

# Where This Fits in Your Year

## New Jersey · Grade 5 · English Language Arts

Around the World in 80 Days (EBook)

### Natural instructional unit

Character through action, theme, and the changing meaning of gain

Place this pack in Grade 5 in New Jersey during a literature unit focused on character revealed through action, theme, and how a novel reshapes the meaning of gain. Lessons 2 and 3 move students from a rescue sequence into Fogg's character development: they order the decision and rescue, then contrast his early reserve with later generosity and loyalty.

The strongest interpretive work comes in Lessons 4 and 5. Students state a theme about loyalty and companionship versus financial gain, then compare two concrete acts of generosity to see how similar behavior can serve different purposes.

Lesson 6 and the Full Plan synthesis make a strong ending sequence. Students explain the gained calendar day, distinguish that practical gain from Fogg's final personal gain, and connect the ending back to the essential question. Use this as a compact Grade 5 literature-analysis sequence rather than as a complete language arts unit.

Curriculum placement based on the student work required in this lesson pack.

<- All books

## Around the World in 80 Days

Book 5743 · Grade 5 · EBook

6 lessons, each with a full and a short version

### 1. Full Plan

|                  |                                                                                                                               |
|------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>TIME</b>      | 50 minutes                                                                                                                    |
| <b>OBJECTIVE</b> | Develop four literary-analysis products and synthesize what Fogg's choices and final reward suggest mattered most by the end. |
| <b>STUDENT</b>   | Four skill products and one integrated evidence-based synthesis.                                                              |
| <b>PRODUCT</b>   |                                                                                                                               |
| <b>FOCUS</b>     | How Fogg's actions reshape the meaning of gain.                                                                               |

## Essential question

What do Fogg's decision to risk the wager for Passepartout and the novel's final account of his gain suggest mattered most by the end?

## Materials

Verified book source Prepared cited passages identified by the source-evidence locators Student response materials

## Lesson sequence

|   |                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Character development · 10 min Contrast Fogg's early reserve with later generosity and loyalty. Prepared text: Passages 1, 2, 4, 10     |
| 2 | Central idea and theme · 10 min State the theme that loyalty and companionship outweigh financial gain. Prepared text: Passages 10, 13  |
| 3 | Compare details · 10 min Compare Fogg's two gifts as evidence of generosity used for different purposes. Prepared text: Passages 4, 8   |
| 4 | Evidence-based writing · 10 min Explain the gained calendar day and Fogg's greater personal gain. Prepared text: Passages 12, 13        |
| 5 | Synthesis · 10 min Answer the essential question with evidence from Fogg's sacrifice and the ending. Prepared text: Passages 10, 12, 13 |

## Teacher guidance

Evidence rationale: These retained moves all contribute directly to the book's final contrast between financial stakes and human relationships.

|                         |                                                                                                                                                                                      |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expected answer:</b> | Fogg's actions suggest that loyalty and companionship matter more than money: he risks the wager for Passepartout, while the ending presents personal happiness as his lasting gain. |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Assessment

### Look for:

- Uses a later action to support a character quality.
- States theme as a general idea rather than a plot summary.
- Connects the theme to Fogg's sacrifice and the ending.

- Explains the gained day accurately.
- Distinguishes financial gain from personal gain.

Teacher note. Preview the cited episode in context. Use neutral, source-bounded language; do not require personal disclosure; and distinguish story events from safe real-world conduct.

Short version · 20 minutes

|          |                                                                                                                               |
|----------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | Character development · 5 min Use one early detail and one later action to describe Fogg. Prepared text: Passages 1, 2, 10    |
| <b>2</b> | Central idea and theme · 5 min State what the rescue decision and ending suggest matters most. Prepared text: Passages 10, 13 |
| <b>3</b> | Evidence-based writing · 5 min Explain the extra calendar day and the larger meaning of gain. Prepared text: Passages 12, 13  |
| <b>4</b> | Synthesis · 5 min Answer the essential question. Prepared text: Passages 10, 12, 13                                           |

## 2. Sequence and structure

|                  |                                                                                                               |
|------------------|---------------------------------------------------------------------------------------------------------------|
| <b>TIME</b>      | 20 minutes                                                                                                    |
| <b>OBJECTIVE</b> | Place Fogg's decision and Passepartout's rescue action in order and explain how the shift increases suspense. |
| <b>STUDENT</b>   | A two-step sequence plus one sentence about the change from planning to action.                               |
| <b>PRODUCT</b>   |                                                                                                               |
| <b>FOCUS</b>     | The sequence from Fogg's decision to Passepartout's rescue                                                    |

### Essential question

What decision begins the rescue attempt, and how is the woman eventually removed from danger?

### Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

## Lesson sequence

|   |                                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Launch · 3 min Identify Fogg's commitment of time. Prepared text: Passage 6                                                            |
| 2 | Later action · 5 min Identify Passepartout's action at the pyre. Prepared text: Passage 7                                              |
| 3 | Structure · 4 min Explain how the movement from measured decision to dangerous action increases suspense. Prepared text: Passages 6, 7 |
| 4 | Student product · 6 min Write the two-step sequence and suspense sentence. Prepared text: Passages 6, 7                                |
| 5 | Exit check · 2 min Place Fogg's decision before Passepartout's action. Prepared text: Passages 6, 7                                    |

## Teacher guidance

Evidence rationale: The two passages form a clear before-and-after structure: a deliberate sacrifice of time followed by dangerous action.

|                         |                                                                                                                              |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Expected answer:</b> | Fogg commits twelve spare hours to the attempt; later Passepartout reaches the pyre through the smoke and rescues the woman. |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------|

## Support and extension

Above: Explain why the rescue would feel less suspenseful if the dangerous action came before Fogg's deliberate decision.

Below: Use: "First, Fogg \_\_\_. Later, Passepartout \_\_\_. This increases suspense because \_\_\_."

## Assessment

### Look for:

- Places the two actions in order.
- Uses only actions stated in the passages.
- Explains the structural shift from decision to action.

Teacher note. Preview the cited episode in context. Use neutral, source-bounded language; do not require personal disclosure; and distinguish story events from safe real-world conduct.

Short version · 10 minutes

|          |                                                                                      |
|----------|--------------------------------------------------------------------------------------|
| <b>1</b> | Focus · 2 min Identify the two events. Prepared text: Passages 6, 7                  |
| <b>2</b> | Evidence move · 5 min Order them and explain the shift. Prepared text: Passages 6, 7 |
| <b>3</b> | Product · 3 min Write the sequence. Prepared text: Passages 6, 7                     |

### 3. Character development

|                  |                                                                                                    |
|------------------|----------------------------------------------------------------------------------------------------|
| <b>TIME</b>      | 20 minutes                                                                                         |
| <b>OBJECTIVE</b> | Describe how Fogg's character is revealed through contrasting early description and later conduct. |
| <b>STUDENT</b>   | A short character statement supported by one opening detail and one later action.                  |
| <b>PRODUCT</b>   |                                                                                                    |
| <b>FOCUS</b>     | Fogg's reserve, generosity, and loyalty                                                            |

### Essential question

How do Fogg's later actions add to the opening description of him as quiet and mysterious?

### Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

### Lesson sequence

|          |                                                                                                                                  |
|----------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | Launch · 3 min Identify Fogg's early reserve. Prepared text: Passages 1, 2                                                       |
| <b>2</b> | Later evidence · 5 min Identify one generous or loyal action. Prepared text: Passages 4, 10                                      |
| <b>3</b> | Compare · 4 min Explain how action reveals a quality not obvious in the opening description. Prepared text: Passages 1, 2, 4, 10 |

|          |                                                                                                                                     |
|----------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b> | Student product · 6 min Write a character statement with one early detail and one later action. Prepared text: Passages 1, 2, 4, 10 |
| <b>5</b> | Exit check · 2 min Name the supported later quality. Prepared text: Passages 4, 10                                                  |

### Teacher guidance

Evidence rationale: The opening establishes reserve, while later actions reveal generosity and loyalty through observable choices.

|                         |                                                                                                                                          |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expected answer:</b> | Fogg is introduced as quiet and mysterious, but his later actions reveal generosity toward a poor woman and loyalty toward Passepartout. |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------|

### Support and extension

Above: Discuss why the author may reveal Fogg's character mainly through action rather than speech.

Below: Use one pair: quiet/generous or mysterious/loyal.

### Assessment

#### Look for:

- Describes Fogg's early reserve.
- Uses a later action to support a character quality.
- Avoids inventing inner thoughts.

Short version · 10 minutes

|          |                                                                                    |
|----------|------------------------------------------------------------------------------------|
| <b>1</b> | Focus · 2 min Identify an early detail. Prepared text: Passages 1, 2               |
| <b>2</b> | Evidence move · 5 min Match it with a later action. Prepared text: Passages 4, 10  |
| <b>3</b> | Product · 3 min Write the character statement. Prepared text: Passages 1, 2, 4, 10 |

4. Central idea and theme

|             |            |
|-------------|------------|
| <b>TIME</b> | 20 minutes |
|-------------|------------|

|                  |                                                                                           |
|------------------|-------------------------------------------------------------------------------------------|
| <b>OBJECTIVE</b> | State a theme supported by Fogg's sacrifice and the narrator's account of his final gain. |
| <b>STUDENT</b>   | A one- or two-sentence theme statement tied to both moments.                              |
| <b>PRODUCT</b>   |                                                                                           |
| <b>FOCUS</b>     | Loyalty and companionship versus financial gain                                           |

### Essential question

What theme about money and human relationships is supported by Fogg's rescue decision and his final reward?

### Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

### Lesson sequence

|          |                                                                                                              |
|----------|--------------------------------------------------------------------------------------------------------------|
| <b>1</b> | Launch · 3 min Separate theme from plot summary. Prepared text: Passages 10, 13                              |
| <b>2</b> | Sacrifice evidence · 4 min Explain what Fogg risks for Passepartout. Prepared text: Passage 10               |
| <b>3</b> | Ending evidence · 4 min Explain what the narrator presents as Fogg's lasting gain. Prepared text: Passage 13 |
| <b>4</b> | Student product · 7 min Write the theme and connect both moments. Prepared text: Passages 10, 13             |
| <b>5</b> | Exit check · 2 min Use interpretive language such as suggests. Prepared text: Passages 10, 13                |

### Teacher guidance

Evidence rationale: One passage shows Fogg accepting serious personal cost for another person, while the ending defines his lasting reward as happiness rather than money.

|                         |                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------|
| <b>Expected answer:</b> | The evidence suggests that loyalty and human connection matter more than winning money. |
|-------------------------|-----------------------------------------------------------------------------------------|

### Support and extension

Above: Explain how the ending changes the meaning of gained from financial profit to personal happiness.

Below: Use: "The story suggests that \_\_\_ matters more than \_\_\_ because Fogg \_\_\_ and finally \_\_\_."

### Assessment

#### Look for:

- States a general idea about relationships and money.
- Connects the idea to both passages.
- Does not add unsupported events.

Short version · 10 minutes

|          |                                                                                          |
|----------|------------------------------------------------------------------------------------------|
| <b>1</b> | Focus · 2 min State the theme. Prepared text: Passages 10, 13                            |
| <b>2</b> | Evidence move · 5 min Attach one detail from each moment. Prepared text: Passages 10, 13 |
| <b>3</b> | Product · 3 min Write the theme response. Prepared text: Passages 10, 13                 |

#### 5. Compare details

|                  |                                                            |
|------------------|------------------------------------------------------------|
| <b>TIME</b>      | 20 minutes                                                 |
| <b>OBJECTIVE</b> | Compare two examples of how Fogg uses wealth.              |
| <b>STUDENT</b>   | A comparison containing one similarity and one difference. |
| <b>PRODUCT</b>   |                                                            |
| <b>FOCUS</b>     | Fogg's gift of guineas and gift of the elephant            |

### Essential question

How are Fogg's gifts to the poor woman and the Parsee guide alike and different?

## Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

## Lesson sequence

|   |                                                                                                    |
|---|----------------------------------------------------------------------------------------------------|
| 1 | Launch · 3 min Identify what Fogg gives in each episode. Prepared text: Passages 4, 8              |
| 2 | Similarity · 4 min Identify voluntary generosity as a shared feature. Prepared text: Passages 4, 8 |
| 3 | Difference · 4 min Distinguish the recipients and purposes. Prepared text: Passages 4, 8           |
| 4 | Student product · 7 min Write one similarity and one difference. Prepared text: Passages 4, 8      |
| 5 | Exit check · 2 min State both gifts accurately. Prepared text: Passages 4, 8                       |

## Teacher guidance

Evidence rationale: Both passages show Fogg voluntarily giving something valuable, but the recipients and reasons differ.

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|-------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Expected answer:</b> | Both gifts are generous; one provides immediate aid to a stranger, while the other rewards loyal service. |
|-------------------------|-----------------------------------------------------------------------------------------------------------|

## Support and extension

Above: Explain what the two gifts together reveal about the different reasons Fogg gives to others.

Below: Use: “Both gifts \_\_\_\_\_. The first \_\_\_\_\_, while the second \_\_\_\_\_.”

## Assessment

### Look for:

- Identifies generosity as a similarity.
- Correctly distinguishes recipients and gifts.
- Uses comparative language.

Short version · 10 minutes

|          |                                                                                               |
|----------|-----------------------------------------------------------------------------------------------|
| <b>1</b> | Focus · 2 min Identify both gifts. Prepared text: Passages 4, 8                               |
| <b>2</b> | Evidence move · 5 min Find one similarity and one difference.<br>Prepared text: Passages 4, 8 |
| <b>3</b> | Product · 3 min Write the comparison. Prepared text: Passages 4, 8                            |

#### 6. Evidence-based writing

|                  |                                                                                              |
|------------------|----------------------------------------------------------------------------------------------|
| <b>TIME</b>      | 25 minutes                                                                                   |
| <b>OBJECTIVE</b> | Write a concise explanation connecting the time correction with the journey's final outcome. |
| <b>STUDENT</b>   | A two-sentence explanation plus a concluding sentence about the two meanings of gain.        |
| <b>PRODUCT</b>   |                                                                                              |
| <b>FOCUS</b>     | The gained calendar day and Fogg's final personal gain                                       |

#### Essential question

How does eastward travel change Fogg's count of days, and what does the ending say he truly gains?

#### Materials

- Verified book source
- Prepared cited passages identified by the source-evidence locators
- Student response materials

#### Lesson sequence

|          |                                                                                     |
|----------|-------------------------------------------------------------------------------------|
| <b>1</b> | Launch · 4 min Identify the calendar-day correction. Prepared text: Passage 12      |
| <b>2</b> | Ending evidence · 4 min Identify the final personal gain. Prepared text: Passage 13 |

|          |                                                                                                                  |
|----------|------------------------------------------------------------------------------------------------------------------|
| <b>3</b> | Connect meanings · 5 min Explain how gain shifts from time/money to happiness. Prepared text: Passages 12, 13    |
| <b>4</b> | Student product · 8 min Write two evidence sentences and one concluding sentence. Prepared text: Passages 12, 13 |
| <b>5</b> | Exit check · 4 min Check that both meanings of gain are accurate and connected. Prepared text: Passages 12, 13   |

### Teacher guidance

Evidence rationale: The first passage explains the gained day, while the second states the journey's personal outcome.

|                         |                                                                                                                                                |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expected answer:</b> | Traveling eastward gives Fogg an unnoticed extra day, but the ending presents personal happiness rather than money as his most important gain. |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|

### Support and extension

Above: Explain how the two meanings of gain create an effective ending.

Below: Use: "Because Fogg travels eastward, \_\_\_. By the end, his greater gain is \_\_\_. Together these meanings show \_\_\_."

### Assessment

#### Look for:

- Explains the extra calendar day accurately.
- Identifies personal happiness as the lasting gain.
- Connects the two meanings in a concluding sentence.

Short version · 10 minutes

|          |                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------|
| <b>1</b> | Focus · 2 min Identify both meanings of gain. Prepared text: Passages 12, 13                        |
| <b>2</b> | Evidence move · 5 min Connect the calendar correction to the ending. Prepared text: Passages 12, 13 |
| <b>3</b> | Product · 3 min Write the concise explanation. Prepared text: Passages 12, 13                       |