

6th Humanities

Packet Planner

Distance Learning

April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 I-Ready Close Reading	2 I-Ready Close Reading	3 I-Ready Close Reading	4
5 Warm Up Q3:6 Close Read: <i>The Little Girl Who Would Not Work</i> Homework Q2:6	6	7 Warm Up Q3:6 Close Read: <i>Do What You Can</i> Homework Q2:6	8 Warm Up Q3:6 Close Read: <i>Rosa Refuses</i> Homework Q2:6	9 Warm Up Q3:6 Close Read: <i>Standing Up by Sitting In</i> Homework Q2:6	10 Video #1 Journal Prompt 1	11
12 Warm Up Q3:7 Close Read: <i>Into Africa</i> Homework Q2:7	13	14 Warm Up Q3:7 Close Read: <i>Immigration in the United States</i> Homework Q2:7	15 Warm Up Q3:7 Close Read: <i>Cesar Chavez</i> Homework Q2:7	16 Warm Up Q3:7 Close Read: <i>Clinging To Tradition</i> Homework Q2:7	17 Video #2 Journal Prompt 2	18
19 Warm Up Q3:8 Close Read: <i>Stomping for Olympic Gold</i> Homework Q2:8	20	21 Warm Up Q3:8 Close Read: <i>Mother and Daughter</i> Homework Q2:8	22 Warm Up Q3:8 Close Read: <i>Women Who Spoke Up</i> Homework Q2:8	23 Warm Up Q3:8 Close Read: <i>Fastest Women in the World</i> Homework Q2:8	24 Video #3 Journal Prompt 3	25
26 Warm Up Q3:9 Close Read: <i>Girls of the Crescent</i> Homework Q2:9	27	28 Warm Up Q3:9 Close Read: <i>Am I Not a Woman...?</i> Homework Q2:9	29 Warm Up Q3:9 Close Read: <i>The Rose that Grew from...</i> Homework Q2:9	30 Warm Up Q3:9 Close Read: <i>A Quick Note on Getting...</i> Homework Q2:9	May 1 Video #3 Journal Prompt 3	

Hello Friends,

Thank you for all of the patience and perseverance you have shown during this difficult transition. Although we are facing difficult times, I will be providing you with the resources you need to continue to learn and grow while the school building is closed. As always, this opportunity is yours for the taking. It is your responsibility to use your time wisely and make the most of every day. The expectation is the same now as it has been all school year: **You are responsible for your own learning.** I will be here to answer questions and give you feedback, but it's up to you to do the work and do your best.

Daily Agenda:

You will spend about 1 hour working on Humanities assignments each day. Try to find a quiet space, and set a timer to keep yourself accountable.

1. Warm Up – Complete our usual language review warm up
2. I-Ready – You should be completing one teacher assigned lesson on I-Ready each day
3. Close Reading – Read the CommonLit Article assigned for that day (As seen on Packet Planner)
4. Homework – Complete our usual reading comprehension homework assignment

Notes:

- Friday's – I have assigned YouTube videos for you to watch and write about. The journal prompt can be written in any notebook or any spare paper you have at home. Journal prompts and video links are listed on the next page. To receive feedback on your writing, please share it with me via Google Docs, Email, or Text.
- I will be available to immediately answer questions and give guidance from 10:40-11:40 a.m. each day. You can text or call me outside of that time, and I will respond within 24 hours.
- Answer Keys for the Warm Up and Homework are attached in the packet. Use them to check your answers when you are finished with the entire assignment.

Stay Positive:

We will be back in our cozy classroom reading books before you know it. Dart and I miss all of your sweet faces very much. We wish you safety, happiness, and peace. Stay inside, and stay positive.

Daily Close Readings List

Week 1

April 6th: *The Little Girl Who Would Not Work*

April 7th: *Do What You Can*

April 8th: *Rosa Refuses*

April 9th: *Standing Up by Sitting In*

Week 2

April 13th: *Into Africa*

April 14th: *Immigration in the United States*

April 15th: *Cesar Chavez*

April 16th: *Clinging to Tradition*

Week 3

April 20th: *Stomping for Olympic Gold*

April 21st: *Mother and Daughter*

April 22nd: *Women Who Spoke Up*

April 23rd: *Fastest Women in the World*

Week 4

April 27th: *Girls of the Crescent*

April 28th: *Am I Not a Woman and a Sister?*

April 29th: *The Rose that Grew From Concrete*

April 30th: *A Quick Note on Getting Better at Difficult Things*

Weekly Video & Journal Prompts

Week 1 - April 10th: Wellbeing for Children: Identity and Values

- <https://www.youtube.com/watch?v=om3INBWfoxY>
- Prompt: How do you develop a strong sense of identity? Describe the benefit of knowing who you are and understanding your identity. Think about the characters from the readings this week. Did they have a strong sense of identity? How do you know? Cite evidence from one of the readings to support your answer.

Week 2 - April 17th: The Role of Cultural Assimilation

- <https://www.youtube.com/watch?v=IHj4iIB62xQ>
- Prompt: Summarize the event that made to Supreet Thiara and her family feel unwelcome in the United States? How did they respond to the situation? Do you think your community is welcoming to difference? What can we do to make our community more welcoming to all people of different nationalities, races, and religions?

Week 3 - April 24th: Why Gender Equality is Good for Everyone

- <https://www.youtube.com/watch?v=7n9IOH0NvyY>
- Summarize three main points Michael Kimmel makes and how he supports those points. How have the women in the readings this week changed the way women all over the world are perceived? How have the women in your life stoop up against gender norms?

Week 4 - May 1st: Soar by Alyce Tzue

- https://www.youtube.com/watch?v=ZC-YmK_amc0
- Summarize the short film using plot structure. What is the theme of this film? How does it relate to the readings this week? Cite textual evidence from one of the weekly readings to support your answer. What lesson from can you take away and apply to your own life?

Name:

Weekly Language Review – Q3:6

Teacher:

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>repaint analogy decline decay dialogue recover replay decode</p>	<p>Which word means to break down or to rot?</p>	<p>Which word means to paint again?</p>	<p>Which word means words that draw comparisons and similarities?</p>
<p>When you look at the trees, you can begin to see the fall <u>foliage</u> changing color.</p> <p>What does <u>foliage</u> mean?</p>	<p>Highlight the clues from yesterday's question that helped you determine the meaning of <u>foliage</u>.</p>	<p>Name the figurative language: simile, metaphor, or personification.</p> <p>Her home was like a prison.</p>	<p>What is the meaning of yesterday's figurative language?</p>
<p>Circle the correct pronoun. Is it subjective or objective?</p> <p>Ava and (I/me) are going to study for the big test together.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Amanda and Katie will be responsible for finishing the book _____.</p>	<p>Fill in the blank with the correct possessive pronoun.</p> <p>She can't sleep without _____ special pillow.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Jonathan _____ will have to make the decision.</p>
<p>Circle the correct pronoun. Underline its antecedent.</p> <p>Emily loves to go to the mall because (you/she) can get a free smoothie.</p>	<p>Add commas, dashes, or parentheses where needed.</p> <p>My mother whom I love dearly came to my show and cheered for me.</p>	<p>Highlight the vague pronoun.</p> <p>My mom yelled at Jessica, but she was just kidding around.</p>	<p>Rewrite and correct yesterday's sentence.</p>
<p>Circle the pronunciation of the word envy.</p> <div data-bbox="110 1220 440 1360" style="border: 1px solid black; padding: 5px;"> <p>envy (enve) noun 1. a feeling of angry desire because of someone else's possessions. verb 2. desire to have something belonging to someone else.</p> </div>	<p>Which meaning of the word envy is being used in the sentence?</p> <p>Her envy made it impossible for us to be friends.</p>	<p>What part of speech is the word envy in yesterday's sentence?</p>	<p>Write a sentence using the second meaning of the word envy.</p>
<p>Use this dictionary entry to answer this week's questions.</p> <div data-bbox="110 1545 440 1682" style="border: 1px solid black; padding: 5px;"> <p>reduce (ri-dooz) verb 1. to bring down to a smaller size. 2. to lower in price. 3. to bring down to a lower rank.</p> </div>	<p>What part of speech is the word reduce in the sentence?</p> <p>I had to reduce the size of the photo before I could use it in my presentation.</p>	<p>Which definition matches the meaning of the word reduce in the sentence?</p> <p>I had to reduce the size of the photo before I could use it in my presentation.</p>	<p>Which definition matches the meaning of the word reduce in the sentence?</p> <p>The owner of the store decided to reduce all prices for one day only.</p>
<p>Circle the words with a similar denotation as particular.</p> <p>uncertain picky unsure selective</p>	<p>Which word has a positive connotation?</p>	<p>Which word has a negative connotation?</p>	<p>Which word best completes the sentence?</p> <p>I hate how _____ she can be when we are choosing our lunch in the cafeteria.</p>

My Work

<p style="text-align: center;">Monday</p> <hr/>	<p style="text-align: center;">Tuesday</p> <hr/>
<p style="text-align: center;">Wednesday</p> <hr/>	<p style="text-align: center;">Thursday</p> <hr/>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>

Answer Key - Weekly Language Review – Q3:6

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>repaint analogy decline decay dialogue recover replay decode</p>	<p>Which word means to break down or to rot?</p> <p style="text-align: center;">-decay</p>	<p>Which word means to paint again?</p> <p style="text-align: center;">-repaint</p>	<p>Which word means words that draw comparisons and similarities?</p> <p style="text-align: center;">-analogy</p>
<p>When you look at the trees, you can begin to see the fall <u>foliage</u> changing color.</p> <p>What does <u>foliage</u> mean?</p> <p style="text-align: center;">-greenery or leaves</p>	<p>Highlight the clues from yesterday's question that helped you determine the meaning of <u>foliage</u>.</p>	<p>Name the figurative language: simile, metaphor, or personification.</p> <p>Her home was like a prison.</p>	<p>What is the meaning of yesterday's figurative language?</p> <p style="text-align: center;">She couldn't leave her home.</p>
<p>Circle the correct pronoun. Is it subjective or objective?</p> <p>Ava and (I/me) are going to study for the big test together.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Amanda and Katie will be responsible for finishing the book themselves.</p>	<p>Fill in the blank with the correct possessive pronoun.</p> <p>She can't sleep without her special pillow.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Jonathan himself will have to make the decision.</p>
<p>Circle the correct pronoun. Underline its antecedent.</p> <p>Emily loves to go to the mall because (you/<u>she</u>) can get a free smoothie.</p>	<p>Add commas, dashes, or parentheses where needed.</p> <p>My mother, ; whom I love dearly, came to my show and cheered for me.</p>	<p>Highlight the vague pronoun.</p> <p>My mom yelled at Jessica, but she was just kidding around.</p>	<p>Rewrite and correct yesterday's sentence.</p> <p>My mom yelled at Jessica, but my mom was just kidding around.</p>
<p>Circle the pronunciation of the word envy.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>envy (en-vee) <i>noun</i> 1. a feeling of angry desire because of someone else's possessions. <i>verb</i> 2. desire to have something belonging to someone else.</p> </div>	<p>Which meaning of the word envy is being used in the sentence?</p> <p>Her envy made it impossible for us to be friends.</p> <p style="text-align: center;">-definition 1</p>	<p>What part of speech is the word envy in yesterday's sentence?</p> <p style="text-align: center;">-noun</p>	<p>Write a sentence using the second meaning of the word envy.</p> <p style="text-align: center;">Answers will vary.</p>
<p>Use this dictionary entry to answer this week's questions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>reduce (ri-dooz) <i>verb</i> 1. to bring down to a smaller size. 2. to lower in price. 3. to bring down to a lower rank.</p> </div>	<p>What part of speech is the word reduce in the sentence?</p> <p>I had to reduce the size of the photo before I could use it in my presentation.</p> <p style="text-align: center;">-verb</p>	<p>Which definition matches the meaning of the word reduce in the sentence?</p> <p>I had to reduce the size of the photo before I could use it in my presentation.</p> <p style="text-align: center;">-definition 1</p>	<p>Which definition matches the meaning of the word reduce in the sentence?</p> <p>The owner of the store decided to reduce all prices for one day only.</p> <p style="text-align: center;">-definition 2</p>
<p>Circle the words with a similar denotation as particular.</p> <p style="text-align: center;">uncertain picky unsure selective</p>	<p>Which word has a positive connotation?</p> <p style="text-align: center;">-selective</p>	<p>Which word has a negative connotation?</p> <p style="text-align: center;">-picky</p>	<p>Which word best completes the sentence?</p> <p>I hate how picky she can be when we are choosing our lunch in the cafeteria.</p>

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

Androcles and the Lion

(based on the Aesop fable)

Characters

- NARRATOR
- ANDROCLES
- LION
- DEER
- GUARD 1
- GUARD 2
- MASTER CASSIUS
- EMPEROR
- CROWD MEMBERS

SCENE I - Forest

[Stage Set: A forest, including a large tree stump. There is tall grass, that LION (actor/actress dressed all in tan, with paw gloves and booties and a mane) is laying behind, blending in with the background. NARRATOR stands in front corner, wearing black robes.]

NARRATOR: Long ago, in Ancient Rome, a slave named Androcles (*pronounced AN-dro-cleez*) escaped from his cruel master.

[ANDROCLES runs onto the stage. He is dressed in a white toga, with a broken chain around his ankle.]

NARRATOR: He ran into the forest to hide.

ANDROCLES: *(pants, out of breath)* I don't think...anyone...followed me. Master Cassius (*pronounced CASH-us*) will be so mad when he discovers I've escaped. *(laughs)* I can't believe it. I'm finally free! Master Cassius can wash his own smelly togas from now on. Find someone else to massage his gnarly feet, and pick up the olive pits he spits on the floor. I'm never going back. Never! I'm not going to live the rest of my life as a slave to that cruel man, I'd rather die.

LION: *(raises head over the grass, and ROARS.)* Roar!!!

ANDROCLES: *(to audience, nervously)* What I said about dying...I didn't mean quite so soon!

[LION roars again, louder and longer than before. ANDROCLES removes a sandal, and throws it at LION.]

ANDROCLES: Stay back, fearsome beast. The rest of me smells even worse than my sandal, I assure you. Master rarely allowed me the luxury of bathing.

Fiction: Plot & Character Development – Q2:6

As you answer this week's questions, highlight your evidence in the text.

[A DEER (actor/actress dressed all in brown, wearing antlers) enters the stage, unaware of the lion. She bends down right near LION to nibble on the grass. LION rises up on its haunches, ready to pounce, but instead crumples down with a whimper. DEER runs off stage]

ANDROCLES: That's weird. Why didn't he pounce on the deer? Maybe he's hurt. (calls to the NARRATOR) Hey, you there!

NARRATOR: (confused) Me?

ANDROCLES: Yes, you look like a brave individual. How's about going over there to check on the lion to see what's wrong with him?

NARRATOR: No can do. I'm not in this fable; I'm just the narrator. The role of hero belongs to you, Androcles, so get on with it.

[ANDROCLES inches his way towards LION]

ANDROCLES: Nice kitty...nice kitty...

[ANDROCLES scoots even closer, closing his eyes, making prayer hands]

ANDROCLES: (in a squeaky, rapid whisper) Please don't eat me, please don't eat me.

[When ANDROCLES and the LION are face to face, LION raises a giant paw. ANDROCLES, thinking LION means to attack him, cowers and closes his eyes. Instead, LION extends his paw to ANDROCLES, revealing a large thorn.]

LION: (makes a pleading noise)

ANDROCLES: (opens his eyes, pats down himself from head, arms, chest, legs) I'm still alive. All my body parts, intact.

LION: (gently wiggles his drooping paw)

ANDROCLES: Oh, that's a nasty thorn you got there.

LION: (whimpers)

ANDROCLES: That must hurt. I bet you want that out of there, don't you?

LION: (whimpers and nods)

ANDROCLES: It's almost like you understand me.

[LION thrusts his paw at ANDROCLES, emphatically]

ANDROCLES: Okay, okay! I know what I have to do. (pauses, then addresses the audience) Can I get a volunteer from the audience to come up and remove the thorn, preferably someone with excellent health insurance?

© One Stop Teacher Shop™

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

NARRATOR: *(shakes head)* Androcles, they're not in this fable either. It's all you. You got this. You're the man.

ANDROCLES: I'm the man. *(letting the phrase sink in)* I'm the man.

[ANDROCLES reaches his hands out gingerly toward the paw, but in a panic, yanks them back]

ANDROCLES: Maybe it will fall out on its own.

LION: *(flails about melodramatically, moaning and wailing)*

NARRATOR: Come on, Androcles, we have three more scenes still to do, go on.

ANDROCLES: Three more scenes? Am I alive in them?

NARRATOR: You have to remove the thorn to find out.

ANDROCLES: *(takes a deep breath)* All right, I'm just a little nervous. This is my first thorn-ectomy, and I don't have any medical training. Unless you count, filing the warts and callouses on Master's feet. You think this thorn is nasty? Master has a wart that's so ugly...

NARRATOR: Quit stalling.

LION: *(flails about even more melodramatically, moaning and wailing, rolling his head)*

ANDROCLES: *(to LION)* Fine, I'll help you, but I need you to calm down first. Can you do that?

LION: *(settles down and makes a whimpering sound, lays his paw in ANDROCLES's hand, and looks away)*

ANDROCLES: Hold still. *(ANDROCLES grabs the thorn with both hands)* I am going to pull it out on three. One...two...three!

[ANDROCLES yanks on the thorn. At first, it won't budge. LION moans as a tug-of-war over the thorn ensues. As the thorn finally comes out, LION, gives an especially loud roar. ANDROCLES fall backward, sending the thorn sailing into the audience]

ANDROCLES: *(still on the ground, looks to the audience)* You keep that. Souvenir. *(winks, then gets back up)*

[LION prowls towards ANDROCLES]

ANDROCLES: Hey, there big fellow. Feeling better I see? You do know it's bad manners to eat your medical practitioner? I'll just be on my way...

[LION opens his mouth wide, seemingly to bite ANDROCLES's leg. Instead, he bites off the chain that's around his ankle and lays it at ANDROCLES's feet. LION also retrieves ANDROCLES' thrown sandal, nudging it to him with his head]

© One Stop Teacher Shop™

© One Stop Teacher Shop

ANDROCLES: Thank you. *(rubs his ankle, puts on his shoe)* That's the first time anyone's done anything nice for me in my entire life.

[LION nestles its head to ANDROCLES hand, like an adoring kitten. ANDROCLES pets the LION gently.]

ANDROCLES: You know what? That makes you my first and only friend.

SCENE 2 – Forest

[Stage Set: ANDROCLES sleeps curled up on the stump. LION lies on the ground beside him. Sandals are on the ground beside the stump.]

NARRATOR: The odd friendship between Androcles and the lion continued long after the lion's paw healed. Their forest home offered everything they needed: food, water, freedom. A nearby stream teemed with fresh water for both drinking and bathing. Androcles did not go hungry, either, for the lion was a skilled hunter, and always shared his food with Androcles. And, the Lion kept a watchful eye out for anyone who might want to harm Androcles.

[Twig snaps from offstage. LION raises its head and looks toward the sound of the snapped twig. ANDROCLES sleeps on. Voices of GUARD 1 and GUARD 2 talk off-stage]

GUARD 1: Strange. Do you see those two sets of footprints?

GUARD 2: One human, obviously, but the second? A bear maybe? As if they're walking side-by-side.

GUARD 1: *(laughs)* What do you think? We're living in a fairy tale?

NARRATOR: *(raises hand beside mouth, whispers loudly to audience)* An Aesop's fable, actually.

GUARD 2: *(laughs)* You're right. The idea of a human and ferocious beast walking in harmony is pretty far-fetched. The poor fellow was probably chased and devoured.

[LION nudges ANDROCLES awake. ANDROCLES sits up. LION whimpers, nods offstage]

ANDROCLES: What is it, my friend? What's wrong?

GUARD 1: I bet Cassius would reward us handsomely if we brought back a bear for a bear skin rug.

GUARD 2: Indeed. Let's go bear hunting. The tracks lead over there.

[ANDROCLES gets up hurriedly]

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

ANDROCLES: We have to get out of here. Run!

[ANDROCLES slips his feet into his sandals but doesn't take time to fasten. As ANDROCLES and LION run, ANDROCLES's foot slips out of his sandal, and he falls to the ground.]

ANDROCLES: *(rubs his ankle)* Ow, I think I sprained it.

[LION tries to help ANDROCLES up, offering his body for ANDROCLES to lean on. ANDROCLES pulls himself up, takes a small step, winces, and collapses back down.]

ANDROCLES: It's no use; I can't walk on it. You go on!

[LION shakes his head]

ANDROCLES: You aren't meant for a life in chains...no one is...get out of here!

[LION settles down next to him]

ANDROCLES: *(sighs)* Get away from me, you stupid animal! *(hitting and pushing LION)* I should never have stopped to help you. This is all your fault. You're just a hideous beast. I want nothing to do with you. Get away! Go!

[LION whimpers, gets up, turns to leave]

ANDROCLES: That's right. Keep going. I never want to see you again.

[LION shakes head, sadly, then sulks off-stage in the opposite direction of the voices]

ANDROCLES: *(in a whisper)* Good luck, my friend.

[GUARD 1 and GUARD 2 enter the stage]

GUARD 1: That's not a bear it's...

[ANDROCLES turns toward them]

GUARD 1 & GUARD 2: Androcles?

GUARD 2: So, this is where you ran off to. You know, Master Cassius misses you, terribly.

ANDROCLES: At least you got the terrible part right.

GUARD 1: Get up. It's time for a homecoming. *(to GUARD 2)* Runaway slaves fetch an even larger sum than wild animals.

[ANDROCLES gets up, apparently uninjured. He walks toward the side of the stage where LION exited]

GUARD 2: Where do you think you're going?

© One Stop Teacher Shop™

© One Stop Teacher Shop

ANDROCLES: Just retrieving my sandal.

[ANDROCLES bends down and picks up his sandal]

ANDROCLES: *(looking sadly offstage)* Good-bye.

GUARD 1: Who are you saying good-bye to?

ANDROCLES: *(sighs)* Freedom...only freedom.

[GUARD 1 grabs ANDROCLES while GUARD 2 chains his hands behind his back. GUARDS lead him offstage.]

SCENE 3 – Master Cassius' Home

[Stage Set: Set is painted with columns and marble statues. MASTER CASSIUS lies on a lounge chair, a bowl of olives beside him. GUARD 1 and GUARD 2 drag ANDROCLES on stage and throw him onto the ground.]

MASTER: Androcles? My, this is a delightful surprise. So nice to have you back where you belong...on the ground at my feet.

GUARD 1: We found him hiding out in the forest.

MASTER: Living off the land, like some wild animal, no doubt. Well, you're home now, Androcles.

ANDROCLES: This isn't my home. It's my prison.

MASTER: Insolent ingrate. I've cared for you since your birth, and never so much as a 'thank you'.

ANDROCLES: Cared for me? Thank you? For what? Working my parents to death and rendering me an orphan? Keeping me in chains? Starving me?

MASTER: I gave you a free place to live.

ANDROCLES: It's not free if the cost is my freedom! It's a price I'm not willing to pay any more.

MASTER: Is that so?

[MASTER plucks an olive from the bowl. He sucks the fruit off the olive then spits the pit onto the floor.]

MASTER: *(to ANDROCLES)* Pick it up.

ANDROCLES: No.

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

MASTER: I said pick it up!

ANDROCLES: And I said, 'no'.

MASTER: *(gasps)* Your time in the woods has turned you into a savage.

ANDROCLES: I'm no savage. You are. And my time in the woods was the best time of my life. The only time I've experienced kindness and friendship.

MASTER: Friendship? Who helped you? Assisting a runaway slave is a crime. Guards, did you see anyone nearby?

GUARD 2: He was alone when we found him.

GUARD 1: Wait a minute, no he wasn't. *(points to NARRATOR)* She was there.

NARRATOR: Now hold on. As I told, Androcles, I'm not part of this story, I'm just the narrator.

MASTER: Sounds like you just confessed to talking to him.

NARRATOR: What? No...

MASTER: Guards, seize her.

[GUARDS cross the stage and grab NARRATOR]

ANDROCLES: Let her go. She's telling the truth. She had nothing to do this with.

MASTER: Then give me the person's name. Or I'll have her thrown in jail...or worse.

ANDROCLES: There was no person, I swear to Zeus!

MASTER: Liar! You said a friend showed you kindness. Tell me who it was, or Nora here gets it.

NARRATOR: It's not Nora; it's NAIR-RATE-TOR. Please, don't kill me, I have the closing line of the play.

MASTER: Her life is in your hands, Androcles. Who was your friend?

ANDROCLES: It was...a lion.

[GUARD 1 & 2 start laughing]

MASTER: Do you take me for a fool? Fine, don't tell me, but you'll be taking your secret to the grave. Guards, bring them both to the Coliseum. If he's so friendly with the lions, let's see how he fares with them there, in front of a bloodthirsty crowd.

[MASTER moves to exit stage, as do the GUARDS, dragging ANDROCLES and NARRATOR]

© One Stop Teacher Shop™

© One Stop Teacher Shop

NARRATOR: Wait!

MASTER: What is it? Wanting to beg for your life?

NARRATOR: No, not that. We can't end scene 3 this way.

MASTER: Say what?

NARRATOR: I'm serious. We can't leave the stage. Not with that olive pit on the floor. That's littering.

MASTER: Guards, pick up that pit.

GUARD 2: We kind of got our arms full. *(gestures at NARRATOR and ANDROCLES)*

MASTER: Ugh, very well!

[MASTER picks up the pit and they all exit the stage]

SCENE 4 - Coliseum

[Stage Set: Coliseum background. CROWD MEMBERS are dressed in simple white togas. CROWD MEMBERS whisper to one another, excitedly. To the side of the stage is a cage door. MASTER is seated prominently. GUARDS stand in to side holding ANDROCLES and NARRATOR. EMPEROR stands up and waves to the crowd.]

EMPEROR: Friends...Romans...Countrymen, welcome to my glorious Coliseum. I'm the Emperor of Rome, and I'll be your emcee for today's festivities.

[CROWD MEMBERS grow silent.]

EMPEROR: You're in a real treat, folks. In this corner *(gestures toward ANDROCLES and NARRATOR)* escaped slave, Androcles, and his accomplice, Nora...

NARRATOR: I'm not Nora. And I'm not his accomplice. This is so messed up. I shouldn't be here.

EMPEROR: My dear, if I had a silver coin every time someone claimed to be here by mistake, why, I'd be the Emperor of Rome. And, what do you know, I am the Emperor of Rome. *(to the crowd)* Come on, crowd. Let's give up for these doomed souls.

[CROWD claps politely. GUARDS release NARRATOR and ANDROCLES. GUARDS hand NARRATOR and ANDROCLES each a small spear and take a seat]

EMPEROR: And in this corner, *(gestures to cage door)*, newly arrived today...the fearsome...the formidable...the ferocious, and very, very hungry...Lion!

[CROWD cheers wildly. Cage door raises. LION emerges, sniffs the air, then charges toward ANDROCLES and NARRATOR. ANDROCLES pulls NARRATOR behind him.]

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

LION: (roars ferociously)

[ANDROCLES sticks out his tiny spear toward the charging LION and clenches his eyes shut. LION charges up to ANDROCLES but stops when it gets close. Sniffs. Tilts head to the right, then to the left. Then LION nudges ANDROCLES's hand with his head.]

ANDROCLES: (opens eyes) Lion? Is that you, my friend?

[LION presents the paw that had had the thorn in it, and nods. ANDROCLES falls to his knees and gives LION a big hug.]

ANDROCLES: I've missed you, greatly. I'm so sorry for all the terrible things I said. I didn't mean them. Not a one. I just couldn't bear to see you lose your freedom because of me.

EMPEROR: What's going on here?

ANDROCLES: (makes introductions with a casual air) Emperor...Lion. Lion...Emperor. Lion and I are friends, kind of a funny story how we met. He had a thorn in his paw, I thought he would eat me alive, I pulled it out anyway, we became friends, yada, yada, yada, and now fate has reunited us.

MASTER: (shocked whisper) He was telling the truth.

NARRATOR: (peeks out from behind ANDROCLES) So was I. I really am just the narrator.

EMPEROR: You really are quite remarkable.

NARRATOR: Thank you.

EMPEROR: Not you...Androcles. What are you doing here, anyway? Don't you have a play to wrap up? You're dismissed.

NARRATOR: Thank you, your Emperor-ror-ror-ness. (smiles nervously, curtsies, returns to the corner of the stage where she was narrating from).

EMPEROR: (in a loud, deep voice) Ladies and gentlemen, I have an imperial proclamation. No man who can tame the king of the beasts should be enslaved. (to ANDROCLES) Androcles, I grant you your freedom. From this day forward, you are no longer a slave. You are free to go!

MASTER: That's not fair. You can't do that!

EMPEROR: Do you dare contradict the Emperor of Rome? Guards, seize that man and take him to prison.

[GUARDS 1 & 2 grab MASTER and drag him off stage]

ANDROCLES: (bows to EMPEROR) Your Majesty, I'm most grateful. But I can't go, not without my friend here. (scratches LION on the head)

© One Stop Teacher Shop™

© One Stop Teacher Shop

Fiction: Plot & Character Development – Q2:6

As you answer this week's questions, highlight your evidence in the text.

EMPEROR: Mighty lion, I grant you your freedom, as well. Actually, I've been having second thoughts about this whole "lion tearing people limbs off and devouring their insides" thing. It's rather poor sportsmanship to eat your opponent. So, I'm thinking of doing what those guys in Greece are doing. A big sporting event, called the Olympics. Let me tell you about it. There are these rings, see, four, no five of them, I think...

LION: *(Roars ferociously)*

ANDROCLES: Sorry, your Imperial Highness, the Olympics sound great. I'm sure they'll be a big hit, but Lion and I best be going.

EMPEROR: Of course. *(to Androcles)* Good day, sir. *(to LION)* And to you, your Majesty.

[ANDROCLES exits with LION]

NARRATOR: And so Androcles and the lion returned to the forest, where they lived the rest of their days in friendship and freedom. And the narrator *(removing her robes, revealing street clothes)* went on a long overdue vacation.

[NARRATOR exits stage]

THE END

Name:

Fiction: Plot & Character Development – Q2:6

Date:

Monday (Scene 1)

How is a drama different than a traditional story?

Give one example of how the author incorporates humor into the drama.

How does Androcles respond to the Lion's roar?
What does this tell you about Androcles?

By the end of Scene 1, how has the story unfolded?

Tuesday (Scene 2)

What event in Scene 2 introduces the problem in the play?

What is Androcles's motive for being harsh to the Lion?

What effect does the friendship of Androcles and the Lion have on the events of Scene 2?

How does the tone of the play change by the end of Scene 2?

Wednesday (Scene 3)

What argument does Master Cassius give for why Androcles should show him gratitude?

Based on the details in Scene 3, how does the problem in the play evolve?

How does the narrator's role in the drama change as the story develops?

How does the author change the mood of the play at the end of Scene 3?

Thursday (Scene 4)

How do the events of Scene 3 lead into Scene 4?

Compare the life of Androcles to his Master in Scene 4? What changes have occurred?

Which character in Scene 4 changes their opinions about Androcles? How does this effect the outcome of the play?

What is the overall theme of the play? Support your answer.

Answer Key - Fiction: Plot & Character Development – Q2:6

Monday (Scene 1)	Tuesday (Scene 2)
<p>How is a drama different than a traditional story?</p> <p>A drama is acted on a stage. It includes stage directions, list of characters, and setting descriptions.</p>	<p>What event in Scene 2 introduces the problem in the play?</p> <p>Androcles hears the Guards' voices.</p>
<p>How does Androcles respond to the Lion's roar? What does this tell you about Androcles?</p> <p>He throws his sandal at Lion. He is nervous and afraid.</p>	<p>What effect does the friendship of Androcles and the Lion have on the events of Scene 2?</p> <p>Possible Answer: They both try to save each other in different ways.</p>
<p>Give one example of how the author incorporates humor into the drama. Possible Answer:</p> <p>Androcles addresses the Narrator. He also makes jokes with the audience.</p>	<p>What is Androcles's motive for being harsh to the Lion?</p> <p>He doesn't want Lion to get caught by the Guards.</p>
<p>By the end of Scene 1, how has the story unfolded?</p> <p>The Lion and Androcles are now friends.</p>	<p>How does the tone of the play change by the end of Scene 2?</p> <p>The end of Scene 2 has a somber mood as Androcles is captured and losing his freedom.</p>
Wednesday (Scene 3)	Thursday (Scene 4)
<p>What argument does Master Cassius give for why Androcles should show him gratitude?</p> <p>Master gave Androcles a "free" place to live.</p>	<p>How do the events of Scene 3 lead into Scene 4?</p> <p>At the end of Scene 3, Androcles and the Narrator are being dragged to the Coliseum. In Scene 4, they are already there and facing their fate.</p>
<p>How does the narrator's role in the drama change as the story develops?</p> <p>The Narrator became a part of the story.</p>	<p>Which character in Scene 4 changes their opinions about Androcles? How does this effect the outcome of the play?</p> <p>The Emperor changes his opinion and decides to free Androcles.</p>
<p>Based on the details in Scene 3, how does the problem in the play evolve?</p> <p>Now, Androcles and the Narrator are being taken to the Coliseum to fight for their lives.</p>	<p>Compare the life of Androcles to his Master in Scene 4? What changes have occurred?</p> <p>Androcles is now free and his Master is now being put in jail.</p>
<p>How does the author change the mood of the play at the end of Scene 3?</p> <p>The author uses humor; the Narrator asks the master to not litter and pick up the olive pit before the Scene is over.</p>	<p>What is the overall theme of the play? Support your answer.</p> <p>Friendship</p>

Name: _____ Class: _____

The Little Girl Who Would Not Work

By Carolyn Sherwin Bailey
1906

Carolyn Sherwin Bailey (1875-1961) was the principal of an elementary school. She wrote stories for her students. In this retelling of an old fable, a little girl would rather play all day than work. As you read, take notes on the conversations that the little girl has with the creatures in nature.

- [1] There was once a little girl who loved to play all day out of doors among the flowers and the bees.

Her mother thought she would grow to be an idle¹ little girl if she played so much. "You are old enough to do some work, little daughter," she said. "Even when you are a tiny girl you can learn to be busy."

But the little girl said: "Oh, mother, I do not like to work. Please let me go to the woods and play just a little while before I do my tasks."

So her mother said she might play, but only for a little while.



"1913 Francis Luis Mora (1874-1940) American artist - The Toy Sailboat" by oldsailro is licensed under CC BY-NC 2.0

- [5] The child ran out of the house, and across the garden, and down to the woods as fast as her feet could carry her. As she hurried on, a Red Squirrel jumped across her path and the little girl said to him: "Red Squirrel, you don't have to work, do you? You may just play, and eat nuts from morning till night. Isn't that all?"

"Not work!" chattered the Red Squirrel. "Why, I am working now, and I worked all day yesterday, and all of the day before. I have a family living in the old oak tree, and I must store away nuts for the winter. I have no time to stop and play."

Just then a Bee came buzzing by and the little girl said: "Little Bee, do you have any work to do?"

"Work!" buzzed the Bee. "Why, I am always working, gathering sweets and making the honeycomb² for you. I have not time for play."

The little girl walked along very slowly, for she was thinking, and she saw an Ant, down in the path, carrying a very large crumb of bread.

- [10] "That crumb of bread is too heavy for you, Ant," said the little girl. "Drop it, and come and play with me!"

1. **Idle (adjective):** avoiding work or lazy
2. a group of many small cell made of wax in which bees store their honey

"I don't care how heavy it is," said the Ant. "I was so glad to find it that I am willing to carry it. Oh, no, I couldn't stop to play. Once some one stepped upon our house and crushed it. We Ants thought we would go and hunt for a ready-made³ house, but we traveled a very long way, and we were not able to find a house ready made, and we were obliged⁴ to come home and build. Oh, we have no time to play," said the Ant, as he started on with his crumb of bread.

So the little girl sat down upon a stone, that she might think better, and she said to herself: "The creatures all have their tasks to do, but I don't believe the flowers work. Do you work, Pink Clover?" she asked of a little flower growing at her feet.

"Oh, yes, I am very busy," said the Pink Clover. "I gather the sunbeams every morning and keep them shut in my petals quite carefully all day long. I drink up all the moisture I can find with my roots, and I grow, and grow, to get ready for the seed time. The flowers must all work," said the Pink Clover.

Then the little girl decided to go home to her mother, and she said: "Mother, the Squirrels and the Bees and the Ants and the Flowers all work. I am the only idle one. I want some work to do."

- [15] So her mother brought out a little apron which the child had begun to hem⁵ so long ago that she had forgotten all about it; and the little girl worked so faithfully⁶ and well that she was not idle any more, but very industrious.⁷

"The Little Girl Who Would Not Work" from For the Children's Hour by Carolyn Sherwin Bailey (1906) is in the public domain.

-
3. ready right away
 4. **Oblige (verb):** to be forced to do something
 5. to fold back and sew down the edge of cloth
 6. **Faithful (adjective):** loyal and constant
 7. **Industrious (adjective):** hard-working

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the lesson of the short story?
 - A. Playing is always more fun than work.
 - B. Hard work is necessary and important.
 - C. Animals tend to work harder than humans.
 - D. Hard work is often rewarded.

2. PART B: Which detail from the story best supports the answer to Part A?
 - A. "Oh, mother, I do not like to work. Please let me go to the woods and play just a little while before I do my tasks." (Paragraph 3)
 - B. "Red Squirrel, you don't have to work, do you? You may just play, and eat nuts from morning till night. Isn't that all?" (Paragraph 5)
 - C. "The creatures all have their tasks to do, but I don't believe the flowers work. Do you work, Pink Clover?" (Paragraph 12)
 - D. "Mother, the Squirrels and the Bees and the Ants and the Flowers all work. I am the only idle one. I want some work to do." (Paragraph 14)

3. Which of the following describes what the little girl first thinks about the animals?
 - A. She doesn't realize that they work.
 - B. She knows how hard they work.
 - C. She is jealous that their work is fun.
 - D. She believes that they are lazy.

4. How does talking to the animals and the flower affect the little girl?

Name: _____ Class: _____

Do What You Can

By Carolyn Sherwin Bailey
1906

Carolyn Sherwin Bailey (1875-1961) was a principal of an elementary school and wrote stories for her students. In this retelling of an old fable, one raindrop wishes to help a farmer water his crops. As you read, take notes on what happens after the raindrop decides to help the farmer.

There was once a farmer who had a large field of corn. He harrowed[1] it and weeded it with the greatest care, for he wanted to sell the corn and buy good things for his family with the money. But after he had worked hard, he saw the corn wither[2] and droop, for no rain fell, and he began to fear that he was to have no crop.[3] He felt very sad, and every morning he went out to the field and looked at the thirsty stalks and wished for the rain to fall.



"raindrop" by Virginia (Ginny) Sanderson is licensed under CC BY-NC-ND 2.0

One day, as he stood looking up at the sky, two little raindrops saw him, and one said to the other: "Look at that farmer. I feel very sorry for him. He took such pains[4] with his field of corn, and now it is drying up. I wish I might help him."

"Yes," said the other, "but you are only a little raindrop. What can you do? You can't wet even one hill."

"Well," said the first, "I know, to be sure, I cannot do much; but perhaps I can cheer the farmer a little, and I am going to do my best. I'll go to the field to show my good will,[5] if I can't do anything more. Here I go!"

The first raindrop had no sooner started for the field than the second one said:

"Well, if you really insist[6] upon going, I think I will go, too. Here I come!" And down went the raindrops. One came — pat — on the farmer's nose, and one fell on a thirsty stalk of corn.

"Dear me," said the farmer, "what's that? A raindrop! Where did it come from? I do believe we shall have a shower."

By this time a great many raindrops had come together to see what all the commotion[7] was about. When they saw the two kind little drops going down to cheer the farmer, and water his corn, one said:

"If you two are going on such a good errand, I'll go, too!" And down he came. "And I!" said another. "And I!" And so said they all, until a whole shower came and the corn was watered. Then the corn grew and ripened[8] — all because one little raindrop tried to do what it could.

"Do What You Can" from For the Children's Hour by Carolyn Sherwin Bailey (1906) is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the story?
 - A. One person can make a big difference by inspiring others.
 - B. It is better to be a leader than a follower.
 - C. Sometimes people just need kind words.
 - D. Nature is more connected than we realize.

2. PART B: Which detail from the story best supports the answer to Part A?
 - A. "but you are only a little raindrop. What can you do? You can't wet even one hill." (Paragraph 3)
 - B. "I'll go to the field to show my good will, if I can't do anything more." (Paragraph 4)
 - C. "Dear me,' said the farmer, 'what's that? A raindrop! Where did it come from?'" (Paragraph 7)
 - D. "Then the corn grew and ripened-all because one little raindrop tried to do what it could." (Paragraph 9)

3. Why does the first raindrop decide to drop down to the field?
 - A. The raindrop wants to help in any way it can.
 - B. The raindrop believes it can water the field by itself.
 - C. The raindrop hopes other raindrops will join it.
 - D. The raindrop is curious to learn more about the farmer.

4. Why is it important to the story that the first raindrop decides to help the farmer?

Name: _____ Class: _____

Rosa Refuses

By Ruth Spencer Johnson
2008

In December 1955, after Rosa Parks refused to give up her seat on the bus to a white man, black people in Montgomery, Alabama refused to use the bus until the laws were changed and they were treated fairly. In this passage, a young black girl writes to her cousin about the protest. As you read, take notes on how black people avoided using the bus.

- [1] In December 1955, Shirley, a fictional 9-year-old black girl in Montgomery, Alabama, might have written these letters to her cousin Elizabeth in Detroit, Michigan...

December 5, 1955
Dear Elizabeth,

Guess what's happening in Montgomery? We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something. Starting today, black people won't ride the buses anymore because of the unfair way the bus company treats us.



"The Rosa Parks Bus" by Maia C is licensed under CC BY-NC-ND 2.0

Remember how it is here? The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites. It's the law. You're lucky that in Detroit, you can sit anywhere you like on the bus. That must be nice. Here's why we're having the boycott: Last week, a black woman here named Rosa Parks was riding the bus. She was on her way home from work. When the bus got full, the driver told her to get up and give a white person her seat. She refused! So the police came and arrested her. They took her to jail! Can you believe it? Mrs. Parks said she was tired of giving in to white people. So now, all 50,000 black people in Montgomery aren't going to ride the bus at all until things change. The bus company sure is going to lose a lot of money!

- [5] We're all trying to help each other. Most black folks here don't have cars. The ones that do are driving others to work. Black taxi drivers are charging only a dime (the same as the bus fare) instead of 45 cents for a ride. Thousands of people are walking miles to work, school, and church. The buses are practically¹ empty!

The new minister in town, the Reverend Martin Luther King Jr., is the leader of the boycott. He says that if we protest peacefully with "courage and dignity,"² we can make great changes for black people. Until then, I'll keep walking!

1. almost
2. **Dignity (adjective):** a sense of pride in yourself

Love, Shirley

Over a year later, Shirley writes again.

December 21, 1956

Dear Elizabeth,

[10] You won't believe what I did today — I rode in the front of the bus!

The boycott is finally over, after 381 days. I never thought it could last this long, because the bus company was losing so much money. But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest³ reason. They made black taxi drivers charge full fare.⁴ They arrested people who were waiting for rides. Hundreds of people lost jobs and went to jail. A lot of white people were really angry, and Reverend King's house was bombed!

Our black leaders went to court to end segregation⁵ on the buses. The city fought the case all the way to the Supreme Court.⁶ Now the Supreme Court has said that we can sit wherever we want on the buses.

It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits.⁷ We believe this boycott is just the start of equal rights for our people! Tell Aunt Louise you want to come down and visit me here. We'll ride the bus up front together!

Love, Shirley

"Rosa Refuses" from Applesseeds by Ruth Spencer Johnson. Copyright © 2008 by Carus Publishing Company. Reproduced by permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.

-
3. very small
 4. the money a passenger has to pay for a ride
 5. the separation of people based on their race
 6. the most powerful court in the country
 7. to stay positive about something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main theme about the bus boycott in Montgomery?
 - A. Black children were even more responsible for the success of the bus boycott than adults, as they used the bus more than anyone.
 - B. Refusing to use the bus wasn't difficult for black people, as they walked together and often shared their cars with each other.
 - C. Black people in Montgomery succeeded in ending segregation on buses by working hard and not giving up on their protest.
 - D. The bus boycott didn't last very long, as the buses quickly gave into black people's demands for desegregation.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something." (Paragraph 3)
 - B. "The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites." (Paragraph 4)
 - C. "But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest reason." (Paragraph 11)
 - D. "It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits." (Paragraph 13)

3. How does paragraph 4 contribute to the overall structure of the text?
 - A. It shows how many black women have been arrested in the past for not giving up their seat on the bus.
 - B. It describes how black people are treated unfairly on buses and the reason for the bus boycott.
 - C. It provides several examples of how black people are treated unfairly in Montgomery.
 - D. It shows how black people are going to work together to avoid using the buses, while still getting around.

4. How does Shirley respond to the bus boycott?
 - A. Shirley is angry that a bus boycott is necessary for black people to be treated fairly.
 - B. Shirley is hopeful about the bus boycott and willing to do her part to create change.
 - C. Shirley complains about having to walk everywhere, since she can't use the bus.
 - D. Shirley hesitates to join her friends and family in the bus boycott, as it's going to be a lot of work.

5. How does Shirley feel at the end of her last letter to Elizabeth (Paragraph 13)?

Name: _____ Class: _____

Standing Up by Sitting In

By Ruth Spencer Johnson
2008

The Civil Rights Movement was a movement organized by African Americans, beginning in the late 1940s and ending in the late 1960s, to end unfair treatment against black people and earn them equal rights. In this drama set in the South during the 1960s, four high school students challenge the laws that keep blacks and whites separate. As you read, take notes on how the protesters interact with the other people in the store.

Cast

- Joseph, David, and Linda, black high school students
- Frank, white high school student
- Narrator
- White waitress
- White customer



"NO_60_2_845" by State Archives of North Carolina Raleigh has no known restrictions on copyright.

Scene 1: June 1960

[1] *(Three black high school students, dressed in their best clothes, stand outside a store in a South Carolina town. They are gathering courage to begin a sit-in at the store lunch counter, which serves only white people.)*

Narrator: Beginning in 1960, black students started sit-ins to protest¹ against unfair segregation laws.² At sit-ins, students sat at lunch counters for hours, even though the waitresses would not serve blacks. Bystanders³ often harassed, or bothered, the protesters by hitting them and yelling insults. Many students were arrested for breaking segregation laws.

Joseph: [to his friends] We are just going to sit at the counter and politely order something to eat. When they refuse to serve us, we will sit there until the store closes.

David: I hope our sit-in will be peaceful, not like that one in Tennessee last week.

[5] **Linda:** I heard that bystanders there kicked the protesters and squirted ketchup on their heads.

Joseph: No matter what happens, we'll stay cool, just like we practiced in our nonviolence training.

Narrator: The students promised each other they would remain nonviolent and not fight or use ugly words, even if they were attacked or jailed. They believed their protests would have more power if they reacted to anger and hatred with peace and love.

1. **Protest (verb):** to express that something is wrong
 2. laws that kept people separate based on the color of their skin
 3. someone who witnesses something happen

Linda: My parents are terrified I might get hurt or arrested, but I told them it would be an honor to go to jail for this cause.

David: [nods] It's up to us kids to push the movement forward. Our parents' generation has made some progress with boycotts,⁴ but things are moving too slowly.

[10] [Frank rushes up to the group. He has been part of the students' nonviolence training]

Frank: Hey there! I heard you're going to have a sit-in. I want to join you!

Scene 2

(The students enter the store. There are racks of clothing for sale. Along the back wall is a lunch counter with stools. A waitress serves a plate to a white customer who is sitting at the counter. The students walk to the back and sit quietly at the counter.)

Narrator: The waitress has been afraid a sit-in might happen at her lunch counter. She does not want to serve the students. Even if she thinks segregation is unfair, her boss could fire her for serving blacks in his store. And the possibility of violence, against herself or the students, scares her.

David: I'd like to order lunch, please.

[15] **Waitress:** This counter is for whites only. You know that. You'd better leave before there's trouble.

Customer: [angrily] If you know what's good for you, you'll get out of here right now.

Linda: [to waitress] Your store is happy to take my money when I buy a dress. Why won't you take my money at the lunch counter?

Waitress: It's just the way things are around here.

Frank: Well, we say it's time for a change!

[20] **Joseph:** The color of our skin shouldn't determine where we can sit.

Customer: [to Frank] Now why are you hanging out with them?

Frank: These guys are my friends. I can't just stand by and watch while you treat them like second-class citizens.⁵

Joseph: This sit-in is our way of standing up for what's right.

Customer: [with increasing anger] I'm warning you — I'm going to call the police. They'll put you all in jail where you belong!

4. to stop buying something or using its services as a form of protest

5. a legal citizen who is denied the rights they should have as a citizen

[25] **David:** If they arrest us, more of our friends will come.

Linda: You can fill your jails, but you're not going to stop us!

Narrator: Student sit-ins spread through the South and succeeded in integrating⁶ lunch counters in many cities. The students' energy and determination inspired adults to protest other forms of segregation. Without the involvement of these children, the civil rights movement might not have succeeded at all.

"Standing Up by Sitting In" from Applesseeds by Ruth Spencer Johnson. Copyright © 2008 by Carus Publishing Company. Reproduced by permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.

6. to end the separation of people based on race

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main theme of the drama?
 - A. Young people are better at creating important change than most adults are.
 - B. Sometimes people don't stand up for what they know to be right.
 - C. Standing up for what you believe in is dangerous and can result in violence.
 - D. People can create change when they stand up for what they believe in peacefully.

2. PART B: Which detail from the drama best supports the answer to Part A?
 - A. "Linda: I heard that bystanders there kicked the protesters and squirted ketchup on their heads." (Paragraph 5)
 - B. "Our parents' generation has made some progress with boycotts, but things are moving too slowly." (Paragraph 9)
 - C. "The waitress has been afraid a sit-in might happen at her lunch counter. She does not want to serve the students." (Paragraph 13)
 - D. "Narrator: Student sit-ins spread through the South and succeeded in integrating lunch counters in many cities." (Paragraph 27)

3. What does Frank do when he's questioned about participating in the sit-in?
 - A. He discusses his own experiences with being treated unfairly in stores.
 - B. He gets angry and violent with the man who questions him.
 - C. He supports his friends and the movement to treat black people equally.
 - D. He becomes unsure in his participation in the sit-in.

4. How does paragraph 2 contribute to the structure of the story?
 - A. It provides important information about the protests and how protesters are treated.
 - B. It suggests that the characters in the drama are going to be met with violence.
 - C. It hints at the conclusion of the drama and the success of the students.
 - D. It sets up where the drama is taking place and the characters involved.

5. Why are the characters committed to nonviolence during their protest?

Name:

Weekly Language Review – Q3:7 Teacher:

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>bicycle bewilderment foolishness cycle cyclone disagreement displacement sadness</p>	<p>Which word means a series of events that happen over and over again?</p>	<p>Which word mean a difference of opinion?</p>	<p>Which word means a state of being silly or lacking good sense or judgement?</p>
<p>You must pay an additional <u>tariff</u> if you plan to purchase goods from overseas.</p> <p>What does <u>tariff</u> mean?</p>	<p>Highlight the clues from yesterday's question that helped you determine the meaning of <u>tariff</u>.</p>	<p>Name the figurative language: hyperbole, idiom, or alliteration.</p> <p>I've seen this movie a thousand times.</p>	<p>What is the meaning of yesterday's figurative language?</p>
<p>Circle the correct pronoun. Is it subjective or objective?</p> <p>My family and I will be going to New York after (we/us) visit my Aunt.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>I will take care of it _____!</p>	<p>Fill in the blank with the correct possessive pronoun.</p> <p>He read the book and thought about _____ own adventures from last summer.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Tatiana _____ has requested an invitation to the ball.</p>
<p>Circle the correct pronoun. Underline its antecedent.</p> <p>The television repair man forgot (their/his) tools.</p>	<p>Add a nonrestrictive element using commas.</p> <p>While traveling, it is important to be safe.</p>	<p>Highlight the vague pronoun.</p> <p>While Emily and Hailey were jogging, she tripped over a rock.</p>	<p>Rewrite and correct yesterday's sentence.</p>
<p>Circle the pronunciation of the word vacant.</p> <div data-bbox="121 1276 454 1402" style="border: 1px solid black; padding: 5px;"> <p>vacant (və'kænt) adjective 1. not filled 2. having or showing no intelligence or interest.</p> </div>	<p>Which meaning of the word vacant is being used in the sentence?</p> <p>The vacant house was thought to be haunted.</p>	<p>What part of speech is the word vacant in yesterday's sentence?</p>	<p>Which meaning of the word vacant is being used in the sentence?</p> <p>Her vacant expression showed me she did not understand what I was saying.</p>
<p>Circle the words with a similar denotation as thin.</p> <p>scrawny meaty lean thick</p>	<p>Which word has a positive connotation?</p>	<p>Which word has a negative connotation?</p>	<p>Which word best completes the sentence?</p> <p>The athlete is tall and _____.</p>
<p>Write the meaning of the prefix miss-.</p>	<p>Write a sentence using a word with the prefix miss-.</p>	<p>Write the meaning of the root form.</p>	<p>Write a sentence using a word with the root form.</p>

My Work

<p style="text-align: center;">Monday</p> <hr/>	<p style="text-align: center;">Tuesday</p> <hr/>
<p style="text-align: center;">Wednesday</p> <hr/>	<p style="text-align: center;">Thursday</p> <hr/>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>

Answer Key - Weekly Language Review – Q3:7

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>bicycle bewilderment foolishness cycle cyclone disagreement displacement sadness</p>	<p>Which word means a series of events that happen over and over again?</p> <p>-cycle</p>	<p>Which word means a difference of opinion?</p> <p>-disagreement</p>	<p>Which word means a state of being silly or lacking good sense or judgement.</p> <p>-foolishness</p>
<p>You must pay an additional tariff if you plan to purchase goods from overseas.</p> <p>What does tariff mean?</p> <p>-tax</p>	<p>Highlight the clues from yesterday's question that helped you determine the meaning of tariff.</p>	<p>Name the figurative language: hyperbole, idiom, or alliteration.</p> <p>I've seen this movie a thousand times.</p>	<p>What is the meaning of yesterday's figurative language?</p> <p>I've seen this movie a lot.</p>
<p>Circle the correct pronoun. Is it subjective or objective?</p> <p>My family and I will be going to New York after (we/us) visit my Aunt.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>I will take care of it myself!</p>	<p>Fill in the blank with the correct possessive pronoun.</p> <p>He read the book and thought about his own adventures from last summer.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Tatiana herself has requested an invitation to the ball.</p>
<p>Circle the correct pronoun. Underline its antecedent.</p> <p>The television repair man forgot (their/his) tools.</p>	<p>Add a nonrestrictive element using commas.</p> <p>While traveling, it is important to be safe.</p> <p>Answers will vary. Example: While traveling, even in your own hometown, it is important to be safe.</p>	<p>Highlight the vague pronoun.</p> <p>While Emily and Hailey were jogging, she tripped over a rock.</p>	<p>Rewrite and correct yesterday's sentence.</p> <p>While Emily and Hailey were jogging, Emily tripped over a rock.</p>
<p>Circle the pronunciation of the word vacant.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>vacant (və'kænt) adjective 1. not filled 2. having or showing no intelligence or interest.</p> </div>	<p>Which meaning of the word vacant is being used in the sentence?</p> <p>The vacant house was thought to be haunted.</p> <p>-definition 1</p>	<p>What part of speech is the word vacant in yesterday's sentence?</p> <p>-adjective</p>	<p>Which meaning of the word vacant is being used in the sentence?</p> <p>Her vacant expression showed me she did not understand what I was saying.</p> <p>-definition 2</p>
<p>Circle the words with a similar denotation as thin.</p> <p>scrawny meaty lean thick</p>	<p>Which word has a positive connotation?</p> <p>-lean</p>	<p>Which word has a negative connotation?</p> <p>-scrawny</p>	<p>Which word best completes the sentence?</p> <p>The athlete is tall and lean.</p>
<p>Write the meaning of the prefix mis-.</p> <p>-wrong</p>	<p>Write a sentence using a word with the prefix mis-.</p> <p>Answers will vary.</p>	<p>Write the meaning of the root form.</p> <p>-shape</p>	<p>Write a sentence using a word with the root form.</p> <p>Answers will vary.</p>

Name:

Nonfiction: Point of View – Q2:7

Date:

As you answer this week's questions, highlight your evidence in the text.

Online News: How to Tell If It's Real or Fake

The term "Fake news" has gotten a lot of attention. Yet there's confusion and disagreement over what type of news fake news refers to.

By its simplest definition, fake news is news that's untrue. Fake news is not the same as a news story that unintentionally contains an error. Even news sources with high ethical standards occasionally make mistakes. When that happens, real news sources will **retract** the story and/or make corrections. With fake news, the inclusion of misleading and **erroneous** information is no mistake; it's intentional. At legitimate news sources, reporters who write stories with false information may even lose their jobs. With fake news, writing stories with false information is their job!

With so many online news sources, how do you know which ones to trust? There appears to be no one-size-fits-all answer. Some people distrust traditional news organizations (also referred to as the "mainstream media" or MSM) and prefer newer voices. Some people only trust well-established news outlets they're familiar with. Whatever, your source of news, it is important to be able to tell if what you are reading is real or fake. Here are some clues to help you decipher whether a story is factual or pure fiction.



Characteristics of Legitimate News

- **Attribution.** Credible news stories include an author's byline, a dateline (when and where the story originated), and facts, figures, and quotes attributed to specific people or groups.
- **Standards and ethics.** Credible news adheres to specific standards of ethics and professional behavior. Their code of ethics is typically published somewhere on their website.
- **Opinion pieces are differentiated from news stories.** An article that expresses the writer's views and perspectives is clearly labeled as an opinion piece or an "op-ed" (opinion editorial). News stories report facts objectively. In op-eds, the writer interjects his or her own opinion on the subject matter and writes in first person (using "I"). Objective news stories are written in third person.
- **Trustworthy research and statistics.** Studies and statistics cited in articles describe their methodology. Scientific data and findings come from reputable labs (such as those affiliated with universities) or independent non-profits. The researchers are unbiased and have no financial incentive to skew the data in a particular direction. The research should be "peer-reviewed," meaning other reputable scientists have read and signed off on the methods used to collect data.

© One Stop Teacher Shop™

© One Stop Teacher Shop

Characteristics of Fake News

- **Advertorial.** Advertorials mimic traditional news but are paid for by an advertiser. Look for fine print with the words "paid for by" or "sponsored content."
- **Viral videos.** Not all viral videos are fake. But some videos shared virally via social media are misleading. Videos may have been edited to include only specific video and audio clips. Scenes have been spliced together out of context which can misrepresent what actually occurred or was said.
- **Unusual URLs.** Fake News sources may be masquerading as legitimate sites you already know. The most familiar web addresses end with ".com," ".net," ".gov," ".org," ".mil," and ".edu.". You can tell they're not the real thing if they've tacked on something like ".co" to the end of the URL.
- **Low-quality writing.** Look for words in all caps, glaring grammatical or spelling errors, and sentences that end with more than one punctuation mark, such as double or triple exclamation points or question marks. These are clues that you should be skeptical of the source.
- **Clickbait.** Clickbait headlines use words and phrases like "shocking," "this will blow your mind," "you won't believe," and "the secret they don't want you to know". Sensational headlines usually lead to false or dubious content. Clicking these headlines often redirects to ads, contests, surveys, viruses, business scams, and content unrelated to the headline.
- **Unflattering photos.** Websites and magazines with a particular bias or extreme view run photos of those they oppose caught mid-sneeze, frowning, and blinking. Legitimate news sources strive to use images that illustrate the main idea of a story.
- **Guilt by association.** Fraudulent news sources place unrelated photos side by side to make the subjects seem to be behaving inappropriately. They photoshop the subjects in two separate photos to make them appear to be next to each other.
- **Unnamed author and sources.** Writers of fake news don't reveal their identity. They don't want people to know who they are. The article may be attributed to anonymous or use an obvious pseudonym, like the name of a character from a movie. They make up fictitious quotes and don't provide the name of the person who said them.
- **Lone Wolf.** Does the story not appear anywhere else? Real news stories are usually covered by more than one news source. They may claim to have a "scoop" that other news sources won't report. But the real reason you won't find it anywhere else is because it's fake news.

Name:

Nonfiction: Point of View – Q2:7

Date:

Monday

According to the article, what is “fake news”?

Based on the text, what is the meaning of the word **retract**?

What is the author trying to accomplish through this text?

According to the article, what might happen to a journalist who includes false information in their news story?

Tuesday

According to the text, what is the meaning of the word **erroneous**?

With which statement do you think the author would most likely agree?

If a news source includes fake information, no real damage is done.

Everyone should know how to identify fake news sources.

Why do you think it is important to know how to identify fake news online?

How is an opinion piece different from a news story?

Wednesday

How can you tell if research in a news story is trustworthy?

What is an example of clickbait?

According to the article, what might you want to be aware of when watching viral videos?

How can the photos used in an article help you tell if the news source is legitimate or not?

Thursday

What is the author's point of view on real and fake news?

If a news story can only be found on one website, would it most likely be real or fake? Support your answer.

Cite one detail from the article that best supports the author's point of view.

On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.

Answer Key - Nonfiction: Point of View – Q2:7

Monday	Tuesday
<p>According to the article, what is "fake news"?</p> <p>news that is untrue</p>	<p>According to the text, what is the meaning of the word erroneous?</p> <p>inaccurate; misleading</p>
<p>What is the author trying to accomplish through this text?</p> <p>The author is trying to educate (inform) its reader on how to identify fake news.</p>	<p>Why do you think it is important to know how to identify fake news online?</p> <p>Possible Answer: You don't want to be misinformed.</p>
<p>Based on the text, what is the meaning of the word retract?</p> <p>withdraw; take back</p>	<p>With which statement do you think the author would most likely agree?</p> <p>If a news source includes fake information, no real damage is done. Everyone should know how to identify fake news sources.</p>
<p>According to the article, what might happen to a journalist who includes false information in their news story?</p> <p>They could lose their job.</p>	<p>How is an opinion piece different from a news story?</p> <p>An opinion piece includes the opinion of the journalist.</p>
Wednesday	Thursday
<p>How can you tell if research in a news story is trustworthy?</p> <p>The data and results from the research are from reputable labs that are unbiased.</p>	<p>What is the author's point of view on real and fake news?</p> <p>The author feels everyone should be aware of fake news and how to spot it.</p>
<p>According to the article, what might you want to be aware of when watching viral videos?</p> <p>Viral videos can be edited, and parts removed, making them false (not giving all the information).</p>	<p>Cite one detail from the article that best supports the author's point of view.</p> <p>Accept all reasonable answers.</p>
<p>What is an example of clickbait?</p> <p>A headline with phrases you are likely to click. "The secret they don't want you to know."</p>	<p>If a news story can only be found on one website, would it most likely be real or fake? Support your answer.</p> <p>Fake; typically, real news stories are widespread.</p>
<p>How can the photos used in an article help you tell if the news source is legitimate or not?</p> <p>You can look at the quality of the photos, and if they have been altered in any way.</p>	<p>On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.</p>

Name: _____ Class: _____

Into Africa

By Peter McDonnell
2016

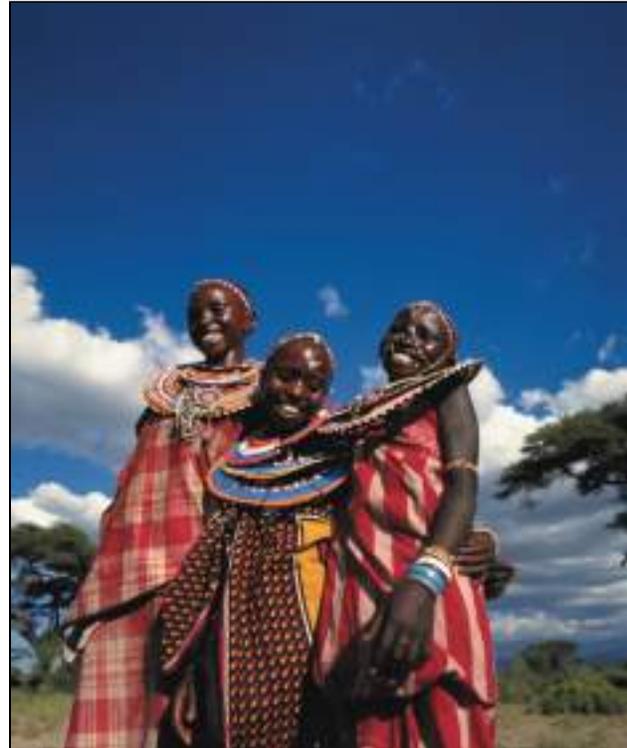
In this informational text, Peter McDonnell discusses the land of Africa and the people that live throughout the continent. As you read, take notes on the different ways people live in Africa.

- [1] Africa is the second-largest continent¹ on Earth. Hundreds of millions of people live in Africa. About 500 different languages are spoken there!

There are different kinds of land in Africa. The largest desert in the world is in Africa. It is called the Sahara. Forests also cover much of the land. There is some flat land called the plains. And there are mountains, too. The highest mountain in Africa is Mt. Kilimanjaro. It overlooks the high Serengeti Plain.

The longest river in the world, the Nile, runs north through Africa. Another river, the Congo, runs through the middle of the continent. Many people live along these rivers.

Most Africans live in cities. Some Africans live in small communities on the plains, in the forest, or in the desert. Let's visit some of these people and see how they live.



"The Maasai" by © Corbis is used with permission.

- [5] The Serengeti covers part of Tanzania and Kenya. This area is famous for its wildlife. Lions rest in the long, yellow grass. From time to time, they spy on the wildebeests² searching for water. Somewhere, a giraffe has its head in the trees, nibbling on leaves. A cheetah leaps from a tree and dashes over the grassland.

While the animals roam³ around, the people are busy, too. The Serengeti is the home of the Maasai people. They have lived on the Serengeti for hundreds of years. Little has changed during this long period of time.

The Maasai have large families. They often wear colorful clothes and jewelry. Living on the Serengeti is not easy. At times it is very dry and water is hard to find. Sometimes food is scarce,⁴ too.

1. one of the seven great divisions of land on Earth
 2. a type of African antelope with long, curved horns
 3. to go from place to place without a purpose
 4. **Scarce (adjective):** not existing in large amounts

The Maasai are herders. They keep cattle, sheep, goats, and donkeys. The Maasai live off the milk and meat of their livestock. The animals graze the grasslands during the day. At night, the animals are kept inside a pen called a boma. A fence of thorns is put around the boma to keep out wild animals.

The Maasai live in small settlements. Each settlement is made up of a circle of huts. Each hut is covered with dirt and animal droppings. The huts are dark and cool inside.

- [10] Every settlement is home to one or more families. The boys are the herders. They take the animals out to graze⁵ each day. The men are the warriors who defend their homes from wild animals. Maasai girls and women cook and work to keep the settlement clean. Very few Maasai children go to school.

Far from the plains of the Serengeti is a country called Morocco. Morocco is in northwestern Africa. One city in Morocco is Fès. Fès is one of Morocco's oldest cities. It is about 1,200 years old!

There is a maze of streets in the city of Fès. This famous area is called Old Fès, or Fès el-Bali. High walls and gates surround this area. Inside, the markets are very busy.

Fès is famous for the fez hat, a cone-shaped hat with a flat top. Many people in northern Africa and the Middle East wear fez hats. Colorful carpets, leather, jewelry, and pottery are also made here. They are sold in the marketplace.

The temperature is hot all year in Fès. Moroccans protect themselves by wearing long robes and scarves. Many Moroccans live in small apartments in the city. Some live in the dry hillsides outside of town.

- [15] The people of Fès enjoy their music. The music is fast-paced and spirited.⁶ It can be heard all day throughout the city. Some Moroccan women will listen to music while getting henna drawn on their hands or faces. Henna is a dye that is used to make designs on skin. The designs are worn as decoration. There are many places in Old Fès where artists sell their skill of drawing henna.

Another part of Fès is the tannery. Here, leather is dried and stretched. Then it is dyed in one of many different colors. The leather that comes from Fès is famous throughout the world. The men who work in the tanneries often sing while they work.

The most common food in Morocco is couscous.⁷ It is often added to a dish called tagine. Tagine is a mix of vegetables and meat. It's delicious and very filling. Moroccans enjoy sweet mint tea with their meals.

While busy Fès sits on the edge of the Sahara Desert, life in the middle of the desert is very different. The desert cannot support a community for very long. The water runs out, and the grass quickly gets eaten. People must move often. It has been this way for centuries.

The Bedouin people live in the Sahara Desert. Like the Maasai, the Bedouin are herders and live off their livestock. They travel together in small groups, sometimes as a single family.

5. to eat grass in a field

6. **Spirited (adjective):** full of energy

7. a food made from flour

[20] The Bedouin live in tents separated into two sections. One section is for cooking. The other section is for welcoming visitors.

Having a visitor is a time for celebration. Spiced coffee is served, and music is played. The Bedouin men play a flute called a shababa and a one- or two-string violin called a rababa. The women sing.

At the southern tip of Africa is the country of South Africa. Cape Town is South Africa's capital city. It is home to almost three million people. Most Cape Towners live in the dusty, hot suburbs⁸ of Cape Flats. There are also homes near the famous Table Mountain. This mountain rises about 3,000 feet above the city. It is named for its shape. It's flat on top, like a table. On weekends, many people ride in cable cars⁹ to the top of the mountain. From there, they have a wonderful view of the city.

Just south of Cape Town is False Bay. The water is nice there, and the swimming is good. People go there to take breaks from their jobs. Many people work in offices or run small businesses. A lot of tourists visit Cape Town to swim, surf, and see the countryside.

Africa is filled with different kinds of places. It is home to many people who lead very different lives. Perhaps one day you will have a chance to visit Africa and see its beauty for yourself. Where will you go first?

Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

8. a community on the edge of a large city or town
9. a transportation system that travels up and down a mountain

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
 - A. Africa is a large land where people live in many different ways.
 - B. Africa is a challenging environment where people are often fighting.
 - C. Africa is an exciting continent where people spend their days celebrating.
 - D. Africa includes many different types of people but most live the same way.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Another river, the Congo, runs through the middle of the continent. Many people live along these rivers." (Paragraph 3)
 - B. "The people of Fès enjoy their music. The music is fast-paced and spirited. It can be heard all day throughout the city." (Paragraph 15)
 - C. "The desert cannot support a community for very long. The water runs out, and the grass quickly gets eaten." (Paragraph 18)
 - D. "It is home to many people who lead very different lives. Perhaps one day you will have a chance to visit Africa and see its beauty for yourself." (Paragraph 24)

3. How does the author organize the information in the text?
 - A. The author discusses the animals in Africa and then describes the mountains.
 - B. The author describes Africa as a continent and then gives details about life within specific countries and communities.
 - C. The author describes the good things about living in Africa and then some of the obstacles that people face.
 - D. The author discusses what tourists do when they visit Africa and then the experiences of the locals.

4. How does the environment in Africa affect the way people live?

Name: _____ Class: _____

Immigration to the United States

By Michael A. Signal
2018

In this informational text, Michael A. Signal discusses the long history of people traveling to the United States to make a new life for themselves. As you read, take notes on how the government has tried to control who gets to move to the United States.

- [1] Humans move from place to place. People move to different homes and cities to be closer to their families or workplaces. They might want to find better neighborhoods or roads with less traffic. But people don't only move to different houses and towns. Throughout history, people have also moved to entirely different countries. We call this international movement **immigration**, and the people who move to a new country to live there are known as **immigrants**.

People immigrate for the same reasons that a family might move to a new neighborhood or a different state, such as for better work opportunities or to be closer to relatives. Sometimes, though, people have more urgent reasons to leave their home countries. Many immigrants flee war and violence. Sometimes they move to new countries to avoid famine¹ and poverty.



"International Migrants Day" by IIP Photo Archive is in the public domain.

For the most part, Americans live in a society of immigrants. It has the largest number of international immigrants in the world. Almost one-fifth of global immigrants live in the United States. The country has a rich history of immigration. However, there are some groups that you wouldn't consider immigrants. Native Americans, for example, are what we call **indigenous** to America, which means they make up the original population of North America. If we look back in history to the first Europeans that came to America, we would consider them **colonists** and not immigrants because they took over the land. Slaves who were forcibly brought to American shores from Africa would also not be considered immigrants.

1. a situation in which there's not enough food for a large group of people

Most early immigrants came to the United States from Europe, but the country was open to immigrants from all around the world up until the late 19th century. Immigration to the United States has typically occurred in **waves** — with various groups of people moving in large numbers at different points in American history. For example, one of the first groups that moved to the United States in large numbers was the Irish. In the 1840s, a great famine struck Ireland. Scores of Irish people left their home country in search of land where they'd be able to feed their families. Between 1820 and 1930, over 4 million Irish men, women, and children immigrated to the United States. Another wave of immigration came from China in the mid-19th century. Many workers traveled across the Pacific to work as miners, farmers, and other manual laborers. When gold was discovered in California in 1848, Americans rushed west, hoping to strike it rich. So did thousands of Chinese immigrants. In just a few years after the discovery of gold, about 150,000 Chinese people immigrated to the United States.

- [5] As immigration has grown over the centuries, tensions have arisen. For example, when Chinese immigrants began moving to America in the 19th century, many Americans felt threatened. On the West Coast, where most Chinese immigrants settled, some Americans thought that they were losing jobs to Chinese workers. Rumors describing Chinese immigrants as unlawful and immoral spread, and many people believed these rumors. In 1862, The United States acted on public fear and resentment² of Chinese immigrants. Congress passed an anti-immigration law. The Chinese Exclusion Act stopped almost all Chinese people from entering the country. The law also made it impossible for Chinese immigrants to become American citizens.

Over the years, countries have used laws, both fairly and unfairly, to control immigration. Sometimes these laws have been **discriminatory**, or showing unfair treatment towards certain groups of people. After World War I, the United States enacted another restrictive immigration law. The Immigration Act of 1924 established limits on how many people could enter the United States based on their countries of origin. Immigration from Eastern Europe, Mexico, and Japan were largely banned; on the other hand, immigrants from Britain, Ireland, and Scandinavian countries like Norway, Sweden, and Finland were allowed into the country.

Today, immigration trends have changed. The Immigration and Nationality Act of 1965 **abolished**, or ended, restrictions on immigration based on country of origin. Since then, immigration has flourished.³ By the 1970s, most immigrants entered the United States from countries in Asia and Latin America. Of the 10 million immigrants who came to the U.S. between 2000 and 2009, 8 million were from Asia and Latin America.

There are over 240 million immigrants worldwide. One reason for the global growth of immigration is the improvement of transportation and the decrease in cost. In the 18th century, you had to travel by boat to reach America from Europe, and that could take over a month! Today, you can travel the same distance by plane in just eight hours.

Even though it has only increased over time, immigration has become a **controversial**⁴ topic in the 21st century. One reason for this controversy is that a number of immigrants have entered the United States without going through the proper legal systems. In 2015, an estimated 11 million immigrants were living in the country without legal permission. There are a lot of discussions around immigrants living in the United States without legal permission. Some people feel as though this will mean fewer opportunities for American citizens, while others feel that immigrants, regardless of their citizenship, help boost the economy and make valuable contributions to our society.

2. **Resentment** (*noun*): a feeling of anger or displeasure, usually directed at another person

3. **Flourish** (*verb*): to grow and develop in a healthy way

- [10] No matter how trends change, immigration to the United States will remain strong. Estimates predict that by 2065, 78 million people in the United States will have been born in other countries. There will always be varying views and controversy about immigration. But just like they have been doing for nearly 250 years, people from all over the world will continue to move to the United States to become part of our communities, cultures, and country.

"Immigration to the United States" by Michael A. Signal. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement describes the central idea of the text?
 - A. America has a long history of immigration but some groups of immigrants have been treated unfairly.
 - B. America has a long history of immigration and has always been welcoming towards immigrants.
 - C. America must limit the number of immigrants who enter the nation to preserve its resources.
 - D. Immigrants have enjoyed fairer treatment in America than in their home countries.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Sometimes, though, people have more urgent reasons to leave their home countries." (Paragraph 2)
 - B. "In just a few years after the discovery of gold, about 150,000 Chinese people immigrated to the United States." (Paragraph 4)
 - C. "Over the years, countries have used laws, both fairly and unfairly, to control immigration." (Paragraph 6)
 - D. "One reason for the global growth of immigration is the improvement of transportation and the decrease in cost." (Paragraph 8)

3. How does paragraph 4 contribute to the development of ideas in the text?
 - A. It demonstrates how famine brought different groups of immigrants to America.
 - B. It shows why some people were unhappy when immigrants came to America.
 - C. It reveals some of the reasons why groups of immigrants came to America.
 - D. It discusses how people only immigrated to America to find gold.

4. How does the text illustrate that United States immigration laws were discriminatory?
 - A. The text details how the government uses immigration laws to imprison immigrants.
 - B. The author describes how the United States accepted immigrants from certain countries but not from others.
 - C. The author compares the different number of immigrants who came to the United States from Asia with those who came from Latin America.
 - D. The text illustrates how the impact of World War I meant the United States government had to change its laws.

5. How have American citizens' attitudes toward immigrants affected immigration laws?

Name: _____ Class: _____

Cesar Chavez: His Fight for the Farm Workers

By Barbara Bloom
2018

Cesar Chavez (1927-1993) was a Latin American labor leader and civil rights activist. In this informational text, Barbara Bloom discusses Chavez's activism and how he improved the rights of farm workers. As you read, take notes on the different ways that Chavez protested unfair treatment of farm workers.

[1] Inside the old gas station, Cesar Chavez lay fasting¹ as he had for twenty days since February 14, 1968. Outside migrant workers, dusty from their hard work in the fields, stood keeping watch over their leader. Many of these crop pickers had brought gifts or charms to give Chavez luck; others had painted the windows with brightly colored designs to make them look like stained glass. One television reporter said the site was "like a shrine² to nonviolence at which the followers of Cesar Chavez have come to worship."



"Democratic Convention in New York City, July 14, 1976. Cesar Chavez at podium, nominating Gov. Brown." by Warren K. Leffler is in the public domain.

Each day Chavez's wife and children came to see him and check his health. At first Chavez thought only of food, but gradually he no longer dreamed of eating. He grew thin and weak, yet his mind remained clear.

As head of the National Farm Workers,³ he continued to hold meetings, sign papers, and plan. Chavez hoped that his sacrifice would help the cause (La Causa). He fasted because of his commitment to his people, the poor farm workers, and to his belief that they should have higher wages, decent working conditions and housing, health care benefits, and a life without violence. He wanted to show those who thought they had to fight to gain these ends that nonviolence took courage, too. Twenty-five days after beginning, Chavez ended his fast, having won respect for his peaceful methods.

Cesar Chavez was born near Yuma, Arizona, in 1927 on his family's farm. His grandfather had come there from Mexico in the 1880s. He and his family lived there until Chavez was ten years old, growing fruits and vegetables. They lost their land during the Depression and headed for California to join the thousands of other migrant farm workers⁴ who traveled up and down the state following the crops and working in the fields.

1. to refuse to eat or drink anything
2. a place regarded as holy
3. a workers' rights organization in America
4. a worker who moves from place to place for seasonal work

- [5] Moving often, Chavez, his five brothers and sisters, and his parents labored long hours under the hot sun, barely earning enough money to get by. Sometimes they slept in their car, sometimes in the fields, and sometimes in tumble-down shacks provided by the farmers. Always they hoped for a better life. By the time Chavez had finished eighth grade, he had attended more than thirty schools and had picked crops throughout California. His formal schooling was over, and his experience had taught him that farm workers received little justice or respect.

Cesar Chavez began talking with fellow pickers, trying to get them to join him in demanding improvements. Most of the workers were afraid. Some were illegal immigrants from Mexico who were afraid of being sent back to a life that was even more difficult. Others spoke little English and knew the farm owners had the power on their side.

The chance for Chavez to do something came in 1951. Fred Ross, an organizer for the Community Service Organization (CSO), a private group helping migrants get food, medical care, legal aid, and housing, came to see him. Ross asked Chavez if he wanted to work with the CSO to register migrants to vote. Voting, he said, could give Hispanics power. Chavez, just twenty-four and shy and unsure of his abilities, agreed to help. All day he picked apricots, and at night he registered voters and organized classes in English. Within two months, he had registered more than four thousand workers. When his boss found out, he fired Chávez.

The CSO then hired him and gave him a steady income. He studied labor laws and led meetings of his fellow migrants. The migrants listened to him. Most trusted him, for he was one of them, but they feared the landowners and the loss of their jobs.

After nine years, Chavez believed farm workers needed to form a union to lobby⁵ for decent wages and working conditions. The CSO disagreed. On September 30, 1962, Chavez quit the CSO, and using his own savings to live on, he started the National Farm Workers Association, later called the United Farm Workers of America.

- [10] In 1964, the association took a farmer to court for paying less than minimum wage. The court found the farmer guilty and forced him to pay the minimum wage. The first victory in the fields came in May 1965. The nursery⁶ industry in Delano, California, offered one wage to rose grafters⁷ at the beginning of the week but less at week's end. When the workers asked Chavez for help, he convinced them to go out on strike. After a four-day strike, the nursery owners gave in to the workers' demands.

Chavez hoped one day to have enough members to make all growers pay decent wages, but he felt that would take years. In the summer of 1965, some grape pickers went out on strike against the grape growers. They asked Chavez to join them, but he felt that his group was not ready. At a meeting on September 15, the group's two thousand members disagreed, shouting "Huelga! Huelga!" ("Strike! Strike!").

They quit picking grapes and picketed⁸ the vineyards, warning others not to work until the grape growers recognized their right to a union and fair pay. After a few weeks, two vineyards agreed, and the workers returned to those vineyards. Other growers still refused. Chavez realized he had to find new ways to oppose the powerful growers.

5. to work to influence a political issue

6. a place where plants and trees are grown for sale or planting elsewhere

7. a person whose job it is to join two plants together to grow as one

8. to stand or march near a place to protest something

Perhaps, Chavez thought, he could organize a boycott, asking people not to buy or sell grapes. In November, he called for a nationwide boycott. The following spring, he led a three-hundred mile march through California's farmland to the state capital, Sacramento. People all over the nation heard about the migrants' problems. Students, nuns, lawyers, doctors, and ministers came to help. Others sent money, food, and clothing for the strikers. As more people boycotted grapes, more growers signed contracts with the workers.

At some vineyards, migrants resorted to violence to make their point. Chavez disagreed with this tactic, preferring instead the nonviolent means favored by the former Indian leader Mohandas Gandhi and American civil rights leader Martin Luther King, Jr. After much thought and prayer, he began his fast, which stopped most of the violence among his followers.

- [15] By 1970, most vineyards were paying fair wages, and the grape boycott ended. The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) chartered⁹ the United Farm Workers in 1972. In the years since, Chavez presided over many victories and defeats and continued to lead farm workers, using fasts, strikes, marches, and boycotts to dramatize their plight.¹⁰ Although changes come slowly, Cesar Chavez continued to support nonviolence and to dream. He said, "Our struggle is not easy. We are poor. But we have our bodies and spirits and the justice of our cause as our weapons."

"Cesar Chavez: His Fight for the Farm Workers" by Barbara Bloom Copyright ©Barbara Bloom. Used by permission of the author. Visit www.barbaraleebloom.com for additional content.

9. to issue a document granting rights and privileges to an organization
10. **Plight (noun):** a dangerous, difficult, or unfortunate situation

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
 - A. Cesar Chavez delayed the movement for workers' rights by refusing to allow his followers to engage in violence.
 - B. Cesar Chavez was one of the many migrant workers who was displeased with his treatment and joined the United Farm Workers of America.
 - C. Cesar Chavez improved the lives of farm workers through peaceful forms of protest and continuous activism.
 - D. Cesar Chavez was committed to farm workers' rights, resulting in the establishment of necessary laws that protected farm workers.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "At first Chavez thought only of food, but gradually he no longer dreamed of eating. He grew thin and weak, yet his mind remained clear." (Paragraph 2)
 - B. "Moving often, Chavez, his five brothers and sisters, and his parents labored long hours under the hot sun, barely earning enough money to get by." (Paragraph 5)
 - C. "When the workers asked Chavez for help, he convinced them to go out on strike. After a four-day strike, the nursery owners gave in to the workers' demands." (Paragraph 10)
 - D. "Other growers still refused. Chavez realized he had to find new ways to oppose the powerful growers." (Paragraph 12)

3. Which of the following describes how Cesar Chavez is introduced in the text?
 - A. Chavez is introduced as an activist who makes significant personal sacrifices to encourage change.
 - B. Chavez is introduced as a reckless figure who doesn't care for his own health or personal welfare.
 - C. Chavez is introduced as a god-like figure who places little value on the concerns of his followers.
 - D. Chavez is introduced as a migrant worker who has personal experience with unfair conditions.

4. How did Cesar Chavez's experiences as a migrant worker influence his views on farm workers' rights?
 - A. He realized that migrant workers worked considerably harder than other farm workers.
 - B. His experiences revealed to him that both farm workers and growers were mistreated.
 - C. He realized that farm workers were not selected or hired for jobs fairly.
 - D. His experiences showed him how unfairly farm workers were paid and treated.

5. How does the author's discussion of Cesar Chavez's fasting contribute to the central idea?

Name: _____ Class: _____

Immigration to the United States

By Michael A. Signal
2018

In this informational text, Michael A. Signal discusses the long history of people traveling to the United States to make a new life for themselves. As you read, take notes on how the government has tried to control who gets to move to the United States.

- [1] Humans move from place to place. People move to different homes and cities to be closer to their families or workplaces. They might want to find better neighborhoods or roads with less traffic. But people don't only move to different houses and towns. Throughout history, people have also moved to entirely different countries. We call this international movement **immigration**, and the people who move to a new country to live there are known as **immigrants**.

People immigrate for the same reasons that a family might move to a new neighborhood or a different state, such as for better work opportunities or to be closer to relatives. Sometimes, though, people have more urgent reasons to leave their home countries. Many immigrants flee war and violence. Sometimes they move to new countries to avoid famine¹ and poverty.



"International Migrants Day" by IIP Photo Archive is in the public domain.

For the most part, Americans live in a society of immigrants. It has the largest number of international immigrants in the world. Almost one-fifth of global immigrants live in the United States. The country has a rich history of immigration. However, there are some groups that you wouldn't consider immigrants. Native Americans, for example, are what we call **indigenous** to America, which means they make up the original population of North America. If we look back in history to the first Europeans that came to America, we would consider them **colonists** and not immigrants because they took over the land. Slaves who were forcibly brought to American shores from Africa would also not be considered immigrants.

1. a situation in which there's not enough food for a large group of people

Most early immigrants came to the United States from Europe, but the country was open to immigrants from all around the world up until the late 19th century. Immigration to the United States has typically occurred in **waves** — with various groups of people moving in large numbers at different points in American history. For example, one of the first groups that moved to the United States in large numbers was the Irish. In the 1840s, a great famine struck Ireland. Scores of Irish people left their home country in search of land where they'd be able to feed their families. Between 1820 and 1930, over 4 million Irish men, women, and children immigrated to the United States. Another wave of immigration came from China in the mid-19th century. Many workers traveled across the Pacific to work as miners, farmers, and other manual laborers. When gold was discovered in California in 1848, Americans rushed west, hoping to strike it rich. So did thousands of Chinese immigrants. In just a few years after the discovery of gold, about 150,000 Chinese people immigrated to the United States.

- [5] As immigration has grown over the centuries, tensions have arisen. For example, when Chinese immigrants began moving to America in the 19th century, many Americans felt threatened. On the West Coast, where most Chinese immigrants settled, some Americans thought that they were losing jobs to Chinese workers. Rumors describing Chinese immigrants as unlawful and immoral spread, and many people believed these rumors. In 1862, The United States acted on public fear and resentment² of Chinese immigrants. Congress passed an anti-immigration law. The Chinese Exclusion Act stopped almost all Chinese people from entering the country. The law also made it impossible for Chinese immigrants to become American citizens.

Over the years, countries have used laws, both fairly and unfairly, to control immigration. Sometimes these laws have been **discriminatory**, or showing unfair treatment towards certain groups of people. After World War I, the United States enacted another restrictive immigration law. The Immigration Act of 1924 established limits on how many people could enter the United States based on their countries of origin. Immigration from Eastern Europe, Mexico, and Japan were largely banned; on the other hand, immigrants from Britain, Ireland, and Scandinavian countries like Norway, Sweden, and Finland were allowed into the country.

Today, immigration trends have changed. The Immigration and Nationality Act of 1965 **abolished**, or ended, restrictions on immigration based on country of origin. Since then, immigration has flourished.³ By the 1970s, most immigrants entered the United States from countries in Asia and Latin America. Of the 10 million immigrants who came to the U.S. between 2000 and 2009, 8 million were from Asia and Latin America.

There are over 240 million immigrants worldwide. One reason for the global growth of immigration is the improvement of transportation and the decrease in cost. In the 18th century, you had to travel by boat to reach America from Europe, and that could take over a month! Today, you can travel the same distance by plane in just eight hours.

Even though it has only increased over time, immigration has become a **controversial**⁴ topic in the 21st century. One reason for this controversy is that a number of immigrants have entered the United States without going through the proper legal systems. In 2015, an estimated 11 million immigrants were living in the country without legal permission. There are a lot of discussions around immigrants living in the United States without legal permission. Some people feel as though this will mean fewer opportunities for American citizens, while others feel that immigrants, regardless of their citizenship, help boost the economy and make valuable contributions to our society.

2. **Resentment** (*noun*): a feeling of anger or displeasure, usually directed at another person

3. **Flourish** (*verb*): to grow and develop in a healthy way

- [10] No matter how trends change, immigration to the United States will remain strong. Estimates predict that by 2065, 78 million people in the United States will have been born in other countries. There will always be varying views and controversy about immigration. But just like they have been doing for nearly 250 years, people from all over the world will continue to move to the United States to become part of our communities, cultures, and country.

"Immigration to the United States" by Michael A. Signal. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement describes the central idea of the text?
 - A. America has a long history of immigration but some groups of immigrants have been treated unfairly.
 - B. America has a long history of immigration and has always been welcoming towards immigrants.
 - C. America must limit the number of immigrants who enter the nation to preserve its resources.
 - D. Immigrants have enjoyed fairer treatment in America than in their home countries.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Sometimes, though, people have more urgent reasons to leave their home countries." (Paragraph 2)
 - B. "In just a few years after the discovery of gold, about 150,000 Chinese people immigrated to the United States." (Paragraph 4)
 - C. "Over the years, countries have used laws, both fairly and unfairly, to control immigration." (Paragraph 6)
 - D. "One reason for the global growth of immigration is the improvement of transportation and the decrease in cost." (Paragraph 8)

3. How does paragraph 4 contribute to the development of ideas in the text?
 - A. It demonstrates how famine brought different groups of immigrants to America.
 - B. It shows why some people were unhappy when immigrants came to America.
 - C. It reveals some of the reasons why groups of immigrants came to America.
 - D. It discusses how people only immigrated to America to find gold.

4. How does the text illustrate that United States immigration laws were discriminatory?
 - A. The text details how the government uses immigration laws to imprison immigrants.
 - B. The author describes how the United States accepted immigrants from certain countries but not from others.
 - C. The author compares the different number of immigrants who came to the United States from Asia with those who came from Latin America.
 - D. The text illustrates how the impact of World War I meant the United States government had to change its laws.

5. How have American citizens' attitudes toward immigrants affected immigration laws?

Name: _____ Class: _____

Cesar Chavez: His Fight for the Farm Workers

By Barbara Bloom
2018

Cesar Chavez (1927-1993) was a Latin American labor leader and civil rights activist. In this informational text, Barbara Bloom discusses Chavez's activism and how he improved the rights of farm workers. As you read, take notes on the different ways that Chavez protested unfair treatment of farm workers.

[1] Inside the old gas station, Cesar Chavez lay fasting¹ as he had for twenty days since February 14, 1968. Outside migrant workers, dusty from their hard work in the fields, stood keeping watch over their leader. Many of these crop pickers had brought gifts or charms to give Chavez luck; others had painted the windows with brightly colored designs to make them look like stained glass. One television reporter said the site was "like a shrine² to nonviolence at which the followers of Cesar Chavez have come to worship."



"Democratic Convention in New York City, July 14, 1976. Cesar Chavez at podium, nominating Gov. Brown." by Warren K. Leffler is in the public domain.

Each day Chavez's wife and children came to see him and check his health. At first Chavez thought only of food, but gradually he no longer dreamed of eating. He grew thin and weak, yet his mind remained clear.

As head of the National Farm Workers,³ he continued to hold meetings, sign papers, and plan. Chavez hoped that his sacrifice would help the cause (La Causa). He fasted because of his commitment to his people, the poor farm workers, and to his belief that they should have higher wages, decent working conditions and housing, health care benefits, and a life without violence. He wanted to show those who thought they had to fight to gain these ends that nonviolence took courage, too. Twenty-five days after beginning, Chavez ended his fast, having won respect for his peaceful methods.

Cesar Chavez was born near Yuma, Arizona, in 1927 on his family's farm. His grandfather had come there from Mexico in the 1880s. He and his family lived there until Chavez was ten years old, growing fruits and vegetables. They lost their land during the Depression and headed for California to join the thousands of other migrant farm workers⁴ who traveled up and down the state following the crops and working in the fields.

1. to refuse to eat or drink anything
2. a place regarded as holy
3. a workers' rights organization in America
4. a worker who moves from place to place for seasonal work

- [5] Moving often, Chavez, his five brothers and sisters, and his parents labored long hours under the hot sun, barely earning enough money to get by. Sometimes they slept in their car, sometimes in the fields, and sometimes in tumble-down shacks provided by the farmers. Always they hoped for a better life. By the time Chavez had finished eighth grade, he had attended more than thirty schools and had picked crops throughout California. His formal schooling was over, and his experience had taught him that farm workers received little justice or respect.

Cesar Chavez began talking with fellow pickers, trying to get them to join him in demanding improvements. Most of the workers were afraid. Some were illegal immigrants from Mexico who were afraid of being sent back to a life that was even more difficult. Others spoke little English and knew the farm owners had the power on their side.

The chance for Chavez to do something came in 1951. Fred Ross, an organizer for the Community Service Organization (CSO), a private group helping migrants get food, medical care, legal aid, and housing, came to see him. Ross asked Chavez if he wanted to work with the CSO to register migrants to vote. Voting, he said, could give Hispanics power. Chavez, just twenty-four and shy and unsure of his abilities, agreed to help. All day he picked apricots, and at night he registered voters and organized classes in English. Within two months, he had registered more than four thousand workers. When his boss found out, he fired Chávez.

The CSO then hired him and gave him a steady income. He studied labor laws and led meetings of his fellow migrants. The migrants listened to him. Most trusted him, for he was one of them, but they feared the landowners and the loss of their jobs.

After nine years, Chavez believed farm workers needed to form a union to lobby⁵ for decent wages and working conditions. The CSO disagreed. On September 30, 1962, Chavez quit the CSO, and using his own savings to live on, he started the National Farm Workers Association, later called the United Farm Workers of America.

- [10] In 1964, the association took a farmer to court for paying less than minimum wage. The court found the farmer guilty and forced him to pay the minimum wage. The first victory in the fields came in May 1965. The nursery⁶ industry in Delano, California, offered one wage to rose grafters⁷ at the beginning of the week but less at week's end. When the workers asked Chavez for help, he convinced them to go out on strike. After a four-day strike, the nursery owners gave in to the workers' demands.

Chavez hoped one day to have enough members to make all growers pay decent wages, but he felt that would take years. In the summer of 1965, some grape pickers went out on strike against the grape growers. They asked Chavez to join them, but he felt that his group was not ready. At a meeting on September 15, the group's two thousand members disagreed, shouting "Huelga! Huelga!" ("Strike! Strike!").

They quit picking grapes and picketed⁸ the vineyards, warning others not to work until the grape growers recognized their right to a union and fair pay. After a few weeks, two vineyards agreed, and the workers returned to those vineyards. Other growers still refused. Chavez realized he had to find new ways to oppose the powerful growers.

5. to work to influence a political issue

6. a place where plants and trees are grown for sale or planting elsewhere

7. a person whose job it is to join two plants together to grow as one

8. to stand or march near a place to protest something

Perhaps, Chavez thought, he could organize a boycott, asking people not to buy or sell grapes. In November, he called for a nationwide boycott. The following spring, he led a three-hundred mile march through California's farmland to the state capital, Sacramento. People all over the nation heard about the migrants' problems. Students, nuns, lawyers, doctors, and ministers came to help. Others sent money, food, and clothing for the strikers. As more people boycotted grapes, more growers signed contracts with the workers.

At some vineyards, migrants resorted to violence to make their point. Chavez disagreed with this tactic, preferring instead the nonviolent means favored by the former Indian leader Mohandas Gandhi and American civil rights leader Martin Luther King, Jr. After much thought and prayer, he began his fast, which stopped most of the violence among his followers.

- [15] By 1970, most vineyards were paying fair wages, and the grape boycott ended. The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) chartered⁹ the United Farm Workers in 1972. In the years since, Chavez presided over many victories and defeats and continued to lead farm workers, using fasts, strikes, marches, and boycotts to dramatize their plight.¹⁰ Although changes come slowly, Cesar Chavez continued to support nonviolence and to dream. He said, "Our struggle is not easy. We are poor. But we have our bodies and spirits and the justice of our cause as our weapons."

"Cesar Chavez: His Fight for the Farm Workers" by Barbara Bloom Copyright ©Barbara Bloom. Used by permission of the author. Visit www.barbaraleebloom.com for additional content.

9. to issue a document granting rights and privileges to an organization
10. **Plight (noun):** a dangerous, difficult, or unfortunate situation

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
 - A. Cesar Chavez delayed the movement for workers' rights by refusing to allow his followers to engage in violence.
 - B. Cesar Chavez was one of the many migrant workers who was displeased with his treatment and joined the United Farm Workers of America.
 - C. Cesar Chavez improved the lives of farm workers through peaceful forms of protest and continuous activism.
 - D. Cesar Chavez was committed to farm workers' rights, resulting in the establishment of necessary laws that protected farm workers.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "At first Chavez thought only of food, but gradually he no longer dreamed of eating. He grew thin and weak, yet his mind remained clear." (Paragraph 2)
 - B. "Moving often, Chavez, his five brothers and sisters, and his parents labored long hours under the hot sun, barely earning enough money to get by." (Paragraph 5)
 - C. "When the workers asked Chavez for help, he convinced them to go out on strike. After a four-day strike, the nursery owners gave in to the workers' demands." (Paragraph 10)
 - D. "Other growers still refused. Chavez realized he had to find new ways to oppose the powerful growers." (Paragraph 12)

3. Which of the following describes how Cesar Chavez is introduced in the text?
 - A. Chavez is introduced as an activist who makes significant personal sacrifices to encourage change.
 - B. Chavez is introduced as a reckless figure who doesn't care for his own health or personal welfare.
 - C. Chavez is introduced as a god-like figure who places little value on the concerns of his followers.
 - D. Chavez is introduced as a migrant worker who has personal experience with unfair conditions.

4. How did Cesar Chavez's experiences as a migrant worker influence his views on farm workers' rights?
 - A. He realized that migrant workers worked considerably harder than other farm workers.
 - B. His experiences revealed to him that both farm workers and growers were mistreated.
 - C. He realized that farm workers were not selected or hired for jobs fairly.
 - D. His experiences showed him how unfairly farm workers were paid and treated.

5. How does the author's discussion of Cesar Chavez's fasting contribute to the central idea?

Name: _____ Class: _____

Clinging to Tradition, Mattaponi Fight Reservoir

By Ellen Nakashima
1997

In this informational text, representatives from the Mattaponi Indians and from King William County and Newport News discuss their positions on plans to build a new reservoir. As you read, take notes on what each side believes.

- [1] On nights when the shad¹ were running, so many fishing lanterns would bob and twinkle on the Mattaponi River, you'd think you were in New York City.

Or so said Mattaponi Indian Chief Webster Custalow, whose eyes glow when he recalls how he and his father fished on the river many decades ago.

"The river was just lit up with lights," said Custalow, 84. "It was beautiful to look at."



"Mattaponi River in King and Queen County, Va." by Chesapeake Bay Program is licensed under CC BY-NC 2.0

For more than 300 years, Custalow and his ancestors, back to the great Chief Powhatan, have fished for shad on the Mattaponi — as his sons now do during shad season each spring. There may be fewer lanterns on the river today, but the several dozen tribe members left on Custalow's tiny reservation² are clinging to a tradition they consider vital³ to their heritage:⁴ shad fishing in the tidal river that flows into the Chesapeake Bay.

- [5] Now, they say, their tradition is threatened by a \$150 million plan to build a 1,500-acre reservoir a few miles from their reservation. King William County and Newport News want a larger water supply to serve growing populations and boost development.

Part of the reservoir project would involve construction of a pumping station that would draw fresh water from the Mattaponi. The Indians fear the diversion would make the tidal river too salty for the shad to spawn⁵ there.

"It's inevitable that it would be the end, that it would mean the demise of the tribe," said Carl Custalow, known as Lone Eagle, the chief's second son.

But the Mattaponi are, the younger Custalow said, "standing up for our rights."

1. type of fish
2. a piece of land that belongs to a Native American tribe or nation
3. **Vital (adjective):** important
4. something handed down from the past, like a tradition
5. lay eggs

They have brought forward a 320-year-old treaty,⁶ signed by England's King Charles II, that guarantees that nothing shall be built within three miles of the reservation. The Indians contend⁷ that part of the dam would encroach on that three-mile buffer.

- [10] They have asked Virginia Attorney General James S. Gilmore III (R) to review the treaty and halt the project. Gilmore has not issued an opinion on the matter.

"Believe me, we are not totally against progress," said Carl Custalow, 53, who has built himself an airy ranch house on the high riverbank. "But we need to do things in a manner that is not destructive... People think of Indians as history, something you read in the books, but we're not. We're living here today. We really want to recapture our culture."

As he spoke, his eyes darted to a bald eagle, swooping down from the dusky sky to nab some dinner. "There he goes. Watch him," Custalow said, as the bird nose-dived toward a shad. "He'll catch one before dark." But for Custalow, it was too windy to fish that day. The gusts would have prevented the proper throwing and setting of nets.

The river is giving up fewer shad. The state banned sale of the fish several years ago to preserve⁸ the species. But the Mattaponi, many of whom have office jobs in nearby communities and live in modest wood houses and trailer homes, have dreams.

They are hoping to expand a shad hatchery⁹ and open a museum and cultural center. Their goal is to enlarge a reservation that once stretched from the York River to Fredericksburg. They want to offer young people jobs and homesteads so that they'll stay or return. Although the tribe counts 450 members, only 60 live on the reservation.

- [15] The tribe sees the dam as an obstacle to expansion and thus to preservation of its culture. The reservoir — which still needs approval from the U.S. Army Corps of Engineers and state regulators — would flood more than 400 acres of wetlands, where Carl Custalow said the Mattaponi camped 8,000 years ago and left tools and other artifacts.

But the immediate threat, Custalow said, is the proposed pumping station about three miles upriver, which would be able to suck up 75 million gallons of fresh water a day to feed the reservoir. He fears the withdrawal of all that fresh water would raise the salinity¹⁰ of the river and destroy the shad spawning ground, along with the tribe's hatchery plans.

But officials in Newport News and King William say the project would not harm the Mattaponi. They cite a study by the Virginia Institute of Marine Science that concluded that the pumping of fresh water would not "significantly increase" the river's salinity.

They resent the David-vs.-Goliath,¹¹ white-vs.-Indian overtones the issue has acquired. "It's certainly not a position we like to be in," said King William Administrator David Whitlow. "We think the reservoir can be built without upsetting their culture and the environment. We would not have pursued it to this length if we do not feel that was the case."

6. an agreement between governments
7. argue
8. **Preserve (verb):** to maintain something in its original state
9. a place where shad can be born
10. level of saltiness

Newport News Mayor Joe Frank agreed. He also said city officials are working with the Mattaponi to ensure that any artifacts are preserved. "Native Americans have been mistreated over the centuries in this country," he said. "Certainly we don't want to be a party to doing that."

- [20] The region is growing, and it needs water, officials said. Right now, the Newport News water system provides water to 400,000 people in eight cities and counties. In the next 50 years, it will be serving 600,000.

"When we look at the needs of this area, it is clear that the reservoir is critical," Frank said. "We're working very hard to diversify our economy, to bring in new businesses, new jobs. We have to prepare for the future. If you don't start today, you wait until it's too late."

The dam has been in the works for a decade, and the reservoir is not expected to yield its first glass of water until 2005, officials said. The city has spent \$8 million to \$10 million on planning.

King William is looking forward to higher property taxes around the reservoir and as much as \$150 million in payments over 50 years from Newport News, which will lease the land from the county. It also plans to buy the land around the dam and build at least five boat ramps or recreation centers.

David Morris, project director for Newport News Waterworks, disputes the meaning of the 1677 treaty, which states: "*Noe English shall seate or plant nearer than three miles of any Indian Towne; and whosoever hath made or shall make any encroachment upon their lands shall be removed from thence.*"

- [25] The three-mile ring was more of a "demilitarized zone"¹² between the Colonists and the Indians, Morris said. Those days, he said, are long gone. He ticked off "hundreds" of structures within the zone: schools, cemeteries, a courthouse. "A lot has been built within that buffer area," he said.

But the Mattaponi view the treaty differently. A spokesman for Gilmore said an opinion is expected within a month. The project still needs state and federal approval, and those reviews could take months. "I don't believe they have to take all the water from this river to put water somewhere else," Chief Custalow said. "When God made the world, he made enough water for everybody. He put nature here to take care of it. If you let nature have its way, it can replenish itself. We think we can do it, but we can't."

From The Washington Post © 1997 The Washington Post. All rights reserved. Used under license.

11. This term describes situations in which a weaker person or organization tries to defeat a much stronger enemy.
12. an area where military activity is not allowed

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the main idea of the text?
 - A. The city of Newport News wants to rewrite a treaty from 1677.
 - B. The city of Newport News wants to respect the heritage of the Mattaponi Indians.
 - C. The city of Newport News wants to fish for shad in a river that is a cultural home to the Mattaponi.
 - D. The city of Newport News wants to build a reservoir, but the Mattaponi Indians want to stop the project.

2. Which quote best explains why the Mattaponi Indians are fighting the reservoir project?
 - A. "so many fishing lanterns would bob and twinkle on the Mattaponi River, you'd think you were in New York City." (Paragraph 1)
 - B. "As he spoke, his eyes darted to a bald eagle, swooping down from the dusky sky to nab some dinner." (Paragraph 12)
 - C. "The tribe sees the dam as an obstacle to expansion [of a shad hatchery] and thus to preservation of its culture." (Paragraph 15)
 - D. "the reservoir is not expected to yield its first glass of water until 2005" (Paragraph 22)

3. What does the verb "encroach" mean as it is used in paragraph 9 of the article?
 - A. to destroy
 - B. to increase
 - C. to anger someone
 - D. to go past the limits

4. According to the Mattaponi Indians, what is a possible effect of building the pumping station?
 - A. The river could turn green and ugly.
 - B. The river could become too salty for shad to survive.
 - C. Chemicals from the pumping station could pollute the river.
 - D. The water level of the river could fall too low for fishing boats.

5. Which of the following best describes how the Mattaponi Indians and the officials from Newport News view the 1677 treaty?
 - A. The Mattaponi think it means their way of life will always be protected, and the officials agree with them.
 - B. The Mattaponi think it means they should have rights to shad fishing on the river, and the officials agree with them.
 - C. The Mattaponi think it means they should be able to expand their reservation, and the officials want to prevent that.
 - D. The Mattaponi think it means the reservoir can't be built so close to their land, and the officials think it's too old to matter.

Name:

Weekly Language Review – Q3:8

Teacher:

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>misbehave informant miserable subject deform misfortune format submarine</p>	<p>Which word means a structure, plan, or arrangement for how something is presented?</p>	<p>Which word means feeling badly or the condition of feeling unhappy?</p>	<p>Which word means a watercraft that goes under water?</p>
<p>The gymnast began to wobble and <u>precariously</u> balanced on the beam.</p> <p>What does <u>precariously</u> mean?</p>	<p>Highlight the clues from yesterday's question that helped you determine the meaning of <u>precariously</u>.</p>	<p>Name the figurative language: simile, metaphor, or personification.</p> <p>Our vacation was near, and I could hear Hawaii calling my name.</p>	<p>What is the meaning of yesterday's figurative language?</p>
<p>Circle the correct pronoun. Is it subjective or objective?</p> <p>(We/They) finished painting our pictures after school.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>The teachers _____ will be volunteering at the high school.</p>	<p>Fill in the blank with the correct possessive pronoun.</p> <p>Bethany told me that she doesn't like _____ new haircut.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Victoria is making twelve dozen cookies for the back sale _____.</p>
<p>Circle the correct pronoun. Underline its antecedent.</p> <p>I prefer Minecraft over any other video game because (I/you) can build anything.</p>	<p>Add a nonrestrictive element using commas.</p> <p>My dog still needs to be walked.</p>	<p>Highlight the vague pronoun.</p> <p>Dana and Jenn visited her mother.</p>	<p>Rewrite and correct yesterday's sentence.</p>
<p>Circle the pronunciation of the word focus.</p> <div data-bbox="110 1266 440 1377" style="border: 1px solid black; padding: 5px;"> <p>focus (<i>fokes</i>) noun 1. the center of interest of activity. verb 2. able to see clearly</p> </div>	<p>Which meaning of the word focus is being used in the sentence?</p> <p>The elephants were the main focus during the circus.</p>	<p>What part of speech is the word focus in yesterday's sentence?</p>	<p>Which meaning of focus is being used in the sentence?</p> <p>My glasses help me focus on the board in my classroom.</p>
<p>Circle the words with a similar denotation as curious.</p> <p>bored nosy uninterested interested</p>	<p>Which word has a positive connotation?</p>	<p>Which word has a negative connotation?</p>	<p>Which word best completes the sentence?</p> <p>Amy should mind her own business! She is so _____.</p>
<p>Use these words to complete this week's analogies.</p> <p>carrot oxygen artist herbivore man drink liquid solid chef</p>	<p>Complete the analogy.</p> <p>pencil : writer paintbrush : _____</p>	<p>Complete the analogy.</p> <p>Hydrogen : gas water : _____</p>	<p>Complete the analogy.</p> <p>meat : carnivore vegetable : _____</p>

My Work

<p style="text-align: center;">Monday</p> <hr/>	<p style="text-align: center;">Tuesday</p> <hr/>
<p style="text-align: center;">Wednesday</p> <hr/>	<p style="text-align: center;">Thursday</p> <hr/>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>

Answer Key - Weekly Language Review – Q3:8

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>misbehave informant miserable subject deform misfortune format submarine</p>	<p>Which word means a structure, plan, or arrangement for how something is presented?</p> <p>-format</p>	<p>Which word means feeling badly or the condition of feeling unhappy?</p> <p>-miserable</p>	<p>Which word means a watercraft that goes under water?</p> <p>-submarine</p>
<p>The gymnast began to wobble and <u>precariously</u> balanced on the beam.</p> <p>What does <u>precariously</u> mean?</p> <p>-unsteadily</p>	<p>Highlight the clues from yesterday's question that helped you determine the meaning of <u>precariously</u>.</p>	<p>Name the figurative language: simile, metaphor, or personification.</p> <p>Our vacation was near, and I could hear Hawaii calling my name.</p>	<p>What is the meaning of yesterday's figurative language?</p> <p>I am ready for the vacation.</p>
<p>Circle the correct pronoun. Is it subjective or objective?</p> <p>(We/They) finished painting our pictures after school.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>The teachers themselves will be volunteering at the high school.</p>	<p>Fill in the blank with the correct possessive pronoun.</p> <p>Bethany told me that she doesn't like her new haircut.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Victoria is making twelve dozen cookies for the back sale herself.</p>
<p>Circle the correct pronoun. Underline its antecedent.</p> <p>I prefer Minecraft over any other video game because <u>(I/you)</u> can build anything.</p>	<p>Add a nonrestrictive element using commas.</p> <p>My dog still needs to be walked.</p> <p>Answers will vary.</p> <p>Example: My dog, though house-broken, still needs to be walked.</p>	<p>Highlight the vague pronoun.</p> <p>Dana and Jenn visited her mother.</p>	<p>Rewrite and correct yesterday's sentence.</p> <p>Dana and Jenn visited Dana's mother.</p>
<p>Circle the pronunciation of the word focus.</p> <div data-bbox="131 1297 461 1409" style="border: 1px solid black; padding: 5px;"> <p>focus (fokes) noun 1. the center of interest of activity. verb 2. able to see clearly</p> </div>	<p>Which meaning of the word focus is being used in the sentence?</p> <p>The elephants were the main focus during the circus.</p> <p>-definition 1</p>	<p>What part of speech is the word focus in yesterday's sentence?</p> <p>-noun</p>	<p>Which meaning of the word focus is being used in the sentence?</p> <p>My glasses help me focus on the board in my classroom.</p> <p>-definition 2</p>
<p>Circle the words with a similar denotation as curious.</p> <p>bored nosy uninterested interested</p>	<p>Which word has a positive connotation?</p> <p>-interested</p>	<p>Which word has a negative connotation?</p> <p>-nosy</p>	<p>Which word best completes the sentence?</p> <p>Amy should mind her own business! She is so nosy.</p>
<p>Use these words to complete this week's analogies.</p> <p>carrot oxygen artist herbivore man drink liquid solid chef</p>	<p>Complete the analogy.</p> <p>pencil : writer paintbrush : artist</p>	<p>Complete the analogy.</p> <p>Hydrogen : gas water : liquid</p>	<p>Complete the analogy.</p> <p>meat : carnivore vegetable : herbivore</p>

Name:

Fiction: Point of View – Q2:8

Date:

As you answer this week's questions, highlight your evidence in the text.

The Football Spy

Not much goes on in a small town, but it doesn't mean life is dull. Back when I was a kid in Havers Mill, there was always something interesting happening. Like that time we thought Mrs. Strickland was a spy.

One day, my foster brother Liam and I were walking home from football practice and talking about how Coach Walters had utterly rearranged the starting lineup for Friday's game. Suddenly, Liam stopped short. "That's Old Lady Strickland's place," he whispered, gazing at Mrs. Strickland's tiny house.

I cringed at the disrespectful nickname. Liam was a nice kid, but sometimes he forgot to be polite. Dad always said I should gently remind him when he said something uncouth, just like Dad had always done for me.

"You mean Mrs. Strickland?" I asked, hoping Liam would take the hint.

He didn't. "Yeah. Old Lady Strickland. I think she's a spy."

"What kind of spy?" I asked, skeptical.

"A football spy," he replied. "Maybe for Lanville's team. I saw her sitting in the bleachers at practice today, and she had a notebook she was writing in."

Just then, he turned sharply and went directly up Mrs. Strickland's front path. "I'm going to find out what's going on," he said.

"If she is a spy, you might be sorry," I answered. Then I shook my head hard. I didn't actually believe Liam's **crackpot** idea, did I? Great, I thought, following him up the path. I hope he doesn't say anything rude.

Liam knocked, and then came the clack-clack of Mrs. Strickland unlocking the door from the inside. "Be polite," I hissed at my foster brother.

As soon as the door opened, Mrs. Strickland smiled at us. "Why, hello, boys," she said in a melodic voice. "Won't you come in?"

Liam grinned. "Thank you, ma'am," he said, and we stepped inside.

"What can I do for you today?" Mrs. Strickland's face and voice were both incredibly pleasant, but that just increased my stress level. I was terrified I'd have to pull Liam out of there and drag him home.

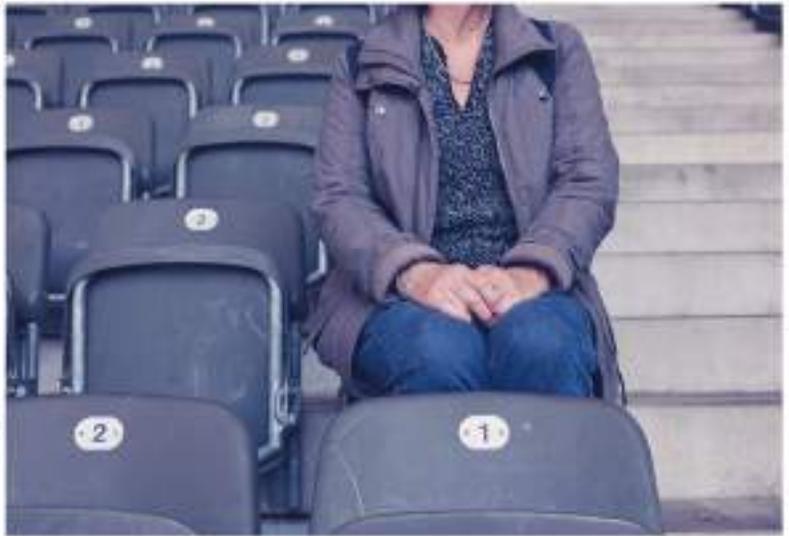
"Well, ma'am," Liam said. "We noticed you attended our football practice this afternoon. We just wanted to thank you for coming out to support the team."

"Oh, you're welcome, dear. I do love a good football game. I'll be coming to the game against Lanville Friday."

"That's wonderful to hear, ma'am," Liam replied.

I **gaped** at him. I had never heard so many "ma'ams" come out of his mouth in the whole six months he'd lived with us. He often forgot to use his manners, but apparently, he could also lay the politeness on way too thick. I wondered what he was up to.

Mrs. Strickland asked us to sit down and gave us some lemonade and cookies. Then she asked about school and how my dad was. Finally, she asked something shocking.



"Now, boys, tell me all about your plan for Friday night's game. How are you going to beat Lanville?"

My jaw dropped, but Liam's didn't. He didn't look surprised at all. Instead, he gave me a look, his eyebrows raised.

"We're not supposed to talk about it," I said quickly. "Coach wants it all kept quiet because if Lanville knew, they could prepare a defense. We want to surprise them."

"Well, life is full of surprises, isn't it?" Mrs. Strickland said.

"Yes, ma'am," Liam said. Then he got a strange look on his face. Suddenly, he stood up and bolted for the table near the front door. He snatched a notebook from it and began flipping pages maniacally.

I was so embarrassed.

Then Liam stopped. He stood perfectly still, staring at the page in front of him. On it was an absolutely beautiful sketch of a football team at practice. It wasn't notes or spy drawings; this was pure art.

"It's amazing," he whispered, admiring the detail.

"Thank you," said Mrs. Strickland. But why in the world would you grab my sketchbook?"

Now Liam looked embarrassed. "I—I thought you were a sp—spy," he stammered.

Mrs. Strickland cracked up. "You thought I was a spy? For who? Lanville?" She was laughing so hard I thought she was going to turn blue. "Darling, I'm just an artist. I love to draw action scenes like this one, and you kids sure are interesting to watch."

We sat down to look through her notebook. The images, beautifully drawn in pencil, perfectly captured the best moments from practice. Here was my friend Yousef, the quarterback, throwing a long pass. There was Jessie, our star running back, sprinting like a cheetah for the end zone.

Suddenly, Liam began to laugh. I joined him.

"Mrs. Strickland," Liam said, "I'm so sorry I thought you were a spy. These are amazing. Will you come to practice again on Monday?"

"I'd love to, dear," she answered.

Name:

Fiction: Point of View – Q2:8

Date:

Monday

How does the first paragraph help you identify the setting (when and where)?

How does this point of view affect the way the story is told?

From what point of view is the story told?

I cringed at the disrespectful nickname.
What does this detail from the text tell you about the narrator?

Tuesday

How does Liam show determination at the beginning of the story?

According to the text, what is the meaning of the word **gaped**?

What does the word **crackpot** mean? Does it have a negative or positive connotation?

What causes the Narrator to start to think Mrs. Strickland may be a spy?

Wednesday

What happens as a result of Liam looking inside Mrs. Strickland's notebook?

What is the overarching theme of the text?

How does the narrator's perception of Liam change throughout the story?

Of all the events in the story, which do you think best contributes to the theme?

Thursday

Which character changes throughout the story?

How might this story have been different if it was told from Mrs. Strickland's perspective?

Cite evidence from the text to support your answer above.

On a separate sheet of paper, write a brief summary of the story. Include key details and exclude personal opinions.

Answer Key - Fiction: Point of View – Q2:8

Monday	Tuesday
<p>How does the first paragraph help you identify the setting (when and where)?</p> <p>The first paragraph tells that the story is being told as a memory, so it must be happening in the past. It also tells the name of the city.</p>	<p>How does Liam show determination at the beginning of the story?</p> <p>He is going to find out if Mrs. Strickland is the spy by going to her house. He could have let it go.</p>
<p>From what point of view is the story told?</p> <p>first-person</p>	<p>What does the word crackpot mean? Does it have a negative or positive connotation?</p> <p>crazy; negative connotation</p>
<p>How does this point of view affect the way the story is told?</p> <p>The information the reader is given is limited to the thoughts and feelings of the character telling the story.</p>	<p>According to the text, what is the meaning of the word gaped?</p> <p>stared; gawked</p>
<p><i>I cringed at the disrespectful nickname.</i> What does this detail from the text tell you about the narrator?</p> <p>The narrator does not like it when Liam is impolite.</p>	<p>What causes the Narrator to start thinking Mrs. Strickland may be a spy?</p> <p>when Mrs. Strickland asks about the plans for Friday night's game</p>
Wednesday	Thursday
<p>What happens as a result of Liam looking inside Mrs. Strickland's notebook?</p> <p>He finds out that Mrs. Strickland is not a spy and is an artist.</p>	<p>Which character changes throughout the story? Possible Answer: Liam changes his mind about Mrs. Strickland and his manners improve.</p>
<p>How does the narrator's perception of Liam change throughout the story?</p> <p>In the beginning, he feels Liam's manners are poor. By the end, he sees that Liam is capable of having good manners.</p>	<p>Cite evidence from the text to support your answer above.</p> <p>Liam is embarrassed that he thought Mrs. Strickland was a spy.</p>
<p>What is the overarching theme of the text? Possible Answers: Don't assume; Don't judge others before you get to know them.</p>	<p>How might this story have been different if it was told from Mrs. Strickland's perspective? We would know from the beginning what Mrs. Strickland was doing and her thoughts and feelings.</p>
<p>Of all the events in the story, which do you think best contributes to the theme? when Liam realizes he was wrong about Mrs. Strickland</p>	<p>On a separate sheet of paper, write a brief summary of the story. Include key details and exclude personal opinions.</p>

Name: _____ Class: _____

Stopping for Olympic Gold

By Angie Kay Dilmore
2016

John Woodruff (1915-2007) was an African American track athlete who won a gold medal in the 1936 Summer Olympics. In this informational text, Angie Kay Dilmore discusses John's life and famous race. As you read, take notes on how John achieved victory.

- [1] *The torch is lit and the summer Olympics begin. The year is 1936, Berlin, Germany. Nazi leader Adolf Hitler watches from the stands.*

John Woodruff and eight other runners crouch on the track, ready to race. Bang! The starting pistol fires and they're off. John runs behind the leader, waiting to make his move into first. But soon another runner comes up beside him. John is boxed in. If he pushes through the runners, he might be disqualified¹ on a foul. So John does what one sports reporter later calls "the most daring move seen on a track." He comes to a complete stop. After all the other runners pass him, John moves two lanes toward the outside and races from last place toward the finish line. The crowd stands and gasps. Will John win Olympic gold?



"Stopping for Olympic Gold" by University of Pittsburgh and the IOC Olympic Museum Collections is used with permission.

Many young athletes dream of competing in the Olympics. They imagine being on the victory stand with a gold medallion around their necks.

But not John Woodruff. "I never thought I had that much talent to win a gold medal," he said.

John Woodruff grew up in a poor family in the small town of Connellsville, Pennsylvania. Born in 1915, this grandson of former slaves was the eleventh of twelve children.

- [5] John had a gift. He ran faster than anyone in town. And it wouldn't take him long to prove it.

In high school, John joined the football team. At the end of each practice, the team ran sprints and laps around the track. The coaches noticed that John ran consistently ahead of the others. He had potential,² but John's mother made him quit the team. Practice continued late into the evening, and John didn't have time to do his share of the work around the house. "I had to cut wood and bring in coal. So football had to go. My chores came first," said John.

1. to stop someone from being in a competition
2. **Potential (adjective):** having or showing the ability to become something in the future

For a short time, John quit school. “This was Depression³ times. There was very little money in our house,” John remembered. “When I went looking for work, nobody was hiring. So I decided to go back to school.”

It wasn’t long before the coach asked John to join the track team. This time, his mother approved. Track practice ended early, allowing plenty of time for chores.

John broke school, county, district, and state records on the track team. And as he ran, he traveled 9 feet with each step, earning him the nickname “Long John.” In 1935, John broke the high-school national mile record with a time of 4:23.4 (four minutes, twenty-three point four seconds).

- [10] After his senior year, college seemed to be out of the question. John’s family didn’t have the money. But thanks to some local businessmen, he received an athletic scholarship to the University of Pittsburgh. With twenty-five cents in his pocket, John left his small town for the big city of Pittsburgh.

In the summer after John’s freshman year of college, he tried out for the Olympic team. At the trials, John outran the best distance runners in the country.

The Olympic athletes sailed for Germany on July 15, 1936. They spent over a week crossing the Atlantic on the S.S. *Manhattan*. “I’d never been so far away from home,” John recalled.

John was a beginner compared to the rest of the Olympic runners. Yet he easily won the 800-meter race by 20 yards in the semifinals. The other athletes had anticipated they’d have to pass John to win in the finals. These more experienced athletes boxed John in with a runner in front and another by his side, blocking him from first place. But John ran faster than they knew. With strength, ability, and determination, he sprinted from last place and claimed the gold medal with a time of 1:52.9 (one minute, fifty-two point nine seconds).

Besides taking home a gold medal, each 1936 first-place winner received an oak sapling, a gift from the German government. John said he “proudly brought the tree home” and presented it to Connellsville. The town planted it beside his high-school stadium. According to John, the local newspaper placed “a plaque⁴ under the tree so the kids in the neighborhood would know what the tree represented.” Over seventy years later, the tree still towers over the track where John began his career.

- [15] John Woodruff lived to the age of ninety-two and was the last surviving gold medalist from the 1936 U.S. Olympic team. In his room, Woodruff had a photo of himself crossing the finish line—a constant reminder that he had beat the odds and accomplished an amazing feat. John remembered, “I was very proud of that achievement⁵ and I was very happy — for myself as an individual, for my race, and for my country.”

Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

3. referring to the Great Depression, when work was difficult to find in America
4. a piece of metal with writing on it, often used as decoration
5. **Achievement (noun):** a thing done successfully, usually with effort, courage, or skill

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
 - A. John was a talented athlete who took his competition by surprise to win the Olympics.
 - B. When John arrived at the Olympics, he was treated unfairly because of his race.
 - C. Most people wrongly underestimated John at the Olympics because of his age.
 - D. John's athletic scholarship was the result of his hard work and high school state records.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "John is boxed in. If he pushes through the runners, he might be disqualified on a foul." (Paragraph 2)
 - B. "In the summer after John's freshman year of college, he tried out for the Olympic team. At the trials, John outran the best distance runners in the country." (Paragraph 11)
 - C. "But John ran faster than they knew. With strength, ability, and determination, he sprinted from last place and claimed the gold medal with a time of 1:52.9" (Paragraph 13)
 - D. "According to John, the local newspaper placed 'a plaque under the tree so the kids in the neighborhood would know what the tree represented.'" (Paragraph 14)

3. Which of the following describes the organization of the text?
 - A. The author describes the races that John competed in, and how his skills steady improved.
 - B. The author describes the obstacles that John faced growing up, and how they made him stronger.
 - C. The author describes John's famous Olympic race, and then goes into detail about how he got there.
 - D. The author compares what John expected when he competed in the Olympics with what he experienced.

4. Which of the following describes the author's purpose in the text?
 - A. to emphasize how sports can bring people together
 - B. to criticize John's parents for making him do chores
 - C. to highlight the struggles that John faced in school
 - D. to describe John's amazing accomplishments to readers

5. What is the connection between the risk that John took and his Olympic win?

Name: _____ Class: _____

Mother and Daughter

By Gary Soto
1990

Gary Soto is an American poet, novelist, and memoirist. In this short story, a young girl's mother doesn't have the money to buy her a new dress for a school dance. As you read, take notes on Yollie and her mother's interactions.

[1] Yollie's mother, Mrs. Moreno, was a large woman who wore a muumuu¹ and butterfly-shaped glasses. She liked to water her lawn in the evening and wave at low-riders,² who would stare at her behind their smoky sunglasses and laugh. Now and then a low-rider from Belmont Avenue would make his car jump and shout "Mamacita!" But most of the time they just stared and wondered how she got so large.



"Untitled" by reza shayestehpour is licensed under CC0.

Mrs. Moreno had a strange sense of humor. Once, Yollie and her mother were watching a late-night movie called *They Came to Look*. It was about creatures from the underworld who had climbed through molten³ lava to walk the earth.

But Yollie, who had played soccer all day with the kids next door, was too tired to be scared. Her eyes closed but sprang open when her mother screamed, "Look, Yollie! Oh, you missed a scary part. The guy's face was all ugly!"

But Yollie couldn't keep her eyes open. They fell shut again and stayed shut, even when her mother screamed and slammed a heavy palm on the arm of her chair.

"Mom, wake me up when the movie's over so I can go to bed," mumbled Yollie.

[5] "OK, Yollie, I wake you," said her mother through a mouthful of popcorn.

But after the movie ended, instead of waking her daughter, Mrs. Moreno laughed under her breath, turned the TV and lights off, and tiptoed to bed. Yollie woke up in the middle of the night and didn't know where she was. For a moment she thought she was dead. Maybe something from the underworld had lifted her from her house and carried her into the earth's belly. She blinked her sleepy eyes, looked around at the darkness, and called, "Mom? Mom, where are you?" But there was no answer, just the throbbing hum of the refrigerator.

Finally, Yollie's grogginess cleared and she realized her mother had gone to bed, leaving her on the couch. Another of her little jokes.

1. a woman's loose, brightly colored dress
2. a customized car that is closer to the ground
3. liquefied by heat

But Yollie wasn't laughing. She tiptoed into her mother's bedroom with a glass of water and set it on the nightstand next to the alarm clock. The next morning, Yollie woke to screams. When her mother reached to turn off the alarm, she had overturned the glass of water.

Yollie burned her mother's morning toast and gloated.⁴ "Ha! Ha! I got you back. Why did you leave me on the couch when I told you to wake me up?"

- [10] Despite their jokes, mother and daughter usually got along. They watched bargain matinees⁵ together, and played croquet in the summer and checkers in the winter. Mrs. Moreno encouraged Yollie to study hard because she wanted her daughter to be a doctor. She bought Yollie a desk, a typewriter, and a lamp that cut glare so her eyes would not grow tired from hours of studying.

Yollie was slender as a tulip, pretty, and one of the smartest kids at Saint Theresa's. She was captain of crossing guards, an altar girl,⁶ and a whiz in the school's monthly spelling bees.

"*Tienes que estudiar mucho*,"⁷ Mrs. Moreno said every time she propped her work-weary feet on the hassock.⁸ "You have to study a lot, then you can get a good job and take care of me."

"Yes, Mama," Yollie would respond, her face buried in a book. If she gave her mother any sympathy, she would begin her stories about how she had come with her family from Mexico with nothing on her back but a sack with three skirts, all of which were too large by the time she crossed the border because she had lost weight from not having enough to eat.

Everyone thought Yollie's mother was a riot.⁹ Even the nuns laughed at her antics.¹⁰ Her brother Raul, a nightclub owner, thought she was funny enough to go into show business.

- [15] But there was nothing funny about Yollie needing a new outfit for the eighth-grade fall dance. They couldn't afford one. It was late October, with Christmas around the corner, and their dented Chevy Nova had gobbled up almost one hundred dollars in repairs.

"We don't have the money," said her mother, genuinely sad because they couldn't buy the outfit, even though there was a little money stashed away for college. Mrs. Moreno remembered her teenage years and her hardworking parents, who picked grapes and oranges, and chopped beets and cotton for meager¹¹ pay around Kerman. Those were the days when "new clothes" meant limp and out-of-style dresses from Saint Vincent de Paul.¹²

The best Mrs. Moreno could do was buy Yollie a pair of black shoes with velvet bows and fabric dye to color her white summer dress black.

-
4. **Gloat (verb):** to dwell on one's own success or another's misfortune
 5. a showing of a movie that takes place in the daytime
 6. a girl acting as an assistant in church services
 7. Spanish for "you have to study a lot"
 8. a firm cushion used as footstool
 9. **Riot (noun):** a highly amusing or entertaining person
 10. amusing behavior
 11. **Meager (adjective):** lacking in quantity or quality
 12. a thrift store

"We can color your dress so it will look brand-new," her mother said brightly, shaking the bottle of dye as she ran hot water into a plastic dish tub. She poured the black liquid into the tub and stirred it with a pencil. Then, slowly and carefully, she lowered the dress into the tub.

Yollie couldn't stand to watch. She knew it wouldn't work. It would be like the time her mother stirred up a batch of molasses for candy apples on Yollie's birthday. She'd dipped the apples into the goo and swirled them and seemed to taunt Yollie by singing "*Las Mañanitas*"¹³ to her. When she was through, she set the apples on wax paper. They were hard as rocks and hurt the kids' teeth. Finally, they had a contest to see who could break the apples open by throwing them against the side of the house. The apples shattered like grenades, sending the kids scurrying for cover, and in an odd way the birthday party turned out to be a success. At least everyone went home happy.

- [20] To Yollie's surprise, the dress came out shiny black. It looked brand-new and sophisticated, like what people in New York wear. She beamed at her mother, who hugged Yollie and said, "See, what did I tell you?"

The dance was important to Yollie because she was in love with Ernie Castillo, the third-best speller in the class. She bathed, dressed, did her hair and nails, and primed until her mother yelled, "All right already." Yollie sprayed her neck and wrists with Mrs. Moreno's Avon perfume and bounced into the car.

Mrs. Moreno let Yollie out in front of the school. She waved and told her to have a good time but behave herself, then roared off, blue smoke trailing from the tail pipe of the old Nova.

Yollie ran into her best friend, Janice. They didn't say it, but each thought the other was the most beautiful girl at the dance; the boys would fall over themselves asking them to dance.

The evening was warm but thick with clouds. Gusts of wind picked up the paper lanterns hanging in the trees and swung them, blurring the night with reds and yellows. The lanterns made the evening seem romantic, like a scene from a movie. Everyone danced, sipped punch, and stood in knots of threes and fours, talking. Sister Kelly got up and jitterbugged with some kid's father. When the record ended, students broke into applause.

- [25] Janice had her eye on Frankie Ledesma, and Yollie, who kept smoothing her dress down when the wind picked up, had her eye on Ernie. It turned out that Ernie had his mind on Yollie, too. He ate a handful of cookies nervously, then asked her for a dance.

"Sure," she said, nearly throwing herself into his arms. They danced two fast ones before they got a slow one. As they circled under the lanterns, rain began falling, lightly at first. Yollie loved the sound of the raindrops ticking against the leaves. She leaned her head on Ernie's shoulder, though his sweater was scratchy. He felt warm and tender. Yollie could tell that he was in love, and with her, of course. The dance continued successfully, romantically, until it began to pour.

"Everyone, let's go inside — and, boys, carry in the table and the record player," Sister Kelly commanded.

13. a traditional Mexican birthday song sung in Mexico and other Latin American countries at birthday parties

The girls and boys raced into the cafeteria. Inside, the girls, drenched to the bone, hurried to the restrooms to brush their hair and dry themselves. One girl cried because her velvet dress was ruined. Yollie felt sorry for her and helped her dry the dress off with paper towels, but it was no use. The dress was ruined.

Yollie went to a mirror. She looked a little gray now that her mother's makeup had washed away but not as bad as some of the other girls. She combed her damp hair, careful not to pull too hard. She couldn't wait to get back to Ernie. Yollie bent over to pick up a bobby pin, and shame spread across her face. A black puddle was forming at her feet. Drip, black drip. Drip, black drip. The dye was falling from her dress like black tears. Yollie stood up. Her dress was now the color of ash. She looked around the room. The other girls, unaware of Yollie's problem, were busy grooming themselves. What could she do? Everyone would laugh. They would know she dyed an old dress because she couldn't afford a new one. She hurried from the restroom with her head down, across the cafeteria floor and out the door. She raced through the storm, crying as the rain mixed with her tears and ran into twig-choked gutters.

[30] When she arrived home, her mother was on the couch eating cookies and watching TV.

"How was the dance, *m'ija*?¹⁴ Come watch the show with me. It's really good."

Yollie stomped, head down, to her bedroom. She undressed and threw the dress on the floor.

Her mother came into the room. "What's going on? What's all the racket, baby?"

"The dress. It's cheap! It's no good!" Yollie kicked the dress at her mother and watched it land in her hands. Mrs. Moreno studied it closely but couldn't see what was wrong. "What's the matter? It's just a bit wet."

[35] "The dye came out, that's what." Mrs. Moreno looked at her hands and saw the grayish dye puddling in the shallow lines of her palms. Poor baby, she thought, her brow darkening as she made a sad face.

She wanted to tell her daughter how sorry she was, but she knew it wouldn't help. She walked back to the living room and cried.

The next morning, mother and daughter stayed away from each other. Yollie sat in her room turning the pages of an old *Seventeen*, while her mother watered her plants with a Pepsi bottle.

"Drink, my children," she said loud enough for Yollie to hear. She let the water slurp into pots of coleus¹⁵ and cacti. "Water is all you need. My daughter needs clothes, but I don't have no money."

Yollie tossed her *Seventeen* on her bed. She was embarrassed at last night's tirade.¹⁶ It wasn't her mother's fault that they were poor.

[40] When they sat down together for lunch, they felt awkward about the night before. But Mrs. Moreno had made a fresh stack of tortillas and cooked up a pan of *chile verde*,¹⁷ and that broke the ice. She licked her thumb and smacked her lips.

14. Spanish for "my daughter"

15. a tropical plant with brightly colored leaves

16. **Tirade (noun):** a long, angry speech of criticism or accusation

17. Spanish for "green chili"

"You know, honey, we gotta figure a way to make money," Yollie's mother said. "You and me. We don't have to be poor. Remember the Garcias. They made this stupid little tool that fixes cars. They moved away because they're rich. That's why we don't see them no more."

"What can we make?" asked Yollie. She took another tortilla and tore it in half.

"Maybe a screwdriver that works on both ends? Something like that." The mother looked around the room for ideas, but then shrugged. "Let's forget it. It's better to get an education. If you get a good job and have spare time then maybe you can invent something." She rolled her tongue over her lips and cleared her throat. "The county fair hires people. We can get a job there. It will be here next week."

Yollie hated the idea. What would Ernie say if he saw her pitching hay at the cows? How could she go to school smelling like an armful of chickens? "No, they wouldn't hire us," she said.

- [45] The phone rang. Yollie lurched from her chair to answer it, thinking it would be Janice wanting to know why she had left. But it was Ernie wondering the same thing. When he found out she wasn't mad at him, he asked if she would like to go to a movie.

"I'll ask," Yollie said, smiling. She covered the phone with her hand and counted to ten. She uncovered the receiver and said, "My mom says it's OK. What are we going to see?"

After Yollie hung up, her mother climbed, grunting, onto a chair to reach the top shelf in the hall closet. She wondered why she hadn't done it earlier. She reached behind a stack of towels and pushed her chubby hand into the cigar box where she kept her secret stash of money.

"I've been saving a little money every month," said Mrs. Moreno. "For you, *m'ija*." Her mother held up five twenties, a blossom of green that smelled sweeter than flowers on that Saturday. They drove to Macy's and bought a blouse, shoes, and a skirt that would not bleed in rain or any other kind of weather.

"Mother and Daughter" from In Baseball in April and Other Stories ©1990 by Gary Soto. Reprinted with permission of Houghton Mifflin Harcourt.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: How does the plot develop the theme of the story? [RL.2]
 - A. Yollie's embarrassment at the dance makes her believe that money can provide happiness.
 - B. Despite the unfortunate events at the dance, Yollie realizes that her mother does her best to make her happy.
 - C. When Yollie is unable to buy the things she wants, she understands the importance of finding a good job.
 - D. After Yollie dances with Ernie, she realizes that he doesn't care how expensive her clothes are.

2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
 - A. "But there was nothing funny about Yollie needing a new outfit for the eighth-grade fall dance. They couldn't afford one." (Paragraph 15)
 - B. "Yollie could tell that he was in love, and with her, of course. The dance continued successfully, romantically, until it began to pour." (Paragraph 26)
 - C. "Yollie tossed her Seventeen on her bed. She was embarrassed at last night's tirade. It wasn't her mother's fault that they were poor." (Paragraph 39)
 - D. "'Let's forget it. It's better to get an education. If you get a good job and have spare time then maybe you can invent something.'" (Paragraph 43)

3. PART A: How does Mrs. Moreno's view of money change by the end of the story? [RL.3]
 - A. She is willing to spend money as long as it makes Yollie happy.
 - B. She plans to save her money better in the future.
 - C. She wants Yollie to work for her money.
 - D. She thinks her money should be used for Yollie's future.

4. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
 - A. "her mother, genuinely sad because they couldn't buy the outfit, even though there was a little money stashed away for college." (Paragraph 16)
 - B. "'Water is all you need. My daughter needs clothes, but I don't have no money.'" (Paragraph 38)
 - C. "'The county fair hires people. We can get a job there. It will be here next week.'" (Paragraph 43)
 - D. "'I've been saving a little money every month,' said Mrs. Moreno. 'For you, m'ija.'" (Paragraph 48)

5. Re-read the sentence “[t]he dye was falling from her dress like black tears” in paragraph 29. How does the simile contribute to the tone of the story? [RL.4]

Name: _____ Class: _____

Women Who Spoke Up

By Andrew Matthews
2018

In this informational text, Andrew Matthews discusses women throughout American history who fought to be a part of change. As you read, take notes on the different women discussed in the text and the movements to which they contributed.

- [1] Women have had to fight to be heard. For most of history, women were expected to keep silent. In their traditional roles as wives and mothers, their sphere of influence was home and family. That sphere kept them out of the public eye. Some determined women refused to be prevented from participating in public life. Even when they risked being accused of unacceptable female behavior, women began to speak up. In the 19th century, women were the moving force behind a number of reform issues. Many of those issues related to their sphere of influence: the home and what was in the best interest of families. Women worked to end slavery and child labor. They supported women's rights and temperance.¹ In the 20th century, women's roles in society changed more dramatically. More women spoke up. They addressed larger and broader audiences. Here are a few women whose public words are remembered today as particularly inspiring and courageous.



"Women! Free our sisters" by N.E. Women's Liberation and Black Panther Party of Connecticut has no known restrictions on copyright.

Sojourner Truth — whose slave name was Isabella Baumfree — was born into slavery in 1797. She escaped to freedom in 1826. She lived at a time when neither African Americans nor women were viewed as full citizens. She was both. She was deeply religious, and her faith called her to travel across the free states preaching the gospel. Contemporaries² noted that she had "a heart of love" and "a tongue of fire." She used her voice to fight slavery and to support women's rights and temperance. After several lectures in New York City, one abolitionist³ wrote that, she "poured forth a torrent of natural eloquence, which swept everything before it." She gave her most famous — and unprepared — speech in Ohio in 1851. It is known today as her "Ain't I a Woman" speech, but historians now question whether she ever used those exact words. She pointed out the inequality that existed between the races and the genders.

1. the movement against drinking alcohol
2. people living during the same time
3. a person who supported the end of slavery

"I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if woman have a pint and man a quart — why can't she have her little pint full? You need not be afraid to give us our rights for fear we will take too much — for we can't take more than our pint'll hold."

As an African-American woman journalist living in the South, **Ida B. Wells-Barnett** had her life threatened for the work she did. She led a one-person campaign against lynching. She did that by gathering stories. She studied the information. She produced facts and statistics. And she spoke about it. In 1909, she gave a speech to the newly created National Association for the Advancement of Colored People (NAACP). "This Awful Slaughter" presented hard facts about a subject that others refused to address publicly. Wells-Barnett forced people to face the reality of the horrors of lynching. She called on her listeners and the NAACP to do more to end it.

[5] *"[Lynching] is national — a blight⁴ upon our nation, mocking our laws and disgracing our Christianity. With malice⁵ toward none but with charity for all' let us undertake the work of making the 'law of the land' effective and supreme upon every foot of American soil — a shield to the innocent; and to the guilty, punishment swift and sure."*

When **Clara Lemlich** was a teenager, her Jewish family fled from the Ukraine to escape religious persecution.⁶ The family settled in New York City. Lemlich found work in a textile factory.⁷ Factory employees worked long days — more than 10 hours — and six days a week. They earned only a few dollars. The terrible conditions motivated Lemlich to join the International Ladies' Garment Workers' Union. She became a leader in the effort to fight for workers' rights. She organized several strikes. On November 22, 1909, she was part of a crowd listening to male organizers offer advice to workers. She insisted on speaking to the crowd. Her words sparked a massive strike known as the Uprising of the 20,000.⁸ Striking factory workers refused to work and protested in the streets. After more than two months, owners agreed to better pay and shorter workdays.

"I am a working girl, one of those who are on strike against intolerable conditions. I am tired of listening to speakers who talk in general terms. What we are here to decide is whether we shall or shall not strike. I offer a resolution that a general strike be declared — now."

Mary Harris "Mother" Jones was a labor activist at the turn of the 20th century. She traveled around the country and gave speeches that organized laborers. She spoke for children, mill workers, coal miners, steelworkers, and immigrants. Those workers were paid pennies to work long days under harmful conditions. Sometimes her speeches were rough and coarse — she referred to herself as a "hell-raiser." One opponent called her "the most dangerous woman in America." But her words energized workers to fight for better conditions and pay. In 1912, she gave a now-famous speech at a West Virginia coal mine. Workers had struck to fight for a better contract with the mine owners. She spoke without notes and directly to the crowd. Her speech survives today because the mine bosses hired a stenographer to take notes. They hoped to use Jones' words against her for inciting⁹ violence.

4. a disease

5. **Malice (noun):** the intention or desire to do evil

6. Persecution (noun) ill-treatment of someone, especially because of their race, religion, or political beliefs

7. a factory where clothing is made

8. a labor strike consisting of mainly Jewish women

9. **Incite (verb):** to stir up or encourage

"This meeting tonight indicates a milestone of progress of the miners and workers of the State of West Virginia... You will not be serfs,¹⁰ you will march, march, march on from milestone to milestone of human freedom, you will rise like men in the new day and slavery will get its death blow. It has got to die. Goodnight."

[10] **Margaret Chase Smith** was the first woman to serve in both the House of Representatives and the Senate. She won election to the Senate in 1948. Two years later, she bravely spoke up when other public leaders remained silent. At that time, Americans feared the spread of communism¹¹ and its ties to the Soviet Union. Senator Joseph R. McCarthy was heading a campaign to identify Communist activity in the United States. McCarthy's hunt ruined the careers and lives of the people accused. Smith delivered her "Declaration of Conscience" on the Senate floor. She did not specifically name McCarthy. But she commented on the state of fear that had crept into U.S. politics. She warned against its dangerous anti-American tone.

"I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation."

African-American civil rights activist **Fannie Lou Hamer** gave an electrifying testimonial in 1964. Hamer was the vice chair of the Mississippi Freedom Democratic Party. The party wanted to challenge Mississippi's all-white state delegation to the Democratic National Convention. Hamer addressed the convention credentials committee. She shared her personal experience of trying to register to vote in the South. She described how she had been jailed and beaten. She testified that she been shot at and verbally abused because she wanted to vote. President Lyndon B. Johnson tried to prevent her testimony from being aired by making a speech of his own at the same time. But Hamer's televised appearance made the news, and it reached a large audience. Her hope to have some of the Mississippi Freedom Democrats seated at the national convention did not succeed. But four years later, she was a delegate at the Democratic National Convention. She was the first woman to represent Mississippi and the first African American to be seated at a national convention since the 1870s.

"And if the Freedom Democratic Party is not seated now, I question America. Is this America, the land of the free and the home of the brave, where we have to sleep with our telephones off the hooks because our lives be threatened daily, because we want to live as decent human beings in America?"

"Women who Spoke Up", originally titled "Speaking Up" by Andrew Matthews, Cobblestone, © by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited.

10. people who were forced to work on a lord's land during the Medieval period
11. a political theory in which all property is publicly owned

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the central idea of the text?
 - A. Women were often kept out of social and political movements by the men leading them.
 - B. Women have made important contributions to a variety of social and political movements.
 - C. Women have largely contributed to the social and political movements that directly impact them.
 - D. Women have made many important contributions to the United States, but they have largely been kept quiet.

2. Which of the following describes what “the sphere of influence” most likely refers to? (Paragraph 1)
 - A. areas where women have power
 - B. areas where women go unseen
 - C. areas where women have no power
 - D. areas where women are kept out

3. What is the meaning of “eloquence” as it is used in paragraph 2?
 - A. angry critiquing
 - B. weak requesting
 - C. kind commenting
 - D. persuasive speaking

4. Which of the following describes how the black women discussed in this text contributed to civil rights?
 - A. They held violent protests to challenge the unfair treatment of black people.
 - B. They brought attention to, and challenged, the unfair treatment of black people.
 - C. They supported the black men who were protesting the unfair treatment of black people.
 - D. They challenged the unfair treatment of black people in secret, to avoid criticism from men.

5. What does the word “electrifying” suggest about Hamer’s testimonial? (Paragraph 12)
 - A. It hurt people.
 - B. It informed people.
 - C. It interested people.
 - D. It frightened people.

6. Why does the author likely include quotes from the women discussed in the text?
- A. to show how intelligent these women were
 - B. to highlight how difficult these women's lives were
 - C. to provide proof of these women's accomplishments
 - D. to emphasize how inspiring these women's words were
7. How does the author organize information in the text?
- A. He describes different women and their contributions.
 - B. He compares men's contributions and women's contributions.
 - C. He describes women from most well-known to least well-known.
 - D. He compares women's contributions in the past and in the present.
8. How did Lemlich's and Jones' contributions to workers' rights compare? (Paragraphs 6-9)

Name: _____ Class: _____

Fastest Woman in the World

By Pat Parker
2015

Wilma Rudolph (1940-1994) was an African American sprinter from Tennessee who won multiple gold medals in the Olympics and set world records in track and field. As you read, take notes on the obstacles Wilma encountered throughout her life.

- [1] Wilma Rudolph crouched at the starting line, every muscle in her lean, 5-foot-11-inch body poised¹ for the race. The starter gave the signal, and Wilma took off. Did this young woman from Tennessee have the strength and determination to win the Olympic gold medal?



"Wilma Rudolph competes in the 200-meter sprint at the 1960 Olympics." by The Associated Press is used with permission.

Everything in Wilma's life had prepared her for this moment. But Wilma wasn't an ordinary athlete. "My life wasn't like the average person who grew up and decided to enter the world of sports," she said.

Sick All the Time

Wilma Rudolph was born on June 23, 1940. She weighed four and a half pounds. No one expected her to survive. "I was sick all of the time when I was growing up," Wilma wrote in her autobiography, *Wilma*.

Wilma was the 20th of 22 children. In America in the 1940s, segregation² kept black and white people from being treated the same. Because the Rudolphs were African American, only one doctor in their town would care for Wilma. Her mother helped by using home remedies to nurse Wilma through measles, mumps, chicken pox, scarlet fever, appendicitis, and double pneumonia. "I think I started acquiring a competitive spirit right then and there, a spirit that would make me successful in sports later on... I was going to beat these illnesses no matter what."

- [5] Wilma fought her hardest childhood battle against polio, a disease that crippled³ her left leg. Mrs. Rudolph found a black medical college in Nashville, 50 miles away. Twice a week, for several years, Wilma and her mother took the bus to Nashville. At home, Wilma and her family massaged and exercised her weak leg to strengthen it.

After several months, the hospital fitted Wilma with a brace. "The brace went on... and I lived with that thing for the next half-dozen years... When I was six, I started treatments... that lasted until I was ten years old."

1. **Poise (verb):** to be balanced or suspended
 2. the enforced separation of groups of people based on their race
 3. to seriously damage

Sending Back the Brace

"I was nine and a half years old when I first took off the brace... I'll never forget it. I went to church, and I walked in without the brace... I'd say it was one of the most important moments of my life," Wilma wrote.

Although she used the brace on and off for three more years, she practiced until she could finally walk without it. When Wilma was 12, her mother wrapped up the brace and sent it back to the hospital.

That summer, Wilma went to a local playground and saw kids playing basketball. She fell in love with the game and decided she would play no matter what.

Off and Running

- [10] In the fall, Wilma entered seventh grade and joined the basketball team. For the next three years, she practiced hard. Finally, in tenth grade, Wilma got the chance to be part of the starting team. She began to set state records for scoring.

Ed Temple, the women's track coach at Tennessee State University, saw Wilma play. He invited her to come to Tennessee State during the summers so he could coach her in track. Wilma learned fast. In 1956, at the age of 16, she ran her first Olympic race at the games in Australia and won a bronze medal in the 4x100-meter relay.

Not About to Lose

Wilma's time to shine came four years later. At the 1960 Olympics, she won gold medals in the 100-meter dash and the 200-meter dash. She had one event left as the last leg of a four-woman relay team, all from Tennessee State. As the third woman on the team ran toward her, Wilma reached for the baton and nearly dropped it. Her team was suddenly in third place. Wilma was not about to lose. With a final burst of speed, Wilma raced ahead of the competition, becoming the first American woman to win three gold medals at one Olympics.

The little girl who couldn't walk had become the fastest woman in the world.

Helping Others

After the Olympics, Wilma decided that she wanted to help children overcome their difficulties by participating in sports.⁴ Through her teaching and the foundations she established, she helped countless children overcome all kinds of obstacles, just as she had.

Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

4. In 1981, she founded the Wilma Rudolph Foundation: an organization that trains young athletes and encourages children to participate in sports.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
 - A. Wilma was able to overcome illness and injury to become a top athlete.
 - B. Without the support of her family, Wilma would have never made it to the Olympics.
 - C. Wilma was lucky that her injuries didn't keep her from winning in the Olympics.
 - D. Racial discrimination kept Wilma from getting the help she needed for her illnesses.

2. PART B: Which TWO details from the text best support the answer to Part A?
 - A. "Did this young woman from Tennessee have the strength and determination to win the Olympic gold medal?" (Paragraph 1)
 - B. "Because the Rudolphs were African American, only one doctor in their town would care for Wilma." (Paragraph 4)
 - C. "Wilma fought her hardest childhood battle against polio, a disease that crippled her left leg." (Paragraph 5)
 - D. "At home, Wilma and her family massaged and exercised her weak leg to strengthen it." (Paragraph 5)
 - E. "With a final burst of speed, Wilma raced ahead of the competition, becoming the first American woman to win three gold medals at one Olympics." (Paragraph 12)
 - F. "After the Olympics, Wilma decided that she wanted to help children overcome their difficulties by participating in sports." (Paragraph 14)

3. Which of the following best describes how the author introduces Wilma in the text?
 - A. as someone who overcame great obstacles
 - B. as an athlete with a unique background
 - C. as a nervous and anxious woman
 - D. as an extraordinary athlete

4. Reread the quote, "The little girl who couldn't walk had become the fastest woman in the world" (Paragraph 13). How does the sentence contribute to the development of ideas in the text?
 - A. It emphasizes the significance of Wilma's accomplishment.
 - B. It stresses how difficult the journey was for Wilma.
 - C. It shows how committed Wilma was to her dream.
 - D. It portrays Wilma's accomplishment as a miracle.

5. What connection does the author draw between Wilma's childhood illnesses and her later drive in sports?

Name:

Weekly Language Review – Q3:9

Teacher:

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>superimpose midcycle impatient midscene midterm supervisor impossible improper</p>	<p>Which word means a person who stands over or above someone in rank?</p>	<p>Which word means not possible?</p>	<p>Which word means in the middle of a scene?</p>
<p>The hikers <u>sweltered</u> as they walked through the hot desert.</p> <p>What does <u>sweltered</u> mean?</p>	<p>Highlight the clues from yesterday's question that helped you determine the meaning of <u>sweltered</u>.</p>	<p>Name the figurative language: hyperbole, idiom, or alliteration.</p> <p>Tell me the truth! Don't beat around the bush.</p>	<p>What is the meaning of yesterday's figurative language?</p>
<p>Circle the correct pronoun. Is it subjective or objective?</p> <p>The dog drank water after (he/it) ate dinner.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Jamie and Steven wrote the story _____.</p>	<p>Fill in the blank with the correct possessive pronoun.</p> <p>The tiger would do anything to protect _____ cubs.</p>	<p>Add commas, dashes, or parentheses where needed.</p> <p>My chair while padded is not very comfortable.</p>
<p>Circle the correct pronoun. Underline its antecedent.</p> <p>Izzy is going to the library because (they/she) has a project to finish.</p>	<p>Highlight the vague pronoun.</p> <p>This music is their favorite.</p>	<p>Circle the pronunciation of the word routine.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>routine (roo teen) noun 1. a sequence of actions regularly followed. adj. 2. performed as part of a regular procedure.</p> </div>	<p>Which meaning of the word routine is being used in the sentence? What part of speech is the word routine?</p> <p>Her usual routine includes eating breakfast and watching cartoons.</p>
<p>Circle the words with a similar denotation as playful.</p> <p>mature childish spirited tired</p>	<p>Which word has a positive connotation?</p>	<p>Which word has a negative connotation?</p>	<p>Which word best completes the sentence?</p> <p>It was fun to be around the _____ boy.</p>
<p>Use these words to complete this week's analogies.</p> <p>colony gorgeous jacket horrid shiver ice nest hill unintelligent</p>	<p>Complete the analogy.</p> <p>beautiful : stunning ugly : _____</p>	<p>Complete the analogy.</p> <p>heat : sweat cold : _____</p>	<p>Complete the analogy.</p> <p>lions : pride ants : _____</p>
<p>Write the meaning of the root rupt.</p>	<p>Write a sentence using a word with the root rupt.</p>	<p>Write the meaning of the root scrib/script.</p>	<p>Write a sentence using a word with the root scrib/script.</p>

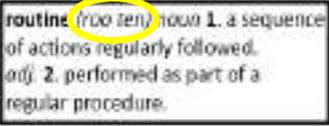
My Work

<p style="text-align: center;">Monday</p> <hr/>	<p style="text-align: center;">Tuesday</p> <hr/>
<p style="text-align: center;">Wednesday</p> <hr/>	<p style="text-align: center;">Thursday</p> <hr/>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>	# of questions _____ # correct _____ I need more help with... _____ <hr/> <hr/> <hr/> <hr/>

Answer Key - Weekly Language Review – Q3:9

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>superimpose midcycle impatient midscene midterm supervisor impossible improper</p>	<p>Which word means a person who stands over or above someone in rank?</p> <p>-supervisor</p>	<p>Which word means not possible?</p> <p>-impossible</p>	<p>Which word means in the middle of a scene?</p> <p>-midscene</p>
<p>The hikers <u>sweltered</u> as they walked through the hot desert.</p> <p>What does <u>sweltered</u> mean?</p> <p>-sweated</p>	<p>Highlight the clues from yesterday's question that helped you determine the meaning of <u>sweltered</u>.</p>	<p>Name the figurative language: hyperbole, idiom, or alliteration.</p> <p>Tell me the truth! Don't beat around the bush.</p>	<p>What is the meaning of yesterday's figurative language?</p> <p>Don't avoid the truth.</p>
<p>Circle the correct pronoun. Is it subjective or objective?</p> <p>The dog drank water after (he/it) ate dinner.</p>	<p>Write the intensive pronoun that completes the sentence.</p> <p>Jamie and Steven wrote the story themselves.</p>	<p>Fill in the blank with the correct possessive pronoun.</p> <p>The tiger would do anything to protect its cubs.</p>	<p>Add commas, dashes, or parentheses where needed.</p> <p>My chair, while padded, is not very comfortable.</p>
<p>Circle the correct pronoun. Underline its antecedent.</p> <p>Izzy is going to the library because (they/<u>she</u>) has a project to finish.</p>	<p>Highlight the vague pronoun.</p> <p>This music is their favorite.</p>	<p>Circle the pronunciation of the word routine.</p> 	<p>Which meaning of the word routine is being used in the sentence? What part of speech is the word routine?</p> <p>Her usual routine includes eating breakfast and watching cartoons.</p> <p>-definition 1 -noun</p>
<p>Circle the words with a similar denotation as playful.</p> <p>mature childish spirited tired</p>	<p>Which word has a positive connotation?</p> <p>-spirited</p>	<p>Which word has a negative connotation?</p> <p>-childish</p>	<p>Which word best completes the sentence?</p> <p>It was fun to be around the spirited boy.</p>
<p>Use these words to complete this week's analogies.</p> <p>colony gorgeous jacket horrid shiver ice nest hill unintelligent</p>	<p>Complete the analogy.</p> <p>beautiful : stunning ugly : horrid</p>	<p>Complete the analogy.</p> <p>heat : sweat cold : shiver</p>	<p>Complete the analogy.</p> <p>lions : pride ants : colony</p>
<p>Write the meaning of the root rupt.</p> <p>-to break</p>	<p>Write a sentence using a word with the root rupt.</p> <p>Answers will vary.</p>	<p>Write the meaning of the root scrib/script.</p> <p>-write</p>	<p>Write a sentence using a word with the root scrib/script.</p> <p>Answers will vary.</p>

Name:

Nonfiction: Structure of a Text – Q2:9

Date:

As you answer this week's questions, highlight your evidence in the text.

Battle of the Brass: Trumpets vs. Saxophones

Jazz bands, marching bands, and orchestras can set the mood with slow, even rhythms or rapidly changing, heart-pumping beats. When you hear a band play, you'll certainly get to hear all the instruments playing together as an ensemble. Occasionally, you'll hear an instrument featured in a solo. Everyone has their favorites, but two widely popular instruments are the saxophone and the trumpet.

Construction and Materials

If you were to ask someone to describe the differences between a saxophone and a trumpet, they'd probably start with the instruments' appearance. At first glance, the trumpet and the saxophone (often called "the sax"), look like they're made out of the same material. For the most part, they are. The bodies of both instruments are made of brass. The mouthpieces, however, are different. A trumpet mouthpiece can be made of brass, steel, silver, titanium, or plastic. A saxophone's mouthpiece is usually made of hard rubber, but it can be made of metal or wood. Saxophones require a **reed**, which is made of wood or plastic, but trumpets do not.

While both instruments contain brass, only the trumpet is considered part of the brass family of instruments. The sax is actually a woodwind instrument. This difference is due to the way the instruments produce sound. When a musician plays the saxophone, the reed vibrates against the mouthpiece, producing the sound waves that resonate through the instrument and exit as music. In a trumpet, the musician's lips create the vibration. The sound travels through a trumpet in much the same way it does in a saxophone; the difference is where the sound waves originate.

The mouthpiece accounts for another difference between the saxophone and the trumpet. A trumpet player must alter the **embouchure** — the way the player holds his or her lips—to create different notes. The player also uses his or her fingers to open and close the valves on the trumpet. It's combinations of embouchure and valve positions that make all the different notes a trumpet can produce. A saxophone, on the other hand, relies almost entirely on finger positions to produce different notes. Embouchure is still important, but the player does not drastically adjust the embouchure to affect the sounds that come from the instrument.

The saxophone and trumpet are the same color, are primarily made of the same material, and produce sound in much the same way. However, the origins of the sounds and the actual use of the instruments are quite different.



Saxophone

History

In looking and listening to these fascinating instruments, you might wonder how they came to be. The trumpet has been popular in one form or another for thousands of years. Historians believe early trumpet-like instruments were used in hunting and for military purposes over three thousand years ago. They were first used as musical instruments during the fifteenth century. As the trumpet developed over the years, musicians experimented with different sizes, shapes, and mechanics. The first trumpets had no keys and no valves with which to alter the pitch; musicians did that using only their mouths. The nineteenth century saw innovations in valve technology, which eventually led to the valves most trumpets use today.

The nineteenth century was important in the development of the saxophone, as well; that's when it was invented. The saxophone doesn't have the same ancient origins as the trumpet. It was first developed by Adolphe Sax in 1840. The original saxophone's fingering system (how the player moves his or her fingers to play specific notes) was based on the clarinet and the oboe. When Sax's patent expired in the 1860s, many musicians and instrument designers made alterations to the original model, eventually leading to the saxophone that we know today.

Varieties

There has never been just one form of a trumpet or only one form of a saxophone. There have always been many varieties of each. Modern saxophonists have several options including the alto sax, the tenor sax, and the soprano sax, among others. The alto sax is where most beginners start. Trumpets come in multiple varieties, as well. While the B-flat trumpet is the most common, there are other types. Students often begin learning on the cornet, a very similar instrument, before switching to the trumpet.

The different types of saxophones and trumpets vary in size, shape, sound, and range. A composer, conductor, or musician chooses the instrument that's most practical for the performance.

It's interesting to analyze the differences between saxophones and trumpets. While they're obviously two very different instruments, they have a lot in common. The next time you hear or see these amazing instruments, consider their appearance, their sound, their history, and the many varieties of each in use today. There's more to each of them than meets the eye (and ear).



Trumpet

Name:

Nonfiction: Structure of a Text – Q2:9

Date:

Monday

What is the purpose of the first paragraph in this article?

Why did the author write this article?

What is the overall text structure of the article?

According to the text, what is a **reed**?

Tuesday

How does the author organize the article?

How does the 3rd paragraph contribute to the development of the topic?

In the first section of this article, what is the author comparing between the saxophone and trumpet?

If the 4th paragraph was its own section, what section title would be most appropriate?

Wednesday

According to the text, what is the meaning of **embouchure**?

What is one of the major differences in history between the saxophone and trumpet?

How does the section titled "History" fit into the overall structure of the article?

How did Sax's patent expiring lead to further development of the saxophone?

Thursday

According to the article, what is one thing the trumpet and saxophone have in common?

What is the main idea of the article?

In the last section, how does the author help us better understand the topic?

On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.

Answer Key - Nonfiction: Structure of a Text – Q2:9

Monday	Tuesday
<p>What is the purpose of the first paragraph in this article?</p> <p>It introduces the topic of the article.</p>	<p>How does the author organize the article?</p> <p>The article is organized into sections of related information.</p>
<p>What is the overall text structure of the article?</p> <p>Compare and Contrast</p>	<p>In the first section of this article, what is the author comparing between the saxophone and trumpet?</p> <p>what they are made out of and how they are put together</p>
<p>Why did the author write this article?</p> <p>to explain the differences between saxophones and trumpets</p>	<p>How does the 3rd paragraph contribute to the development of the topic?</p> <p>It further compares and contrasts by explaining the differences in the way the two instruments produce sound.</p>
<p>According to the text, what is a reed?</p> <p>a mouthpiece used with a saxophone</p>	<p>If the 4th paragraph was its own section, what section title would be most appropriate?</p> <p>Accept all reasonable answers.</p>
Wednesday	Thursday
<p>According to the text, what is the meaning of embouchure?</p> <p>the way the player holds his or her lips</p>	<p>According to the article, what is one thing the trumpet and saxophone have in common?</p> <p>Answers will vary.</p>
<p>How does the section titled “History” fit into the overall structure of the article?</p> <p>This section (continuing to compare) compares the history of the two instruments.</p>	<p>In the last section, how does the author help us better understand the topic?</p> <p>The author continues to compare the instruments and explains different varieties that are offered for both.</p>
<p>What is one of the major differences in history between the saxophone and trumpet?</p> <p>The trumpet has a much longer history than the saxophone.</p>	<p>What is the main idea of the article?</p> <p>There are many differences between the trumpet and saxophone.</p>
<p>How did Sax’s patent expiring lead to further development of the saxophone?</p> <p>Once the patent expired, musicians could modify the original design.</p>	<p>On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.</p>

Name: _____ Class: _____

Girls of the Crescent: Meet the Two Teenagers Fighting for Better Representation in Books

By Girls of the Crescent
2019

Mena and Zena, two Muslim girls living in Michigan, discover the importance of making books with female Muslim characters available in schools and libraries. As you read, take notes on why Mena and Zena decided to create the Girls of the Crescent organization.

When teenagers Mena and Zena realized they never saw characters like themselves in books, they decided to do something about it. Here, they tell us about founding their organization Girls of the Crescent...



"Untitled" by Girls of the Crescent is used with permission.

- [1] We are Mena and Zena, two Muslim girls living in Michigan, aged 14 and 15. We go to the same high school and are interested in science, math, and art — but most of all, we love to read.

We've both visited our local public library countless times, checking out book after book. They've given us information, fun, adventure, humor, and understanding.

But one thing was missing from all of the books that we read — we never saw ourselves represented.

When reading picture books, we never saw characters that looked like us; when reading chapter books, we never read about characters with our names; when reading novels, we never felt personally connected to the characters.

- [5] Then, when we were in fourth grade, we were given a school project to research a person we looked up to. We both went to our public library with female Muslim women in mind, but we couldn't find any books about them.

Later, we began to realize that the same thing was happening in other genres, too — that there was a shortage of books about Muslim girls. In fact, the first time we saw ourselves represented was this year when we read *The Lines We Cross* by Randa Abdel-Fattah.

The feeling that we experienced when reading about characters like us was indescribable¹ and we were astonished² that we never experienced it before.

Making a change

Books have an immense impact on how children behave, socialize, and see themselves in the world, and if young kids don't see themselves represented, there is a certain feeling of not belonging or not fitting in. We knew that we had to address this problem and do something to help empower Muslim girls like us.

We decided to start our own non-profit organization, Girls of the Crescent — we collect books with female Muslim main characters through donations, and then gift them to schools and libraries around the community.

- [10] We have compiled a list of books on our website that includes strong Muslim female protagonists,³ ranging from early books to young adult and adult fiction.

People are always surprised to see how long the list of books is, because most of them are not included in our local library or school collections. We are hoping to provide awareness for these books that are so important for diversity.

We started off in our schools, talking to our school PTAs and asking them for donations. Using this approach, we managed to collect almost 200 books that have been added to the library collections of 21 schools in our district.

We have also received monetary⁴ donations from neighbors, friends, and other organizations, and authors have even got involved by donating copies of their own books with female Muslim main characters.

What's next?

Now, we hope to get our books into other schools around the community and present our endeavor⁵ to mosques.⁶ And we want to hold a fundraiser in a high school and middle school in our school district to get more funds⁷ for buying books.

- [15] Word is spreading and we were even featured in Amy Poehler's Smart Girls. And in our spare time, we are writing our own book about 50 great Muslim women who have achieved inspirational things.

We hope that the work we are doing will help Muslim girls feel included and give them role models.

And our plan is to expand to other races, religions, cultures, and people of other backgrounds, so we can make sure everyone gets represented. We want our work with Girls of the Crescent to spread awareness about the importance of diversity in books.

-
1. **Indescribable** (*adjective*): not able to be described
 2. **Astonished** (*adjective*): surprised
 3. main characters
 4. money
 5. **Endeavor** (*noun*): a serious attempt
 6. a place of worship for Muslims
 7. a sum of money

*"Girls of the Crescent: Meet the Two Teenagers Fighting for Better Representation in Books" from BookTrust, published 28 January 2019.
Reprinted with permission.*

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
 - A. Libraries should have lots of books.
 - B. Donations are important to help libraries grow.
 - C. Researching in public libraries can be challenging.
 - D. Diversity in books can help young people feel included.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "We both went to our public library with female Muslim women in mind, but we couldn't find any books about them." (Paragraph 2)
 - B. "Books have an immense impact on how children behave, socialize, and see themselves in the world" (Paragraph 8)
 - C. "We started off in our schools, talking to our school PTAs and asking them for donations." (Paragraph 12)
 - D. "we are writing our own book about 50 great Muslim women who have achieved inspirational things." (Paragraph 15)

3. What sentence best describes the structure of the text?
 - A. The text compares the diversity found in different books.
 - B. The text gives instructions on how to create diversity in literature.
 - C. The text explains a problem the girls came across and the solution that they found.
 - D. The text describes why the girls were concerned and how their concern affected others.

4. What does the word "represented" mean as it is used in Paragraph 3?
 - A. judged
 - B. included
 - C. defended
 - D. appointed

5. How did reading *The Lines We Cross* by Randa Abdel-Fattah impact Mena and Zena?

Name: _____ Class: _____

Am I Not A Woman And A Sister?

Women and the Anti-Slavery Campaign

By Elizabeth Crawford (adaptation of original text)
2019

Many groups of people fought against slavery, but the majority of these organizations were led by men. This article explores the efforts women made in the anti-slavery campaign, despite not having a voice in politics. As you read, take notes on the impact women had on the abolitionist movement.

- [1] The words 'Am I not a woman and a sister?' can be seen over the figure of a black slave woman, on one knee, holding her chained hands up as though she is begging for forgiveness. This image was a powerful symbol in the early 19th century. It was used by women in Britain who were not just fighting for the end of slavery worldwide, but also for the right to have a voice on the topic.

The image was based on the motto 'Am I Not a Man and a Brother?' These words were similarly featured alongside an image of a male slave on one knee and in chains. The motto and image were originally used by members of an anti-slavery group called the Society for the Abolition of the Slave Trade. However, they were later used by many organizations fighting to end slavery.



"Am I Not A Woman And A Sister?" by Unknown is in the public domain.

The Abolitionist Movement

Though there were always people who were strongly against the slave trade since it began in the 15th century, organizations didn't begin to form in Britain until slavery had been outlawed in the country. If that seems strange, this is because although slavery had been ruled illegal, people could still hold slaves, or trade them in other countries that were under British rule at the time.

People that were fighting to end slavery were known as "abolitionists." They wanted to "abolish" every aspect of slavery. These organizations were largely dominated by men. Two of the most famous abolitionists in history were the Englishmen William Wilberforce and Thomas Clarkson. However, it is not widely known that women also played a major role in the anti-slavery movement. In fact, it was a woman, known as Lady Middleton, who first persuaded both Wilberforce and Clarkson to join the abolitionist movement.

Women & The Early Abolitionist Movement

- [5] Women at the time were prevented from taking any active part in politics, including the abolitionist movement. They were not even allowed to add their names to the mass petitions to end slavery. Men felt that the value of the petitions would be diminished¹ if women were allowed to sign them. Women were only occasionally allowed to take part in public debates. One record even shows that at a debate in London, in 1788, they could only speak if they covered their faces with veils.

Because of these restrictions, women had to find other ways to support the abolitionist movement:

Literature

Because poetry was considered suitable for women at the time, many of them wrote verses that brought light to the experiences of slaves. An example of this is Mary Scott's poem, *The Female Advocate*. In this poem, Scott drew attention to Phillis Wheatley, the first slave and black woman to have a book of poetry published in Britain. Hannah More also wrote a poem called *Slavery, a Poem*, which was published as a large, handsomely printed, 20-page book.

Financial Support

Women were also a huge financial support to the abolitionist movement. Many of them donated money to the Society for the Abolition of the Slave Trade, even though they could not take official roles within the organization. They used their financial power to boycott slave-produced goods like sugar from the West Indies, shopping instead for sugar that was grown in the East Indies by free labour. Long before abolitionist women came up with their own motto and symbol, they were purchasing bracelets, earrings and other items with the "Am I Not a Man and a Brother" image.

Women Abolitionists Fight to be Heard

Britain passed a law in 1807 that ruled that the country and other countries under its rule, were to have no direct involvement in the slave trade. The anti-slavery campaign continued however, with the aim of abolishing slavery worldwide.

- [10] Over the years that followed, women began to form their own anti-slavery societies. The formation of these societies and the activities they undertook² did not escape criticism. Wilberforce expressed what one imagines was a very common view: 'All private exertions³ for such an object become their character, but for ladies to meet, to go from house to house stirring up petitions – these appear to me proceedings unsuited to the female character as delineated in Scripture'.

1. **Diminish** (*verb*): to become less in size or importance
2. to commit oneself to and begin
3. **Exertion** (*noun*): use of physical or mental energy; hard work

Women were now a petitioning force. In the early 19th century, hundreds of thousands of women signed petitions. Women were not only petitioning and participating in the political process, they were now even questioning the aims of the movement. In 1824, abolitionist Elizabeth Heyrick called for the immediate emancipation of slaves. This came in contradiction⁴ to the Anti-Slavery Society's aim of gradual emancipation. Six years later, the influential Birmingham women's society threatened to withdraw its funding from the Anti-Slavery Society if it did not agree to change its aim to immediate abolition. The change was agreed.

However, women would still face challenges. In 1840 the first World Anti-Slavery Convention was organized in London. Women delegates arrived from all parts of Britain. From across the Atlantic came women belonging to a section of the US abolitionist movement that also campaigned for women's rights. All women were, however, denied participation in the convention. That decision led not only to a split in the British anti-slavery movement but, indirectly, to the beginning of the US campaign for women's right to vote. Several of the British women who were not allowed to participate were among those who, 26 years later, signed the first petition to grant women the right to vote.

Text adapted from "Am I Not A Woman And A Sister: Women and the Anti-Slavery Campaign" by Elizabeth Crawford. Used with permission.

4. **Contradiction** (*noun*): the act of saying something that is opposite in meaning to something else

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the main idea of the article?
 - A. Women played an important role in the anti-slavery movement.
 - B. Women could not financially support the anti-slavery movement.
 - C. Women were prevented from taking part in the anti-slavery movement.
 - D. Women could only use their poetry to support the anti-slavery movement.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Because poetry was considered suitable for women at the time, many of them wrote verses that brought light to the experiences of slaves." (Paragraph 7)
 - B. "They used their financial power to boycott slave-produced goods like sugar from the West Indies, shopping instead for that grown in the East Indies by free labour." (Paragraph 8)
 - C. "Women were not only petitioning and participating in the political process, they were now even questioning the aims of the movement." (Paragraph 11)
 - D. "Several of the British women who were not allowed to participate were among those who 26 years later signed the first petition to grant women the right to vote." (Paragraph 12)

3. Which statement best describes the connection between the women abolitionists and women's right to vote?
 - A. Despite facing challenges, women played an influential role in the anti-slavery campaign.
 - B. After learning how to become successful petitioners, women petitioned for the right to vote.
 - C. Because they were prevented from participating in politics, women had little impact on slavery.
 - D. Many of the same women who fought for the end of slavery would go on to fight for their right to vote.

4. Which statement best captures the author's point of view in the passage?
 - A. Historically, many people had strong feelings against slavery and slave trade.
 - B. Both men and women slaves were treated cruelly and unfairly by their owners.
 - C. Despite facing challenges, women played an influential role in the anti-slavery campaign.
 - D. Women's involvement in petitioning lessened the impact petitions had on the anti-slavery movement.

5. How does the author support the idea that women found ways to be involved in the abolitionist movement without having the right to petition or to vote?

Name: _____ Class: _____

The Rose That Grew from Concrete

By Tupac Shakur
1999

Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.

- [1] Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's laws wrong it
learned to walk without having feet.
- [5] Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.



["rose"](#) by georgereyes is licensed under CC BY 2.0

"The Rose That Grew from Concrete" from The Rose That Grew from Concrete by Tupac Shakur. Copyright © 1999. Used with permission. All rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a main theme of the text?
 - A. All living things need support from others in order to grow.
 - B. We must learn and grow from our failures.
 - C. People can overcome difficulties and succeed.
 - D. Nature can overcome problems better than people.

2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "Did you hear about the rose that grew" (Lines 1)
 - B. "learned to walk without having feet." (Line 4)
 - C. "Long live the rose that grew from concrete" (Line 7)
 - D. "when no one else ever cared." (Line 8)

3. How does the speaker's point of view influence how the rose is described?
 - A. Curious about the rose, the speaker asks several questions about it.
 - B. Believing that the rose is not real, the speaker exaggerates its qualities.
 - C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
 - D. Impressed by the rose, the speaker explains what makes it so admirable.

4. What does the phrase "the rose that grew from concrete" mean figuratively as used in this poem?

Name: _____ Class: _____

A Quick Note on Getting Better at Difficult Things

By Ta-Nehisi Coates
2015

Ta-Nehisi Coates is an American writer, journalist, and educator. Coates is a correspondent for The Atlantic who often writes about cultural, social, and political issues, especially as they relate to African Americans. In this text, Coates discusses how to get better at difficult things and shares his own struggles learning a new skill. As you read, take note of the obstacles that the author encounters and how he overcomes them.

[1] I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother’s tutelage.¹ I always “felt” I could write. I did not always “feel” I could effectively study a foreign language.



"Learn French" by Leo Reynolds is licensed under CC BY-NC-SA 2.0.

But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don’t really believe in fluency.² If there is such a thing, I don’t have it. I mishear words. I confuse tenses. I can’t really use the subjunctive. Yet.

Something has happened to me and the something is this — I have gotten better. I don’t know when I first felt it. I didn’t feel it this summer at Middlebury,³ despite the difference in my entrance and exit scores. I didn’t feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting better at stumbling.

I am emphasizing how I “feel” because, when studying, it is as important as any objective⁴ reality. Hopelessness feeds the fatigue⁵ that leads the student to quit. It is not the study of language that is hard, so much as the “feeling” that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the “feeling” of despair. That is why I ignore all the research about children and their language advantage. I don’t want to hear it. I just don’t care. As Carolyn Forché would say — “I’m going to have it.”

1. support
 2. **Fluency (noun):** the ability to speak or write a foreign language easily and accurately
 3. Middlebury College is located in Vermont. They offer a 6-week summer graduate school program for students who want to learn French. Students who attend must pledge to speak only French for the entire time they’re there.
 4. **Objective (adjective):** neutral
 5. **Fatigue (noun):** extreme tiredness

- [5] To “have it,” I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of sucking at something and then improving at it. Everyone should do it every ten years or so.

I don't know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, “Wow that was really far.” And then you realize that China is still so very far away. “Feelings” come and go. Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

(c) 2015 The Atlantic Media Co., as first published in The Atlantic. All rights reserved. Distributed by Tribune Content Agency, LLC.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
 - A. It is important to accept and expect struggle when learning a new skill.
 - B. It is likely you will never fully master a new skill, but it is the journey that is important.
 - C. French is one of the hardest languages to learn, so people who attempt to learn it must be mentally tough.
 - D. It is better to find something that you excel at, rather than struggle with something that doesn't come naturally.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
 - A. "I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage. I always 'felt' I could write." (Paragraph 1)
 - B. "I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that." (Paragraph 3)
 - C. "To 'have it,' I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things." (Paragraph 5)
 - D. "Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high." (Paragraph 6)

3. PART A: What is the author's purpose in the text? [RI.6]
 - A. to give people an example of how failure is a good thing
 - B. to encourage people to keep working hard, even if something is difficult
 - C. to prove that nothing can be rewarding if it's not challenging
 - D. to urge people to learn a foreign language since that's a necessary skill in the 21st century

4. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch." (Paragraph 2)
 - B. "If there is a such thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet." (Paragraph 2)
 - C. "There is absolutely nothing in this world like the feeling of sucking at something and then improving at it." (Paragraph 5)
 - D. "I have said this before, and will say it again: Studying French is like setting in a canoe from California to China." (Paragraph 6)

5. How does paragraph 4 contribute to the development of ideas in the text? [RI.5]

Name:

Nonfiction: Structure of a Text – Q2:9

Date:

As you answer this week's questions, highlight your evidence in the text.

Battle of the Brass: Trumpets vs. Saxophones

Jazz bands, marching bands, and orchestras can set the mood with slow, even rhythms or rapidly changing, heart-pumping beats. When you hear a band play, you'll certainly get to hear all the instruments playing together as an ensemble. Occasionally, you'll hear an instrument featured in a solo. Everyone has their favorites, but two widely popular instruments are the saxophone and the trumpet.

Construction and Materials

If you were to ask someone to describe the differences between a saxophone and a trumpet, they'd probably start with the instruments' appearance. At first glance, the trumpet and the saxophone (often called "the sax"), look like they're made out of the same material. For the most part, they are. The bodies of both instruments are made of brass. The mouthpieces, however, are different. A trumpet mouthpiece can be made of brass, steel, silver, titanium, or plastic. A saxophone's mouthpiece is usually made of hard rubber, but it can be made of metal or wood. Saxophones require a **reed**, which is made of wood or plastic, but trumpets do not.

While both instruments contain brass, only the trumpet is considered part of the brass family of instruments. The sax is actually a woodwind instrument. This difference is due to the way the instruments produce sound. When a musician plays the saxophone, the reed vibrates against the mouthpiece, producing the sound waves that resonate through the instrument and exit as music. In a trumpet, the musician's lips create the vibration. The sound travels through a trumpet in much the same way it does in a saxophone; the difference is where the sound waves originate.

The mouthpiece accounts for another difference between the saxophone and the trumpet. A trumpet player must alter the **embouchure** — the way the player holds his or her lips—to create different notes. The player also uses his or her fingers to open and close the valves on the trumpet. It's combinations of embouchure and valve positions that make all the different notes a trumpet can produce. A saxophone, on the other hand, relies almost entirely on finger positions to produce different notes. Embouchure is still important, but the player does not drastically adjust the embouchure to affect the sounds that come from the instrument.

The saxophone and trumpet are the same color, are primarily made of the same material, and produce sound in much the same way. However, the origins of the sounds and the actual use of the instruments are quite different.



Saxophone

History

In looking and listening to these fascinating instruments, you might wonder how they came to be. The trumpet has been popular in one form or another for thousands of years. Historians believe early trumpet-like instruments were used in hunting and for military purposes over three thousand years ago. They were first used as musical instruments during the fifteenth century. As the trumpet developed over the years, musicians experimented with different sizes, shapes, and mechanics. The first trumpets had no keys and no valves with which to alter the pitch; musicians did that using only their mouths. The nineteenth century saw innovations in valve technology, which eventually led to the valves most trumpets use today.

The nineteenth century was important in the development of the saxophone, as well; that's when it was invented. The saxophone doesn't have the same ancient origins as the trumpet. It was first developed by Adolphe Sax in 1840. The original saxophone's fingering system (how the player moves his or her fingers to play specific notes) was based on the clarinet and the oboe. When Sax's patent expired in the 1860s, many musicians and instrument designers made alterations to the original model, eventually leading to the saxophone that we know today.

Varieties

There has never been just one form of a trumpet or only one form of a saxophone. There have always been many varieties of each. Modern saxophonists have several options including the alto sax, the tenor sax, and the soprano sax, among others. The alto sax is where most beginners start. Trumpets come in multiple varieties, as well. While the B-flat trumpet is the most common, there are other types. Students often begin learning on the cornet, a very similar instrument, before switching to the trumpet.

The different types of saxophones and trumpets vary in size, shape, sound, and range. A composer, conductor, or musician chooses the instrument that's most practical for the performance.

It's interesting to analyze the differences between saxophones and trumpets. While they're obviously two very different instruments, they have a lot in common. The next time you hear or see these amazing instruments, consider their appearance, their sound, their history, and the many varieties of each in use today. There's more to each of them than meets the eye (and ear).



Trumpet

Name:

Nonfiction: Structure of a Text – Q2:9

Date:

Monday

What is the purpose of the first paragraph in this article?

Why did the author write this article?

What is the overall text structure of the article?

According to the text, what is a **reed**?

Tuesday

How does the author organize the article?

How does the 3rd paragraph contribute to the development of the topic?

In the first section of this article, what is the author comparing between the saxophone and trumpet?

If the 4th paragraph was its own section, what section title would be most appropriate?

Wednesday

According to the text, what is the meaning of **embouchure**?

What is one of the major differences in history between the saxophone and trumpet?

How does the section titled "History" fit into the overall structure of the article?

How did Sax's patent expiring lead to further development of the saxophone?

Thursday

According to the article, what is one thing the trumpet and saxophone have in common?

What is the main idea of the article?

In the last section, how does the author help us better understand the topic?

On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.

Answer Key - Nonfiction: Structure of a Text – Q2:9

Monday	Tuesday
<p>What is the purpose of the first paragraph in this article?</p> <p>It introduces the topic of the article.</p>	<p>How does the author organize the article?</p> <p>The article is organized into sections of related information.</p>
<p>What is the overall text structure of the article?</p> <p>Compare and Contrast</p>	<p>In the first section of this article, what is the author comparing between the saxophone and trumpet?</p> <p>what they are made out of and how they are put together</p>
<p>Why did the author write this article?</p> <p>to explain the differences between saxophones and trumpets</p>	<p>How does the 3rd paragraph contribute to the development of the topic?</p> <p>It further compares and contrasts by explaining the differences in the way the two instruments produce sound.</p>
<p>According to the text, what is a reed?</p> <p>a mouthpiece used with a saxophone</p>	<p>If the 4th paragraph was its own section, what section title would be most appropriate?</p> <p>Accept all reasonable answers.</p>
Wednesday	Thursday
<p>According to the text, what is the meaning of embouchure?</p> <p>the way the player holds his or her lips</p>	<p>According to the article, what is one thing the trumpet and saxophone have in common?</p> <p>Answers will vary.</p>
<p>How does the section titled “History” fit into the overall structure of the article?</p> <p>This section (continuing to compare) compares the history of the two instruments.</p>	<p>In the last section, how does the author help us better understand the topic?</p> <p>The author continues to compare the instruments and explains different varieties that are offered for both.</p>
<p>What is one of the major differences in history between the saxophone and trumpet?</p> <p>The trumpet has a much longer history than the saxophone.</p>	<p>What is the main idea of the article?</p> <p>There are many differences between the trumpet and saxophone.</p>
<p>How did Sax’s patent expiring lead to further development of the saxophone?</p> <p>Once the patent expired, musicians could modify the original design.</p>	<p>On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.</p>

Name: _____ Class: _____

Girls of the Crescent: Meet the Two Teenagers Fighting for Better Representation in Books

By Girls of the Crescent
2019

Mena and Zena, two Muslim girls living in Michigan, discover the importance of making books with female Muslim characters available in schools and libraries. As you read, take notes on why Mena and Zena decided to create the Girls of the Crescent organization.

When teenagers Mena and Zena realized they never saw characters like themselves in books, they decided to do something about it. Here, they tell us about founding their organization Girls of the Crescent...



"Untitled" by Girls of the Crescent is used with permission.

- [1] We are Mena and Zena, two Muslim girls living in Michigan, aged 14 and 15. We go to the same high school and are interested in science, math, and art — but most of all, we love to read.

We've both visited our local public library countless times, checking out book after book. They've given us information, fun, adventure, humor, and understanding.

But one thing was missing from all of the books that we read — we never saw ourselves represented.

When reading picture books, we never saw characters that looked like us; when reading chapter books, we never read about characters with our names; when reading novels, we never felt personally connected to the characters.

- [5] Then, when we were in fourth grade, we were given a school project to research a person we looked up to. We both went to our public library with female Muslim women in mind, but we couldn't find any books about them.

Later, we began to realize that the same thing was happening in other genres, too — that there was a shortage of books about Muslim girls. In fact, the first time we saw ourselves represented was this year when we read *The Lines We Cross* by Randa Abdel-Fattah.

The feeling that we experienced when reading about characters like us was indescribable¹ and we were astonished² that we never experienced it before.

Making a change

Books have an immense impact on how children behave, socialize, and see themselves in the world, and if young kids don't see themselves represented, there is a certain feeling of not belonging or not fitting in. We knew that we had to address this problem and do something to help empower Muslim girls like us.

We decided to start our own non-profit organization, Girls of the Crescent — we collect books with female Muslim main characters through donations, and then gift them to schools and libraries around the community.

- [10] We have compiled a list of books on our website that includes strong Muslim female protagonists,³ ranging from early books to young adult and adult fiction.

People are always surprised to see how long the list of books is, because most of them are not included in our local library or school collections. We are hoping to provide awareness for these books that are so important for diversity.

We started off in our schools, talking to our school PTAs and asking them for donations. Using this approach, we managed to collect almost 200 books that have been added to the library collections of 21 schools in our district.

We have also received monetary⁴ donations from neighbors, friends, and other organizations, and authors have even got involved by donating copies of their own books with female Muslim main characters.

What's next?

Now, we hope to get our books into other schools around the community and present our endeavor⁵ to mosques.⁶ And we want to hold a fundraiser in a high school and middle school in our school district to get more funds⁷ for buying books.

- [15] Word is spreading and we were even featured in Amy Poehler's Smart Girls. And in our spare time, we are writing our own book about 50 great Muslim women who have achieved inspirational things.

We hope that the work we are doing will help Muslim girls feel included and give them role models.

And our plan is to expand to other races, religions, cultures, and people of other backgrounds, so we can make sure everyone gets represented. We want our work with Girls of the Crescent to spread awareness about the importance of diversity in books.

-
1. **Indescribable** (*adjective*): not able to be described
 2. **Astonished** (*adjective*): surprised
 3. main characters
 4. money
 5. **Endeavor** (*noun*): a serious attempt
 6. a place of worship for Muslims
 7. a sum of money

*"Girls of the Crescent: Meet the Two Teenagers Fighting for Better Representation in Books" from BookTrust, published 28 January 2019.
Reprinted with permission.*

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
 - A. Libraries should have lots of books.
 - B. Donations are important to help libraries grow.
 - C. Researching in public libraries can be challenging.
 - D. Diversity in books can help young people feel included.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "We both went to our public library with female Muslim women in mind, but we couldn't find any books about them." (Paragraph 2)
 - B. "Books have an immense impact on how children behave, socialize, and see themselves in the world" (Paragraph 8)
 - C. "We started off in our schools, talking to our school PTAs and asking them for donations." (Paragraph 12)
 - D. "we are writing our own book about 50 great Muslim women who have achieved inspirational things." (Paragraph 15)

3. What sentence best describes the structure of the text?
 - A. The text compares the diversity found in different books.
 - B. The text gives instructions on how to create diversity in literature.
 - C. The text explains a problem the girls came across and the solution that they found.
 - D. The text describes why the girls were concerned and how their concern affected others.

4. What does the word "represented" mean as it is used in Paragraph 3?
 - A. judged
 - B. included
 - C. defended
 - D. appointed

5. How did reading *The Lines We Cross* by Randa Abdel-Fattah impact Mena and Zena?

Name: _____ Class: _____

Am I Not A Woman And A Sister?

Women and the Anti-Slavery Campaign

By Elizabeth Crawford (adaptation of original text)
2019

Many groups of people fought against slavery, but the majority of these organizations were led by men. This article explores the efforts women made in the anti-slavery campaign, despite not having a voice in politics. As you read, take notes on the impact women had on the abolitionist movement.

- [1] The words 'Am I not a woman and a sister?' can be seen over the figure of a black slave woman, on one knee, holding her chained hands up as though she is begging for forgiveness. This image was a powerful symbol in the early 19th century. It was used by women in Britain who were not just fighting for the end of slavery worldwide, but also for the right to have a voice on the topic.

The image was based on the motto 'Am I Not a Man and a Brother?' These words were similarly featured alongside an image of a male slave on one knee and in chains. The motto and image were originally used by members of an anti-slavery group called the Society for the Abolition of the Slave Trade. However, they were later used by many organizations fighting to end slavery.



"Am I Not A Woman And A Sister?" by Unknown is in the public domain.

The Abolitionist Movement

Though there were always people who were strongly against the slave trade since it began in the 15th century, organizations didn't begin to form in Britain until slavery had been outlawed in the country. If that seems strange, this is because although slavery had been ruled illegal, people could still hold slaves, or trade them in other countries that were under British rule at the time.

People that were fighting to end slavery were known as "abolitionists." They wanted to "abolish" every aspect of slavery. These organizations were largely dominated by men. Two of the most famous abolitionists in history were the Englishmen William Wilberforce and Thomas Clarkson. However, it is not widely known that women also played a major role in the anti-slavery movement. In fact, it was a woman, known as Lady Middleton, who first persuaded both Wilberforce and Clarkson to join the abolitionist movement.

Women & The Early Abolitionist Movement

- [5] Women at the time were prevented from taking any active part in politics, including the abolitionist movement. They were not even allowed to add their names to the mass petitions to end slavery. Men felt that the value of the petitions would be diminished¹ if women were allowed to sign them. Women were only occasionally allowed to take part in public debates. One record even shows that at a debate in London, in 1788, they could only speak if they covered their faces with veils.

Because of these restrictions, women had to find other ways to support the abolitionist movement:

Literature

Because poetry was considered suitable for women at the time, many of them wrote verses that brought light to the experiences of slaves. An example of this is Mary Scott's poem, *The Female Advocate*. In this poem, Scott drew attention to Phillis Wheatley, the first slave and black woman to have a book of poetry published in Britain. Hannah More also wrote a poem called *Slavery, a Poem*, which was published as a large, handsomely printed, 20-page book.

Financial Support

Women were also a huge financial support to the abolitionist movement. Many of them donated money to the Society for the Abolition of the Slave Trade, even though they could not take official roles within the organization. They used their financial power to boycott slave-produced goods like sugar from the West Indies, shopping instead for sugar that was grown in the East Indies by free labour. Long before abolitionist women came up with their own motto and symbol, they were purchasing bracelets, earrings and other items with the "Am I Not a Man and a Brother" image.

Women Abolitionists Fight to be Heard

Britain passed a law in 1807 that ruled that the country and other countries under its rule, were to have no direct involvement in the slave trade. The anti-slavery campaign continued however, with the aim of abolishing slavery worldwide.

- [10] Over the years that followed, women began to form their own anti-slavery societies. The formation of these societies and the activities they undertook² did not escape criticism. Wilberforce expressed what one imagines was a very common view: 'All private exertions³ for such an object become their character, but for ladies to meet, to go from house to house stirring up petitions – these appear to me proceedings unsuited to the female character as delineated in Scripture'.

1. **Diminish** (*verb*): to become less in size or importance
2. to commit oneself to and begin
3. **Exertion** (*noun*): use of physical or mental energy; hard work

Women were now a petitioning force. In the early 19th century, hundreds of thousands of women signed petitions. Women were not only petitioning and participating in the political process, they were now even questioning the aims of the movement. In 1824, abolitionist Elizabeth Heyrick called for the immediate emancipation of slaves. This came in contradiction⁴ to the Anti-Slavery Society's aim of gradual emancipation. Six years later, the influential Birmingham women's society threatened to withdraw its funding from the Anti-Slavery Society if it did not agree to change its aim to immediate abolition. The change was agreed.

However, women would still face challenges. In 1840 the first World Anti-Slavery Convention was organized in London. Women delegates arrived from all parts of Britain. From across the Atlantic came women belonging to a section of the US abolitionist movement that also campaigned for women's rights. All women were, however, denied participation in the convention. That decision led not only to a split in the British anti-slavery movement but, indirectly, to the beginning of the US campaign for women's right to vote. Several of the British women who were not allowed to participate were among those who, 26 years later, signed the first petition to grant women the right to vote.

Text adapted from "Am I Not A Woman And A Sister: Women and the Anti-Slavery Campaign" by Elizabeth Crawford. Used with permission.

4. **Contradiction** (*noun*): the act of saying something that is opposite in meaning to something else

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the main idea of the article?
 - A. Women played an important role in the anti-slavery movement.
 - B. Women could not financially support the anti-slavery movement.
 - C. Women were prevented from taking part in the anti-slavery movement.
 - D. Women could only use their poetry to support the anti-slavery movement.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Because poetry was considered suitable for women at the time, many of them wrote verses that brought light to the experiences of slaves." (Paragraph 7)
 - B. "They used their financial power to boycott slave-produced goods like sugar from the West Indies, shopping instead for that grown in the East Indies by free labour." (Paragraph 8)
 - C. "Women were not only petitioning and participating in the political process, they were now even questioning the aims of the movement." (Paragraph 11)
 - D. "Several of the British women who were not allowed to participate were among those who 26 years later signed the first petition to grant women the right to vote." (Paragraph 12)

3. Which statement best describes the connection between the women abolitionists and women's right to vote?
 - A. Despite facing challenges, women played an influential role in the anti-slavery campaign.
 - B. After learning how to become successful petitioners, women petitioned for the right to vote.
 - C. Because they were prevented from participating in politics, women had little impact on slavery.
 - D. Many of the same women who fought for the end of slavery would go on to fight for their right to vote.

4. Which statement best captures the author's point of view in the passage?
 - A. Historically, many people had strong feelings against slavery and slave trade.
 - B. Both men and women slaves were treated cruelly and unfairly by their owners.
 - C. Despite facing challenges, women played an influential role in the anti-slavery campaign.
 - D. Women's involvement in petitioning lessened the impact petitions had on the anti-slavery movement.

5. How does the author support the idea that women found ways to be involved in the abolitionist movement without having the right to petition or to vote?

Name: _____ Class: _____

The Rose That Grew from Concrete

By Tupac Shakur
1999

Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.

- [1] Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's laws wrong it
learned to walk without having feet.
- [5] Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.



["rose"](#) by georgereyes is licensed under CC BY 2.0

"The Rose That Grew from Concrete" from The Rose That Grew from Concrete by Tupac Shakur. Copyright © 1999. Used with permission. All rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a main theme of the text?
 - A. All living things need support from others in order to grow.
 - B. We must learn and grow from our failures.
 - C. People can overcome difficulties and succeed.
 - D. Nature can overcome problems better than people.

2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "Did you hear about the rose that grew" (Lines 1)
 - B. "learned to walk without having feet." (Line 4)
 - C. "Long live the rose that grew from concrete" (Line 7)
 - D. "when no one else ever cared." (Line 8)

3. How does the speaker's point of view influence how the rose is described?
 - A. Curious about the rose, the speaker asks several questions about it.
 - B. Believing that the rose is not real, the speaker exaggerates its qualities.
 - C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
 - D. Impressed by the rose, the speaker explains what makes it so admirable.

4. What does the phrase "the rose that grew from concrete" mean figuratively as used in this poem?

Name: _____ Class: _____

A Quick Note on Getting Better at Difficult Things

By Ta-Nehisi Coates
2015

Ta-Nehisi Coates is an American writer, journalist, and educator. Coates is a correspondent for The Atlantic who often writes about cultural, social, and political issues, especially as they relate to African Americans. In this text, Coates discusses how to get better at difficult things and shares his own struggles learning a new skill. As you read, take note of the obstacles that the author encounters and how he overcomes them.

[1] I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother’s tutelage.¹ I always “felt” I could write. I did not always “feel” I could effectively study a foreign language.



"Learn French" by Leo Reynolds is licensed under CC BY-NC-SA 2.0.

But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don’t really believe in fluency.² If there is such a thing, I don’t have it. I mishear words. I confuse tenses. I can’t really use the subjunctive. Yet.

Something has happened to me and the something is this — I have gotten better. I don’t know when I first felt it. I didn’t feel it this summer at Middlebury,³ despite the difference in my entrance and exit scores. I didn’t feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting better at stumbling.

I am emphasizing how I “feel” because, when studying, it is as important as any objective⁴ reality. Hopelessness feeds the fatigue⁵ that leads the student to quit. It is not the study of language that is hard, so much as the “feeling” that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the “feeling” of despair. That is why I ignore all the research about children and their language advantage. I don’t want to hear it. I just don’t care. As Carolyn Forché would say — “I’m going to have it.”

1. support
 2. **Fluency (noun):** the ability to speak or write a foreign language easily and accurately
 3. Middlebury College is located in Vermont. They offer a 6-week summer graduate school program for students who want to learn French. Students who attend must pledge to speak only French for the entire time they’re there.
 4. **Objective (adjective):** neutral
 5. **Fatigue (noun):** extreme tiredness

- [5] To “have it,” I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of sucking at something and then improving at it. Everyone should do it every ten years or so.

I don't know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, “Wow that was really far.” And then you realize that China is still so very far away. “Feelings” come and go. Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

(c) 2015 The Atlantic Media Co., as first published in The Atlantic. All rights reserved. Distributed by Tribune Content Agency, LLC.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
 - A. It is important to accept and expect struggle when learning a new skill.
 - B. It is likely you will never fully master a new skill, but it is the journey that is important.
 - C. French is one of the hardest languages to learn, so people who attempt to learn it must be mentally tough.
 - D. It is better to find something that you excel at, rather than struggle with something that doesn't come naturally.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
 - A. "I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage. I always 'felt' I could write." (Paragraph 1)
 - B. "I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that." (Paragraph 3)
 - C. "To 'have it,' I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things." (Paragraph 5)
 - D. "Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high." (Paragraph 6)

3. PART A: What is the author's purpose in the text? [RI.6]
 - A. to give people an example of how failure is a good thing
 - B. to encourage people to keep working hard, even if something is difficult
 - C. to prove that nothing can be rewarding if it's not challenging
 - D. to urge people to learn a foreign language since that's a necessary skill in the 21st century

4. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch." (Paragraph 2)
 - B. "If there is a such thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet." (Paragraph 2)
 - C. "There is absolutely nothing in this world like the feeling of sucking at something and then improving at it." (Paragraph 5)
 - D. "I have said this before, and will say it again: Studying French is like setting in a canoe from California to China." (Paragraph 6)

5. How does paragraph 4 contribute to the development of ideas in the text? [RI.5]
