



# INVINCIBLE & HELEN KELLER

Weeks of November 28- December 9



## MAIN OBJECTIVES:

- to understand the central idea of overcoming obstacles
- to think critically about why overcoming an obstacle can be satisfying
  - to make connections across texts
- to participate in a class discussion
  - to write a reflective essay

# WHAT IS???

- An OBSTACLE?

## Have You.....

- Ever had to overcome an obstacle in your life and how did you overcome it?





## MAIN OBJECTIVES:

- to understand the central idea of overcoming obstacles
- to think critically about why overcoming an obstacle can be satisfying
- to make connections across texts
- to participate in a class discussion
  - to write a reflective essay

# HOW DID LEXI YOUNGBERG OVERCOME PHYSICAL AND EMOTIONAL OBSTACLES?

## ○ **Physical Obstacles:**

- • She suffered an infection that nearly killed her.
- • She had to undergo nine surgeries.
- • She experienced phantom pain during her recovery.
- • She had to learn to stand and walk with a prosthesis.
- • She has had to work hard in physical therapy to build muscle.
- • She has had to work hard to return to skiing, soccer, running, and other sports
- that she participated in before the accident.



## ○ **Emotional and Mental Obstacles:**

- • She was devastated by the death of her friend Robby.
- • She lost her leg and had to accept that life would never be the same.
- • She experienced memory loss—she does not remember the accident or much about the weeks that followed it.
- • She felt discouraged after the accident; she told her mom, “I’ll never be able to do anything again.”



## **Rehabilitation**

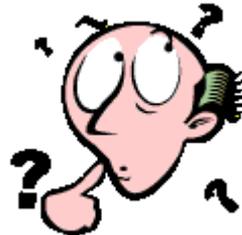


# QUESTIONS?

- What are obstacles Lexi Still Faces Today:
- How does Lexi overcome obstacles?



- Who or what has helped Lexi overcome the obstacles she has faced?



# COMPREHENSION QUESTIONS?

## **Obstacles Lexi Still Faces Today:**

- She still has to go to physical therapy.
- She still misses Robby.
- She still struggles with sports.

## **Who or what has helped Lexi overcome the obstacles she has faced?**

- Michelle Foltyniewicz and her father took lifesaving measures immediately after the accident.
- Doctors helped her survive the accident by curing her infection and performing surgery.
- Physical therapists have helped her by teaching her what exercises to do to build the strength she needs.
- Science has helped her by developing the prosthetic legs that she wears.
- Her family and friends have helped her by offering their support and encouragement.

## **How does Lexi overcome obstacles?**

- She made a decision not to feel bitterness or self-pity.
  - She finds strength and comfort in her faith in God.
  - She tries her best and gives things her all.
  - She lives her life to the fullest.
  - She does not dwell on the past; she does not ask herself why the accident happened.
  - She tries to give others hope and inspiration.
  - She sets goals for the future.
- 

# HELEN KELLER'S SPEECH PG.9

- Helen Keller says, "...my thoughts used to beat against my fingertips like little birds striving to gain their freedom."

What figure of speech is in this sentence?

metaphor, simile, hyperbole, or personification

- What can best summarize Keller's experience with discouragement and disappointment?
- What expresses the idea that you shouldn't settle for achieving less than what you know you are capable of?
- What word best describes the tone of this speech?
- What is Keller suggesting in, "...you will find a joy in overcoming obstacles-a delight in climbing rugged paths, which you would perhaps never know if you did not sometimes slip backward."
- Where and when did Keller present this speech?
- What does Keller identify as a key ingredient to success?



## Helen Keller's Speech (answers)

1. "My thoughts used to beat against my fingertips like little birds striving to gain their freedom" is an example of a simile. It compares Keller's thoughts to a bird using the word "LIKE".
2. She often felt discouraged, but she kept trying knowing that if she tried hard enough and long enough, she would achieve her goals. This statement best summarized Keller's experience with discouragement and disappointment.
3. "One can never consent to creep when one feels an impulse to soar" is a statement made by Helen Keller and means you should never settle for anything less than your best.



## Helen Keller's Speech (answers cont'd)

4. The tone of this speech is inspiring and optimistic.
5. Helen Keller suggests that we feel a greater sense of pride when we accomplish something difficult than when we accomplish something easy when she said, "...you will find a joy in overcoming obstacles-adelight in climbing rugged paths, which you would perhaps never know if you did not sometimes slip backward."
6. Helen Keller presented this speech at an organization that helps the deaf learn to speak, 1896.
7. Helen Keller identifies a key ingredient to success as having a positive attitude, perseverance and being able to focus on your dreams.



## **Helen Keller's Speech (answers cont'd)**

8. Keller's speech could inspire others because it applies to anyone facing challenges. She talks about the importance of dreams, perseverance, and confidence in your own abilities, which could help many people overcome obstacles to achieve their goals.

9. "There are so many difficulties along the way, so many discouragements; but I kept on trying, knowing that patience and perseverance would win in the end." This sentence shows the passion in Ms. Keller feels for everyone to face adversaries and difficulties with a positive attitude in order that we may overcome them. It is important we know that patience and perseverance will win over pessimism (thinking negatively).



# VOCABULARY: INVINCIBLE



- 1. crude (CROOD) adjective; roughly or inexpertly planned or made
  - *example: Lost in the woods overnight, the troop built a crude shelter out of fallen branches.*
- 2. fashion (FAH-shun) verb; to give shape or form to; make or construct in an imaginative way
  - *example: To complete the room's rustic look, Lily fashioned a table from old apple crates.*
- 3. hull (HULL) noun; the frame or body of a boat—the part that floats partially in the water and partially out of the water and that supports the rest of the boat

*example: We repainted the boat's hull with red-and-white stripes.*



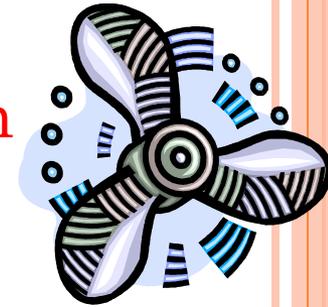
○ 4. **neural** (NYUR-uhl) adjective; relating to or affecting the nervous system

- *example: Neural hearing loss occurs when there is damage to the nerve that carries messages from the inner ear to the brain.*



○ 5. **propeller** (pruh-PEL-ur) noun; a set of rotating blades that provide force to move a vehicle through air or water

- *example: Marcus attached a battery-powered fan to the toy boat to serve as a propeller.*



○ 6. **revolutionize** (rev-uh-LOO-shun-ize) verb; to bring about major change

- *example: Computers and smartphones have revolutionized the way people communicate.*



○ 7. **synthetic** (sin-THEH-tik) adjective; not natural; artificial

- *example: I could jog in a cotton shirt, but I prefer wearing synthetic fabric that is designed to keep me cool.*



- 8. tourniquet (TOOR-nih-ket) noun; a bandage or other material wrapped tightly around a bleeding limb to stop or slow the flow of blood

- *example: Chris's arm was bleeding severely, so the paramedics applied a tourniquet to it.*



- 9. wakeboarder (WAYK-bord-ur) noun; a person who rides on a short board towed by a motorboat

- *example: The beginning wakeboarders practiced strapping their boards onto their feet.*



- 10. wakesurfer (WAYK-surf-ur) noun; a person who surfs the waves made by a motorboat

- *example: I love to watch Kevin from the back of the boat.*
- *He's an awesome wakesurfer!*



# LEXI YOUNGBERG: INVINCIBLE



- The story of a 16 year girl who lost the bottom portion of her leg in a boating accident.
  - Newspaper pictures of Lexi  
<http://www.dailyherald.com/article/20110519/news/705199984/photos/AR/>



- Will this devastating loss change Lexis life for the good or bad?

At some point in life we will ALL encounter an obstacle that we must face and deal with.....



As we read lets see what can we learn from Lexi's story on how to deal with difficulties in life?



# WHAT IS???

- An OBSTACLE?

## Have You.....

- Ever had to overcome an obstacle in your life and how did you overcome it?

Lets read to see how  
Lexi deals with her  
Obstacle.....

Pg. 4-10

Narrative Non-fiction



# HELEN KELLER'S SPEECH

- What obstacles did Helen Keller have to face in her life?



- [Helen's Video](#)
- <http://www.5min.com/Video/Helen-Keller-Biography-119821650>



Keller delivered this speech to people who were deaf and trying to learn to speak, and their teachers.

**Could Keller's speech help or inspire other people as well?**

Explain.....



PIECE	WIDING HOOD	BEAUTY	WIZARD	THE MOUNT
THE HART & THE TORTOISE	PETER PAN	DAVE	ALICE IN WONDERLAND	JUNGLE BOOK
WILSON	LITTLE MERMAID	MADAME	WIZARD OF OZ	TOM SAWYER
GOOD-NIGHT MOON	POLAR EXPRESS	THE SECRET GARDEN	CURIOUS GEORGE	KING OF THE WIND
LASSIE	TREASURE ISLAND	MARY POPPINS	ANNE OF GREEN GABLES	THE HOBNOBBER
		GRIMM		BEAUTY

Time to  
get to  
know our  
vocab  
words of  
the week!



# VOCABULARY



I've got it! I can teach this to anyone!

I think I got it, just need time to practice more!

I understand the information but I am having trouble applying it.

I am beginning to understand but need more instruction.

I don't understand at all!

4

3

2

1

0

I can identify the various types of figurative language



# LETS EXPLORE THE VARIOUS TYPES OF FIGURATIVE LANGUAGE

## Figures of Speech

**simile**

**metaphor**

**personification**

**alliteration**

**onomatopoeia**

**idioms**

**hyperbole**



# WHAT IS FIGURATIVE LANGUAGE?

- The language that creates a picture, or figure, in a the reader's mind.



042c0304pm fotosearch.com

- Figurative language makes readers use their imagination to see things in new and surprising ways.



# Metaphor

A comparison in which one thing is said to be another.



Example:



My mom is a teddy bear.

# Simile

A comparison of two things by using the words "like" or "as."



Example:

As tall as a giraffe.



# PERSONIFICATION

The sun peeked happily from behind a cloud.



The trees danced back and forth in the wind.

The car happily squealed down the highway.



It was time to go home, but the bell refused to ring.

The warm fireplace seemed to be calling my name.



The angry sky roared and threw lightning around.

The gentle wind softly kissed my cheeks as I walked.



The delicious smell of cookies pulled me to the kitchen.

That chocolate ice cream cone is really tempting me.

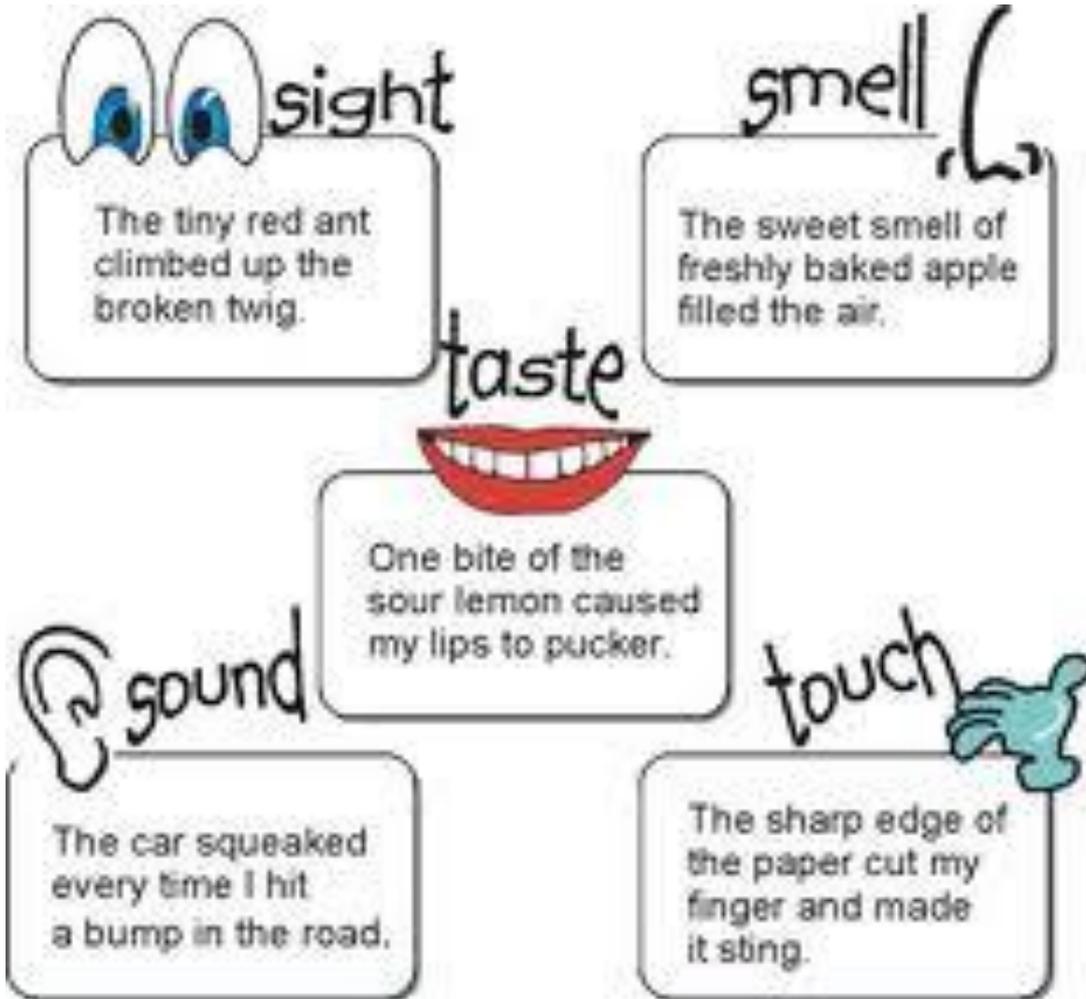


I can see that news travels quickly.

**Personification describes an object or an animal as if it had human qualities.**



# IMAGERY AND SENSORY LANGUAGE





# HYPERBOLE

The king's nose was three feet long!



My dad can lift over two tons!



That food was so hot my ears were smoking!



That boy runs faster than a car!

I'm so tired I could sleep a year.



I'm 20 feet tall this month.

I must have walked a hundred miles!



He cried so long that he made a lake!

I'm so hungry I could eat a horse!



You have a million toys at your house!

A hyperbole is an extreme exaggeration used to make a point.



# IDIOMS

Two heads are much better than one!



I've been on cloud nine all day!



When my dad found out, he blew his top!



I believe I have a lemon on my hands.

Something fishy is going on around here!



John is one of those fair weather friends.

We were just shooting the breeze for awhile.



Why don't you just zip your lip, buddy?

The class is going to have to be all ears today.

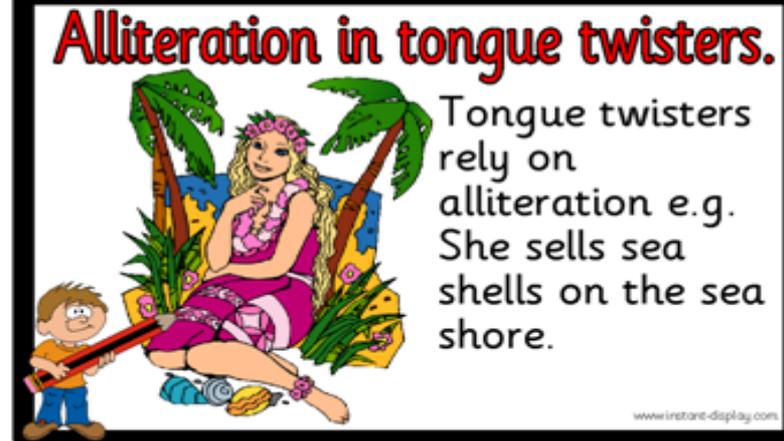
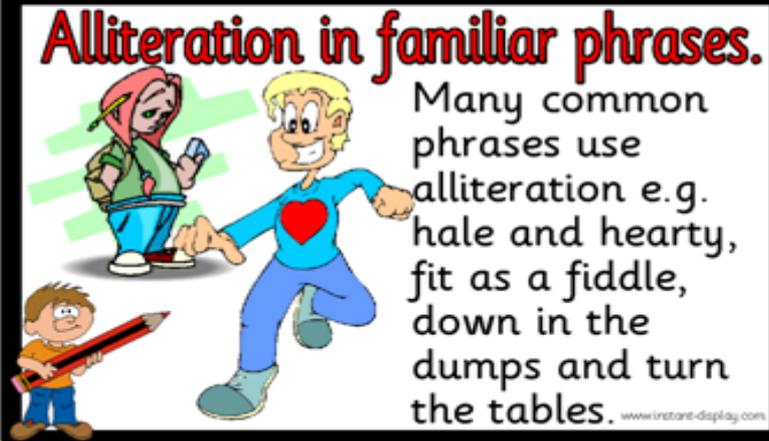
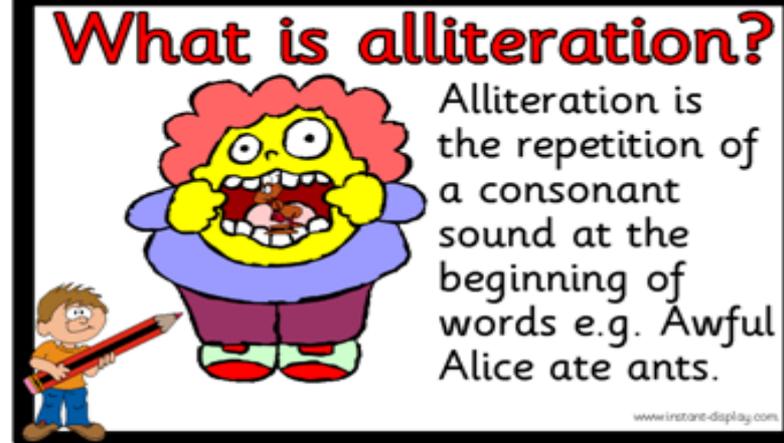
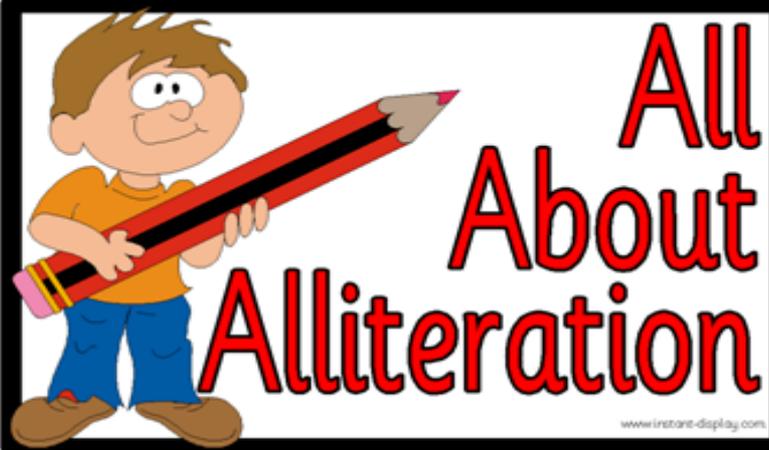


That poor guy is all washed up!

An idiom is a figure of speech that does not have the obvious presented meaning.



# Alliteration

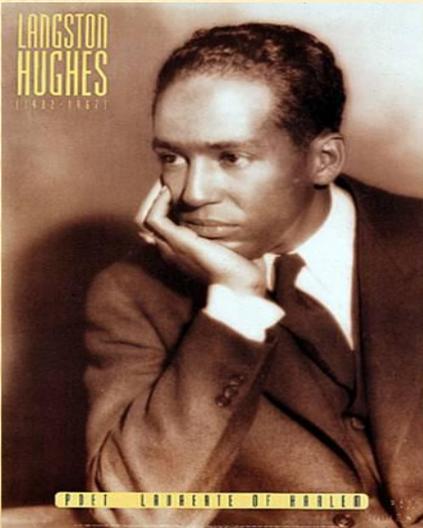


# YOUR TURN TO TEST YOUR KNOWLEDGE OF FIGURATIVE LANGUAGE

- Read the Poem “Mother to Son” by Langston Hughes

Yes, this is a graded assignment

Mother to Son



LANGSTON HUGHES  
1897-1967

POET LAUREATE OF HARLEM

Well, son, I'll tell you:  
Life for me ain't been no crystal stair.  
It's had tacks in it,  
And splinters,  
And boards torn up,  
And places with no carpet on the floor—  
Bare.  
But all the time  
I've been a-climbin' on,  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.  
So boy, don't you turn back.  
Don't you set down on the steps  
'Cause you finds it's kinder hard.  
Don't you fall now—  
For I've still goin', honey,  
I've still climbin',  
And life for me ain't been no crystal stair.



I've got it! I can teach this to anyone!

I think I got it, just need time to practice more!

I understand the information but I am having trouble applying it.

I am beginning to understand but need more instruction.

I don't understand at all!

4

3

2

1

0

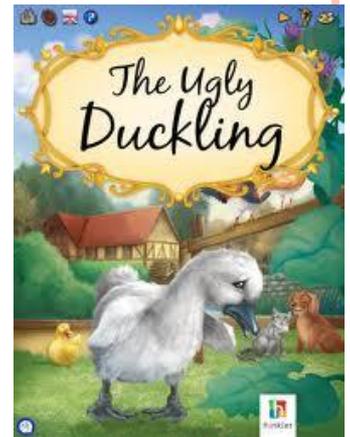
I can discuss the theme of a passage



# UNDERSTANDING THEME.....

- The "theme" is kind of the moral, what the reader should take away as the main idea.

In other words... **Theme** is what the story teaches readers



- To give you an idea, we'll read a story probably everyone knows: *The Ugly Duckling*.



## NOW THAT WE READ, WE CAN CONCLUDE...

- The duckling feels sad as he compares the way he looks to how all the other baby ducks/birds look. He feels awkward and ungainly. At the end, he finds out that he is a swan and feels proud of how he will one day look...after he's grown up.

*What I just told you above is the **plot**.*

*The theme would be* "you can't judge a book by its cover" to use the cliché. What's inside a person is what makes them beautiful...because the duckling's beauty can't be seen NOW but it is there...and will eventually come out with the passage of time.



# LETS TRY ON OUR OWN

- Kyle liked Lucy more than any other girl in the school, but he had an odd way of showing it. When she walked ahead of him in line, he kicked at her shoe. When she passed him on the school yard, he called her “lame Lucy.” He even wrote a mean word on her homework during the bus ride to school. But what puzzled Lucy the most was receiving an invitation to Kyle’s birthday party. Figuring that he was just planning a mean trick on her, Lucy decided not to go, and while Kyle eagerly awaited Lucy’s arrival, Lucy talked on the phone to Jacob. When Kyle finally realized that Lucy was not coming to his party, he was crushed.
- **What is the theme of this story?**
- **What happens in the story that leads you to believe this?**



I've got it! I can teach this to anyone!

I think I got it, just need time to practice more!

I understand the information but I am having trouble applying it.

I am beginning to understand but need more instruction.

I don't understand at all!

4

3

2

1

0

I can identify character traits



# CHARACTERIZATION

- Characters are....The people in the story  
*Sometimes they are animals or things that act like people.*

**Main Character(s)**....Is the person at the center of the story



**Minor characters** have smaller parts to play.



# WAYS TO KNOW A CHARACTER

## ○ Appearance

- how the character looks
- how the character dresses

## ○ Thoughts and conversation

- what the character says, thinks, or feels
- what others in the story say or think about the character

## ○ Actions

- what the character does
- what the character chooses *not* to do
- what others in the story do to the main character



# A WELL DEVELOPED CHARACTER IS...

- believable
- consistent
- multidimensional, that is, not stereotyped
- memorable
- grow or change over time



# READERS WHO WANT TO UNDERSTAND CHARACTER CAN ASK:

- Are the characters believable? Have you ever felt like this character, or have you known anyone who felt like this character? What about the character seemed real and true?
- Is each character's behavior consistent with what we know about him or her? Does the behavior remain consistent throughout the book? Is the change that occurs in the character (reasonable)?
- Does the character's behavior show that the character is a unique individual (or is the behavior stereotypical)?
- Do you identify with the character? How would you have reacted if you were the character?
- Does the character change or learn as the story progresses? Does the character reach a new understanding about the situation or about life?
- Is the character memorable? Will you remember this character in a month?



# PHYSICAL AND PERSONALITY TRAITS WEB



A simple  
circle map  
helps you  
understand  
your  
character!

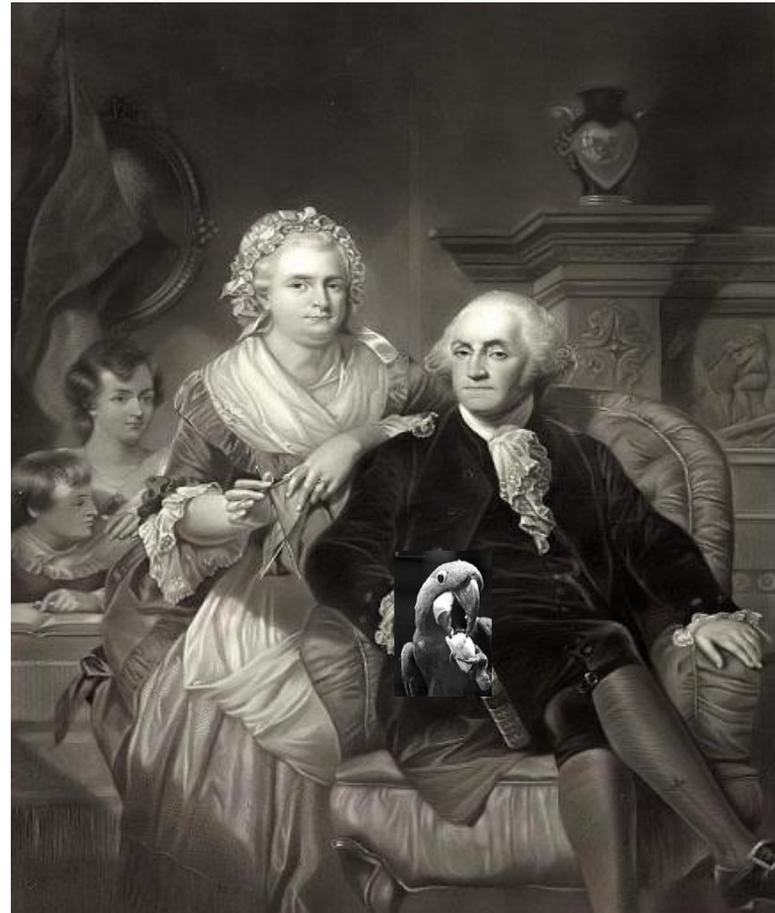
**Give it a try....** Choose a well known childhood character from a book or movie and create a web for he or she. This is what an author does to **CREATE** their characters. **Be ready to share!**

# YOUR TURN....

- Read the story titled Martha's Parrot by Edward D. Hoch

Choose either *Martha* or *George* to develop a characterization chart for.

Yes, this is a graded assignment



# Include....

## Physical Traits

(height, weight, hair & eye color, clothing style, etc.)

&

## Character Traits (Personality)

Include proof from the story that supports your point (quotations, page #s)

