

Where This Fits in Your Year

New Mexico · 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 Mexico 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

TIME	50 minutes
OBJECTIVE	Develop four literary-analysis products and synthesize what Fogg's choices and final reward suggest mattered most by the end.
STUDENT	Four skill products and one integrated evidence-based synthesis.
PRODUCT	
FOCUS	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.

Expected answer:	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

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

2. Sequence and structure

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

Expected answer:	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

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

3. Character development

TIME	20 minutes
OBJECTIVE	Describe how Fogg's character is revealed through contrasting early description and later conduct.
STUDENT	A short character statement supported by one opening detail and one later action.
PRODUCT	
FOCUS	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

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

4	Student product · 6 min Write a character statement with one early detail and one later action. Prepared text: Passages 1, 2, 4, 10
5	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.

Expected answer:	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

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

4. Central idea and theme

TIME	20 minutes
-------------	------------

OBJECTIVE	State a theme supported by Fogg's sacrifice and the narrator's account of his final gain.
STUDENT	A one- or two-sentence theme statement tied to both moments.
PRODUCT	
FOCUS	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

1	Launch · 3 min Separate theme from plot summary. Prepared text: Passages 10, 13
2	Sacrifice evidence · 4 min Explain what Fogg risks for Passepartout. Prepared text: Passage 10
3	Ending evidence · 4 min Explain what the narrator presents as Fogg's lasting gain. Prepared text: Passage 13
4	Student product · 7 min Write the theme and connect both moments. Prepared text: Passages 10, 13
5	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.

Expected answer:	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

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

5. Compare details

TIME	20 minutes
OBJECTIVE	Compare two examples of how Fogg uses wealth.
STUDENT	A comparison containing one similarity and one difference.
PRODUCT	
FOCUS	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.

Expected answer:	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

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

6. Evidence-based writing

TIME	25 minutes
OBJECTIVE	Write a concise explanation connecting the time correction with the journey's final outcome.
STUDENT	A two-sentence explanation plus a concluding sentence about the two meanings of gain.
PRODUCT	
FOCUS	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

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

3	Connect meanings · 5 min Explain how gain shifts from time/money to happiness. Prepared text: Passages 12, 13
4	Student product · 8 min Write two evidence sentences and one concluding sentence. Prepared text: Passages 12, 13
5	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.

Expected answer:	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

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