REMOTE LEARNING DAY

11

April 9, 2020
Sometimes a certain word or phrase feels like an obstacle. It just doesn’t make sense, even after you’ve tried using context clues—other words or phrases in the text—to figure it out. That’s when it’s helpful to consider how an author uses the word or phrase in order to understand its meaning.

Authors, particularly poets, use language creatively. For example, they use similes and metaphors to help you imagine familiar things in a new way. Consider the phrase butterflies in your stomach. You’re familiar with the words butterfly and stomach, but the meaning of the phrase isn’t that butterflies are actually flying around inside you. It means that you are feeling nervous or excited.

As you read, pay close attention to when authors use language creatively. Sometimes your context for understanding a word or phrase is the creative comparison an author or poet makes. Once you understand how the author uses words and phrases, you can determine their meanings. Then, you can notice how the words impact, or affect, you as a reader.

Read the passage. As you do, notice any creative comparisons the author makes.

As I stood atop the mighty skyscraper, a gentle breeze wrapped its arms around me. Down below, the people were as small as ants, and the cars were toys making their way through a miniature city. Muffled sounds floated up like balloons, the wind murmured softly, and a bird called from somewhere in the distance.

The chart below contains words and phrases from the passage. Study the first row, then complete the empty sections.

<table>
<thead>
<tr>
<th>Example</th>
<th>What Is Compared</th>
<th>Impact on Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>“a gentle breeze wrapped its arms around me”</td>
<td>a breeze and a person’s arms</td>
<td>to make the breeze seem calming and pleasant, like a hug</td>
</tr>
<tr>
<td>“the cars were toys”</td>
<td>cars and toys</td>
<td></td>
</tr>
<tr>
<td>“muffled sounds floated up like balloons”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sometimes familiar words are used in unfamiliar ways. Read carefully to identify creative comparisons authors and poets make, and use these as context to help you figure out the meanings of words and phrases.
Read the beginning of a poem that describes the view of London from a bridge.

**Composed Upon Westminster Bridge**  
*by William Wordsworth*

Earth has not anything to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth, like a garment, wear  
The beauty of the morning; silent, bare,  
Ships, towers, domes, theatres, and temples lie  
Open unto the fields, and to the sky;  
All bright and glittering in the smokeless air.

(continued)

**Explore how to answer this question:** “How does the poet use language creatively to make comparisons, and what is the effect?”

Think about the mental pictures the poet is trying to create. What descriptions has he used to help you “see” the city? When the poet compares the city to a human, what impact does it have on you as a reader?

**Analyze the example from the poem to complete the chart below.**

<table>
<thead>
<tr>
<th>Example</th>
<th>What Is Compared</th>
<th>Impact on the Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>“This City now doth, like a garment, wear The beauty of the morning;”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the lines below, explain the meaning of the word “wear” in the line, “This City now doth, like a garment, wear/The beauty of the morning.” Support your ideas with specific details from the poem.
Close Reading
Which words show that the poet is comparing the city to a human? 
**Underline** words that show the city's human-like qualities in this part of the poem.

Hint
People’s desire to do something is called their “will.” How is the poet comparing the river to a person?

Show Your Thinking

Explain the meaning of the phrase “seem asleep” in the line, “Dear God! the very houses seem asleep;/And all that mighty heart is lying still!”

Circle the correct answer.
Based on the meaning of the phrase “sweet will,” what is the poet suggesting about the river?

A  It rushes forcefully under bridges, over rocks, and through the city.
B  It is deeper and more dangerous in some spots than in others.
C  It shines brightly in the warm rays of the morning sun.
D  It flows along without anything stopping it or directing its path.

(continued from page 122)

Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne’er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

With a partner, discuss the meaning of the final line of the poem. What might the poet mean by the phrase “mighty heart”?
Read the following poem excerpt. Use the Study Buddy and Close Reading to guide your reading.

from “At Loafing–Holt”

*by* Paul Laurence Dunbar

Since I left the city’s heat  
For this sylvan, cool retreat,  
High upon the hill—side here  
Where the air is clean and clear,  
I have lost the urban ways.  

Mine are calm and tranquil days,  
Sloping lawns of green are mine,  
Clustered treasures of the vine;  
Long forgotten plants I know,  
Where the best wild berries grow,  
Where the greens and grasses sprout,  
When the elders blossom out.  

Now I am grown weather—wise  
With the lore of winds and skies.  

Mine the song whose soft refrain  
Is the sigh of summer rain.  
Seek you where the woods are cool,  
Would you know the shady pool  
Where, throughout the lazy day,  
Speckled beauties drowse or play?  
Would you find in rest or peace  
Sorrow’s permanent release?—  
Leave the city, grim and gray,  
Come with me, ah, come away.  

Do you fear the winter chill,  
Deeps of snow upon the hill?  
‘Tis a mantle, kind and warm,  
Shielding tender shoots from harm.  
Do you dread the ice—clad streams,—  

They are mirrors for your dreams.
Part 4: Guided Practice

Hints

Circle the word lore in the poem. What is its usual meaning?

Think of the way snow covers the land on a cold winter day.

Look back at the words and phrases you marked in Close Reading. What do they suggest about the speaker’s feelings?

Use the Hints on this page to help you answer the questions.

1 Which sentence best describes the meaning of the phrase “grown weather-wise” in these lines: “Now I am grown weather-wise/With the lore of winds and skies”?
   A Living in the woods in the wind and under the skies has made the speaker grow wiser.
   B The speaker can “read” the wind and skies in order to predict the weather.
   C The speaker warns that country life is not for everyone because the winds and weather are harsh.
   D The speaker studies the weather and writes stories about how the wind and skies change.

2 What does the word “shielding” mean in the lines “Do you fear.../Deeps of snow upon the hill?/’Tis a mantle, kind and warm,/Shielding tender shoots from harm”?
   A protecting
   B wrapping
   C hiding
   D shading

3 Does the speaker like city life or country life better? How do you know? Include at least two examples from the poem to support your response.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Read the poem. Then answer the questions that follow.

**Man and Nature in New York and Kansas**

*by Martha Baird*

Have you ever seen the fields of wheat, nothing but wheat, from here to the horizon?
Ah, then, you have missed something.
I remember the wheat in Lane County, Kansas—

5 Named for James H. Lane, "Jim Lane, of Kansas," a hero at the time of “bleeding Kansas!”, a brave man who worked hard and took chances so that no human being should be owned by any other human being in Kansas.

So Lane County, Kansas, is named for him, And I remember the wheat fields there.
Let me tell you how it was.
The earth is even, west of Dighton, And the road is straight.

15 On both sides, there is the wheat, As far as you can see; And it waves In the wind.
The heads of the wheat are heavy And the stems are slim.

The heads have a deeper color than the stems, Deeper green in spring, Deeper amber later. And so there is waving green, Or waving amber, Mile on mile.

25 The sky is blue and wide and bright, And the wheat waves under it. I remember the wheat, and I hear the wheat saying: “See what nature and man can do! See what nature and man can do!

Be happy,
We are the wheat.”

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1 **bleeding Kansas**: a series of violent incidents in the Kansas Territory from 1854 to 1861 over the issue of whether Kansas would join the Union as a slave state or a free state
Have you ever seen the high buildings of Manhattan, near sundown, on a cold, gray day?
Ah, then, you have missed something.

Let me tell you how it is.
Walk down Lexington Avenue Towards 57th Street,
And look to the west.
Look up and see
The Great tall buildings,
The cold stone buildings,
High against the sky.
Look! The great stone buildings are pink!
The setting sun is making them rosy!
They are solid and rosy,
And give forth light.
The gray sky is confused and scurrying;
It is rosy too, in spite of itself.
The proud gorgeous buildings
Love the light
They love the sun for making them rosy,
Showing what they can be.
Busy people go about their business,
Eyes on the ground,
While the proud gorgeous buildings say with the wheat fields:
“See what nature and man can do!
See what nature and man can do!
Be happy,
We are the rosy buildings and the wheat.”

What does the phrase “give forth light” mean in the lines, “Look! The great stone buildings are pink!/The setting sun is making them rosy!/They are solid and rosy,/And give forth light.”

- **A** Light shines out of the windows in the buildings.
- **B** The stone buildings reflect the light of the sun.
- **C** The buildings are decorated with glowing lights.
- **D** The buildings are made from light-colored stone.
2 Read lines 46–47 from the poem.

The gray sky is confused and scurrying;
It is rosy in spite of itself.

What is the meaning of these lines?
A The gray sky moves quickly back and forth in a very unorganized way.
B The gray sky seems to be hiding behind buildings so people can no longer see it.
C The gray sky reveals a developing storm system that will soon bring rain.
D The gray sky has clouds moving across it, reflecting light from the setting sun.

3 Read lines 48–50 from the poem.

The proud gorgeous buildings
Love the light
They love the sun for making them rosy,

What impact do these lines have on the reader?
A They show the reader how proud the people are that they live in beautiful buildings.
B They give readers a vivid picture of how light from the setting sun shines on the buildings.
C They give the reader a sense of how tall and imposing the buildings are.
D They show readers how cold the stone walls of the buildings are.

4 How do the creative descriptions of wheat fields and buildings impact you as a reader? What do you think the poet is saying about how people and nature work together? Include at least two examples from the poem to support your response.

Go back and see what you can check off on the Self Check on page 120.
REMOTE LEARNING DAY
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April 10, 2020

Today's packet should be completed ONLY if you are not able to complete your 45 minutes of I-ready lesson.
Lesson 20
Figures of Speech

Introduction
Writing often includes **figures of speech**, expressions that suggest ideas and feelings beyond the actual meanings of the words. One figure of speech is an allusion.

- In an **allusion**, a writer refers to a well-known person or situation, such as from a literary work, the Bible, or mythology.
- Writers use allusions to deepen a reader’s understanding of the person or situation they are writing about. An allusion brings vivid, meaningful associations to mind.

Study the allusions in the chart.

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gus was a good student, but algebra was his <em>Achilles’ heel.</em></td>
<td>Achilles is a mythological hero who died when an arrow struck his heel, his only weak spot. This <strong>mythological allusion</strong> means that algebra is Gus’s weak point.</td>
</tr>
<tr>
<td>Gus didn’t understand algebra, and it had been an <em>albatross</em> around his neck for weeks.</td>
<td>The albatross is a seabird killed by the sea captain in the poem “The Rime of the Ancient Mariner.” Its death brings worries and problems. This <strong>literary allusion</strong> means that algebra is a problem for Gus.</td>
</tr>
<tr>
<td>Tomorrow Gus would meet his <em>Goliath</em> when he took the math test.</td>
<td>In the Bible, Goliath is a giant warrior who battles a boy. The <strong>biblical allusion</strong> means that the math test seems like a menacing monster.</td>
</tr>
</tbody>
</table>

Guided Practice
Underline each allusion. Identify it as literary, biblical, or mythological. Then discuss its meaning with a partner. Write your ideas on a sheet of paper.

Hint
You might recognize some of these allusions. But if you are unsure, circle the words you think are an allusion in each sentence. Type the words into a search engine to find out what the allusion refers to and what it means.

1. Every time Gus tried to do an algebra problem, he felt like he’d tumbled down the rabbit’s hole.

2. Mom said to Gus, “Is anything wrong? You look like you’re carrying the weight of the world on your shoulders.”

3. Gus debated whether he should tell Mom his worries or just eat, drink, and be merry while he could.

4. His sister Bianca said, “Chill, Gus! You’re just making much ado about nothing!”

5. Gus felt like Big Brother had been watching him and wondered, “How does Bianca know my worries?”
For numbers 1–4, use the information in the chart to choose the meaning of each underlined allusion.

<table>
<thead>
<tr>
<th>Allusion</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jekyll and Mr. Hyde</td>
<td>from a novel, a person with a split personality—one kind, the other mean</td>
</tr>
<tr>
<td>Job</td>
<td>in the Bible, a man who patiently endured terrible suffering</td>
</tr>
<tr>
<td>Hercules</td>
<td>a hero of Greek mythology who put great effort into doing impossible tasks</td>
</tr>
<tr>
<td>Gordian knot</td>
<td>in Greek legend, a knot that, when cut by Alexander the Great, enabled him to conquer Asia</td>
</tr>
</tbody>
</table>

1. Bianca had a personality like Jekyll and Hyde, but today she was feeling kind.
   A. Bianca was sometimes nice and sometimes nasty.
   B. Bianca was like a two-headed monster.
   C. Bianca was sometimes helpful but often not.
   D. Bianca was changeable.

2. With the patience of Job, Bianca explained how to solve equations in many different ways.
   A. Bianca often gave in to temptation.
   B. Bianca was good at playing tricks on people.
   C. Bianca was not quick to become discouraged.
   D. Bianca had the strength of a Greek god.

3. Gus made a Herculean effort to understand algebra.
   A. Gus made a chart to solve his problem.
   B. Gus made a huge attempt to solve his problem.
   C. Gus had great faith and prayed instead of studying.
   D. Gus barely tried because he expected life to be easy.

4. At last Gus severed the Gordian knot, and algebra was no longer a problem!
   A. Gus could not take the test because of an injury.
   B. Gus no longer cared if he failed algebra.
   C. Gus quit algebra to avoid failing.
   D. Gus was finally able to do algebra.
Today you will read two texts, an Author’s Note and “The Tomorrow Seeds” by Diane L. Burns. You will then answer several questions based on the texts. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may return to Part A if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read the texts and answer the questions. I encourage you to write notes in the margin as you read the texts.

“The Tomorrow Seeds”

By Diane L. Burns

Text 1: Author’s Note

1. When Spanish explorers first reached the desert Southwest in 1539, they were welcomed peacefully by the pueblo Indians calling themselves Hopituh Shi-nu-mu, which means “the peaceable people” or just “the People.” But by 1675, the time of this story, the People, known as Hopi to outsiders, has come to resent the intrusion of the Spanish settlers and governor, and even more strongly, of the missionaries, or Black Robes, who tried to impose a new religion and language. The Spanish were often brutal, but they had also introduced new plants for cultivation, such as watermelon, called kawayvatnga in Hopi. Eventually, the People outlawed even the black robes’ garden seeds in the effort to reject the new ways.

2. Though an uneasy peace lasted for several more years, the People, led by Popé, drove out the Spanish settlers and their black robes in the Pueblo Revolt of 1680. During the bloody conflict, lives were lost on both sides, churches and homes were razed, and fields destroyed.

3. Afterwards, the people restored their dances and other religious customs, but their old way of life could not be reclaimed fully. The valley had, in some ways, been damaged beyond healing by the conflict and upheaval. The people eventually moved to the mesa top, where they live to this day.

4. Recent archaeological digs in Southwestern caves have uncovered caches of native garden seeds — squash, melons, and corn — still able to grow after hundreds of years.
SILENT AS A DOVE’S WING, the desert night lifted toward dawn. *Taw!* Now! Now was the safe, sacred time Moki had seen in his dreams. Time to disobey the village elders. Time to follow the visions he’d been given.

Rising from his blanket in the kiva, or sleep house, Moki cradled a leather pouch, hoping to keep silent the seeds inside. But seeds have their own life, especially these — the People’s bumpy blue seeds of corn, *sakwaq’a ô*, and the red, forbidden *kaway-vatnga* of the Black Robes, the Spanish missionaries. Clutched in Moki’s hand, they whispered as he moved.

Moki held his breath. Perhaps the gentle rattle of the seeds would betray him. But no, the visions held faithful. As he silently climbed the ladder out of the kiva, the men of the village slept on.

Chilled by the desert night air, Moki slipped quickly through the darkness, scampering up ladders that led from his pueblo to the base of the steep mesa wall. There he found an ancient path, visible to the hawks soaring above the canyon but hidden from below. Cautiously hugging the cliff face, he felt the way with his feet until the ledge narrowed to a rocky splinter. Then, grasping for hand and toeholds, Moki scaled the wall of rock, pulling himself up and still up, clutching the bag of seeds in his teeth.

On top of the mesa the sky was a tipped bowl of gray blue. Surrounded by red and yellow cliffs, sheltered from the dry desert wind, this was the hidden place Moki had seen in his dream.

Breathing a prayer, Moki prepared the ground to receive the gift of seeds. He knew well how to plant; the People’s men tended all growing things. To honor the number of visions he’d seen, his hands formed four central mounds where the forbidden seeds would grow into the strange, delicious fruit brought by the Black Robes. Around the *kawayvatnga* like a fence Moki planted sixteen hills of the People’s corn, four on each side.
As Moki’s fingers carefully smoothed a blanket of earth over the seeds, his ears detected a gentle patter, like rain on leaves. Nearby, from deep within the rock, water dripped through a crack in the cliff. Touching the cool, wet seep, he channeled its trickle to the hidden garden.

“Drink, little seeds of tomorrow,” Moki said. “Grow strong.”

With night melting into the many colors of dawn, Moki hurried to retrace his steps to the village before the others awoke. Silently, he lay down again in the kiva, but he did not sleep.

EVERY MORNING, before the dawn, Moki climbed above-mesa to tend the seeds in secret, as the visions told him he must. Soon, shoots of corn speared through the damp earth, and vines of glossy melon leaves nestled around the young stalks. A rare rain shower rinsed the dusty valley below. Desert winds dried the gardens of the Black Robes and the People. Hidden on the mesa, charmed by the sun and watered gently by the split rock, Moki’s corn and melon garden grew through the summer. Grew and flowered. Flowered and set fruit. Tiny, at first, then bigger and bigger.

In the valley something else was growing — angry feelings between the Black Robes and the People. Unspoken thoughts hung in the air, thick as smoke. If any angry words were uttered by the People, it was Popé who said them — loud, and hot as fire. There was the People’s way, he argued, and the way of the Spanish settlers who did what they wanted to the earth. Even their spirit leaders, the Black Robes, were thoughtless. Hadn’t they outlawed the People’s seasonal dances that maintained the harmony of earth? Hadn’t they told the People to abandon their language and speak the invaders’ Spanish? The People were expected to work the farms of the settlers and Black Robes; how could they also care for their own families?

For speaking against the rules of the Black Robes, Popé and other medicine men from the pueblos had been put in the governor’s jail, where four died. Popé was free now, but not silent. He talked even more strongly of pushing the Black Robes and settlers out of the People’s valley.

Quietly, the People talked and wondered what to do. “At the birth of the People, we were given this valley. If all the intruders stay, where will we go? If we are pushed from the valley, where will we be safe?”
MOKI KNEW. The visions had shown him two ways to live. The first — with seeds for tomorrow — was a way of sharing. The second was not a way of sharing at all. Which was right? Moki had watched the Black Robes quietly tending their gardens. They were careful in their planting. Careful in their weeding and harvesting. So were the People. Popé did not believe that the Black Robes did anything carefully. Either the People lived in the valley, or the Black Robes did, Popé said. Moki knew the People listened to his words. No one talked anymore as if the two groups could get along.

Every day, as Moki pulled weeds from the melon vines and guided the rustling corn leaves toward the sky, he wondered, was it wise to choose only one way and ignore another? Earth shared day and night; each had its place. They didn’t fight. Together they made the People's world complete. Perhaps the Black Robes and the People could live side by side, if each were as careful with each other as they were with their gardens.

Once corn and melon had grown in harmony in the People's gardens. Moki remembered the first harvest: the ripe melon rind splitting with a sound like thunder, its pink flesh dribbling juice, sweeter than spring rain, down the People's chins. Not everything, then, about the Black Robes was bad. The melon seeds had been a good gift. In the manner of the People, the village women had saved the best of those tomorrow seeds for the next year’s growing season. And the next, and next.

But not now. Because the Black Robes did not allow the People to live their old way, no one remembered the good gift. No one saved the Black Robes' seeds now, except Moki.

And if the village elders knew of his hidden garden? His disobedience could bring trouble raging like a storm wind. But trouble might come anyway, and with it, the second path shown in his dreams.

The thought of this second choice always ended Moki's gardening time. After slipping unnoticed into the kiva, he would lie with pounding heart until the men and other boys awoke, comforting himself that he was following the first choice of the god of visions. As to the other way? For now it was as secret as the garden itself. He would not — could not — speak of it to the elders. What if they did not believe a boy's dreams?

IT WAS NEARLY the day of harvest when clouds, boiling black and furious, rolled across the valley. Wolflike winds howled through the villages of the People and the Black Robes. Flying sand stung both white skin and brown.

Shreds of green corn leaves, ripped by the wind, spiraled down from the top of the rain-washed mesa. Puzzled, the People looked up, and up. Battered corn stalks hung over the edge of the cliff.

Moki's heart twisted at the sight. The tomorrow seeds! He raced to the ladders and the secret path on the cliffside. The windstorm had wrecked the corn, but were the melons destroyed, too? He had to know.
The answer lay scattered across the mesa top. Ragged stalks and tufted ears of blue corn littered the ground. Tangled melon vines crisscrossed everywhere, torn from the earth. And then he saw them, in the middle of the wreck of a garden — the crook-necked melon fruit, far, round . . . And unhurt.

Relieved, Moki turned to find that the People — Popé, too — had followed him. In a glance Popé took in the garden site and closed his face with anger. Moki’s heart stuck in his throat. How could he save the tomorrow seeds now? The storm hadn’t destroyed the forbidden ones, but surely the village elders would. What could he do? Nothing in the visions had prepared him for this.

Popé pointed an accusing finger. “You! And the forbidden seeds!” He pulled one of the hated melons into his arms. How to explain this treachery?

“It . . . it was the way of my dreams,” Moki began. “I saw the People’s corn like a shelter around the Black Robes’ melons.”


Moki spoke calmly, but his heart pounded as if he’d run a footrace. “One for each time the vision came to me.” He nodded toward the fat melon in Popé’s arms. “They have grown well together,” he said. “Perhaps we can, too, if we choose to try again. It was one way shown in the visions.”

The People murmured. Truly, melons and corn flourished side by side. Was it still possible for the People to live with the Black Robes?

Popé nudged a twisted corn stalk with his toe. “Is it the wish of the People to sacrifice sakwaq’a o so the Black Robes’ kawayvatnga can grow?” he stormed. Popé held the melon overhead. Moki stared. The unthinkable would happen. Popé would smash the melon, and with it, the tomorrow seeds and any hope of sharing the valley. Was it time to speak of the vision’s second choice?

A hand gripped Popé’s upstretched arm. “Hold,” said an elder of the People. He turned to Moki. “The visions showed you this place?”
“Yes,” Moki said. An inner voice poured words from his heart and lips before he could stop them. “Here is ground for us, high above the Black Robes. With water even in time of drought and shelter in the cliffs. It is a good place, a hidden place.” He took a deep breath and said the rest. “If peace cannot be, we have this place out of reach.” There! At last he’d revealed the secret of the vision. *If peace cannot be.* Would the People abandon their gardens and pueblo in the valley to live high atop the mesa?

The elders looked. They saw it was true. Ground and water enough for all of the People. Popé, too, saw a place of safety. He did not smile, but he held out the melon to Moki, who cradled it.

The elder spoke. “It is true that the seeds of the People and the Black Robes grow well together. Perhaps we can share the valley. It is not for today to know if this hidden place will be needed tomorrow. For now,” he rescued another melon from its bed among the fallen stalks, “we will give thanks for the good harvest Moki has brought.” The People nodded.

IN THE HARVEST CEREMONY, the People gave thanks for the gift of the Black Robes’ seeds as for their own corn. The women would save the best seeds, both kawayvatnga and sakwaq’a o. The men would plant and tend them. The gods would see them grow . . . together. For another season, the People and the Black Robes would share the valley.

With his own silent prayer of thanks, Moki touched a hand to his leather pouch. It would again hold tomorrow seeds, both blue corn and melon, and not in secret. It was good, just as the visions had promised.

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QUESTIONS:

1. The following item has two parts. Answer Part A and then answer Part B.

   Part A: Which statement describes the central idea of the Author’s Note (Text 1)?
   
   A. The Hopi were accepting of the Spanish settlers.
   
   B. The Spanish settlers changed Hopi culture forever.
   
   C. The Hopi returned to their traditions after defeating the Spanish.
   
   D. Seeds recovered during archeological digs are all that remains of the Hopi culture.

   Part B: Which sentence from Text 1 best supports the correct answer to Part A?
   
   A. “When Spanish explorers first reached the desert Southwest in 1539, they were welcomed peacefully by the pueblo Indians calling themselves Hopituh Shi-nu-mu, which means ‘the peaceable people’ or just ‘the People.’”
   
   B. “Eventually, the People outlawed even the black robes garden seeds in the effort to reject the new ways.”
   
   C. “Afterwards, the people restored their dances and other religious customs, but their old way of life could not be reclaimed fully.”
   
   D. “Recent archaeological digs in Southwestern caves have uncovered caches of native garden seeds-squash, melons, and corn- still able to grow after hundreds of years.”

2. The following question has two parts. Answer Part A and then answer Part B.

   Part A: In paragraph 26 of “The Tomorrow Seeds” (Text 2), Moki wonders how he will “explain this treachery.” What is the meaning of the word treachery?
   
   A. mission from a divine force
   
   B. long-term plan
   
   C. betrayal of trust
   
   D. combination of two beliefs

   Part B: Which sentence from Text 2 best helps the reader determine the meaning of treachery?
   
   A. “The windstorm had wrecked the corn, but were the melons destroyed, too?”
   
   B. “Popé pointed an accusing finger.”
   
   C. “‘It. . . it was the way of my dreams.’”
   
   D. “‘I saw the People’s corn like a shelter around the Black Robes’ melons.’”
3. First, write in two descriptions of each character in Text 2 using the phrases from the Character Descriptions column. You will not use all of the possible points of view. Next, write in a supporting detail for each point of view using details from the Supporting Details from Text 2 column. Again, you will not use all the details.

<table>
<thead>
<tr>
<th>Description of Moki</th>
<th>Detail to Support Moki’s Point of View</th>
<th>Description of Popé</th>
<th>Detail to Support Popé’s Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Character Descriptions**

- Outspoken in his beliefs
- Uncaring and destructive
- Able to see positive qualities in everyone
- Nurturing and dedicated
- Able to change his mind
- Quick to act without thinking

**Supporting Details from Text 2**

- Tends the garden every morning before dawn
- Hides the garden on the mesa
- Thinks about how carefully the Black Robes tend their gardens
- Prepares to throw a melon
- Decides the garden is a safe place
- Spends time in jail for complaining about the Black Robes

4. The following question has two parts. Answer Part A and then answer Part B.

**Part A: Which statement best expresses a main theme of Text 2?**

A. While the future may be uncertain, it is best to prepare for whatever may come.
B. Different ways of life cannot be combined successfully.
C. Children do not always fully understand the actions of those around them.
D. It takes time and patience to grow a garden.

**Part B: Which lines from Text 2 best illustrate this theme?**

A. “Every morning, before dawn, Moki climbed above-mesa to tend the seeds in secret, as the visions told him he must.”
B. “In the valley something else was growing — angry feelings between the Black Robes and the People.”
C. “The storm hadn’t destroyed the forbidden ones, but surely the village elders would.”
D. “If peace cannot be, we have this place out of reach.”
5. Based on the information in Text 2, what are two ways the Black Robes changed the Hopi lifestyle?
   A. They taught Hopi children to care for plants.
   B. They made the Hopi dress like the Spanish.
   C. They introduced new crops, like watermelon.
   D. They required the Hopi to live on the mesa top.
   E. They forced the Hopi to work their farms.
   F. They passed seeds down to new generations.
   G. They shared the visions they had received.

6. In Text 2, how do paragraphs 14–19, in which Moki asks himself many questions, contribute to the development of the passage?
   A. These questions demonstrate Moki’s need for guidance from the elders.
   B. These questions help Moki determine what to do next.
   C. These questions illustrate Moki’s struggle to determine the best vision.
   D. These questions show Moki the importance of his visions.

7. Circle a sentence in Text 2 that provides evidence that the mesa top is a good alternative living area if the Hopi and Black Robes cannot live together peacefully.

8. The following question has two parts. Answer Part A and then answer Part B.

   Part A: In paragraph 1 of the Text 1, the author states that the Black Robes “tried to impose a new religion and language.” What is the meaning of the word impose?
   A. to force someone to accept something
   B. to explain the importance of
   C. to bring about peaceful change
   D. to work together on shared interests

   Part B: Which event from Text 2 best shows an example of the Black Robes imposing something on Moki’s people?
   A. The Black Robes tended their gardens differently than the People.
   B. The Black Robes outlawed the People’s seasonal dances.
   C. The Black Robes provided melon seeds to the People.
   D. The Black Robes dressed differently from the People.
9. What is the main purpose of Text 1 and how does it contribute to the development of ideas in Text 2?

A. Text 1 describes the crops the Spanish brought to the People, helping the reader understand Popé’s dislike of their ways in Text 2.

B. Text 1 puts forth a different perspective of the Spanish involvement, showing how the Spanish did not have a negative impact on the people as shown in Text 2.

C. Text 1 explains why the Spanish wanted to change the People, supporting Moki’s idea in Text 2 that the Spanish ideas were not all bad.

D. Text 1 explains the conflict between the People and the Spanish, showing how Text 2 is based on historical events.

10. Reread paragraph 1, below, from Text 1.

When Spanish explorers first reached the desert Southwest in 1539, they were welcomed peacefully by the pueblo Indians calling themselves Hopituh Shi-nu-mu, which means “the peaceable people” or just “the People.” But by 1675, the time of this story, the People, known as Hopi to outsiders, has come to resent the intrusion of the Spanish settlers and governor, and even more strongly, of the missionaries, or Black Robes, who tried to impose a new religion and language. The Spanish were often brutal, but they had also introduced new plants for cultivation, such as watermelon, called kawayvatnga in Hopi. Eventually, the People outlawed even the black robes garden seeds in the effort to reject the new ways.

Above, circle two details that help readers better understand why the author had the characters in Text 2 dislike the Spanish.
REMOTE LEARNING DAY
13
April 13, 2020
Think back to your childhood. What life lesson did you learn from stories such as “Little Red Riding Hood” or “Snow White”? Here’s a hint: They both have the same theme, or main message, which is “Good wins out over evil.”

Study the image and headline below. Think about the theme they suggest.

Just as a winning team develops over time, an author develops a theme over the course of the story. As you read, note clues such as how characters change or how story events develop to help you identify the theme, or lesson about life, that the author is trying to share.
Read the first two paragraphs of a story about how a boy named Mick deals with a difficult situation.

**A Different Day**  
*by Rachel O’Meara*

“Hand over your lunch money, kid!”

Mick stopped daydreaming and looked in the direction of the voice. In front of him was an all-too-familiar scene. Aaron was picking on Jake, just as he did every day at recess. But that was okay with Mick, because at least Aaron was not picking on him. It was also fine because everyone picked on Jake—that was just how things were around here, the accepted norm. In fact, every school Mick had ever attended had had a kid like Jake—someone who was an obvious target, easy to tease and bully.

Today was different, though, because Jake was standing tall, acting brave, and trying to stick up for himself. Aaron responded by getting nastier and louder as he hurled insults at Jake. He pushed forward, forcing Jake backwards and jabbing him in the chest. Jake looked terrified, and Mick could see that Jake’s lips were stretched thin as he tried not to let anyone see he was close to yelling for help—or worse, sobbing. But to Mick’s surprise, Jake still wasn’t backing down.

Explore how to answer this question: “What theme is being developed in this part of the story?”

Mick’s feelings and observations about the other boys’ actions offer clues about the theme.

Find story details that tell how Mick thinks and feels, some of which are shown in the chart below. Add details from the text, and complete the chart.

<table>
<thead>
<tr>
<th>Point in Story</th>
<th>Important Events</th>
<th>Character’s Words, Actions, and Feelings</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Aaron demands Jake’s lunch money.</td>
<td>Mick watches Aaron pick on Jake. Mick feels that the situation is okay because everyone picks on Jake.</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>Jake is standing up to Aaron.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Close Reading

In the first part of the story, Mick only watches Aaron’s interactions with Jake. In the second part of the story, Mick’s feelings change. **Underline** the sentence that describes when Mick takes action.

Hint

Think about how Mick changes over the course of the story. Which choice best sums up the lesson you learn about life?

Show Your Thinking

Look at the answer you chose above. Tell which details in the story led you to choose that sentence as the theme.

Circle the correct answer.

Which statement best states a theme of the story?

- **A** Only someone who has been bullied can understand bullying.
- **B** It’s best to stay out of trouble and never get involved.
- **C** It’s important to take a stand against bullies.
- **D** Bullying will always be a problem that affects many teenagers.

(continued from page 62)

As he watched from a few feet away, Mick slowly began to fill with anger toward Aaron and compassion for Jake. What was happening wasn’t right, and somebody ought to do something. But, on the other hand, Aaron was a nasty character. And when dealing with someone like that, it might be best to lie low and not interfere.

“Hand it over! Now!” insisted Aaron impatiently.

Aaron faked a swipe at Jake, and then laughed loudly when Jake jumped back and cringed. The laughter was even crueler and more hurtful than the words. Today is different, thought Mick, and he forced his feet toward the conflict.

“How do I help?” he asked himself.

“Not today, Aaron,” shouted Mick. “Leave Jake alone!"
The Substitute  by Bailey Sebastian

1 When Laila walked into math class on Thursday, the room was in an uproar. Although the students usually took their seats immediately and opened their books quietly, today they were gathered in groups, chatting loudly, and laughing.

2 Laila stopped just inside the doorway, but then quickly spotted the reason for the change. Instead of Ms. Vasquez, a rather short, older gentleman with glasses perched crookedly on his nose stood at the front of the class. Laila did a double-take—the man was her neighbor, Mr. Marrero! She and her family had gone to pay their respects after his wife had passed away last year, and she remembered him telling an amazing story about surviving an emergency landing during a transcontinental flight.

3 “Hey, Laila, wasn’t Teen Idol awesome last night?” yelled Jason.

4 “Y-yeah,” stammered Laila. Jason didn’t usually talk to Laila. The popular kids just wrote her off as “that quiet girl.”

5 Laila bit her lip; she wanted to keep talking, but she felt bad for Mr. Marrero, and she was embarrassed by her class’s behavior. Without realizing it, Laila reached over and flicked the light switch, just like Ms. Vasquez did when the class was unruly.

6 Suddenly silent, every classmate turned to stare at her, and Laila’s cheeks burned bright red. But then she smiled at the substitute and said, “Hello, Mr. Marrero—”

7 Mr. Marrero focused, and then recognition dawned and he responded, “Oh, my neighbor... Laila, right?”

8 Laila heard someone snicker and knew it was time to blend back in or help Mr. Marrero. She took a deep breath. “Mr. Marrero, will you tell us about the time you were on a jet that crash-landed in the ocean?”

9 Thirty mouths gaped open, and sixty eyes looked with curiosity at Mr. Marrero, soon to be their new favorite substitute.
Hints
To help me answer the first question, I’m going to look back at the text I underlined in the story.

Only one claim is directly supported by details from the story.

Choose the details that best support the theme of the story.

Use the Hints on this page to help you answer the questions.

1. Which statement best describes Laila at the beginning of the story?
   - A. Laila is a quiet student who appreciates an orderly classroom.
   - B. Laila enjoys chatting with her friends before class.
   - C. Laila likes to be the focus of attention in all of her classes.
   - D. Laila dislikes the popular kids who ignore her.

2. Which sentence best states an important theme about human behavior as described in “The Substitute”?
   - A. Choosing to take action requires courage.
   - B. Older people often have wisdom to share.
   - C. A quiet person isn’t necessarily a shy person.
   - D. Being popular isn’t as important as being kind.

3. Select two pieces of evidence from “The Substitute” that support your answer to question 2.
   - “him telling an amazing story about surviving an emergency landing”
   - “The popular kids just wrote her off”
   - “that quiet girl”
   - “she wanted to keep talking, but she felt bad for Mr. Marrero”
   - “every classmate turned to stare at her”
   - “knew it was time to blend back in or help”
   - “she took a deep breath”
   - “tell us about a time when you were on a jet that crash-landed in the ocean”
REMOTE LEARNING DAY
14

April 14, 2020
Read the story. Then answer the questions that follow.

from Little Women

by Louisa May Alcott

While their father is serving in the Civil War, Meg, Jo, Beth, and Amy help their mother, Marmee, carry on with their daily lives. The family makes do with what little money they have. Then a telegram arrives. Father is ill, and Marmee needs to go to Washington.

1. How still the room was as they listened breathlessly and how suddenly the whole world seemed to change, as the girls gathered about their mother, feeling as if all the happiness and support of their lives was about to be taken from them.

2. Mrs. March read the message over, and stretched out her arms to her daughters, saying, in a tone they never forgot, “I shall go at once, but it may be too late. Oh, children, children, help me to bear it!”

3. For several minutes there was nothing but the sound of sobbing in the room, mingled with broken words of comfort, tender assurances of help, and hopeful whispers that died away in tears. Poor Hannah, their servant, was the first to recover, and with unconscious wisdom she set all the rest a good example . . . .

4. “I won’t waste no time a-cryin’, but git your things ready right away, mum,” she said heartily, as she wiped her face on her apron . . . .

5. “She’s right, there’s no time for tears now. Be calm, girls, and let me think.”

6. They tried to be calm, poor things, as their mother sat up, looking pale but steady, and put away her grief to think and plan for them.

7. “Where’s Laurie?” she asked presently, when she had collected her thoughts and decided on the first duties to be done.

8. “Here, ma’am. Oh, let me do something!” cried the neighbor boy, hurrying from the next room . . . .

9. “Send a telegram saying I will come at once. The next train goes early in the morning. I’ll take that.”

10. “What else? The horses are ready. I can go anywhere, do anything,” he said, looking ready to fly to the ends of the earth.

11. “Leave a note at Aunt March’s. Jo, give me that pen and paper.”

12. Jo drew the table before her mother, well knowing that money for the long, sad journey must be borrowed, and feeling as if she could do anything to add a little to the sum for her father.

13. “Jo, run to the rooms, and tell Mrs. King that I can’t come. On the way get these things . . . . I must go prepared for nursing. Hospital stores are not always good . . . . Father shall have the best of everything. Amy, tell Hannah to get down the black trunk, and Meg, come and help me find my things, for I’m half bewildered.”

The family rush off to help Marmee prepare. Beth runs to ask their neighbor, Mr. Laurence, for help. To the relief of the girls, he also makes plans to have his grandson’s tutor escort Marmee to Washington.
Everything was arranged by the time Laurie returned with a note from Aunt March, enclosing the desired sum, and a few lines repeating... that she had always told them it was absurd for March to go into the army, always predicted that no good would come of it, and she hoped they would take her advice the next time. Mrs. March put the note in the fire, the money in her purse, and went on with her preparations...

Jo came walking in with a very queer expression of countenance, for there was a mixture of fun and fear, satisfaction and regret in it, which puzzled the family as much as did the roll of bills she laid before her mother, saying with a little choke in her voice, “That’s my contribution toward making Father comfortable and bringing him home!”

“My dear, where did you get it? Twenty-five dollars! Jo, I hope you haven’t done anything rash?”

“No, it’s mine honestly. I didn’t beg, borrow, or steal it. I earned it, and I don’t think you’ll blame me, for I only sold what was my own.”

As she spoke, Jo took off her bonnet, and a general outcry arose, for all her abundant hair was cut short.

“Your hair! Your beautiful hair!” “Oh, Jo, how could you? Your one beauty.” “My dear girl, there was no need of this.” “She doesn’t look like my Jo any more, but I love her dearly for it!”

As everyone exclaimed, and Beth hugged the cropped head tenderly, Jo assumed an indifferent air, which did not deceive anyone a particle, and said, rumpling up the brown bush and trying to look as if she liked it, “It doesn’t affect the fate of the nation, so don’t wail, Beth. It will be good for my vanity, I was getting too proud of my wig. It will do my brains good to have that mop taken off. My head feels deliciously light and cool, and the barber said I could soon have a curly crop, which will be boyish, becoming, and easy to keep in order. I’m satisfied, so please take the money and let’s have supper.”

---

**Answer the questions.**

1. **What is an important theme of the story?**

   - **A** Vanity and selfishness are stronger than generosity and kindness.
   - **B** In times of trouble, family and good friends support each other.
   - **C** Misfortune can overwhelm even the strongest people.
   - **D** The best way to deal with grief is to distract yourself with other tasks.
Part 5: Independent Practice

2. How does Aunt March’s response to Marmee’s note help to develop the theme?
   A. Despite the situation, Aunt March still wants to prove she was right.
   B. Aunt March gives only the amount of money she feels she is obligated to give.
   C. Even though she expressed her disapproval, Aunt March is still willing to help.
   D. Aunt March realizes that her early warnings were inappropriate and apologizes.

3. Which quote from the story best supports the story’s theme?
   A. “I won’t waste no time a-cryin’, but git your things ready right away, mum.”
   B. “I earned it, and I don’t think you’ll blame me, for I only sold what was my own.”
   C. “She’s right, there’s no time for tears now. Be calm, girls, and let me think.”
   D. “That’s my contribution toward making Father comfortable and bringing him home.”

4. Describe how the author uses the characters’ actions to develop the theme over the course of this story. Cite at least two details from the text to support your response.

Go back and see what you can check off on the Self Check on page 44.
REMOTE LEARNING DAY

15

April 15, 2020
Have you ever seen a movie that you couldn’t wait to tell your friends about? You probably described it to them using just a few sentences. A summary is a brief retelling of a story that includes the main characters, setting, and important events, including the conflict and its resolution. When summarizing, be sure to tell events in the order they happen. Also be sure to tell it using objective statements that are free of opinions or judgments.

Read the story below. Make notes in the margins about the characters, setting, and events.

Read the chart below, noting how it only tells important details about the story.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Important Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medieval town square</td>
<td>Even the strongest townsfolk cannot pull the sword from the stone.</td>
</tr>
<tr>
<td>Characters</td>
<td></td>
</tr>
<tr>
<td>Strong man, Merlin, Arthur</td>
<td>Young Arthur comes forward to try. He succeeds in freeing the sword and becomes king.</td>
</tr>
<tr>
<td>Summary</td>
<td>After many people try and fail to pull the sword Excalibur from the stone, Arthur succeeds and becomes the new king of England.</td>
</tr>
</tbody>
</table>

Summaries retell important events and identify setting and characters in an objective fashion. Good readers summarize to check their understanding and remember important plot details.
Read the first three paragraphs of an Algonquin legend.

**Genre:** Legend

Glooskap and the Wasis  *by Edgar Ingersoll*

And so it was that Glooskap, the mightiest and most fearsome of all the Algonquin warriors, had traversed through the lands, defeating all his enemies. After many months, he returned to his village, where the people bowed their heads respectfully.

Upon arriving at his wigwam home, however, he glimpsed an odd creature sitting on the floor, sucking a piece of maple-sugar candy, troubling no one. Glooskap asked his wife what the creature was, to which she responded that it was the Wasis, a fierce being who was undefeated and would remain so until the end of time. She warned her husband that if he meddled with the Wasis, Glooskap would be plagued with suffering.

Glooskap was incensed that an enemy had infiltrated his home. He challenged the small creature to a test of strength, but the Wasis ignored him. Outraged, he ordered the Wasis to crawl to him and acknowledge him as its master, but the creature only laughed.

(continued)

Explore how to answer this question: “What is the best way to summarize this part of the legend?”

A summary includes characters, setting, and important events. Underline these elements in the text above.

Summaries should also be objective, or free of opinions and judgments. Read the following summary and cross out any opinion words or statements. Then check your work against the bullet points.

Glooskap is an awesome Algonquin warrior who comes home to his village after defeating his enemies. I think it’s funny how he finds the Wasis sitting on the floor and thinks it’s another enemy. He foolishly challenges and orders the Wasis around, but the little creature won’t obey him.

- In the first sentence, “awesome” is an opinion, not a detail from the text. Cross it out.
- In the second sentence, “I think it’s funny” is a judgment and should be crossed out.
- The word “foolishly” in sentence 3 is also an opinion. It should be crossed out, too.

With a partner, discuss another important event that should be added to the summary to make it more complete. Then take turns summarizing the text objectively and in your own words.
Close Reading
What are the most important events that occur in this part of the text? **Underline** two or more details that describe the ways the Wasis responds to Glooskap’s actions.

Hint
Eliminate any choices that make a judgment, are inaccurate, or are vague.

Circle the correct answer.
Which of the following choices is the best summary of the story ending?

A Glooskap finally figures out that the Wasis is his son. He may have been a mighty warrior, but he wasn’t very smart.

B The mighty Glooskap is unable to defeat the crying baby Wasis. This victory is remembered every time a baby coos at its father.

C The wife’s warning that Glooskap would suffer proves to be wrong. Glooskap ends up enjoying the time he spends with his son.

D Although Glooskap asks the Wasis to stop crying, it refuses to do so. Even dancing, singing, and making a face doesn’t work.

Show Your Thinking
Explain why one other answer choice is not a good summary of the story ending.

With a partner, take turns objectively summarizing the entire legend in your own words. Include characters, setting, and important events.
Lesson 8

Part 4: Guided Practice

Read the myth. Use the Study Buddy and the Close Reading to guide your reading.

Beowulf and Grendel by Javier Moreno

1. Long, long ago there lived a great king named Hrothgar who benevolently ruled over Denmark and its people. Every night the king hosted great feasts in Heorot Hall and joined in the merriment as songs were sung and stories were told.

2. Outside, lurking in the gloom, was a hideous monster named Grendel who hated the merry sounds that came from the hall. The sounds of song and laughter tortured him. Finally, late one night when the unsuspecting guests lay sleeping, Grendel entered the hall and killed thirty of Hrothgar’s men. For the twelve long years that followed, no songs or laughter came from Heorot Hall. Even the bravest and strongest of Hrothgar’s soldiers were powerless against the wrath of Grendel.

3. Finally, a hero appeared—Beowulf, who looked like a boy to Hrothgar’s warriors. They gasped as he stood before the king of the Danes and declared, “I will kill this monster. I will leave behind my sword, and I shall destroy him with my bare hands.”

4. The brave words of the youthful Beowulf filled King Hrothgar with hope. That night, there was feasting and merriment in Heorot Hall once more. When darkness fell over the land and each man went to take his rest, Beowulf alone stayed watchful and vigilant, waiting for the battle he knew was sure to transpire.

5. At last, Grendel entered Heorot Hall. Just as the monster was about to seize Beowulf, the youth caught Grendel by the arm, and man and monster wrestled until daylight. The battle was fierce and wild, but Beowulf emerged the victor. Fatally wounded, howling his song of death, Grendel fled the hall and ran until he reached the lake where he made his home. There, he plunged into the waters and quickly sank, never again to terrorize the Danes.
Part 4: Guided Practice

Hints

Which choice presents an objective statement that gives information about an important character and event?

Which choice gives an objective overview of the paragraph’s important events?

As you write, think about where the story takes place, who it is about, and what happens to those characters from beginning to end.

Use the Hints on this page to help you answer the questions.

1. Which of the following statements would you most likely include in a summary of “Beowulf and Grendel”?
   A. Heorot Hall was once King Hrothgar’s favorite place.
   B. Grendel preferred to live in dark, gloomy places.
   C. Hrothgar shows great weakness compared to the courageous Beowulf.
   D. Beowulf promises King Hrothgar that he will kill Grendel.

2. Which is the best summary of the last paragraph of the story?
   A. Beowulf and Grendel have a fierce and unrestrained battle.
   B. Beowulf defeats Grendel, who returns to his lake to die.
   C. Grendel howls a song of death while he flees the hall.
   D. Grendel gets what he deserves for terrorizing the Danes.

3. Write a summary of the story “Beowulf and Grendel” in your own words. Be sure to be objective and include at least three details about the main characters, setting, and important events.

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
Read the myth. Then answer the questions that follow.

**Gift from the Heavens**

*by Flora Diaz*

1. At one time, the gods lived in the heavens while the mortals toiled on the earth. Zeus, king of all gods, did not look kindly on the mortals. Zeus believed that all heavenly powers belonged only to the gods and goddesses. Prometheus believed that these powers should be shared with the mortals.

2. Prometheus and Zeus were constantly getting into disputes. Once, Prometheus was asked to solve a conflict between the gods and mortal men. The men were going to sacrifice a bull during a festival and they had to decide which parts of the bull should be offered to the gods and which parts should be reserved for the men. Prometheus saw this as an opportunity to play a trick on Zeus. He butchered the bull and put the lean, tasty parts of the meat into a small serving bowl and then placed the gristle, bones, and fat into a much larger serving bowl. When Prometheus asked Zeus to select his meal, naturally he chose the larger portion.

3. When Zeus realized how he had been deceived, he was furious and immediately sought revenge. To punish both Prometheus and the mortals he cared about, Zeus snatched fire away from the men of earth, and kept it only for the gods.

4. During one bitterly cold winter, Prometheus watched the mortals huddle together like a pack of animals to keep warm. “They need to have fire returned to earth,” he thought. So he decided to ignore Zeus’ decree, no matter the risk. Prometheus lit a torch with the fire from the wheels of the chariot that carried the sun across the sky. He brought the flaming torch to earth and delivered fire to the mortals. As a result, life on earth was transformed. Not only did fire keep people warm, it also enabled them to cook food for the first time, as well as smoke the food and preserve it for later use. With the heat of the fire, they could even smelt metals and turn them into tools to use for farming.

5. The king of the gods was furious when he learned what Prometheus had done. He wanted to punish Prometheus and return the mortals to a life of pain and hardship. So Zeus came up with a plan. He asked the other goddesses to help him create a beautiful, mortal woman. His daughter Athena offered her assistance, and when the lovely creature was fully formed, Athena breathed life into her. Zeus named the woman Pandora, and she possessed unequalled beauty and charm. Zeus gave Pandora an ornate lidded box and sent her to Prometheus as a gift. He told Prometheus that Pandora would make a perfect bride.

6. Prometheus was suspicious of any gift from Zeus, despite the woman’s incredible beauty. He suggested to his brother Epimetheus that he marry Pandora instead, which he willingly did. After they were wed, Epimetheus asked his bride what was inside the sealed box.

7. “I don’t know,” she replied. “I only know that Zeus gave me strict instructions never to open it.”

8. “That is most unusual, but I would not trust Zeus. Perhaps we should bury the box,” her husband responded.

9. Pandora had never given a thought to what was inside the box until her husband asked her about it. Now she was consumed with curiosity and she could think of nothing else. She wondered what it could be and
why Zeus was so determined to keep her from glancing inside. One night, while her husband was sleeping, Pandora pulled the box from its hiding place and cautiously opened the lid.

10 Immediately all manner of dreadful things were released from the box—disease, despair, malice, greed, death, hatred, violence, cruelty, and war. These torments traveled to earth, creating extreme discord and chaos for the mortals.

11 However, without Zeus’ knowledge, his daughter Athena had put something else into the box, something that could help the mortals cope with all these miseries—hope. So hope also traveled to earth to serve as a balance to the woes that burden all mortals.

Answer the questions.

1 Which of these is the best summary of paragraph 1?
   A  Zeus cared only about the gods and had no compassion for mortals. Prometheus believed that the powers of the gods should be shared.
   B  Zeus decreed that mortals would toil as his slaves on earth.
   C  Prometheus thought that power should be shared among all the gods equally. Zeus wanted all of the power for himself.
   D  Prometheus did not get along with Zeus. He turned all of his attention to taking care of the mortals.

2 Which sentence should be included in a summary of the story?
   A  Epimetheus trusted Zeus more than he trusted his brother.
   B  Prometheus made humans as powerful as gods.
   C  Zeus gave Pandora the box but told her not to open it.
   D  Pandora opened the box to rebel against Zeus.
3 Which is the best summary of the key events of the story?

A Prometheus helped humans trick Zeus, so the king of all gods took fire away from humans. Prometheus lit a torch from the chariot that carries the sun and brought fire back to humans. Zeus saw how humans thrived with fire, so he had a beautiful woman created. She went to earth, married Prometheus’ brother, and then released evil into the world.

B Prometheus helped humans trick Zeus by keeping the best part of a bull sacrifice for themselves. Zeus punished Prometheus and the humans by taking fire away from them. Prometheus felt pity for the suffering humans and brought fire back to them. Zeus took revenge by creating a woman who brought all the evil things to the world in a box.

C Zeus thought heavenly powers should not be shared with humans. Prometheus disagreed, so he showed humans how to trick Zeus. Zeus became angry and took fire away from humans. Prometheus saw how cold humans were, so he brought them back their fire. Humans began to cook, smoke food, and make farm equipment.

D Prometheus helped humans trick Zeus, so Zeus took fire away from humans. Prometheus, seeing how humans suffered, brought the fire back. Zeus then sent Pandora to Prometheus with a box she was not supposed to open. Prometheus’ brother married Pandora. The curious Pandora then opened the box, letting out both evil and hope into the world.

4 Summarize in your own words how Prometheus helps humans. Support your answer with at least three details from the passage.

__________________________________________________________________________

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__________________________________________________________________________

Self Check Go back and see what you can check off on the Self Check on page 44.
What do you do when a friend sees you reading and asks, “What is that article about?” You don’t recite the article word for word or read it aloud. The best response is to give a summary, or a brief restatement of the article’s important details and central ideas in your own words. A summary should be objective, or free of any opinions or personal beliefs.

Read the news report below. Think about what its most important points might be.

A local woman was injured while water-skiing when a large silver carp jumped across her path and broke her jaw. State park officials indicate that this non-native species is known to “fly” over the water when it is disturbed. Many consider the fish to be a public nuisance.

Now read the report again. Underline the most important details in the report.

Read the chart below to see how to summarize information.

<table>
<thead>
<tr>
<th>Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>A non-native species of fish, silver carp, can injure people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important Detail 1</th>
<th>Important Detail 2</th>
<th>Important Detail 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver carp “fly” over the water.</td>
<td>Silver carp are a non-native species.</td>
<td>A silver carp injured a water skier.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A non-native fish species known as silver carp is dangerous because it can cause injuries to people.</td>
</tr>
</tbody>
</table>

Good readers recognize central ideas, whether stated or implied, and identify important details in a text. They use those ideas and details when they summarize the text, and they do not include any nonessential information or opinions.
Read the first two paragraphs of a government bulletin about invasive species.

**The Invaders  by Mark Sanchez**

During the early 1900s, two kinds of invasive organisms turned up in waterways in the United States. One was the Asiatic clam, a fast-growing shellfish that crowds out other aquatic animals. The other was milfoil, a fast-growing aquatic plant that overcomes and displaces native water plants.

Wildlife officials are seeing once-smooth freshwater beaches littered with sharp, tiny shells. Though Asiatic clams are rarely larger than 1.5 inches across, the sheer number of the shells is cause for concern. The highest populations occur near power and wastewater plants. The clams cause problems by biofouling, or clogging intake valves. Biofouling also occurs in irrigation canals and pipes and drinking water facilities. Repairing damage caused by Asiatic clams is expensive. Experts estimate that the price tag has reached one billion dollars per year in the United States.

Explore how to answer this question: “How can I best summarize this bulletin?”

The author presents a central idea in each paragraph but does not state it directly. The important text details support the central idea, so identifying them will help you determine the central idea. This in turn will help you summarize the text.

Reread the bulletin. Underline the important details. Then fill in the missing information below.

Central idea of paragraph 2: Biofouling by Asiatic clams, one type of invasive species in U.S. waterways, causes costly repairs to industrial and agricultural water facilities.

Important detail from the text:

Important detail from the text:

Summary:

With a partner, take turns summarizing this part of the bulletin objectively. Remember, summarizing means restating the central idea and important details *in your own words*.
Continue reading the government bulletin about invasive species. Use the Close Reading and the Hint to help you answer the question.

(continued from page 12)

The fern-like and harmless-looking milfoil has also become a threat. It too can clog valves at water facilities. In addition, milfoil poses problems for recreational water users. Dense growths of the Eurasian native create unfavorable conditions for swimmers, boaters, and fishers. Milfoil grows aggressively and crowds out other vegetation. The resulting ecosystem lacks food sources and habitats for native fish, amphibians, and waterfowl. Milfoil spreads naturally when fragments travel by water currents. It spreads with human help when fragments are carried from one waterway to another on boats and boat trailers.

Circle the correct answer.

Which of the following statements best summarizes the text above?

A. The annoying milfoil plant does extensive harm to human facilities as well as to fragile ecosystems. It spreads ruthlessly by water current and should be a major concern to outdoor enthusiasts.

B. Fern-like and harmless-looking, milfoil is a secret threat. Dense growths of the Eurasian native crowd the waterways, creating unfavorable conditions for swimmers, boaters, and fishers.

C. Milfoil, a non-native species of water plant, ruins recreational water activities and heartlessly wipes out food sources and habitats for animals.

D. Eurasian milfoil is an invasive species that spreads both naturally and with human help. Milfoil is an “invader” because it can harm water facilities, destroy animal habitats, and crowd out native plants.

Show Your Thinking

Choose an answer choice that includes an opinion. Explain what clues helped you recognize that it was not objective.

With a partner, take turns summarizing the central ideas and important details in the government bulletin. Be sure to avoid using judgments and opinions in your summary.
Read the scientific account. Use the Study Buddy and the Close Reading to guide your reading.

**Genre: Scientific Account**

**Kudzu: From Pretty Vine to Invasive Pest**

*by Aaron Hartman*

1. Like many plants that are in the news, kudzu originated in Asia. Unlike other invasive species, this plant was purposely brought here and, at first, everyone loved it. At the 1876 Centennial Exposition in Philadelphia, Pennsylvania, the Japanese government filled its display with plants native to Japan. The attractive kudzu vine, with its large leaves and sweet-smelling blooms, was greatly admired by the Americans. People began planting the vine for decorative purposes. Some years later, kudzu was promoted as forage, or food, for cattle and goats. And during the 1930s and 1940s, the government fostered the spread of kudzu by planting it to control erosion.

2. Modern-day experts agree that kudzu is good for forage. However, it is easily overgrazed, so farmers need to have an alternate food source so that the animals can be removed from the kudzu field to allow the vines time to regrow. And no one denies that kudzu is effective at controlling erosion. However, kudzu vines have a tendency to take over. Farmers and homeowners all over the southeastern United States know that only too well.

3. Kudzu can grow about a foot a day, or approximately 60 feet in a growing season. Huge tap roots help the plant survive dry periods and make kudzu impossible to pull up. The vigorous vines completely cover abandoned fields and trees. The large leaves block out the sun and smother existing plants. As is the case with all invasives, the absence of natural checks and balances is what has turned kudzu from a pretty plant into a noxious weed.
Lesson 2

Part 4: Guided Practice

Hints

Which choice restates paragraph 2’s central idea and does not include opinions or judgments?

1 Which of the following statements best summarizes the central idea and important details of paragraph 2?

A Modern-day experts agree that kudzu is good for forage. Kudzu also is very effective at controlling erosion.

B Kudzu is only of limited value as animal forage. It is also an effective erosion controller, but it can take over in an undesirable way.

C As forage for animals, kudzu is useless because it is easily overgrazed. It is also useless at controlling erosion because it grows too much.

D Farmers and homeowners in the southeastern United States agree that kudzu grows too much to be useful, either as forage or as an erosion control.

2 Which of the following statements best restates one central idea that should be included in a summary of the passage?

A Though once considered a desirable plant, kudzu has invasive tendencies that make it a harmful weed.

B Kudzu has become the most troublesome invasive plant species, partly because it was once thought to be attractive.

C As is the case with other invasives, natural checks and balances are effective at controlling kudzu.

D Kudzu is native to Asia but was brought to the United States on purpose.

3 Write a brief summary of the passage. Use at least three specific details from the passage in your summary.

To help with question 2, I’ll look back at the ideas I underlined.

What is the implied central idea of the whole passage? What important details does each paragraph provide?

Use the Hints on this page to help you answer the questions.
Lesson 2
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L2: Summarizing Informational Texts

16
L2: Summarizing Informational Texts

Read the scientific account. Then answer the questions that follow.

Python Invasion!

by Leigh Driver

1 For years, the number-one, most feared animal in Florida has been the alligator. But recently the Burmese python has been challenging the alligators’ long-held position. Burmese pythons are native to Asia, but they have found a new home in Florida. Their numbers are increasing dramatically. Today they can be found in the wild and in suburbs across the state. Burmese pythons have lightly-colored skin with brown patches, and they are admired for their skin patterns and size. But they are also massive hunters—among the largest top six snakes in the world—and they pose a danger to people, other animals, and the environment.

How Did They Get There?

2 The Burmese python has become more and more popular as a house pet. This caused a surge of imports of the snake to Florida. This is not the first time Florida has become home to a species of reptile intended to be kept as a pet. The state is the adopted home of several types of reptiles. The green iguana and the speckled caiman, a type of alligator, were brought to Florida as family pets. Now, many of these creatures live in the wild. These animals may seem like exotic and fascinating alternatives to the family cat, but they are also very difficult to maintain. People often found them hard to keep at home so they released them to the wild.

3 The same thing is happening with the Burmese python, an animal that begins at a manageable 3 feet long on average but can grow up to 20 feet long and weigh up to 250 pounds. There have been several reports of deaths in homes where pythons are kept. When a python is fully grown, many owners find they can no longer handle their exotic reptile, and they simply release it outdoors.

4 Another factor has been the destructive hurricanes that Florida has suffered over the years. Sometimes storms damage pet stores and animal shelters, and the reptiles get loose. When people bring their other pets to shelters, it is sometimes easier to free the snakes because of overcrowding.

Environmental Impact

5 A python can survive very well in the Florida climate. In fact, the Florida Everglades are the perfect home for these snakes. Some experts estimate that there are up to 100,000 Burmese pythons living in the Everglades alone. But this surge of wild pythons is not without problems.

6 Releasing animals into an environment where they do not belong affects that environment and the species within it. Such animal populations are referred to as non-native species. While few creatures prey on it, the python competes with other animals in the territory. For example, alligators compete for prey with pythons. As these snakes breed and thrive, they threaten the survival of the alligators. Other animal populations may also be harmed by the presence of pythons, and Floridians who are concerned about conservation have publicized the dangers of this situation.
Danger to People
7 Another growing concern is that the Burmese python can seriously harm people. A python can eat an animal as large as a full-grown deer, and it is extremely difficult to control the powerful creature. Some Floridians believe that keeping these snakes as pets is simply not safe.

What Can Be Done?
8 Scientists and citizens have become more and more worried about the “invasion” of the Burmese python into the Florida wild. There have been proposals to ban the importation of snakes or to make it illegal to keep these animals as pets, but so far no laws have been passed. Some have even proposed destroying the pythons living in the Everglades to get rid of the problem.

Part 5: Independent Practice

1 Which of these sentences would most likely not be included in a summary of this passage?
   A Burmese pythons have light-colored skin with interesting patterns.
   B Due to their weight and strength, Burmese pythons may endanger their human owners.
   C Some Floridians have made house pets of this exotic species of reptiles.
   D Non-native species threaten native animal populations in the Everglades.

2 Read these sentences from the passage.

   Burmese pythons are native to Asia, but they have found a new home in Florida. Their numbers are increasing dramatically. Today they can be found in the wild and in suburbs across the state.

What is the best summary of this section of the passage?
   A Burmese pythons are now at home in many suburbs in the state of Florida.
   B Though Burmese pythons are native to Asia, they now live in Florida’s suburbs.
   C Native to Asia, Burmese pythons now occupy wild and suburban areas of Florida in growing numbers.
   D Visitors to the state of Florida can study populations of the Burmese python in many wild and suburban areas.
3 Which of the following statements best restates a central idea that should be included in a summary of the passage?

A Exotic creatures such as the Burmese python or the speckled caiman are becoming very popular as house pets in Florida.

B With few natural enemies in the wild, the Burmese python has become a threat to the survival of native animal species in Florida.

C When homes or stores are damaged during a hurricane, Burmese pythons and other exotic pets may escape into the Florida wilderness.

D With hard work, Florida conservationists hope they can succeed in changing the law to make it illegal to keep Burmese pythons as pets.

4 Based on the information in the text “Python Invasion,” write an essay that summarizes and explains not just the problems caused by Burmese pythons but also the proposed solutions. Use at least three details from the text to support your ideas.

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Go back and see what you can check off on the Self Check on page 2.
REMOTE LEARNING DAY

17

April 17, 2020

Today's packet should be completed ONLY if you are not able to complete your 45 minutes of I-ready lesson.
Lesson 1
Phrases and Clauses

Introduction Phrases and clauses are groups of words that give specific information in a sentence.

• A phrase may contain the subject or the predicate of a sentence but never both—and sometimes neither. For this reason, a phrase cannot stand alone.

Sentence: The great American artist Romare Bearden was born on September 2, 1911.
Phrase 1: The great American artist Romare Bearden (contains subject)
Phrase 2: was born (contains predicate)
Phrase 3: on September 2, 1911 (contains neither)

• A clause contains both a subject and a predicate. An independent clause can stand alone. A dependent (subordinate) clause depends on another clause and cannot stand alone.

Sentence: Although Bearden was born in North Carolina, his family eventually moved to New York.
Clause 1: Although Bearden was born in North Carolina (dependent)
Clause 2: his family eventually moved to New York (independent)

Guided Practice Circle P for phrase or C for clause to identify the underlined group of words in each sentence. Then write D above any dependent clauses.

Hint A dependent clause often begins with before, after, or until. Phrases can also begin with these words, but phrases cannot have both a subject and a predicate.

1. Before he began his career as an artist, Bearden received a degree in education.  P C
2. After college, he worked as a social worker in New York City.  P C
3. He studied the works of many European artists, including Picasso and Matisse.  P C
4. Bearden also studied African art and Chinese landscape paintings.  P C
For numbers 1–5, select the group of words that answers each question.

1. Which group of words in this sentence is a clause?
   When World War II broke out, Bearden served in the U.S. Army.
   A  broke out
   B  in the U.S. Army
   C  served in the U.S. Army
   D  When World War II broke out

2. Which group of words in this sentence is a dependent clause?
   After that, Bearden spent time in Paris, where he studied art.
   A  where he studied art
   B  spent time in Paris
   C  After that
   D  Bearden spent time

3. Which group of words in this sentence is an independent clause?
   Back in New York once more, Bearden briefly became a songwriter before pursuing art again.
   A  Bearden briefly became a songwriter
   B  became a songwriter before pursuing art again
   C  Back in New York once more
   D  before pursuing art again

4. Which group of words in this sentence is a phrase?
   In the 1960s, while Bearden focused on creating collages that depicted African-American life, he also became active in civil rights.
   A  he also became active in civil rights
   B  In the 1960s, while Bearden focused on creating collages
   C  In the 1960s
   D  while Bearden focused

5. Which group of words in this sentence is a dependent clause that contains a phrase?
   Bearden was supporting young minority artists when he helped establish the Cinque Gallery in 1969.
   A  Bearden was supporting young minority artists
   B  when he helped establish the Cinque Gallery in 1969
   C  was supporting young minority artists when he helped
   D  establish the Cinque Gallery in 1969
Grade 7 Mini-Assessment – “Santorio Santorio and the Thermometer”

Today you will read a passage about Santorio Santorio (March 1561 – February 1636), a physician and professor. You will then answer several questions based on the text. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but may return to Part A if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss the ways you may have additional time.

Now read the passage and answer the questions. I encourage you to write notes in the margin as you read the passages.

“Santorio Santorio and the Thermometer”
by Robert Mulcahy

1. Galileo built the first working thermoscope. He took a small glass tube filled with air and rubbed it in his hands to warm it up. Then he turned the tube over and put the open end in a small bowl of water. As the air in the tube cooled, water rose into the tube.

2. Since cooler air takes up less space than warm air, there would be more space for the water as the air in the tube cooled. The water rising slowly in the tube showed that the air was cooling. When Galileo rubbed the glass tube again, the air inside would heat up, and the water level in the tube would slowly drop because the warmer air took up more space than the cooler air. Although the increase and decrease could be seen, the thermoscope could not measure the degree of the change in a mathematical way.

3. Despite this lack of precision, Galileo had constructed a wonderful invention. Yet, he considered it to be a useless toy and even called it a “little joke.” As far as anyone knows, the famous physicist, mathematician, and astronomer never tried to adapt the thermoscope into a device to measure the temperature of the human body.

4. It was Santorio Santorio, the physician who had devoted his life to measurements, who realized that he could use the thermoscope to measure body temperature. He made two important changes that transformed Galileo’s thermoscope into the thermometer.

5. Santorio’s first innovation was making a glass tube into which a patient could breathe. The person’s breath would heat up the air, which would push the water level down inside the tube. If the person had a fever, the water level in the tube would be pushed down farther because the patient’s breath would be hotter. Santorio colored the water in the tube green so doctors could see it more easily.

6. Secondly, Santorio added regularly spaced marks, or tick marks, to his device. This may appear to be a very minor addition to Galileo’s thermoscope, but it was actually a very
important one. With the tick marks, Santorio could get a reading of a patient’s temperature and compare this reading to the temperatures of other patients. Or, he could compare the reading to earlier readings taken on the same patient. Santorio knew the thermometer would enable doctors to determine a person’s temperature exactly, making both diagnosis and treatment more precise.

After inventing the thermometer, Santorio built a device to measure a person’s pulse rate. Today, people can find their pulse rates without special instruments: they only have to count how many times their pulse beats within a certain period of time. Since the clocks of Santorio’s day had no second hand, measuring time exactly was difficult.

To solve this problem, Santorio built a pendulum—a weight hanging on the end of a piece of string. Then he matched the swing of the pendulum to a person’s pulse rate by changing the length of the cord on which the weight was hanging. He improved this device by tying a knot in the cord and measuring the position of the knot on a horizontal scale. Santorio called this device the pulsilogium.

Among the many other devices Santorio built was a hydroscope, which measured the amount of water in air. To help patients who were paralyzed or had to remain immobile while healing, he invented a bag filled with water in which they could lie and bathe without moving from their bed. He also invented an instrument for removing bladder stones.

Santorio spent so much time treating patients and inventing that his students at the university accused him of not devoting enough time to his teaching. Although these charges were dismissed, Santorio was bitter over the criticism and retired from the university in 1624. As a reward for his years of outstanding work, however, the Venetian government continued to pay him his university salary for the rest of his life.

In 1630, Venetian officials asked Santorio to organize the efforts of doctors in their city to combat a plague. That same year, Santorio was elected president of the Venetian College of Physicians. On February 22, 1636, Santorio Santorio died from a urinary tract disease and was buried in the Church of the Servi in Venice. When the church was destroyed in 1812 during the Napoleonic Wars, Santorio’s skeleton was salvaged, and his skull is now in the museum at the University of Padua.

A wealthy and respected man, Santorio had never married. As he had no family, he willed his money to endow schools and fund other charities and scientific endeavors.

QUESTIONS

1. The following question has two parts. Answer Part A and then answer Part B.

   Part A: In paragraph 3 of the text, what is the meaning of the word *precision* in the phrase *lack of precision*?

   A. exactness
   B. flexibility
   C. clarity
   D. value

   Part B: Which quotation from paragraphs 2 and 3 best helps the reader to determine the meaning of *lack of precision*?

   A. “warmer air took up more space”
   B. “increase and decrease could be seen”
   C. “could not measure the degree of change”
   D. “had constructed a wonderful invention”

2. Which two statements describe the central ideas of the text?

   A. Galileo invented an early version of the thermometer, which he called the thermoscope.
   B. Santorio had many accomplishments during his lifetime.
   C. Santorio was not appropriately recognized for his contributions to the medical community.
   D. Santorio’s many medical inventions were helpful to both patients and doctors.
   E. Galileo inspired many of Santorio’s inventions.
   F. Santorio played a major role in fighting the plague in Italy and training others at the university.
3. The following question has two parts. Answer Part A and then answer Part B.

Part A: Which two statements describe how paragraphs 1, 2, and 3 contribute to the development of ideas in the text?

A. They reveal to the reader that Galileo and Santorio both felt they were not appreciated by the scientific community.
B. They explain the nature of the thermoscope and how it works, which helps the reader understand the basic function of a thermometer.
C. They suggest that the experiments conducted during Galileo’s time had less scientific importance than those of Santorio’s time.
D. They prove that Galileo should be given full credit for Santorio’s many inventions.
E. They examine the similarities of Galileo and Santorio to emphasize how scientific minds typically function.
F. They show that Galileo’s discovery about the function of warm air in a tube was essential to one of Santorio’s later inventions.

Part B: Which sentence from the passage best supports the answers to part A?

A. “Yet, [Galileo] considered it to be a useless toy and even called it a ‘little joke.’”
B. “As far as anyone knows, the famous physicist, mathematician, and astronomer never tried to adapt the thermoscope into a device to measure the temperature of the human body.”
C. “It was Santorio Santorio, the physician who had devoted his life to measurements, who realized that he could use the thermoscope to measure body temperature.”
D. “If the person had a fever, the water level in the tube would be pushed down farther because the patient’s breath would be hotter.”

4. In paragraphs 4, 5, and 6, the author describes Santorio’s updates to Galileo’s thermoscope. Circle one sentence from these paragraphs in which the author makes a judgment based on factual evidence about these updates.
5. Which statement below best describes how a thermometer works?

A. When a patient breathes into a tube, warm air expands, making the water level lower, thus showing the patient has a high temperature that indicates illness.

B. When a patient breathes into a tube, the pressure from the lungs makes the water level rise, thus showing that the harder a person blows the healthier he or she is.

C. When a patient breathes into a tube, the warm air mixes with the water, making the water level lower, thus showing the patient has a high temperature that indicates illness.

D. When a patient breathes into a tube, his or her pulse increases, which makes their breath warmer and makes the water level rise, thus showing that the higher one’s pulse rate is, the higher one’s temperature is.

6. Because there were no second hands on clocks during Santorio’s time, it was difficult to determine a patient’s pulse. How did Santorio solve this problem?

A. He created a bag filled with water to keep patients comfortable while lying still.

B. He added tick marks to Galileo’s device to read and compare patients’ temperatures.

C. He developed a pendulum with a weight and cord to measure rate.

D. He invented a hydroscope to determine how much water is in the air.

7. In the final paragraph of the passage, the author says that Santorio was a “respected man.” Which fact from the passage best supports this statement?

A. Although these charges were dismissed, Santorio was bitter over the criticism and retired from the university in 1624.

B. On February 22, 1636, Santorio Santorio died from a urinary tract disease and was buried in the Church of the Servi in Venice.

C. When the church was destroyed in 1812 during the Napoleonic Wars, Santorio’s skeleton was salvaged, and his skull is now in the museum at the University of Padua.

D. As he had no family, he willed his money to endow schools and fund other charities and scientific endeavors.
REMOTE LEARNING DAY
18

April 20, 2020
Why does an individual invent something new? Is it a response to a question, a dream, or a need? Most often, different factors work in combination to influence, or affect, the inventor.

Consider the events in the cartoon below. What effect does Ogg’s complaint have on his wife, Urg? What is her response? How do these factors result in a new invention?

Complete the chart below to show how the different factors in the cartoon are related.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Individual</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>need for a comfy place to sit</td>
<td>Urg the inventor</td>
<td>How?</td>
</tr>
</tbody>
</table>

The cartoon shows that a single idea influenced Urg, which led to her response. In contrast, consider an invention as complicated as the airplane. Many individuals, events, and ideas influenced the Wright brothers’ thinking and responses over the years. Ultimately, their invention was the result of a series of interactions, or the direct effects the factors had on one another. With your classmates, brainstorm the different factors that might have interacted to result in the invention of the airplane.

Throughout history, important outcomes result from the interactions among individuals, events, and ideas, and informational texts often explore these relationships. As a good reader, analyze the interactions carefully. Note how they shape the course and development of later events and ideas as well as the choices individuals make.
Read the first paragraphs of the historical account about the photographer Eadweard Muybridge.

Flying Horses  

by Cynthia Hernandez

Do horses fly? Intelligent, well-educated people were still asking this question at the end of the nineteenth century. Although the age of believing in winged horses had long since passed, people still wondered if a horse ever lifted all four hooves off the ground at the same time. If someone could prove that a horse’s hooves left the ground, then the answer would indicate that, yes, in a sense, horses do fly! Eadweard Muybridge, photographer and adventurer, put an end to years of speculation. Through the use of a new technology, photography, he laid the question to rest at last.

In 1872, Muybridge was working as a photographer in San Francisco when Leland Stanford, former California governor, hired Muybridge to photograph his racehorse. Stanford wanted to know if all four hooves of a trotting horse actually leave the ground, even for an instant. Muybridge rapidly hatched a plan. Unfortunately, his early efforts were unsuccessful.

Explore how to answer this question: “What people, events, and ideas led to Muybridge’s plan to photograph a horse?”

Think of the way the question about horses influenced Muybridge’s actions.

Fill in the chart below with the idea that led to Muybridge’s response.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Individual</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eadweard Muybridge</td>
<td>Caused Muybridge to photograph Stanford’s horse</td>
</tr>
</tbody>
</table>

How did people, events, and ideas influence Muybridge’s plan? On the lines below, explain the interaction among the factors. Support your ideas with evidence from the text.

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Continue reading about Eadweard Muybridge. Use the Close Reading and the Hint to help you answer the question.

(continued from page 28)

After several attempts, Muybridge finally succeeded in getting the proof Stanford needed. Muybridge set up a series of cameras in a line down the side of a horse track. As the horse passed by, its hooves snapped wires stretched across the track, which activated the camera shutters. A series of high-speed photographs resulted.

The results amazed the public. The photographs showed clearly that a trotting horse had all four hooves off the ground at the same time. The pictures were a sensation, and Muybridge became an international figure. His successful camera techniques led him to photograph other animal movements too fast for people to see.

Circle the correct answer.

Which sentence from the text best explains why the evidence provided by Muybridge changed the public’s thinking about horses?

A  “Stanford wanted to know if all four hooves of a trotting horse actually leave the ground, even for an instant.”

B  “Muybridge set up a series of cameras in a line down the side of a horse track.”

C  “The photographs showed clearly that a trotting horse had all four hooves off the ground at the same time.”

D  “His successful camera techniques led him to photograph other animal movements too fast for people to see.”

Show Your Thinking

Explain why the answer you chose illustrates the effect that Muybridge’s photographs had on people’s ideas about horses.

With a partner, discuss how Muybridge’s knowledge about the new technology of photography influenced events in his life as well as the thoughts and actions of others.
Eli Whitney and the Cotton Gin

by Timothy Morris

1. In the late 1700s, England was hungry for cotton. Until this time, women and girls of the family generally did the spinning and weaving. Then improvements were made to the spinning wheel and loom, making them faster and more efficient. As a result, the process became mechanized, and new textile mills opened to meet the growing demand for cotton cloth.

2. In America in 1792, Eli Whitney recognized that the mechanization of the cloth-making process meant a greater demand for cotton. Cotton grew easily in the Southern states, but the cotton bolls contained numerous small seeds that were difficult and time-consuming to remove by hand. Unless a more efficient way could be found to separate the seeds from the bolls, there was little money to be made in growing cotton.

3. As a young man, Eli Whitney liked figuring out things. He studied machines and often found ways to improve them. Whitney began to think about the problem of removing seeds from cotton and decided that a machine could be built to do the job efficiently.

4. The machine Whitney designed was simple, but it worked like a charm. Cotton was fed into a machine with short wire teeth on a revolving cylinder. The thin cotton fibers were pulled through, leaving the seeds behind. Now, a single machine was capable of cleaning and processing up to fifty pounds of raw cotton daily.

5. The invention of the cotton gin brought about many changes. The most significant effect was that, at long last, growing cotton could be profitable. Cotton plantations sprang up in the South where once empty fields stood, and textile mills opened to make cloth. Thanks to Whitney’s invention, the world was never the same again. Just as mechanization revolutionized life in England, the cotton gin gave the American South a new industry to call its own.
Part 4: Guided Practice

Hints

Which choice explains the problem that the cotton gin was invented to overcome?

1. In America in 1792, growing cotton was not profitable. Which sentence from the text describes the problem as Eli Whitney understood it?
   A. “... women and girls of the family generally did the spinning and weaving.”
   B. “... the process became mechanized, and new textile mills opened to meet the growing demand for cotton cloth.”
   C. “... the cotton bolls contained numerous small seeds that were difficult and time-consuming to remove by hand.”
   D. “... a single machine was capable of cleaning and processing up to fifty pounds of raw cotton daily.”

Which choice shows the effect that the cotton gin had on history?

2. Based on evidence from the text, which statement best describes how the invention of the cotton gin influenced later events?
   A. Eli Whitney made huge profits from the sale of cotton gins and became famous.
   B. The easy removal of cotton seeds from cotton made life better for the workers.
   C. Spinning wheels were no longer used due to the increase in cotton production.
   D. The cotton gin led to the growth of cotton plantations and the textile industry.

How did Eli Whitney’s cotton gin change people’s ideas about growing cotton? What other changes came about as a result of the invention of the cotton gin?

3. The passage tells how the mechanization of cloth-making in England led to changes in America. Explain how the interactions between people, events, and ideas gave rise to a new industry in the South. Support your answer with at least two details from the text.

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REMOTE LEARNING DAY
19

April 21, 2020
Read the biography. Then answer the questions that follow.

**Extraordinary People: Tim Berners-Lee**

*from HowStuffWorks online*

1. Most people know that Thomas Edison invented the light bulb and that Alexander Graham Bell invented the telephone. But have you ever heard of Tim Berners-Lee?

2. Probably not, yet the work of Berners-Lee, the inventor of the World Wide Web, may have the most profound impact of all. Why is his name unknown to most of the world? The answer lies in the type of life he has chosen to lead and the role he has chosen to play in helping to guide this emerging technology.

3. If you were in a time machine and could travel back to 1960s London, you might find young Tim Berners-Lee busily constructing make-believe computers out of cardboard boxes or playing mathematical games with his parents at their kitchen table. Tim is fascinated by the world around him. His natural curiosity attracts him to a dusty Victorian-era encyclopedia he finds in his house; its mysterious title, *Enquire Within Upon Everything*, will stay with him for years to come.

4. Fast-forward to 2001. Over 250 million people are using the Internet, a system virtually unheard of 10 years earlier, and Tim Berners-Lee is largely responsible. How could one person make it all happen?

5. For some clues, let’s go back to Tim’s early adulthood. Tim was especially interested in two things: computers and how the human brain organizes and links information. He wondered how the mind can almost randomly connect so many different facts. For instance, how can a song or a scent mentally link or even transport someone to another time and place? Tim was so fascinated by computers that, before graduating from the University of Oxford, he built his very first one from a kit using a television and an early microprocessor.

6. In 1980, after graduating with a degree in physics, Tim went to work as a software engineer for an organization in Geneva, Switzerland. His job required a lot of research. He communicated with people all over the world and he was constantly answering the same questions over and over. He was frustrated by how poorly his mind could remember all of the reports and data he needed. He wished there were a way other people could simply access his data and he could access theirs via computer no matter where they were located.

7. Tim wrote a software program to help him keep track of important documents and, using a series of links (hypertext), he connected them together much like an index does in a book. He named the program *Enquire* after the book he loved as a child. In its original form, Enquire was capable of storing information and connecting documents electronically, but it could only access information on a single computer.

8. In 1989, Tim took a giant step towards his vision of a global system where documents could be linked via hypertext to the Internet, allowing people worldwide to easily share and link information. After much thought, he called his project the World Wide Web. Many people thought that connecting documents stored in individual computers around the world was impossible.

9. And even if it were possible, few of his fellow scientists thought it would ever become popular.
Lesson 4

Tim was not discouraged. Working with a few colleagues who supported his vision, he developed the four critical foundations of the Web: The language for coding documents (HTML); the hypertext system for linking documents (HTTP); the system for locating documents on the Web (URL); the first graphical user interface (Internet browser). In 1991, the Web was launched and almost immediately, the Internet took off.

Although he has had many opportunities to do so, Tim has not profited from his creation... [He] works for a non-profit organization located at M.I.T., a leading engineering university. Married with two children, Tim leads a good life, one that is full of professional challenges. He is pleased with the road he chose to follow. Today, he helps set standards and guides the Web’s future, so he can be assured that it will remain open to all and not be splintered into many parts or dominated by one corporation. However, like Einstein, who was concerned with his role in the development of nuclear power, Tim believes that technology can be used for good or for evil. “At the end of the day,” Tim says, “it is up to us: how we actually react, and how we teach our children, and the values we instill.” To this day, Tim Berners-Lee works hard to see that the technology he invented remains accessible to all people around the globe. That, rather than instant wealth, is his reward.

1. How did Tim Berners-Lee’s work responsibilities in Switzerland influence his ideas about creating the Enquire program?
   A. He was looking for new ways to search for information beyond using encyclopedias.
   B. He wanted to use his knowledge of physics to do research and create more computer software for his company in Geneva.
   C. He spoke with people around the world and wished they would stop asking him the same questions over and over.
   D. He had trouble recalling facts he needed to do his job, and he longed for a way to connect and store data more easily.

2. Tim Berners-Lee imagined a system in which information could be exchanged between computers. How did this idea influence his life’s work?
   A. It triggered his interest in building personal computers.
   B. It inspired him to develop the World Wide Web.
   C. It became the first step in building his own microprocessor.
   D. It encouraged him to publicly popularize his links to Enquire.
Based on the biography, explain how Tim Berners-Lee’s early childhood interests influenced the path he chose as an adult. Use at least two details from the text to support your answer.

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Read these sentences from paragraph 5 of the biography.

He wondered how the mind can almost randomly connect so many different facts. For instance, how can a song or a scent mentally link or even transport someone to another time and place?

Describe what influence this idea had on Tim Berners-Lee’s approach to writing new programs that operate computers. Use at least two details from the biography to support your answer.

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Self Check

Go back and see what you can check off on the Self Check on page 2.
REMOTE LEARNING DAY

20

April 22, 2020
A bicycle without wheels, pedals, and brakes wouldn’t be complete or possible to ride. Similarly, a story wouldn’t be complete or interesting to read without all of its parts working together. These parts, called **story elements**, include its characters, settings, and plot.

**Analyzing** a story means figuring out how its elements interact with each other. For example, you can analyze how the setting of a story shapes its plot. A story’s plot includes a **conflict**, or a problem the characters must respond to, and a **resolution**, in which the problem is solved.

**Look at the picture below. It shows the moment of conflict in an adventure story. Consider the importance of this setting to the story’s conflict.**

![Image of a river with rocks, whitewater rapids, and a waterfall]

**What is the setting?** It is a river with rocks, whitewater rapids, and a waterfall.

**What is the relationship between the setting and the story’s conflict?**

________________________

________________________

**How do you think the characters will resolve the conflict?** _____________________________

________________________

Just as a bicycle can’t move forward without all of its parts working together, stories don’t go anywhere without the interactions of their characters, settings, and plots. By analyzing a story, you’re figuring out how its parts relate to each other—and you might be learning a new way to enjoy the stories you read.
Read the first three paragraphs of this story.

Black Sunday  

by Taryn Trina

It was April 14—one day before Cora’s sixteenth birthday—and she felt the air change as she took the laundry down from the clothesline. The sky darkened over the Oklahoma plains and the wind threatened to blow the laundry away. Cora froze for a moment and then shouted “Dust storm!” loudly enough for everyone inside to hear.

Cora held the cellar door open for her mother and the younger children as they descended into the cool darkness. Cora’s mother called for her to join them, but Cora was determined to find her father and brothers.

Cora saddled the old mare and rode across the fields, calling for her father until she finally spotted him. He was already riding back with her brothers, the storm creeping up the horizon nearly fast enough to overcome them. They tethered the animals in the barn stalls and sealed the doors to keep the precious livestock safe.

(continued)

Explore how to answer this question: “What is the relationship between the setting and the conflict in this story?”

Before you can analyze the relationship between setting and conflict, you need to be certain what the setting and conflict actually are. First, identify each of these elements on the lines below.

What is the setting of this story? ________________________________________________

What is the conflict in this story? ________________________________________________

Now that you’ve identified the setting and the conflict, start thinking about how they are related. Ask questions such as, “Does the conflict somehow change the setting?” Or, “Is the setting the cause of the conflict?” Asking these questions will help you analyze the relationship between story elements.

On the lines below, describe the relationship between the setting and the conflict in this story. Use details from the story to support your answer.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Continue reading “Black Sunday.” Use the Close Reading and the Hint to help you answer the question.

(continued from page 54)

“What about your mother and the other children?” her father shouted over the increasing roar of the wind, clearly alarmed.

“They’re already in the cellar,” Cora answered. “Follow me, everyone. We can make it, but we have to move now!”

Soon they were all together, huddled around a lamp as the storm rattled the boards of the house overhead. That day would later become known as Black Sunday because of the epic storm that blew over the plains. But Cora would remember it best as the day before her sixteenth birthday, when she helped lead her family to safety.

Circle the correct answer.
Which sentence from the passage best shows that Cora’s ability to take charge in a dangerous situation will lead to a happy resolution?
A  “Cora froze for a moment and then shouted ‘Dust storm!’ loudly enough for everyone inside to hear.”
B  “Cora held the cellar door open for her mother and the younger children as they descended into the cool darkness.”
C  “‘Follow me, everyone. We can make it, but we have to move now!’”
D  “That day would later be known as Black Sunday because of the epic storm that blew over the plains.”

Show Your Thinking

Explain how the sentence you chose demonstrates Cora taking charge and a happy ending.

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________________________________________________________________________

Hint

Which choice shows Cora taking charge and suggests a happy ending to the story?

With a partner, discuss how Cora’s actions and the plot events, including the resolution, help reveal her character.
Read the scene below, in which a beggar boy sets off a surprising chain of events at a London castle in the year 1547. Use the Study Buddy and the Close Reading to guide your reading.

As I read, I’m going to think about how the setting, characters, and plot interact. I’ll note details that help me understand how the characters’ actions move the plot forward.

Close Reading

What event causes the prince to behave as he does? Draw a box around details that explain his actions.

How is the setting of the guarded gate important to the events? Underline any details that show the importance of the setting to the events.

from The Prince and the Pauper

by Mark Twain

1. Poor little Tom, in his rags, approached, and was moving slowly and timidly past the guards, with a beating heart and a rising hope, when all at once he caught sight through the golden bars of a spectacle that almost made him shout for joy. Within was a comely boy, tanned and brown with sturdy outdoor sports and exercises, whose clothing was all of lovely silks and satins, shining with jewels; at his hip a little jewelled sword and dagger; dainty buskins on his feet, with red heels; and on his head a jaunty crimson cap, with drooping plumes.

2. Tom’s breath came quick and short with excitement, and his eyes grew big with wonder and delight. Everything gave way in his mind instantly to one desire: that was to get close to the prince, and have a good, devouring look at him. Before he knew what he was about, he had his face against the gate-bars. The next instant one of the soldiers snatched him rudely away, and sent him spinning among the gaping crowd of country gawks and London idlers. The soldier said,—“Mind thy manners, thou young beggar!”

3. The crowd jeered and laughed; but the young prince sprang to the gate with his face flushed, and his eyes flashing with indignation, and cried out,—

4. “How dar’st thou use a poor lad like that? How dar’st thou use the King my father’s meanest subject so? Open the gates, and let him in!”

5. You should have seen that fickle crowd snatch off their hats then. You should have heard them cheer, and shout, “Long live the Prince of Wales!”

6. The soldiers presented arms with their halberds, opened the gates, and presented again as the little Prince of Poverty passed in, in his fluttering rags, to join hands with the Prince of Limitless Plenty.
Lesson 6
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L6: Analyzing the Interaction of Story Elements

Part 4: Guided Practice

Use the Hints on this page to help you answer the questions.

1. Which sentence best shows how one character can set the events of a story in motion?
   A. “Tom’s breath came quick and short with excitement, and his eyes grew big with wonder and delight.”
   B. “Everything gave way in his mind instantly to one desire: that was to get close to the prince . . .”
   C. “The soldier said,—‘Mind thy manners, thou young beggar!’”
   D. “Within was a comely boy, tanned and brown with sturdy outdoor sports and exercises . . .”

2. Which sentence best describes how story events influence a main character’s actions?
   A. The prince sees Tom being mistreated by the soldier and takes pity on him.
   B. At first the crowd jeers and laughs, but then they snatch off their hats and begin to cheer for the prince.
   C. The soldiers make certain that Tom and the prince remain separated by the gate.
   D. The country gawkers and London idlers shame the prince into doing something to help Tom.

3. In this passage, the setting of the guarded gate is an important cause of the main conflict. Write a paragraph supporting this idea. Use at least two details from the passage to support your response.

Think about what Tom wants and how his attempt to achieve his goal causes trouble.

Which choice describes why a main character acts to change another’s situation?

What problem does the guarded gate pose for Tom? What details show this problem? And how is the problem resolved?