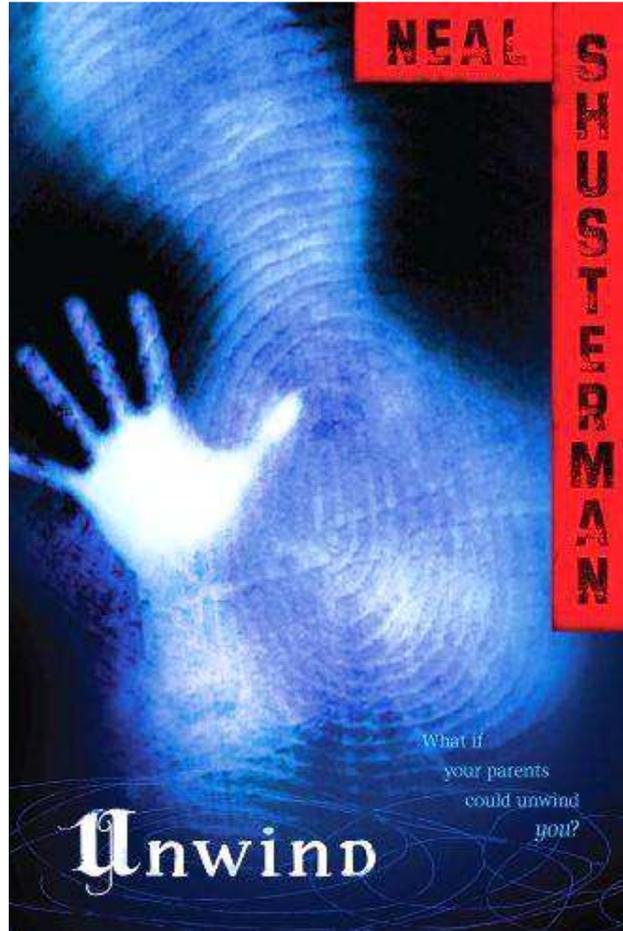


# Unwind

## Reading Guide



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Final Grade: \_\_\_\_\_

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## Unwind Stamp and/or Initials Sheet

A Stamp and/or Initials sheet will be used to track points you earn throughout this unit. At least one stamp will be awarded each day we use the book in class. It is important that you receive as many stamps as possible as these will factor into your final grade.

Stamps may be given for, but are not limited to:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Parent/Guardian signatures</li> <li>• Being prepared each day with your <u>Unwind</u> book and <u>Unwind</u> Reading Guide</li> </ul> | <ul style="list-style-type: none"> <li>• Completing assigned notes/responses</li> <li>• Appropriate Class Participation</li> </ul> |
|--|--|

<b>Signature</b>	<b>Pre-Reading 1</b>	<b>Pre-Reading 2</b>	<b>Pre-Reading 3</b>	<b>Comprehension Guide #1 Pages 1-50</b>
<b>Comprehension Guide #2 Pages 53-117</b>	<b>Comprehension Guide #3 Pages 119-153</b>	<b>Comprehension Guide #4 Pages 155-194</b>	<b>Comprehension Guide #5 Pages 195-261</b>	<b>Comprehension Guide #6/7 Pages 265-335</b>
<b>Video: <i>GATTACA</i></b>	<b>Project</b>			

March 2013

Dear Students and Parents/Guardians,

Welcome to a new experience! We are going to spend time over the next several weeks exploring some reading in our Biology class. Our reading will begin on **March 13<sup>th</sup>**. After reading we will be completing a summary project.

Reading in science may not be something that you are used to doing. We read in science to learn more about the scientific process and to practice our reading comprehension skills across the curriculum. While I will not ask you to do a character or theme analysis as you might often do in English class, I do expect you to read carefully for comprehension. Assessments will gage your understanding of major plot events and important scientific decisions.

**I cannot stress enough the importance of taking the time to complete the assigned readings. Reading expectations are clear, please use your assignment breakdown to stay on track. Be aware of your assignments and if you know you will be busy one night, take time to read ahead.**

Unwind is a perfect fit for our class just like Biology, the novel explores many aspects of science. I hope you enjoy this reading unit and that you participate as much as possible. Please look over this reading guide and then sign below to show that you understand the expectations for the next several weeks.

Enjoy Your Reading!

~Biology S409 Team

*Mrs. Horn, Mrs. McOmber and Mrs. Santiago*

Student Signature: \_\_\_\_\_

Parent/Guardian Signature(s): \_\_\_\_\_

## Unwind Assignment Breakdown

Week 1: Part One (pages 1 - 50)\*

Week 2: Part Two (pages 53 - 117)

Week 3: Part Three (pages 119 - 153)

Week 4: Part Four (pages 155 - 194)

Week 5: Part Five (pages 195 - 261)

Week 6: Part Six - end (pages 265 - 335)

\*Pages are approximate and some pages are blank and simply place holders. You can read ahead.

### **Objectives**

- Students will demonstrate an improved reading comprehension by successfully completing the assigned comprehension guides with 75% accuracy.
- Students will practice writing skills by answering the prompts in the Applied Understanding section of the comprehension guides on issues related to the novel and tied to the central themes of relationships, conflict and science, technology and government with two complete sentences.
- Students will gain an appreciation for science and reading by actively participating in discussion groups and class discussion on the prompts in the comprehension guides.

### **Targets**

1. After reading, explain which one of the three main characters that they identify with and why.
2. After reading the first assignment, describe a situation when an unlikely person did something unexpected.
3. After reading the second assignment, write a letter to someone you loved with the understanding that you were going away for a long time, explain who you would choose and what you would want to tell them?
4. After reading the second assignment, explain your position on which is worse, to have thousands of unwanted babies or to silently end a pregnancy before you get too far along?
5. After reading the third assignment, think of a time when you, like Lev, found yourself thrown into an unlikely relationship. Where you were willing to tolerate annoying personality quirks in order to accomplish something more important?
6. After reading the third assignment, think of a time when you were forced to use new or unfamiliar skills in a situation in order to successfully get out of that situation?
7. After reading the fourth assignment, explain your position on whether you agree that we too often let the government take over things because we do not care so long as it does not happen or apply to us?
8. After reading the fourth assignment, explain who you believe, by law, owns your body? Explain your position on which form of organ donation law is the better one in your eyes, chose to be an organ donor or automatically become an organ donor at birth, but have the choice to opt out of being an organ donor?
9. After reading the fifth assignment, think of a current example to support your own viewpoint on what causes an issue/conflict to ultimately develop into an armed conflict or a war.
10. After reading the fifth assignment, give an example of a situation in recent times you can describe where ethics have been crushed by greed?
11. After reading the sixth assignment, answer the question: How can we emotionally prepare someone for life in the real world?
12. After reading the sixth assignment, explain your position regarding whether it is the technology or how we use the technology that is bad? And whose job is it to see that we use all technologies wisely, the government's or ours?

## Pre-Reading Activity 1: Organ Donation

### The Need Is Real: Data

During your visit to [organdonor.gov](http://organdonor.gov) someone may have been added to the waiting list. It happens every 10 minutes. Each day, an average of 79 people receive organ transplants. However, an average of 18 people die each day waiting for transplants that can't take place because of the shortage of donated organs. Organ transplantation has become an accepted medical treatment for end-stage organ failure. The facts prove it. But only you can help make it happen.

Statistics can sometimes be overwhelming and difficult to understand. One thing to remember is that every number in the statistic you view is a person, a person who either needs your help and is waiting for a lifesaving transplant or a person who has left a lasting legacy through organ and tissue donation. Either way each number represents a life, a mom, a dad, a brother, a sister or a child, someone who is important to someone else, maybe even you. Statistics change. Some change day to day and some can even change minute to minute. So you may see different numbers each time you return to [organdonor.gov](http://organdonor.gov) or some of the other sites linked from here. You may ask why this happens. There are several reasons. One of the most confusing statistics is the number of persons waiting for a transplant. Patients are allowed to register at multiple transplant centers so you may see a higher number if you count "registrations" rather than "candidates."

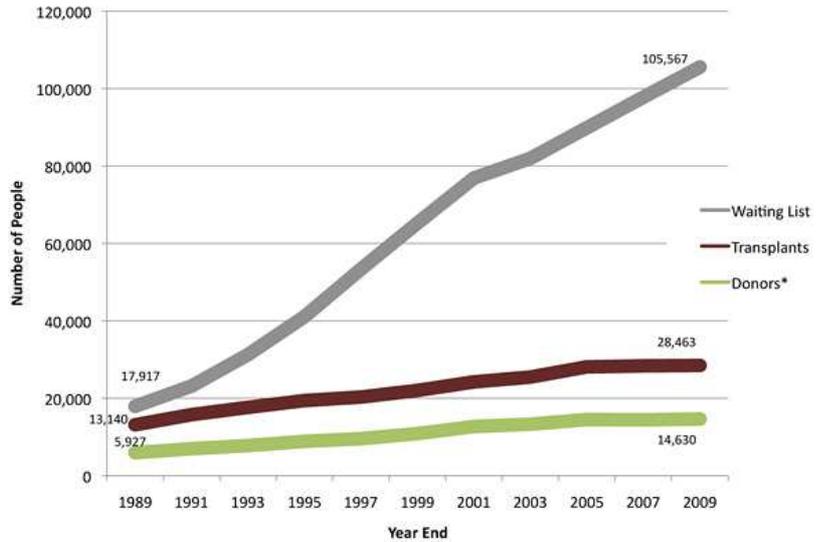
Additionally, one of the great things that may happen is that donations and transplantations may be taking place at any time, so while the waiting list might continue to grow the number of donors may also rise. The reality is that the number of candidates waiting continues to dwarf the number of donor organs available, and only you can change this.

### Here are some interesting facts:

- As of May 4, 2009, the percentage of recipients who were still living 5-years after their transplant is noted below for kidney, heart, liver, and lung.
  - Kidney: 69.3%
  - Heart: 74.9%
  - Liver: 73.8%
  - Lung: 54.4%
- In 2010, 62% of living donors were women. The statistic is reversed for deceased donation.
- In 2010, 67% of all deceased donors were White, 16% were Black, 13% Hispanic and 2.3% Asian.
- As of December 2011, the national waiting list was made up of 45% White, 29% Black, 18% Hispanic, and 7% Asian.
- In 2007, (the most recent data) there were almost 2.5 million deaths in the U.S. Imagine if every one of those persons had donated.
- Currently, more than 100 million people in the U.S. are signed up to be a donor—sign up and join them.

### The Gap Continues to Widen

Right now, there are more than enough people waiting for an organ to fill a large football stadium twice over.



Data from [optn.transplant.hrsa.gov](http://optn.transplant.hrsa.gov) and OPTN/SRTR Annual Report. \*\* Data include deceased & living donors.

Over the past two decades, the gap between the number of patients waiting for a transplant and the number receiving a transplant has continued to widen. The substantial difference between the number of donors and the number of patients waiting for a transplant is one factor that contributes to waiting time from listing to transplant.

Source: <http://organdonor.gov/index.html>

Year	Waiting List	Donors	Transplants
1988	15,029	5,901	12,618
1989	17,917	5,927	13,140
1990	20,443	6,630	15,001
1991	23,149	6,952	15,756
1992	27,510	7,090	16,133
1993	31,273	7,766	17,630
1994	35,192	8,200	18,297
1995	41,096	8,854	19,393
1996	47,397	9,205	19,747
1997	53,381	9,537	20,304
1998	59,862	10,361	21,517
1999	65,260	10,861	22,016
2000	71,628	11,917	23,248
2001	76,893	12,687	24,218
2002	78,498	12,819	24,907
2003	81,979	13,284	25,467
2004	85,610	14,154	27,035
2005	89,884	14,488	28,108
2006	94,472	14,755	28,930
2007	97,782	14,403	28,358
2008	100,775	14,209	27,966
2009	105,567	14,630	28,463

Reaction:

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## Pre-Reading Activity 2: Safe Haven Law

**What is the Safe Haven Law in Illinois?** Illinois Compiled Statutes Ch. 325, 2/10; 2/20-2/40  
You can leave your baby, up to 30 days old, with a staff member at any hospital, fire station, police station or emergency medical services provider in Illinois.

Now read these two articles about the Safe Haven Law in Nebraska:



### With teens being left at hospitals, Nebraska Legislature sets hearing

October 08, 2008 | By Jim Kavanagh CNN

Frustrated parents are dumping their teenagers at Nebraska hospitals -- even crossing state lines to do it -- and the state Legislature has scheduled a special hearing to try to stem the tide. Nebraska's "safe haven" law, intended to allow parents to anonymously hand over an infant to a hospital without being prosecuted, isn't working out as planned. Of the 17 children relinquished since the law took effect in July, only four are younger than 10 -- and all four are among the nine siblings abandoned by a man September 24 at an Omaha hospital. On Tuesday, a 14-year-old girl from Council Bluffs, Iowa, was abandoned at Creighton University Medical Center in Omaha, Nebraska, just across the Missouri River from Council Bluffs. The case marks the first time a parent has crossed state lines to abandon a teenager in Nebraska, authorities said. "The few situations we've seen so far demonstrate the need for a change in Nebraska's safe haven law," Gov. Dave Heineman said in a statement Monday. "In the coming legislative session, I will advocate for changes that put the focus back on protecting an infant in danger. That should be our priority." All 50 states have safe haven laws, but only Nebraska's lacks an age limit. Nebraska's part-time Legislature is adjourned until January, but two state legislative committees will hold a joint hearing November 13 to discuss a remedy. "They've got a huge problem," said Linda Spears, vice president for policy and public affairs for the Child Welfare League of America. "It's a pretty poorly constructed law to meet its original intent." When it was introduced in the Legislature, the bill had a presumed age limitation of 72 hours, said Todd Landry, director of the state's Division of Children and Family Services. "The original intent was to protect infants from the immediate danger of being harmed," he said. However, the law's final language uses the word "child" and does not specify an age limit, leaving it open to interpretation. Other states' laws specify the maximum age at which a child may be relinquished, ranging from 72 hours in several states to 1 year in North Dakota, according to the National Center for State Courts. "Clearly in these cases so far that we've seen, none of these children were in any immediate danger of being harmed," Landry said. "It is our opinion that the law does need to be modified." The law is being abused, Heineman's statement said. "Safe haven laws were not designed to allow families having difficulty with older youth and teenagers to abandon their children or responsibilities as parents," he said. The parents may not always be to blame, the Child Welfare League's Spears said. "The original safe haven laws were created for young moms who are having babies who didn't know how to get help. I think these are families with older kids who don't know how to get help and who are in desperate need," she said. Most state laws fail to provide for research into who is abandoning babies and why, league spokeswoman Joyce Johnson said. "Those are the kinds of things we've been wondering about and saying we need to know more about, and you'll never know if you just have a law that says you can anonymously leave a child somewhere, no questions asked," Johnson said. New Jersey, she said, is an exception. That state's safe haven law provides funding for research and evaluation as well as \$500,000 a year for public awareness, according to a September 2007 report by a New Jersey safe haven task force. A woman who dropped her 15-year-old nephew at a Lincoln, Nebraska, hospital told CNN affiliate KETV last month that she and the boy's guardian could no longer handle his behavior problems. The woman, Cathy Poulin, said she tried discipline and medication, but nothing worked. The boy's mother died several years ago, and his father left him, she said. "We had to go to the next level," Poulin said. "He can be made to get help." The Omaha man who left his nine children, ages 1 to 17, at Creighton University Medical Center was overwhelmed by the sudden death of his wife after the youngest child was born, he told KETV. "I was with her for 17 years, and then she was gone. What was I going to do?" Gary Staton said. "We raised them together. I didn't think I could do it alone. I fell apart. I couldn't take care of them." Staton is just the kind of parent whom safe haven laws fail to help, Johnson

said. "He was grieving, he didn't have a lot of money, and all those children -- he was trying to figure out how to feed them, how to clothe them, and deal with the grief of losing his wife. He needed help," she said. Heineman and Landry urged Nebraska parents who are having trouble coping to call the United Way's 211 resource line or Boys Town, a nationally known nonprofit child services organization based in Nebraska. Other options include community and faith-based support groups, crisis hot lines, treatment centers and other services, Landry added.

### **Nebraska lawmakers vote to limit safe-haven law**

**November 21, 2008**

Nebraska lawmakers voted Friday to change a controversial safe-haven law by restricting the age under which a child can be dropped off at a hospital without the parents being prosecuted. On a vote of 43-5, the state Senate - the only chamber in Nebraska's Legislature -- approved final passage of the revision. The change scraps the current version of the safe-haven law -- which has no age limitation -- and instead says that no child older than 30 days can be dropped off. Nebraska Gov. Dave Heineman signed the revised version of the law. All 50 states have safe-haven laws, intended to cut down on infanticide and the number of infants abandoned in unsafe locations, according to the Web site of the National Safe Haven Alliance, a group in support of such laws. Only the District of Columbia lacks such a law, the alliance says. But unlike other state's laws, which establish a time limit for the infants to be given up, Nebraska's law merely said "child," which could be interpreted as anyone under the age of 18. Thirty-five children -- all but six of them older than 10 -- have been dropped off at Nebraska hospitals since the law took effect in September, according to the state Department of Health and Human Services. Five came from other states, with parents traveling to Nebraska from Michigan, Indiana, Iowa, Florida and Georgia. No infants were among the children left at hospitals, officials said. The Senate met in an emergency session to change the law. Legislators had expressed concern that if the law were not changed, the state's child welfare system would be overwhelmed by older children dropped off by parents around the country who found themselves unable to provide proper care. "The abandonment of these children -- and the harm it is causing them -- is an immediate concern," said Jen Rae Hein, spokeswoman for Heineman. Social worker Courtney Anderson said some children beg their parents or guardians not to abandon them. "They may not really understand why they are being left at the hospital. But they know they are being left, and the parent or guardian might be fleeing," she said. On Tuesday, a 15-year-old girl was left at a hospital in Hall County, in the central part of the state. Last week, a 14-year-old boy and his 17-year-old sister were dropped off at an Omaha hospital; the girl ran away from the hospital. Earlier in the week, a father flew in from Miami, Florida, to leave his teenage son at a hospital, officials also said. "Please don't bring your teenager to Nebraska," Heineman told CNN. "Think of what you are saying. You are saying you no longer support them. You no longer love them." State Sen. Tom White said lawmakers were caught off guard by the number of teenagers taken in under the law. "What you've seen is an extraordinary cry for help from people all across the country," he said. "Nebraska can't afford to take care of all of them. Nebraska would like to be able to, but they know that we can't so we are going to have to change the law." "We didn't think [the law] would be used to the extent it [has been]," state Sen. Brad Ashford said. "We didn't anticipate children coming from other states." Tysheema Brown drove from Georgia to leave her teenage son at an Omaha hospital. "Do not judge me as a parent. I love my son and my son knows that," Brown said. "There is just no help. There hasn't been any help." Nebraska has 6,600 children in state custody; that per-capita rate is one of the nation's highest, said Todd Landry, director of the Division of Children and Family Services for the Department of Health and Human Services, "I think this has spurred some really healthy conversations about, how do parents get the help that they need when they are struggling with some of these parenting issues?" he said. "And the message that we have been trying to get out is, 'Don't wait until it's a crisis. Reach out to your family and friends.' "

#### **Sources:**

<http://safehaven.tv/states/illinois/> [http://articles.cnn.com/2008-11-21/us/nebraska.safe.haven\\_1\\_safe-haven-law-dave-heineman-omaha-hospital/2?\\_s=PM:US](http://articles.cnn.com/2008-11-21/us/nebraska.safe.haven_1_safe-haven-law-dave-heineman-omaha-hospital/2?_s=PM:US)  
[http://articles.cnn.com/2008-11-14/us/nebraska.safe.haven\\_1\\_safe-haven-law-nebraska-lawmakers-dave-heineman/2?\\_s=PM:US](http://articles.cnn.com/2008-11-14/us/nebraska.safe.haven_1_safe-haven-law-nebraska-lawmakers-dave-heineman/2?_s=PM:US)

Reaction: \_\_\_\_\_

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### Pre-Reading Activity 3: The Mosquito



MOSQUITO DEVICE
Devices cost between £300-£500 each
Uses high-frequency sound that only youths can hear
Noise is not audible to most people aged over 25
Has a range of between 30 and 40 metres
Have been used by shop owners and railways in the past
Manufacturers claim dogs can hear but "are not bothered" by noise

Will high-pitched deterrent work? A device to discourage bad behavior, known as a Mosquito, could be installed at a Bristol school to cut down on incidents of bad behavior. Fairfield High School in Horfield may be the first school in the city to use the gadgets. They emit a high-pitched sound which is only audible to youths and, according to the firm that makes them, is a "simple, effective" way of stopping vandals. But will they cut down on problems if they are installed around the school playing field? Simon Morris from Compound Security, who make the devices, told BBC Bristol a school in Devon has already had success with them. "One very good example of a similar nature is Woodlands Primary School in Plymouth where they were experiencing, across the summer holidays, every year around £55,000 of vandalism. "They installed 16 Mosquitos at the beginning of August last year and they've had no vandalism at all since. "It doesn't pose any health affects to humans or animals and is just a very simple, effective and benign way of keeping people out of certain areas. They're used by business, the police, across the UK." Anna Fairclough from human rights campaign group Liberty said she doubted they would mean an end to any trouble. "If you're a determined vandal and you want to cause trouble an annoying noise is not going to keep you away. "Part of the problem is people on motorbikes as well... the sound of the motorbikes would easily drown out the sound of the Mosquito." Ms Fairclough added that the Mosquito would indiscriminately target all youths - even those not out to cause problems. "What we think is a more fundamental problem is that this device works on the assumption that the presence of all the young people is bad. "It doesn't merely target those who are likely to cause trouble." George Muirhead from Woodfield Primary School in Plymouth said installing the device at his school has cut down on problems. "We had a problem with young people... once they get together in groups they 'gee' each other up "Because they were hanging around a lot and also drinking on the site then we were suffering from a lot of arson, broken glass, graffiti, inappropriate sexual activity. "Our children have human rights as well - they have the right to come to school without seeing that, particularly after weekends." Residents living near the school were split on whether the devices would deter youths from climbing over the school fence. One told BBC Bristol that there are "a lot of people that go in there until late at night". "There's been times when you've seen children in there camping overnight. You get the motorbikes down there, they've been trying for ages to secure that place." But another defended the youths saying many just want to have a kick-about. "A group of my friends, aged around 24, 25, climb over that fence all the time to play football. Not really doing anything untoward - just having a game of football, young lads playing a game on astroturf." BBC Bristol has been in contact with both Fairfield School and the police a number of times for comment but they have so far not responded.

Source: [http://news.bbc.co.uk/local/bristol/hi/people\\_and\\_places/newsid\\_8055000/8055118.stm](http://news.bbc.co.uk/local/bristol/hi/people_and_places/newsid_8055000/8055118.stm)

Reaction:

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### **Introduction to Unwind**

As part of this course, we will be reading the novel Unwind. This novel is a perfect fit for our class because just like Biology, the novel explores many aspects of science. The story takes place in the east when the three main characters are sent to be "unwinds." The story takes place in the future after a second civil war in the US over reproductive rights. To end the conflict the government reaches a compromise between the two sides with a series of constitutional amendments called "The Bill of Life." According to this new set of regulations, there are three ways that you can become an unwind. The three main characters of our story each represent one of those paths. Through a set of unusual circumstances our three characters find themselves thrown together in a fight for survival. I will not say more. I think you will find this novel a real page turner.

Reading assignments have been broken down into sections of the book covering a several chapters each. Each section of the book will have corresponding work covering vocabulary, character analysis and questions to help you understand what you are reading. Questions will also attempt to connect the book to us and to help us see how it is relevant to what is happening today.

Some readers might suggest that Unwind is not a relevant book to read. However, the book is written about teens for teens and, at the same time, about reproductive rights which are certainly relevant to today. The author chooses to use an artificial conflict that closely parallels the conflict today between pro-life and pro-choice advocates. The essential questions that we will explore as we read the book will be focused on these three central themes: relationships, conflict, and science, technology and government.

### **Essential Questions**

Written below are the essential questions for Unwind. During the course of our reading, we will refer to these questions and tie material in the reading assignment to one or more of these questions. As we read the book, we will see how the various plots in the book develop around these essential questions and their central themes.

### **Relationships**

Relationships can take many forms and be based on many different kinds of motivation. One of our central themes will be on the dynamics of relationships. The motivation for the forging of a relationship can vary. Loyalty, love, compatriot relationships and adversarial relationships are examples of reasons for a relationship to develop. Circumstances play a large role in the forging and development of a relationship.

- 1) What circumstances provide for relationships to exist? For relationships to either develop that otherwise would not occur, or existing relationships to change?
  - a) What circumstances in the novel provide opportunities for unlikely relationships to develop or existing relationships to change?
  - b) What circumstances in our lives (science class, school, home, work) present opportunities for unlikely relationships to develop or existing relationships to change?

### Conflict

Hate, prejudice, competition, jealousy and the struggle for power are reasons for conflicts that can result in external conflicts. Other factors, more subtle, but just as influential, like peer pressure, cultural differences, politics, and our moral/ethical values can cause internal conflict.

- 2) How can these factors color our judgment and influence our behavior in such a way that we would confuse right versus wrong in order to take actions that we might otherwise never consider doing?
  - a) What in the novel presents us with a moral conflict and with an ethical conflict?
  - b) How are these conflicts paralleled with events in our lives today?

### Science, Technology and Government

A crisis is a problem that has reached a crucial situation and needs immediate attention and a quick response in order to prevent some bad consequence(s) from happening. Governments often use science and technology to solve a problem. Some experts argue that we use technology to solve a problem that has no technical/technological solution. The creation, development and use of technology can bring problems of its own. Whether the crisis takes the form of a war, natural disaster, act of terrorism, or in the case of our story, a threat to life, people, or often today, government on the behalf of people, must find a way to solve the problem.

- 3) How effective are governments/people at solving problems during a crisis?
  - a) What cause(s) in the novel is used to justify the solutions being used to solve a crisis?
  - b) What crises exist today that people use to justify treating people a certain way in order to solve a problem during a crisis?
  - c) Is the technology itself good or bad, or is how we choose to use it that is good or bad?

## **Comprehension Guide Part One, Triplicate - pages 1 - 50**

Our story begins with a number of chapters providing us with information on who our main characters are and how they came to be in the position of unwinds. The reading, allows the story to unfold and help us understand different conditions under which each character lives before being signed off on an order to be unwound.

**Vocabulary:** Listed below is some vocabulary you will find in the chapter. Please read the definitions of any word you do not know before reading the chapter.

- AWOL - an old military term that means "absent without leave"
- sonata - an extended instrumental composition for piano or some other solo instrument
- ebony - black
- facile - easy to be done or performed
- boeuf - French for "beef"; slang here to mean military meat or soldier
- tithe - a tenth part; often an amount required for the purpose of taxing or giving

**Literal Understanding:** (What is the author saying?)

In the space provided, write "yes" before statements that represent what the narrator said and "no" before statements that contradict him.

- \_\_\_\_\_ 1. Connor and his girlfriend run away together.
- \_\_\_\_\_ 2. Connor's cell phone gives away his position to the Juvey-cops.
- \_\_\_\_\_ 3. After Risa's recital a tribunal decides that she has reached her potential and is to be unwound.
- \_\_\_\_\_ 4. The tithing party is to celebrate Lev's thirteenth and last birthday.
- \_\_\_\_\_ 5. Connor goes back for Lev because he still feels the need for a hostage to cover his escape.

**Interpretive Understanding:** (What does the author mean?)

In the space provided, write "yes" before those statements that represent ideas you **can** draw from what the narrator said. Write "no" before those statements that **do not** represent ideas you can draw from what the narrator said.

- \_\_\_\_\_ 1. Connor and Risa are unwinds for the same basic reason: no one wants to invest any more time or money into them.
- \_\_\_\_\_ 2. Kids at school ridiculed and picked on Lev for being a tithe.
- \_\_\_\_\_ 3. In the woods, the three fugitives make an alliance and decide to trust each other completely.

**Applied Understanding:**

To apply what you learn simply means to take information and ideas from what you have learned and connect them to what you already know. Read each of the following statements and place an "A" before each statement you agree with or a "D" before those you disagree with. To get credit you must write two sentences and give an example to support your point of view. Be prepared to discuss it in class.

1. At the beginning of our story it becomes fairly apparent that there are different views on and different reasons for placing an order to unwind a child. As the story unfolds it becomes apparent that not everyone is in agreement with the idea and even those who do agree with the decision still struggle emotionally because of the relationships they have had with the unwinds. In the space provide below, explain which one of the three main characters that you identify with and why.
  
2. Whether we are talking about a fire drill, a car accident, or a natural disaster like a flood, during times of emergency or crisis, the relationships between people change. Despite the fact that Connor is concerned about saving himself and surviving, he still seems to have a conscience and risks his own well-being to help and protect others. Difficult situations can bring out the best in people and unlikely actions when we least expect them and from whom we least expect them. Describe a situation you recall when an unlikely person did something unexpected.

**Part 1 Response-**

How would you feel if you discovered you were going to be unwound? What would you do? If you didn't want to go along, but couldn't run away like Connor and the others in the novel, what other options might you have?

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## **Comprehension Guide Part Two, Storked - pages 53 - 117**

Connor, Risa, and Lev are fugitives and on the run. They end up in a suburb looking for help and each for a different way to escape. Part Two helps us understand the inner motivations and conflicts that each of them are dealing with as they reinvent themselves as kids on the run.

**Vocabulary:** Listed below is some vocabulary you will find in the chapter. Please read the definitions of any word you do not know before reading the chapter.

- storking - the law that says young mothers can leave their babies to others who must keep them
- nihilistic - characteristic of someone who believes that is no purpose or meaning to existence
- clapper - slang term for a person who has had their blood filled with explosive so that their whole body has become a giant bomb that can be detonated by clapping

**Literal Understanding:** (What is the author saying?)

In the space provided, write "yes" before statements that represent what the narrator said and "no" before statements that contradict him.

- \_\_\_\_\_ 1. The newspaper article about the highway pile up makes no mention of their escape.
- \_\_\_\_\_ 2. During the commotion of passing period, Lev sneaks out of his stall and escapes.
- \_\_\_\_\_ 3. Connor and Risa escape the police at the school by clapping.
- \_\_\_\_\_ 4. Lev phones Pastor Dan and realizes that he has made a huge mistake.
- \_\_\_\_\_ 5. When Hannah asks for the baby, Risa refuses to give it up until Connor convinces her to do it.

**Interpretive Understanding:** (What does the author mean?)

In the space provided, write "yes" before those statements that represent ideas you **can** draw from what the narrator said. Write "no" before those statements that **do not** represent ideas you can draw from what the narrator said.

- \_\_\_\_\_ 1. Connor gains a new appreciation for Risa's resourcefulness, which gets them what they need and helps keep them out of trouble.
- \_\_\_\_\_ 2. Lev wants to escape from his captors, but does not want to see them harmed.
- \_\_\_\_\_ 3. The fugitives now must wait without question for their rescuer to arrange their transportation.



## **Comprehension Guide Part Three, Transit - pages 119 - 153**

Cyrus Finch embodies many contradictions that cause Lev problems and he struggles to reconcile himself with unwinding. CyFi has received "brain bits" from an Unwind, yet is a defective person who would most likely be selected for unwinding. Risa and Connor finally end up in an empty warehouse with a large group of unwinds. Roland, the antagonist is introduced. Roland attacks Risa to provoke a fight with Connor.

**Vocabulary:** Listed below is some vocabulary you will find in the chapter. Please read the definitions of any word you do not know before reading the chapter.

- fatigues - a type of camouflage dress worn by soldiers; here used as slang for armed personnel
- temporal lobe - central, lower part of the cerebrum responsible for hearing, speech, and memory

**Literal Understanding:** (What is the author saying?)

In the space provided, write "yes" before statements that represent what the narrator said and "no" before statements that contradict him.

- \_\_\_\_\_ 1. Lev meets up with his new traveling companion at a local church where he stopped for a meal.
- \_\_\_\_\_ 2. One temporal lobe of Cy's brain was replaced by an unwind's temporal lobe.
- \_\_\_\_\_ 3. Lev learns that Cy's destination is Joplin, Missouri.
- \_\_\_\_\_ 4. Risa reasons with Connor and helps him see the danger that Roland poses.
- \_\_\_\_\_ 5. Connor finally confronts Roland when he finds Roland in the bathroom making advances at Risa.

**Interpretive Understanding:** (What does the author mean?)

In the space provided, write "yes" before those statements that represent ideas you **can** draw from what the narrator said. Write "no" before those statements that **do not** represent ideas you can draw from what the narrator said.

- \_\_\_\_\_ 1. Lev's new traveling companion proves to be streetwise, resourceful and, unlike Connor and Risa, Cy is without any complications. He is just the perfect companion that Lev needs.
- \_\_\_\_\_ 2. The organization that Connor and Risa have found, moves huge numbers of unwinds and is a bigger, more organized operation than a small "mom & pop" type that they first thought it was.
- \_\_\_\_\_ 3. Roland shows up at the warehouse and forms an alliance with Connor.

**Applied Understanding:**

To apply what you learn simply means to take information and ideas from what you have learned and connect them to what you already know. Read each of the following statements and place an "A" before each statement you agree with or a "D" before those you disagree with. To get credit you must write two sentences and give an example to support your point of view. Be prepared to discuss it in class.

1. While Lev cannot overlook many of Cy's annoying personality quirks, he is willing to overlook them because he needs a traveling companion who has street smarts and knows how to stay under the radar. Can you think of a time when you, like Lev, found yourself thrown into an unlikely relationship where you were willing to tolerate annoying personality quirks in order to accomplish something more important?
  
2. The situation at the warehouse proves to be a place that is truly testing Connor's skills. Connor finds himself having to resist acting on impulse and emotion and relying instead on intelligence and stealth. Connor is being forced to use tactics he is less skilled at using. The situation is really taking Connor out of his comfort zone and his usual way of dealing with problems. The situation with Roland is creating lots of internal and external conflict. Can you think of a time when you were forced to use new or unfamiliar skills in a situation in order to successfully get out of that situation?

**Part 3 Response-**

When do you think the story takes place? The book never reveals the year. How many years in the future do you think the story takes place? What clues hint at how much time has passed? What companies or products are named? What societal norms can you point to that have changed or remained the same? What are the similarities between the world of Unwind and our own world? What are the differences?

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## **Comprehension Guide Part Four, Destinations - pages 155 - 194**

All of our characters are busy trying to survive until they can get to safety. In each of their cases, they must rely on others to provide them with the means to survive. During this part of their journey our main characters develop relationships with individuals thrown together with them and are forced by the dire circumstances each faces to examine some hard questions that have brought them to this point.

**Vocabulary:** Listed below is some vocabulary you will find in the chapter. Please read the definitions of any word you do not know before reading the chapter.

- pawnshop - a store where people exchange valuables for loans based on the worth of the item
- Ijole' - an inappropriate Hispanic slang term that we can substitute "come on" in its place
- Punto - Spanish for "point"

**Literal Understanding:** (What is the author saying?)

In the space provided, write "yes" before statements that represent what the narrator said and "no" before statements that contradict him.

- \_\_\_\_\_ 1. The pawn broker does not deal with minors.
- \_\_\_\_\_ 2. Connor punches one of Roland's henchman in order to take his place in the crate with Roland.
- \_\_\_\_\_ 3. Hayden believes that laws are educated guesses at right and wrong.
- \_\_\_\_\_ 4. When the plane touches down Risa learns that they arrived at a place called the graveyard.
- \_\_\_\_\_ 5. Lev confides in CyFy that he feels obligated to help him get to Joplin, Missouri.

**Interpretive Understanding:** (What does the author mean?)

In the space provided, write "yes" before those statements that represent ideas you **can** draw from what the narrator said. Write "no" before those statements that **do not** represent ideas you can draw from what the narrator said.

- \_\_\_\_\_ 1. The pawn broker correctly sizes up both his young customer and the jewelry being presented before making what he believes is a fair offer for the piece.
- \_\_\_\_\_ 2. During their flight in the dark, Emby makes a comment about unwinding that starts a debate on everything from who has a soul to how laws get made and who makes them.
- \_\_\_\_\_ 3. The transplanted part of CyFy's brain seems to be forcing CyFy to behave in strange ways and is compelling him to go to Joplin, Missouri to do something.

**Applied Understanding:**

To apply what you learn simply means to take information and ideas from what you have learned and connect them to what you already know. Read each of the following statements and place an "A" before each statement you agree with or a "D" before those you disagree with. To get credit you must write two sentences and give an example to support your point of view. Be prepared to discuss it in class.

1. Unwinding is organ technology being executed on a colossal scale and controlled as well as carried out by the government. The justification for it being allowed is the idea that the "unwind" does not really die because all of their parts go on living - just inside of other people. During their flight in the crate Emby expresses an attitude that has often allowed many real laws to get enacted including the death penalty, abortion, bankruptcy, and the draft to name several. The attitude is as Connor expressed it: "So it's all right if it happens to us but not if it happens to you." Do you agree that we too often let the government take over things because we do not care so long as it does not happen or apply to us?
  
2. Unwind is about organ donation. In the US, organ donation is voluntary; you can choose to be an organ donor. In some countries the law says you are an organ donor from the day you are born, but you can choose not to be an organ donor. If it were not for the technology of organ donation, we would not have these laws centered around the question of who owns your body? Which form of organ donation law is the better one in your eyes, choose to be an organ donor or automatically become an organ donor at birth, but have the choice to opt out of being an organ donor?

**Part 4 Response-**

Another question the kids in the book discuss is, "If every part of you is still alive but inside someone else, are you alive or are you dead?" They also wonder if consciousness can exist even if it's spread out, and if the soul remains intact? What do you think?

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## **Comprehension Guide Part Five, Graveyard - pages 195 - 261**

As Risa and Connor settle in to the routine of the graveyard, new situations develop that require them to take sides and get involved in the growing conflict that is emerging. Happily, Lev arrives at the graveyard as well, but his journey getting there has changed him as well. Conspiracy, secrets, and intrigue abound.

**Vocabulary:** Listed below is some vocabulary you will find in the chapter. Please read the definitions of any word you do not know before reading the chapter.

- dentures - term given to whole sets of false teeth

**Literal Understanding:** (What is the author saying?)

In the space provided, write "yes" before statements that represent what the narrator said and "no" before statements that contradict him.

- \_\_\_\_\_ 1. Risa is assigned to the dishwashing detail as her job in the graveyard.
- \_\_\_\_\_ 2. The five kids in charge of the graveyard are called "the Goldens" by everyone, they run things for the admiral; they are his true eyes and ears.
- \_\_\_\_\_ 3. Roland learns how to pilot the helicopter and uses his new influence to spread fear and disgust towards the Admiral in an attempt to unite kids behind his own climb to power.
- \_\_\_\_\_ 4. Lev makes a commitment to join a secret group that is run by Cleaver, the helicopter pilot.
- \_\_\_\_\_ 5. Connor holds Roland captive in the FedEx jet until he confesses to killing the Goldens.

**Interpretive Understanding:** (What does the author mean?)

In the space provided, write "yes" before those statements that represent ideas you **can** draw from what the narrator said. Write "no" before those statements that **do not** represent ideas you can draw from what the narrator said.

- \_\_\_\_\_ 1. The Admiral runs the graveyard like a military operation and by his rules and his rules only.
- \_\_\_\_\_ 2. The unwinds call his rules "the Ten Demandents."
- \_\_\_\_\_ 3. Connor is called to the Admiral's quarters to fix a coffee pot, but soon learns details about the
- \_\_\_\_\_ 4. Admiral and recent events. These new revelations change Connor's mind about the Admiral and why he chooses to live in the desert and run the graveyard.
- \_\_\_\_\_ 5. The dissension created by Roland and the unexplained disappearance of Emby and others provides the critical mass to set off the kids at the graveyard into a mob that causes a riot.



## **Comprehension Guide Part Six/Seven, Unwound & Consciousness - pages 265 - 335**

The graveyard is in ruins. The Admiral has been hospitalized near death. Juvey-cops reveal that they have known about the graveyard for over a year. Connor, Risa and Roland have been taken into custody and are being taken to the nearest harvest facility for unwinding. This is the action-packed, suspense-thrilled ending! Who possibly can come to their rescue?

**Vocabulary:** Listed below is some vocabulary you will find in the chapter. Please read the definitions of any word you do not know before reading the chapter.

- pokatok - ancient Mayan ball game played in a stone court that is a mix of soccer and basketball
- clapper - slang term for a person who has had their blood filled with explosive so that their whole body has become a giant bomb that can be detonated by clapping
- corpus callosum - a wide, flat bundle of neural fibers that connects the left and right cerebral hemispheres
- cerebral cortex - a highly folded layer of tissue covering the surface of each cerebral hemisphere
- temporal lobe - central, lower part of the cerebrum responsible for hearing, speech, and memory
- frontal lobe - controls voluntary movements of specific body parts
- occipital lobe - the visual processing center of the mammalian brain
- parietal lobe - integrates sensory information from different modalities, particularly determining spatial sense & navigation
- cerebellum - plays an important role in motor control and is also involved in some cognitive functions such as attention and language, and probably in some emotional functions
- thalamus - relays sensation, spatial sense and motor signals to the cerebral cortex, along with the regulation of consciousness, sleep and alertness
- hypothalamus - links the brain to the endocrine system and is responsible for metabolic processes and some activities of the autonomic nervous system
- hippocampus - found inside the temporal lobes, its role is to consolidate information from short-term memory to long-term memory and spatial navigation
- medulla - the lower half of the brain, sometimes called the animal brain, that controls involuntary body functions like breathing, heart rate, blood pressure, digestion so you do not have to think about it

### **Literal Understanding:** (What is the author saying?)

In the space provided, write "yes" before statements that represent what the narrator said and "no" before statements that contradict him.

- \_\_\_\_\_ 1. Risa learns that 99.44% of an unwind is actually used rather than 100%.
- \_\_\_\_\_ 2. Roland gets picked for harvesting quickly because he picks a fight with Connor in the dorm.
- \_\_\_\_\_ 3. The entire unwinding process takes about three hours.
- \_\_\_\_\_ 4. Connor decides to face his unwinding with dignity and pride rather than panic.
- \_\_\_\_\_ 5. Lev's parents are willing to accept custody of him after he serves his juvenile detention.

### **Interpretive Understanding:** (What does the author mean?)

In the space provided, write "yes" before those statements that represent ideas you **can** draw from what the narrator said. Write "no" before those statements that **do not** represent ideas you can draw from what the narrator said.

- \_\_\_\_\_ 1. Lev ends up at the same harvest camp as Connor and Risa. However, Lev is there for a different reason than becoming a tithe again, he is on a secret mission and his blood is filled with explosive. Lev has become a clapper.
- \_\_\_\_\_ 2. Connor emerging injured but alive from the Chop Shop after it is blown up triggers a revolt by the other unwinds who think the "Akron AWOL" has saved them by blowing up the unwind facility.
- \_\_\_\_\_ 3. During a visit from Pastor Dan, Lev learns that the events of the harvest camp bombing and what happened afterward have made people stop and think about unwinding. Lev has become a national figure and has "put a face on unwinding."



### Re-examining Our Essential Questions to Unwind with *GATTACA*

As part of this course, we have read the novel Unwind. As a complement to the novel we are now viewing the video *GATTACA*. Like our novel, the video explores many similar aspects of science. The three main characters in the video are connected by an unusual set of circumstances. The story takes place in the future and again the plot is connected to reproductive rights though in a different way. Through a set of unusual circumstances our three characters again find themselves thrown together in a struggle for survival. The essential questions that we will re-examine as we view the video will be focused on the same three central themes: relationships, conflict, and science, technology and government. The purpose of showing you the video is to help you see how universal these essential questions are whether talking about the novel, the video, or present day.

#### **Essential Question 1: Relationships**

Relationships can take many forms and be based on many different kinds of motivation. One of our central themes is on the dynamics of relationships. The motivation for the forging of a relationship can vary. Loyalty, love, compatriot relationships and adversarial relationships are examples of reasons for a relationship to develop. Circumstances play a large role in the forging and development of a relationship. What circumstances provide for relationships to exist? For relationships to either develop that otherwise would not occur, or existing relationships to change?

Given the personalities, backgrounds and differences in class due to genetic profiles in *Gattaca* and the different family situations in Unwind, how do the circumstances in each story affect the likelihood of relationships of the three main characters. Compare and contrast the relationships of Vincent, Jerome & Irene to those of Connor, Lev & Risa. Give two examples.

#### **Essential Question 2: Conflict**

Hate, prejudice, competition, jealousy and the struggle for power are reasons for conflicts that can result in external conflicts. Other factors, more subtle, but just as influential, like peer pressure, cultural differences, politics, and our moral/ethical values can cause internal conflict. How can these factors color our judgment and influence our behavior in such a way that we would confuse right versus wrong in order to take actions that we might otherwise never consider doing?

Whether we are talking about the prejudice created by people not valuing all children and allowing some to become unwinds or the prejudice shown towards individuals with inferior genes, it is still prejudice. In both stories, jealousy and competition cause conflicts. How do the conflicts caused by hate, prejudice, jealousy and competition in the video mirror those in our novel, Unwind. Give two examples.

#### **Essential Question 3: Science, Technology and Government**

A crisis is a problem that has reached a crucial situation and needs immediate attention and a quick response in order to prevent some bad consequence(s) from happening. Governments often use science and technology to solve a problem. Some experts argue that we use technology to solve a problem that has no technical/technological solution. The creation, development and use of technology can bring problems of its own. Whether the crisis takes the form of a war, natural disaster, act of terrorism, or in the case of our story, a threat to life, people, or often today, government on the behalf of people, must find a way to solve the problem. How effective are governments/people at solving problems during a crisis?

In Unwind, the use of technology allowed the government to resolve the issue of unwanted children by creating a national orphan system raise and select only the most valuable children to keep as well as offer the same option to parents before cutting the unwanted children up for parts needed by other people. While in *Gattaca*, the use of technology by government was used to discriminate against people with inferior genes and promote the selection of engineered embryos by couples rather than natural childbirth. What message or lesson can we take from the parallels for misuse of technology in each of these stories? How can we as citizens pro-actively prevent the government control of technologies and the potential misuse of technologies? Include one supporting example in your answer.





## Appendix A: Characters

**Connor Lassiter** - a 16 year old troubled kid. When he learns his parents have signed an unwind order, he runs away in search of a place to hide until he's 18 years old.

**Risa Ward** - 15 years old, an orphan at a State Home. She runs away when the administrators sign the order to have her unwound, and out of necessity joins Connor in seeking safety.

**Lev Calder** - the tenth and youngest child of his religious family, a "tithe" who was born to be unwound when he reached his thirteenth birthday. He is "kidnapped" by Connor, who means to save him from his fate.

**Pastor Dan** - Lev's minister and his spiritual advisor. Pastor Dan gives Lev support as he approaches his unwinding, but at the moment Connor frees Lev, he urges him to run.

**Hannah Steinberg** - the high school teacher who hides Connor and Risa in a classroom

**Sonia** - an antique store owner who hides AWOL teens in her basement, the first step of their roundabout journey.

**Mai** - an AWOL Asian girl who Connor and Risa meet while hiding

**Roland** - a manipulative, ruthless AWOL bully who has continuing confrontations with Connor

**Hayden** - a snarky but thoughtful AWOL with attitude

**Cyrus Finch (CyFi)** - a runaway teen encountered by Lev. Cyrus, who received a piece of brain from an unwind, is searching for something the unwound kid in his head is trying to tell him.

**The Admiral** - the adult, former U.S. Navy man, who runs "the graveyard" where many AWOL teens stay for safety, the Admiral was one of the drafters of the Bill of Life.



## Appendix B: Unwind Slang

**AWOL** - a runaway teen, scheduled to be unwound, hoping to survive to age 18, said to be "kicking AWOL."

**Bill of Life** - the law instituting unwinding.

**Boeuf** - a soldier, male or female (from the French word for Beef - also the derivation of the word "buff," as in muscular).

**Chop Shop** - the operating room where teen's bodies are surgically taken apart.

**Clappers** - suicide-terrorists who have replaced their blood with a nitroglycerin blend. They blow themselves up by clapping their hands.

**Harvest Camp** (formerly called "unwinding facilities") - where teenagers awaiting unwinding are housed, as well as where the procedure is performed

**Humphrey Dunfee** - urban legend about an unwind whose parents go crazy from grief and kill all the recipients of their son's body parts, in an attempt to reassemble their son.

**Juvey** - cops - Police officer specializing in taking down AWOLs.

**"Living in a Divided State"** - a euphemism for being unwound.

**StaHo** - State Homes, orphanages where wards of the state stay until their 18th birthday or they are sent to be unwound

**Storked** - babies who are left on doorsteps. The homeowner is obligated to keep and raise the child.

**Tithe** - a child of a religious family who is born and raised to be unwound, as an act of charity.

**Umbler** - the socially acceptable way to describe someone who is Black. (In contrast to sienna, the socially acceptable way to describe someone who is Caucasian.)

