is the first step in that process.

A website can be a good starting place for a research project, but it's not always easy to tell if a website is real or credible.

Assessing Website Credibility

Ask yourself the following questions when determining a website's credibility:

- Does the website provide information about the author's background? Based on that information, does the author seem credible? How do you know?
- Does the website make any claims? Are the claims supported with evidence?
- Do the links work? Do they take you to credible websites?
- How recently was the source written or updated?
- Is it a well-known and respected organization or website?
- Is the information on the website mainly facts or opinions?

1. How else might you check on the credibility of a website?

LESSON 1 Evaluating Sources

Using the list of questions you read at the start of this lesson, evaluate the following sources.

1. Complete the chart by reading the description of each source on the left, then ticking the box to indicate if you think this source sounds credible or not credible.

Source	Credible	Not Credible
A 2017 U.S. Fish and Wildlife Service official report on the effects of pollution on marine life		
A pet owner's blog about her sick fish		
A current article about illegal waste disposal, published by a middle school newspaper		
An article in a recent issue of <i>The New York Times</i> about oil spills and bird life		

2. How does not knowing an author's identity affect the source's credibility?

3. Do you assume that a well-known and respected news source is credible?

4. Is that a reasonable assumption? Why?

Although some sources are likely to be more credible than others, you should always question the source. You should corroborate (or validate) the source by double checking the information with another credible source. You should also look for information about the author to check on their credentials.

LESSON 1 Domain Extensions

The websites listed below all have different domain extensions (the three letters at the end of their URLs).

1. What do you think each domain extension is short for? Write your answers on the line after each URL.

- www.noaa.gov _____
- eps.berkeley.edu _____
- wikipedia.org/wiki/Marine_Life_Protection_Act _____
- www.oceanfdn.org _____
- www.mbgnet.net _____
- www.theguardian.com/environment/georgemonbiot/2016/feb/15/save-uk-seas-from-governments-who-make-a-mockery-of-marine-conservation _____

2. Is one type of domain extension more credible than another? Explain your answer.

LESSON 2 OVERVIEW

This lesson involves extra practice with websites and requires internet access. You're going to jump ahead to Lesson 3!

LESSON 3 OVERVIEW

I know *you'd* never copy someone else's work and attempt to turn it in as your own, but this lesson will help your classmates stay honest.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 2 Solo.

LESSON 3 Avoiding Plagiarism

Plagiarism: Stealing someone's words or ideas without crediting the source.

1. What is an example of plagiarism?

2. Is it plagiarism to copy and paste text from Wikipedia? _____

3. Is it plagiarism to sing a popular song in the shower? _____

4. When would it be plagiarism to sing someone else's song?

Now that you know what plagiarism is, take a look at how to avoid it.

It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.

To do this, think of the borrowed words as a picture or photograph and always surround them with a "frame."

LESSON 3 Avoiding Plagiarism

A completed, framed quote has three parts:

1. An introduction to the quote (for example, *According to the text...* or *Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection)

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers, (for example, a book)

As the author indicates, "the Aztecs used cacao seeds in their religious ceremonies, offering the seeds as a sacrifice to the gods" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage)

Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

However, not every idea and fact has to be cited. When you are using ideas and facts that are common knowledge (e.g., vegetables are good for your health), well-known historical facts (e.g., George Washington was the first president of the United States), myths, common sense observations (e.g., the ocean is vast), or folklore, you do not need to cite your source.

How do you know if information is common knowledge? If it's something you think your readers will already know or could easily find in general reference materials, then it's probably common knowledge. But, when you aren't sure, always cite!

Examine this properly framed quote alongside the original text:

Original quote or text:

"As a result of Halvorsen's initiative, America's legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy."

Framed quote:

According to the article, "candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy" (ABC News).

LESSON 3 Avoiding Plagiarism

5. Name the following elements of the framed quote:

- The source _____
- The opening frame (or introduction) _____
- The direct quote _____

Now you'll create your own framed quotes!

6. From the bank of options below, create three framed quotes. Each of your quotes should have an opening frame and a direct quote with source.

<p>A. According to the text,</p> <p>B. According to the article,</p> <p>C. As the author states,</p> <p>D. The author argues that</p> <p>E. The text says,</p>	<p>F. "Most of the other children work on their family farms where they need to sell every bean to make money for their families to survive" (Dunn, 3).</p> <p>G. "Christopher Columbus was the first European to come in contact with cacao" (Spadaccini, 6).</p> <p>H. "By purchasing shade-grown coffee and organic chocolate products, consumers can help protect birds and other wildlife" (Lange, 5).</p> <p>I. "A study ties chocolate consumption to the number of Nobel Prize winners a country has and suggests it's a sign that the sweet treat can boost brain power" (Ritter and Marchione, 1).</p>
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• **Quote 1:** _____

• **Quote 2:** _____

• **Quote 3:** _____

LESSON 3 Avoiding Plagiarism

7. Select a brief direct quote from the sentence below and rewrite it using the framing technique.

Sentence from the article "Prehistoric Americans Traded Chocolate for Turquoise?" by Christine Dell'Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what's now New Mexico.

Your framed quote: _____

LESSON 3 Paraphrasing

Properly framing a direct quote is one way to share someone else's words in your writing.

However, you may also wish to share someone else's ideas without quoting their exact words. To do this, you must paraphrase the original text.

When you paraphrase, you're rewriting text in your own words. You express the author's meaning without adding anything new or leaving anything out.

Watch out for "patchwork plagiarism." That's when you piece together your own words with some of the author's words without quoting the author, giving the reader the impression that you wrote the whole paragraph.

The term "patchwork plagiarism" comes from the way patchwork quilts look. In the past, these quilts were made from many pieces of old clothes. Small pieces of a shirt, a pair of pants, or a sweater were all combined and sewn together into a quilt.

LESSON 3 Paraphrasing

Look at this example, in which the underlined text is a direct quote from the text:

Direct Quote	Patchwork Plagiarism
Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.	Just about <u>everyone loves chocolate</u> , which creates <u>a high demand for cacao beans</u> . <u>With that popularity</u> , there is a <u>high cost to the environment</u> .

Complete the chart below, reading the original text sentences in the left column then writing a paraphrase of them in the right column.

Original Quote	Paraphrase
From "The Sweet Lure of Chocolate" by Jim Spadaccini While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.	
From "The Iceberg Was Only Part of It," <i>The New York Times</i> , by William J. Broad On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.	

Unit 6C, Sub-Unit 1: Information Literacy

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 1, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6C, Sub-Unit 2

Scavenger Hunt and Internet Research



Ready, set, go and find the answers to the questions as fast as you can...and discover amazing facts about chocolate.



LESSON 1 OVERVIEW

Be the first to find the text or image with the answer and win the scavenger hunt (*and* learn a thing or two).

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 4 Solo.

LESSON 1 History of Chocolate

Today, you're going to begin a unit about the history of chocolate, but first, let's see what you already know about it.

1. Create a list of everything you already know about the history of chocolate.

2. Create a list of everything you would like to learn about the history of chocolate.

LESSON 1 Text Scavenger Hunt 1

Welcome to the first Chocolate Collection text scavenger hunt. To find the answers to the scavenger hunt questions, you'll have to search through the texts in the Chocolate Collection until you find the one that answers the scavenger hunt question.

You'll find the answer toward the beginning of the text. If you don't see it quickly, you should move on to the next text. Remember to read the captions of the images to find additional clues.

Text Scavenger Hunt Question 1: How was chocolate nearly used as a weapon in World War II?

1. Scan each of the following texts to find the one that contains the answer to the scavenger hunt question.
 - "Pilot Dropped Candy into Hearts of Berlin," pages 97 and 98 of Amplify ELA Grade 6 Anthology
 - Excerpt from *Chocolat*, pages 120 and 121 of Amplify ELA Grade 6 Anthology
 - "Letter from Lord Rothschild to Laurence Fish," pages 94 and 95 in Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the question, review just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 1

NOTE: You only need to answer the Close Reading questions for the text that contains the correct answer to the text scavenger hunt question.

“Pilot Dropped Candy into Hearts of Berlin”

1. What motivated Gail Halvorsen to drop candy from his plane? Support your answer with evidence from the text.

2. How did Halvorsen get the nickname “Uncle Wiggly Wings”? Support your answer with evidence from the text.

3. The author suggests that the candy bars symbolized hope. What does he mean? Support your answer with evidence from the text.

LESSON 1 Close Read 1

Excerpt from *Chocolat*

1. Name three chocolate treats that are made in this chocolate shop. Support your answer with evidence from the text.

2. “There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes” (13). What is happening to the narrator in this moment? Support your answer with evidence from the text.

3. What is Anouk proposing to do at the end of this passage? Support your answer with evidence from the text.

LESSON 1 Close Read 1

“Letter from Lord Rothschild to Laurence Fish”

1. How would the chocolate bomb be detonated? Support your answer with evidence from the text.

2. What information does the writer say he does not have about the chocolate bomb? Support your answer with evidence from the text.

3. Why did the chocolate bomb fail? Support your answer with evidence from the text.

LESSON 1 Text Scavenger Hunt 2

Now you'll complete another text scavenger hunt!

Text Scavenger Hunt Question 2: How many beans are needed to make one pound of chocolate?

1. Scan each of the following texts to find the one that contains the answer to the scavenger hunt question.
 - “No Hot Chocolate for You!” Act I, Scene Eight from *Così fan tutte: English National Opera Guide 22*, pages 118 and 119 of Amplify ELA Grade 6 Anthology
 - “Chocolate” from *American Smooth*, page 115 of Amplify ELA Grade 6 Anthology
 - “Is It Fair to Eat Chocolate?” from *Skipping Stones*, pages 104 and 105 in Amplify ELA Grade 6 Anthology
 - Excerpt: *The Dharma Bums*, page 121 of Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the question, review just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 2

NOTE: You only need to answer the Close Reading questions for the text that contains the correct answer to the text scavenger hunt question.

“No Hot Chocolate for You!” Act I, Scene Eight from *Così fan tutte: English National Opera Guide 22*

1. Does Despina seem to like her job? Support your answer with evidence from the text.

2. Despina knows she is not supposed to taste the chocolate. What prompts her to break the rules and taste it anyway? Support your answer with evidence from the text.

LESSON 1 Close Read 2

3. Quote the line from the opera that best sums up the injustices that Despina is singing about.

“Chocolate” from *American Smooth*

1. Which lines in the poem describe the rich taste of chocolate?

2. Rita Dove creates vivid images in her poem. List two of those images here.

3. Does Dove find chocolate irresistible? Which line provides the answer?

LESSON 1 Close Read 2

“Is It Fair to Eat Chocolate?” from *Skipping Stones*

1. What is the primary reason for using child labor on cocoa plantations today? Support your answer with evidence from the text.

2. What can you do to help end slavery? Support your answer with evidence from the text.

3. What does Fair Trade Certified mean? Support your answer with evidence from the text.

LESSON 1 Close Read 2

Excerpt: *The Dharma Bums*

1. Why does the narrator “need” a Hershey bar? Support your answer with evidence from the text.

2. What do you think the narrator means when he claims that a Hershey bar would “save my soul” (3)? Support your answer with evidence from the text.

3. Describe the setting. Where are these characters? Support your answer with evidence from the text.

LESSON 1 Comparing Different Text Types

Compare “No Hot Chocolate for You!” Act I, Scene Eight from *Così fan tutte: English National Opera Guide 22* on pages 118 and 119 of the Amplify ELA Grade 6 Anthology to *The Penthièvre Family or The Cup of Chocolate* on page 116 of the Amplify ELA Grade 6 Anthology.

- 1. What is one common theme (overall idea) that best applies to both the excerpt from the opera scene and the painting? Circle your choice.
a. Treats like chocolate can provide emotional comfort during difficult times.
b. Eating chocolate is a pleasurable sensory experience.
c. Chocolate is a special treat that is enjoyed only by members of the upper class.
d. Chocolate is a special treat, but it isn't enough to make up for the insults suffered by the working class.
2. Which quote from the opera libretto best supports your answer to question 1? Circle your choice.
a. "You sweat, you labour and you worry, / And yet, for everything you do, no word of thanks." (4-5)
b. "If the lady can drink it, why not the servant?" (9)
c. "They would soon give me notice— / An example of justice that takes the biscuit." (10-11)
d. "I wonder if they like it sweet / As this is!" (12-13)

Compare Excerpt from *Chocolat* on pages 120 and 121 of the Amplify ELA Grade 6 Anthology to “Chocolate” from *American Smooth* on page 115 of the Amplify ELA Grade 6 Anthology.

- 3. What is one common theme (overall idea) that best applies to both the excerpt from the book *Chocolat* and the poem “Chocolate”? Circle your choice.
a. Treats like chocolate can provide emotional comfort during difficult times.
b. Eating chocolate is a pleasurable sensory experience.
c. Chocolate is a special treat that is enjoyed only by members of the upper class.
d. Chocolate is a special treat, but it isn't enough to make up for the insults suffered by the working class.
4. Which quote from *Chocolat* best supports your answer to question 3? Circle your choice.
a. "These are my own favorites—biscuit-sized discs of dark, milk, or white chocolate upon which have been scattered lemon-rind, almonds, and plump Malaga raisins. Anouk likes the white ones, though I prefer the dark, made with the finest seventy-percent couverture.... Bitter-smooth on the tongue with the taste of the secret tropics." (1)
b. "The rain stops, though the sky remains grim. Eleven-thirty. The few people who still linger in the square turn homeward to prepare the Sunday meal." (8)
c. "Just when I thought I was beginning to get through. Why do they not come? Can they not see, not smell? What else do I have to do?" (9)
d. "I kiss her head. There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes." (13)

LESSON 1 Image Scavenger Hunt

Now you'll conduct a scavenger hunt using just images from the Chocolate Collection. Remember to read the captions of the images to find additional clues.

Image Scavenger Hunt Question: For which people was chocolate critically important?

1. Scan each of the following images to find the one that contains the answer to the scavenger hunt question.
 - Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz, page 122 of Amplify ELA Grade 6 Anthology
 - The Daily Ration for Robert Falcon Scott's Trek to the South Pole, page 91 of Amplify ELA Grade 6 Anthology
 - *The Penthievre Family or The Cup of Chocolate* by Jean-Baptiste Charpentier, page 116 in Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the question, review just that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 3

NOTE: You only need to answer the Close Reading questions for the image that contains the correct answer to the image scavenger hunt question.

Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz

1. How would you describe the two children in this work of art?

2. What do you think would be some of the difficulties of making a work of art out of chocolate?

LESSON 1 Close Read 3

The Daily Ration for Robert Falcon Scott's Trek to the South Pole

1. Does the daily food allotment seem like a healthy diet? What's missing?

2. Look closely at the setting. How would you describe the room the men are in?

The Penthievre Family or The Cup of Chocolate by Jean-Baptiste Charpentier

1. Choose one of the subjects and describe his or her gaze.

2. If the people in this painting were characters in a story you were writing, how would you describe them?

LESSON 2 Text Scavenger Hunt 1

To find the answers to the scavenger hunt questions, search through the texts in the Chocolate Collection until you find the one that answers the scavenger hunt question.

You'll find the answer toward the beginning of the text. If you don't see it quickly, you should move on to the next text. Remember to read the captions of the images in the texts to find additional clues.

Text Scavenger Hunt Question 1: What country is on record as eating the most chocolate?

1. Scan each of the following texts to find the one that contains the answer to the scavenger hunt question.
 - "The Sweet Lure of Chocolate," page 124 of Amplify ELA Grade 6 Anthology
 - "The Tropics" from *The Story of Chocolate*, page 125 of Amplify ELA Grade 6 Anthology
 - "Eat More Chocolate, Win More Nobels?" from *Associated Press*, pages 111 and 112 in Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the question, review just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 1

NOTE: You only need to answer the Close Reading questions for the text that contains the correct answer to the text scavenger hunt question.

"The Sweet Lure of Chocolate"

1. Describe the pulp inside cacao pods—what does it look like? What does it taste like? Support your answer with evidence from the text.

LESSON 2 Close Read 1

2. What is the name of the rare cacao variety mentioned in the article? What are its characteristics? Support your answer with evidence from the text.

3. Which Spanish conquistador introduced cacao beans to Spain?

"The Tropics" from *The Story of Chocolate*

1. What climate does the cacao tree need in order to grow? Support your answer with evidence from the text.

2. List the three places scientists believe the cacao tree might have originated.

LESSON 2 Close Read 1

“Eat More Chocolate, Win More Nobels?” from *Associated Press*

1. What compound in chocolate can benefit your brain? Support your answer with evidence from the text.

2. Look at paragraph 4. If a reader didn't know the meaning of “correlation,” what word in the paragraph would provide a helpful context clue? Circle your choice.
 - a. Per-capita
 - b. Consumption
 - c. Related
 - d. Powerful

3. According to this text, what two drinks are good for your brain?

4. Can you conclude from this article that if you eat lots of chocolate you will become a genius later in life? Why or why not? Support your answer with evidence from the text.

LESSON 2 Text Scavenger Hunt 2

Text Scavenger Hunt Question 2: What is the main ingredient in chocolate?

1. Scan each of the following texts to find the one that contains the answer to the scavenger hunt question.
 - “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*, page 113 of Amplify ELA Grade 6 Anthology
 - “Can Chocolate Be Good for My Health?,” page 112 of Amplify ELA Grade 6 Anthology
 - Excerpt from *Chocolat*, pages 120 and 121 of Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the question, review just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 2

NOTE: You only need to answer the Close Reading questions for the text that contains the correct answer to the text scavenger hunt question.

“Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*

1. What are three benefits of chocolate that researchers have found? Circle your choice.
 - a. Lower cholesterol
 - b. Better blood vessel function
 - c. Faster weight loss
 - d. Improved blood pressure
 - e. Fewer dental problems
2. In paragraphs 4 and 5, the author of the article argues that people should eat chocolate: (Circle your choice)
 - a. never.
 - b. sometimes.
 - c. frequently.
3. Why do you think the author mentions how each study was paid for? Support your answer with evidence from the text.

LESSON 2 Close Read 2

“Can Chocolate Be Good for My Health?”

1. Look at paragraph 1. If a reader didn't know the meaning of “reputation,” what word in the paragraph would provide a helpful context clue? Circle your choice.
 - a. Dream
 - b. Status
 - c. Gained
 - d. Studies

2. What type of chocolate does this article recommend eating?

3. What are some of the potential health benefits of eating chocolate? Support your answer with evidence from the text.

4. What are some of the negative health effects of eating too much chocolate?

LESSON 2 Close Read 2

Excerpt from *Chocolat*

1. Name three chocolate treats that are made in this chocolate shop. Support your answer with evidence from the text.

2. “There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes” (13). What is happening to the narrator in this moment? Support your answer with evidence from the text.

3. What is Anouk proposing to do at the end of this passage? Support your answer with evidence from the text.

LESSON 2 Text Scavenger Hunt 3

Text Scavenger Hunt Question 3: Name one compound found in chocolate that scientists are interested in.

1. Scan each of the following texts to find the one that contains the answer to the scavenger hunt question.
 - “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*, page 113 of Amplify ELA Grade 6 Anthology
 - “The Sweet Lure of Chocolate,” page 124 of Amplify ELA Grade 6 Anthology
 - Excerpt from *Chocolat*, pages 120 and 121 of Amplify ELA Grade 6 Anthology
2. Once you’ve found the answer to the question, review just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 3

NOTE: You only need to answer the Close Reading questions for the text that contains the correct answer to the text scavenger hunt question.

“Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*

1. What are three benefits of chocolate that researchers have found? Circle your choice.
 - a. Lower cholesterol
 - b. Better blood vessel function
 - c. Faster weight loss
 - d. Improved blood pressure
 - e. Fewer dental problems
2. In paragraphs 4 and 5, the author of the article argues that people should eat chocolate: (Circle your choice)
 - a. never.
 - b. sometimes.
 - c. frequently.
3. Why do you think the author mentions how each study was paid for? Support your answer with evidence from the text.

LESSON 2 Close Read 3

“The Sweet Lure of Chocolate”

1. Describe the pulp inside cacao pods—what does it look like? What does it taste like? Support your answer with evidence from the text.

2. What is the name of the rare cacao variety mentioned in the article? What are its characteristics? Support your answer with evidence from the text.

3. Which Spanish conquistador introduced cacao beans to Spain?

LESSON 2 Close Read 3

Excerpt from *Chocolat*

1. Name three chocolate treats that are made in this chocolate shop. Support your answer with evidence from the text.

2. "There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes" (13). What is happening to the narrator in this moment? Support your answer with evidence from the text.

3. What is Anouk proposing to do at the end of this passage? Support your answer with evidence from the text.

LESSON 3 OVERVIEW

This lesson has more information about chocolate, but it requires internet access. You're going to move on and jump ahead to Lesson 4 or Sub-unit 3!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 2, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6C, Sub-Unit 3

Argumentative Writing and Collection Research



Get ready to persuade your classmates, peers, or family members that your favorite kind of chocolate is the *best* kind of chocolate.



LESSON 1 OVERVIEW

You think you can convince me that *your* favorite type of chocolate is better than *my* favorite kind of chocolate? Go ahead and try...

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 4 Solo.

LESSON 1 Argumentative Writing

1. What type of chocolate do you prefer: dark, white, or milk? Write a short paragraph, persuading your reader that your favorite type of chocolate is best.

The paragraph you wrote claiming that your favorite type of chocolate is best is argumentative writing. The purpose of such writing is to persuade your readers to agree with your claim—the idea you are attempting to prove. To do that well, you need to present the best possible evidence to support your claim.

Let’s look at some evidence about the three types of chocolate that you might add to your paragraph to make it more persuasive.

LESSON 1 Argumentative Writing

Facts About Chocolate

• **White Chocolate**

White chocolate, which is made with milk, contains a good amount of calcium. Calcium keeps bones and teeth strong and also helps your heart, muscles, and nerves to function well. Getting plenty of calcium is important to everyone’s health.

• **Milk Chocolate**

Milk chocolate was shown in one study to quiet coughs relatively well. This effect is due to a chemical called theobromine found in chocolate. This chemical also causes people to feel happy after eating chocolate.

• **Dark Chocolate**

Flavanols in cocoa beans have antioxidant effects that reduce cell damage implicated in heart disease. Flavanols, which are more prevalent in dark chocolate than in milk chocolate or white chocolate, also help lower blood pressure and improve vascular function.

– From www.mayoclinic.org: “Healthy chocolate: Dream or reality?”

What if you provided evidence in your response that proved that one type of chocolate was better than others? Would that be more persuasive? You’re going to try it out.

Read the facts about different types of chocolate and then answer these questions about your favorite type.

2. What is your claim about your chocolate of choice?

3. What evidence or facts support your claim?

LESSON 1 Argumentative Writing

4. Rewrite the paragraph you wrote in response to question 1 above to include your claim and supporting evidence.

5. Look over the paragraphs you wrote before and after you learned how to construct a persuasive argument (question 1 and question 4). Which paragraph provides a stronger, more persuasive argument? How does using evidence make a stronger argument?

LESSON 1 Working with the Text

Read “Is It Fair to Eat Chocolate?” from *Skipping Stones*, pages 104 and 105 of Amplify ELA Grade 6 Anthology.

1. Summarize the overall claim the article makes about the production of chocolate.

2. What is one piece of evidence the writer uses to support the claim?

Reread the following excerpt from paragraph 7:

“Farmers must have control over their cocoa bean prices. Before 1999, the government in the Ivory Coast set a minimum price for cocoa, but then the cocoa industry was privatized and the minimum price disappeared.”

3. Label each of the following parts of the excerpt as the author’s **claim**, or the **evidence** the author provides to support her claim.

- “Farmers must have control over their cocoa bean prices.” _____
- “Before 1999, the government of the Ivory Coast set a minimum price for cocoa, but then the cocoa industry was privatized and the minimum price disappeared.” _____

Read these two quotes from the text:

“Every day in the Ivory Coast, as well as in Ghana, Nigeria and Cameroon, about 300,000 children are forced to pick cocoa beans that will be sold to big chocolate companies like Nestle and Cargill.” (3)

“For generations they have depended on growing and selling cocoa beans as their main means of survival. Without help from their children the farmers would not be able to buy food.” (4)

4. Now write a claim of your own that would be supported by this evidence.

LESSON 1 Working with the Text

Read **Excerpt: Appendix C Statement from *Labour in Portuguese West Africa***, pages 99–101 in Amplify ELA Grade 6 Anthology.

5. Summarize the overall claim the article makes about the production of chocolate.

6. What is one piece of evidence the writer uses to support the claim?

Reread the following excerpt from paragraph 7:

“The large majority of Angola natives who are taken to S. Thomé are brought to the coast and shipped to the islands against their will, and therefore when they allow themselves to be contracted, it is under the force of circumstances and not a voluntary act.”

7. Label each of the following parts of the excerpt as the author’s **claim**, or the **evidence** the author provides to support her claim.

- “The large majority of Angola natives who are taken to S. Thomé are brought to the coast and shipped to the islands against their will,” _____
- “when they allow themselves to be contracted, it is under the force of circumstances and not a voluntary act.” _____

Read these two quotes from the text:

“I know there are many well-managed estates in S. Thomé, and should wish to consider that, for the sake of argument, every one is managed with the same kindness and forethought, but you have still in your island a system that produces a very high death-rate, and a birth-rate so low that every year several thousands of fresh labourers must be imported to fill the ranks of the dead.” (9)

“In one of your best managed estates the doctor states that most of the mortality is from two diseases—anaemia and dysentery; complaints that are easily developed by people in a depressed mental condition. It is also admitted that the highest death-rate is among the newly arrived labourers, and this is exactly what one would expect when we know that these people are forcibly taken from their homes for work across the sea, without any hope of return.” (10)

LESSON 1 Working with the Text

8. Now write a claim of your own that would be supported by this evidence.

In the next activity, you will write an argumentative letter about the labor methods used in cocoa farming. But first, you’re going to complete some pre-writing to compose your claim and gather evidence.

You’ve written a claim about information in each of the two texts you just read. Now, you’re ready to write a more general claim based on evidence from both texts.

9. Compose a one-sentence claim about the labor methods used in cocoa farming based off of both texts.

10. List at least two pieces of supporting evidence from the texts you have just read.

LESSON 2 Working with the Text

3. Based on the context clues in sentence 2 of paragraph 5, a reader who doesn't know the meaning of "yearn for" could infer that it means: (Circle your choice)
- a. remember vividly.
 - b. want very badly.
 - c. feel disgust for.
 - d. feel uncertain about.
4. Describe the setting. Where are these characters? Support your answer with evidence from the text.

5. Identify one or two interesting or surprising facts you learned from this text.

6. What is the central idea of this text?

LESSON 2 Work Visually

Look through the following images and choose one that you haven't already examined. Review that image, then answer the close reading questions that correspond to it.

- Codex Zouche–Nuttall (small section of a larger manuscript), Mexico (AD 1200–1521), page 87 of Amplify ELA Grade 6 Anthology
- Mask of Quetzalcóatl (circa 1500), page 88 of Amplify ELA Grade 6 Anthology
- *Still Life with Chocolate and Strawberries* by Juan Bautista Romero, page 117 of Amplify ELA Grade 6 Anthology

Close Reading Questions

NOTE: You only need to answer the Close Reading questions for one image.

Codex Zouche-Nuttall (small section of a larger manuscript), Mexico (AD 1200–1521)

1. What does using chocolate in the wedding ceremony suggest about the status of chocolate in Mixtec society?

2. Name three animals depicted in this image.

3. If you didn't know when this image was created, would you think it was hundreds of years old or modern? Explain your answer.

LESSON 2 Work Visually

Mask of Quetzalcóatl (circa 1500)

1. Describe this mask in three words.

2. What features make it look like it was created long ago?

Still Life with Chocolate and Strawberries by Juan Bautista Romero

1. Where is this “picnic” taking place? Include as many details as possible.

2. How does the artist arrange the loaves of bread to focus your attention on the strawberries and the chocolate?

LESSON 2 Close Read

Read Rita Dove’s poem “**Chocolate**” from *American Smooth*, page 115 of your Amplify ELA Grade 6 Anthology.

1. Dove creates vivid images in her poem. List two of those images here.

Unit 6C, Sub-Unit 4

Debate and Internet Research



Do you think chocolate should be included in school lunches? The answer might be more complicated than you imagine...



LESSON 1 OVERVIEW

Today is the day you develop your argument for or against including chocolate in school lunches. Choose your evidence well!

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 3 Solo.

LESSON 1 Gather Evidence

Today you're going to prepare an argument about whether chocolate should be added to school lunches.

Half of your class will argue that chocolate should be added to school lunches every day. The other half will argue that chocolate should not be added to school lunches every day. You will choose which side you would like to argue (or your teacher may assign you to a side).

1. Circle which side of the debate you will be arguing.
 - a. Chocolate *should* be added to school lunches every day.
 - b. Chocolate *should not* be added to school lunches every day.

First, you'll need to find evidence from the texts you read to support your position (as well as any evidence your opposition might use).

2. Read each text listed below, then complete the evidence chart by filling in one or two pieces of evidence from each text for both the YES and NO side of the debate.
 - **"Can Chocolate Be Good for My Health?,"** page 112 of Amplify ELA Grade 6 Anthology
 - **"Eat More Chocolate, Win More Nobels?" from Associated Press,** pages 111 and 112 of Amplify ELA Grade 6 Anthology
 - **"Is It Fair to Eat Chocolate?" from Skipping Stones,** pages 104 and 105 of Amplify ELA Grade 6 Anthology
 - **"Dark Chocolate: A Bittersweet Pill to Take" from USA Today,** page 113 of Amplify ELA Grade 6 Anthology

LESSON 1 Gather Evidence

	YES, chocolate <i>should</i> be added to school lunch every day	NO, chocolate <i>should not</i> be added to school lunch every day.
"Can Chocolate Be Good for My Health?"		
"Eat More Chocolate, Win More Nobels?" from <i>Associated Press</i>		
"Is It Fair to Eat Chocolate?" from <i>Skipping Stones</i>		
"Dark Chocolate: A Bittersweet Pill to Take" from <i>USA Today</i>		

Review the evidence you have gathered, considering which are the strongest pieces of evidence both for and against chocolate in school lunches.

3. List your two strongest pieces of evidence that chocolate *should* be added to school lunch every day.

LESSON 1 Gather Evidence

4. List your two strongest pieces of evidence that chocolate *should not* be added to school lunch every day.

LESSON 1 Wrap-Up

1. Which of these texts contains the strongest evidence to help you prove your side? Circle your choice.
- a. “Eat More Chocolate, Win More Nobels?”
 - b. “Dark Chocolate: A Bittersweet Pill to Take”
 - c. “Can Chocolate Be Good for My Health?”
 - d. “Is It Fair to Eat Chocolate?”
2. Which of these texts do you think your opposition will use to argue their side? Circle your choice.
- a. “Eat More Chocolate, Win More Nobels?”
 - b. “Dark Chocolate: A Bittersweet Pill to Take”
 - c. “Can Chocolate Be Good for My Health?”
 - d. “Is It Fair to Eat Chocolate?”

LESSON 2 OVERVIEW

Your opening statement is strong and your supporting evidence is convincing—you’re ready!

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 4, Lesson 1 Solo.

LESSON 2 Debate Prep Part 1

Review the Guidelines for Debating.

Guidelines for Debating

- When a student is ready to present, they will begin by stating whether they are arguing for or against chocolate being added to school lunches. They will have one minute to present their opening statement.
- The opposing side will then have one minute to present their opening statement.
- Once both sides have presented their opening statements, each student will have an opportunity to present a counterargument that tries to disprove their debate partner’s opening statement.
- Each student will then have an opportunity to respond to their opponent’s counterargument.
- To complete the debate, each student will then present their closing statement.

You’re going to choose the strongest piece of evidence to use in your opening statement.

An opening statement in a debate should include:

- your position for or against the topic.
- a strong, attention-grabbing claim or question.
- your strongest piece of supporting evidence.

Read the following example of a sentence starter:

“It is absolutely clear that chocolate (should/should not) be added to school lunches every day. The evidence I’m about to describe will prove this beyond a doubt.”

Unit 6C, Sub-Unit 4: Debate and Internet Research

LESSON 3 OVERVIEW

This lesson requires internet access. Jump ahead to Lesson 4 or Sub-Unit 5!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 4, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6C, Sub-Unit 5

Write an Essay



The pieces of writing you do over the next few classes will build on each other to create an essay that's longer and more polished than the short writing you normally do in these Amplify lessons. Putting these pieces together into a finished product will take all the skill and thought you usually bring to your writing, plus extra attention to careful organization.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

Lesson 1	<p>Step 1: Choose essay prompt: Choose from two research essay topics.</p> <p>Step 2: Gather evidence: Collect evidence from The Chocolate Collection that will be useful in your essay.</p>
Lesson 2	<p>Step 3: Make a claim: Write a claim statement in response to the essay prompt you chose.</p> <p>Step 4: Write the first body paragraph: Write the first body paragraph, explaining pieces of evidence that support your claim.</p>
Lesson 3	<p>Step 5: Write the second body paragraph: Write the second body paragraph, describing and explaining more evidence for your claim.</p> <p>Step 6: Write an introduction: Review the Elements of an Introduction, then write your introduction.</p>
Lesson 4	<p>Step 7: Revise your body paragraphs: Add more evidence or more explanation to the evidence in your body paragraphs.</p> <p>Step 8: Write a conclusion: Review the Elements of a Conclusion, then write your conclusion.</p>
Lesson 5	<p>Step 9: Edit your essay: Edit your essay using the Editing Process.</p> <p>Step 10: Write final copy: Rewrite your essay to create a final copy.</p>
Lesson 6	<p>Step 11: Create citations: Make sure you've properly cited the quotes and information in your essay.</p> <p>Step 12: Create a works cited list: Make a list of the works you cited in your essay.</p>

Essay Prompts:

Research Option 1: Informative Essay

Chocolate and slavery? When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.

Research Option 2: Argumentative Essay

Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection to find the information you need. Be ready to make a claim and cite sources.

You will write an argumentative essay stating your claim that chocolate equals happiness or it does not. Be sure to identify at least two sources you can use in your work.

A note on both prompts: As you conduct your research in both the Collection and on the Internet, be sure to look for relevant facts, concrete details, and clear evidence to support your claim.

LESSON 1 OVERVIEW

Explore the texts and images in The Chocolate Collection for information about your topic.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Review Essay Prompt and Calendar

Step 1: Choose essay prompt

You will now be working on a research paper based on topics from The Chocolate Collection.

Your essay will...

- be either argumentative or informative.
- consist of 4 paragraphs: an introduction, 2 body paragraphs, and a conclusion.
- be written about a topic you select from the 2 options.
- include a Works Cited page that lists the resources you cited in your research.

Your final essay will include these elements:

ELEMENTS OF A RESEARCH ESSAY

An introduction to the essay that includes:

- A lead
- Relevant background or context of the topic and the texts
- A statement of the claim

Body paragraphs to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports the claim
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports the claim
- In-text citations

A conclusion that wraps up the ideas about the claim. It includes:

- A restatement of the claim
- A final thought

A Works Cited page

- Source information for Collections texts

LESSON 1 Wrap-Up

Answer the following questions to determine whether you are ready to start your research paper. (You may answer each with a simple “Yes” or “No.”)

1. Have I found two or three valid sources that provide useful information about my topic?

2. Is the information I've gathered focused on my topic? _____
3. Do I have enough information to write an introduction, two body paragraphs, and a conclusion?

4. Are there any gaps in my research? _____

LESSON 2 OVERVIEW

Stake a claim and back it up with evidence. But be sure to frame your quotes properly...beware of plagiarism!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Claim Statement

Step 3: Make a claim

Today you're going to use the evidence from your research to write a claim and the first body paragraph for your essay.

When you write your body paragraphs, you should only focus on one general idea for each paragraph. You'll also need to describe and explain how the textual evidence you chose in Lesson 1 supports your claim, and write a transition sentence at the start of the second body paragraph to show how it relates to the first.

To begin, you first need to decide on the claim you will make for your essay.

A claim is a statement, written as a complete sentence, that makes a clear point that can be supported by evidence. To write your claim statement, think about your research for your chosen topic, then state your main point about what the evidence in your research showed you.

What idea are you trying to explain in your research essay? Write a claim statement that answers the question for the research option you chose. Your claim statement should be written as a complete sentence and make a clear point that can be supported by the evidence you have gathered.

LESSON 5 OVERVIEW

Edit your essay!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 5 Edit Your Essay

Step 9: Edit your essay

Make any necessary changes to your essay, following the Editing Process guidelines on the following page.

LESSON 5 Edit Your Essay

EDITING PROCESS

- 1. Read each part of your essay aloud to yourself, quietly and slowly.**
- 2. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs or delete them if you don't want to use them. This list shows you how the pieces you have written will go together:**
 - Introduction
 - Body paragraphs with revisions and in the order you prefer
 - Conclusion
- 3. Reread your essay to correct any errors in spelling, punctuation, and grammar. Follow these basic rules:**
 - The first letter of every sentence is capitalized.
 - Every sentence ends with a period, a question mark, or an exclamation point.
 - There are no obvious spelling errors.
 - The word "I" is capitalized.
- 4. Refer to the following guidelines to make sure you have written your direct quotes correctly:**
 - Make sure you have an introduction to your quote (e.g., According to the text,).
 - Use double quotation marks to show where the quote begins and ends.
 - Use single quotation marks around any dialogue within the direct quote.
 - Only include the end punctuation of your quote if it is a question mark or exclamation point.
 - At the end of the sentence, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number (if available). For example: (Smith 10) or (ABC News)
 - Add the period after the parentheses (Smith 10).

LESSON 6 OVERVIEW

You used evidence from the text to back up your claim—now you'll make sure you credit your sources!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 6 In-Text Citations

Step 11: Create citations

Now you're going to edit the citations in your essay, following the Guidelines for In-Text Citations.

1. Reread your essay and check that your citations are complete and correct. (See Guidelines for In-Text Citations on the following page.)
2. Make sure you have an opening frame, that you quoted the text, and that you have cited the text used.

LESSON 6 In-Text Citations

GUIDELINES FOR IN-TEXT CITATIONS

An in-text citation has three parts:

1. Introduction to the quote (for example, *According to the text...* or *Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

How to write a direct quote:

- Make sure you have an introduction to your quote.
- Use double quotation marks to show where the quote begins and ends.
- Use single quotation marks around any dialogue within the direct quote.
- Only include the end punctuation of your quote if it is a question mark or exclamation point.
- At the end of the direct quote, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number, for example: (Smith 10) or (ABC News).
- Add the period after the parentheses: (Smith 10).

Examples of properly formatted in-text citations:

A source with an author and a page or a paragraph number: As the author explains, "He was born on December 8, 1886, in the beautiful old silver town of Guanajuato, capital of the Mexican state of the same name" (Hamill 11). According to the 2007 *Chicago Tribune* article, "This sort of commercialization has outraged many intellectuals and Kahlo devotees" (Avila 3).

A quotation that ends in a question mark or exclamation point: Early in their relationship, Diego wondered "Why didn't she trust my judgment? Hadn't she come herself to ask for it?" (Rivera 7).

A source that has an author but no page or paragraph number: According to the text, "Named for the valley in which it was situated, called Cullumah, meaning 'beautiful' to the native Nisenan Indians, the new 'town' was called Coloma" (Weiser).

A source with no author, but there is a title: According to this article, "A visit to the Museo Frida Kahlo is like taking a step back in time" ("A Tribute to Frida Kahlo: Biography").

If your sentence already includes the title of the text and the author's name, provide just the name of the website in the citation: In "Art lovers fret as kin cashes in on Frida Kahlo name," Oscar Avila writes that "This sort of commercialization has outraged many intellectuals and Kahlo devotees" (chicagotribune.com).

A quotation that contains dialogue (or any quoted text): After seeing the response to his candy drops, "Halvorsen called the airlift the 'healing balm on the wounds of war'" (abcnews.com).

LESSON 6 Works Cited List

LESSON 6 Works Cited List

Step 12: Create a works cited list

Refer to the guidelines below as you create a works cited list for your essay.

NOTE: These guidelines reference internet sources and digital word processing tools such as double spacing. You can disregard these for your written Works Cited page.

GUIDELINES FOR A WORKS CITED PAGE

- 1. Title the page "Works Cited." Center this title.
2. Double space all citations.
3. Indent the second line of each citation one-half inch.
4. Capitalize the first word and the last word in a title, as well as any nouns, verbs, adjectives, and adverbs.
5. Put your citations in alphabetical order by author's last name.
6. Do your best to follow the punctuation and formatting styles in the examples below. You do not have to include a piece of information if it is missing from your source.

Examples of Citations:

Citing a Book

Author's last name, first name. Title of book. City of publication: Publisher's name, year. Format.

Herrera, Hayden. Frida: A Biography of Frida Kahlo. New York: Harper Perennial, 2002. Print.

If only the name of the editor is available, start with the editor's name and put "ed." Or "eds." after the name as follows: Lapham's Quarterly, eds. Titanic Collection. 2014. Web.

Citing a Newspaper or Magazine Article

Author's last name, first name. "Title of Article." Name of Newspaper/Magazine. Day Mo. Year, Edition: Pages. Format.

Kennedy, Randy. "'Frida Kahlo's Garden' to Sprout in New York City." The New York Times. 17 June 2014, late ed.: C.3. Print.

Citing an Article From a Website

Author's last name, first name. "Title of Article." Name of site. Name of sponsor or publisher. Posting date. Format. Date you viewed the article.

Zimmermann, Kim Ann. "Mexican Culture: Customs & Traditions." livescience.com. Purch, 10 Feb. 2015. Web. 18 Feb. 2015.

If there is no date available include "n.d." as follows:

Weiser, Kathy. "California Legends: Coloma - Gold Town to Ghost Town," legendsofamerica.com. n.d. Web. 18 Feb. 2015.

Citing an Image From a Website

Artist's last name, first name. Title of Work. Date of creation. Name of website.

Kahlo, Frida. Still Life with Parrot and Fruit. 1951. fridakahlofans.com.

Write your Works Cited list below.

Multiple horizontal lines provided for writing the Works Cited list.

