Remote Learning Activities

6-12
DIFFERENTIATED LEARNING ACTIVITIES

Expect great things.

Pittsburgh Public Schools
Grades 6-12 Reading & Writing Remote Learning Activities

Below is a list of activities that students can work on during the unexpected closure of schools. Activities are designed to reinforce the learning already facilitated to students during the 2019-2020 Academic School Year. This Remote Learning Activity Packet was created for a minimum of fourteen (14) days of independent practice.

The content focus is as follows:

<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Content Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #1</td>
<td>6-8 Reading Comprehension</td>
</tr>
<tr>
<td>Activity #2</td>
<td>6-8 Writing Grammar</td>
</tr>
<tr>
<td>Activity #3</td>
<td>Reading Log</td>
</tr>
<tr>
<td>Activity #4</td>
<td>Book Report Template</td>
</tr>
</tbody>
</table>
Grades 6-12 Reading Comprehension Remote Learning Activities

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<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Content Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #1</td>
<td>GR6 Apprentice System</td>
</tr>
<tr>
<td>Activity #2</td>
<td>Book Summary Template 1 to 5</td>
</tr>
<tr>
<td>Activity #3</td>
<td>GR6 Extreme Weather</td>
</tr>
<tr>
<td>Activity #4</td>
<td>GR6 Galileo and His Telescope</td>
</tr>
<tr>
<td>Activity #5</td>
<td>GR6 Hide and Seek</td>
</tr>
<tr>
<td>Activity #6</td>
<td>GR6 Limited Resources</td>
</tr>
<tr>
<td>Activity #7</td>
<td>GR6 National Symbols</td>
</tr>
<tr>
<td>Activity #8</td>
<td>GR6 Self Reflection</td>
</tr>
<tr>
<td>Activity #9</td>
<td>GR6 Taiga Ecosystems</td>
</tr>
<tr>
<td>Activity #10</td>
<td>GR6 Travel West</td>
</tr>
<tr>
<td>Activity #11</td>
<td>GR6 Waves and Currents</td>
</tr>
<tr>
<td>Activity #12</td>
<td>GR6 What’s the Forecast</td>
</tr>
<tr>
<td>Activity #13</td>
<td>GR6 What is Tribal Government</td>
</tr>
<tr>
<td>Activity #14</td>
<td>GR7 Anne of Avonlea</td>
</tr>
<tr>
<td>Activity #15</td>
<td>GR7 Coyote</td>
</tr>
<tr>
<td>Activity #16</td>
<td>GR7 Abraham Lincoln Biography</td>
</tr>
<tr>
<td>Activity #17</td>
<td>GR7 Earthquake</td>
</tr>
<tr>
<td>Activity #18</td>
<td>GR7 Grand Canyon</td>
</tr>
<tr>
<td>Activity #19</td>
<td>GR7 Oliver Twist</td>
</tr>
<tr>
<td>Activity #20</td>
<td>GR7 Prince and the Pauper</td>
</tr>
<tr>
<td>Activity #21</td>
<td>GR7 Road Not Taken</td>
</tr>
<tr>
<td>Activity #22</td>
<td>GR7 The Attack on Pearl Harbor</td>
</tr>
<tr>
<td>Activity #23</td>
<td>GR7 Jabberwocky</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Activity #24</td>
<td>GR8 Analyzing O! Pioneers</td>
</tr>
<tr>
<td>Activity #25</td>
<td>GR8 As You Like It</td>
</tr>
<tr>
<td>Activity #26</td>
<td>GR8 Evaluating Text, Hellen Keller’s My Life</td>
</tr>
<tr>
<td>Activity #27</td>
<td>GR8 FDR Pearl Harbor Speech</td>
</tr>
<tr>
<td>Activity #28</td>
<td>GR8 Frederick Douglass Narrative</td>
</tr>
<tr>
<td>Activity #29</td>
<td>GR8 How Do I Love Thee</td>
</tr>
<tr>
<td>Activity #30</td>
<td>GR8 Ransom Red Chief</td>
</tr>
<tr>
<td>Activity #31</td>
<td>GR8 Tell Tale Heart</td>
</tr>
<tr>
<td>Activity #32</td>
<td>GR8 Theodore Roosevelt Conservation</td>
</tr>
<tr>
<td>Activity #33</td>
<td>GR8 The Jungle and Chicago</td>
</tr>
</tbody>
</table>
When European colonists arrived in North America they were leaving behind all the comforts of home. There was no longer a corner store where they could do the grocery shopping or pick up a newspaper. If their tools or equipment broke, there was no place to purchase replacements. This was a harsh reality in a world where they had to fight for their own survival.

More settlers came to the English colonies than to those of the French or Spanish. When they arrived, they were ready to work hard for themselves and their community members. They had to help each other, or they would surely die. A few skilled workers were among them, but they did not necessarily have someone with training to do some of the jobs that needed to be done. Families up to that point were mostly self-sufficient, with all of the family members helping each other get what they needed. In the colonies, they had to reinvent some of that family-style teamwork and join together for the good of the entire group.

It was not long before people began to take on new work responsibilities. Those who knew how to make things by hand were called artisans. Their work on things such as nails, horseshoes, barrels, and even homes was critical to the success of their colony. Because their skilled work was so necessary, they began to train younger workers so that there would be others to take over their duties if death, disease, or old age made them unable to continue. Artisans often had several such helpers of different ages. These helpers were called apprentices.

Apprentices would commonly be sent to live with the artisan. The younger apprentices would provide their labor in exchange for food, shelter, clothing, and the knowledge and experience of the skills they were learning. Tools brought with them from England provided the basis for most artisan’s work and apprentices’ training until sufficient materials arrived from England to create additional tools. Experienced apprentices would become artisans and take apprentices of their own to train. In this way, the colony would be assured of skilled workers long into the future.
Book Review Template for Middle School

- **Summary**: Write a summary of the book
  1st paragraph - Write about the setting, (where the story takes place, usually time and place). Introduce the main character or characters in the story. Ex. What are character’s qualities, name, etc. Discuss what conflict/problem the main character faces in the story. If you're still having trouble starting, you can answer the questions who, what, when, where, and how.
  2nd paragraph - Summarize what happens until the high point of the story. (don’t give away the ending, this should be just enough to tease the reading into wanting to get this book. Use some of these transition words to help you write you review.

  first      also     because      another
  second     between   next     as a result
  third      finally   then    later
  last       after that    for example  during

- **Opinion**: Write a paragraph giving your opinion on the book. Use these guidelines.
  Write about why you like or dislike the book. Give details, for example: Was the book confusing? Was it too easy to read or too hard? Was it predictable/believable? Did you like the ending? What was your favorite part? What connections did you make with your life or other books? Talk about the author’s style of writing and give examples from the book. Min 5 sentences.

- **Recommendation**: Explain whether you would recommend this book to student or not? Rate the book from 1 star to 5 stars, and give examples why you gave it the rating you did. Examples should include a quote or quotes from the book or a summary of the part of the book that you liked or did not like.
Setting
(Where does the story take place? When is the story happening?)

Describe the time and place of the story:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Comments about the setting (examples: setting makes story exciting, setting has an important effect on main character, setting is/is not exciting or new, setting increased my knowledge of something):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

Theme
(What did the author want you to experience, feel, or understand through reading this book? A theme can be about specific people and particular situations or about life in general.)

What is the author trying to say in this story? What is his/her lesson in life?

________________________________________________________________________

Is there a moral to this story?

________________________________________________________________________

This is a story about (courage? working hard? doing the right thing? greed? importance of friends? jealousy? love? caring? happiness? sadness?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This book showed me/I learned from this story:

________________________________________________________________________
Plot
(The Action/Summary of What Happened in the Story)

Summary of the story (list up to 6 events that happened in the story; keep them in order):

1. 

2. 

3. 

4. 

5. 

6. 
Evaluation of the Book

What did you think of the book? Why?

What did you like about the book? Why?

What didn’t you like about the book? Why?

Was the story confusing or hard to believe? Why?

Was the story predictable (could you guess what was going to happen?)

Was the story believable?

The ending was

Name: __________________________
Date: __________________________
Mark: __________________________
Severe storms happen in low-pressure weather systems. Warm, wet air begins rising into the air. The higher it rises, the cooler it becomes. Water vapor in the air forms drops, a process called condensation. The drops join together to form clouds, and then precipitation of some kind (rain, sleet, snow, or hail) will fall down to Earth’s surface.

Although conditions must be very specific for a thunderstorm to develop, thunderstorms remain the most common kind of extreme weather. Before a thunderstorm can develop, there have to be three conditions present: the air has to be full of moisture, there must be either an intensely heated portion of Earth’s surface sending warm air up quickly or an approaching cold front, and the warm air that is rising must be warm enough to stay warmer than the air it passes through as it rises. The moisture in the rising air condenses, clouds form and a storm begins.

A cold front happens when cold air is moving near the surface of Earth, and it pushes warm air up very quickly. This is often the beginning of a thunderstorm. Clouds form, and heavy rains begin falling. Opposite electrical charges inside storm clouds separate, causing lightning to flash towards Earth. Lightning has enough energy to heat the air all around it. This sudden burst of heat is what causes the noise we know as thunder. Thunderstorms often bring disasters with them, including floods, fires caused by lightning, damage from hailstones or strong winds, and even tornadoes. A tornado is a spinning mass of air over land that can destroy virtually everything in its path.

A blizzard is a combination of strong winds and extremely low temperatures. Snowfall increases until it is so heavy it is difficult or impossible to see. People can become lost in the snow and freeze to death. Homes can be covered over with snow, trapping people indoors.

A hurricane is the most powerful storm known on Earth. Forming over warm ocean waters off the coast of the tropics, they can become gigantic swirling mixtures of air and water between 100 and 900 miles wide. Wind speeds can average about 75 miles per hour. Hurricanes do the worst damage to coastal cities because they quickly lose their strength when they move over land. Hurricanes are so large and powerful that their swirling clouds can be seen from space.

Organizations like FEMA (the Federal Emergency Management Agency) and the American Red Cross help victims of severe weather to deal with its aftermath.

What Does It Mean?

According to the text, what is thunder?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Galileo was born in the year 1564 in the town of Pisa, Italy. When he was 20 years old, he was studying in Pisa. His father wanted him to be a doctor, but Galileo was bored with school except for math. Because math was the one subject where he was doing well, the court mathematician offered to tutor him privately so he could become a qualified mathematician. Galileo’s father was disappointed, but he agreed.

Because he needed to earn money, Galileo began experimenting with different things, trying to come up with some sort of invention that he could sell for money. He had a little bit of success with his invention that was like a compass that could be used to measure plots of land. He had already experimented with pendulums, thermometers, and magnets.

When he heard that a Dutch inventor had invented something called a spyglass, but was keeping it a secret, Galileo decided to work on one of his own. Within 24 hours, he had invented a telescope that could magnify things to make them appear ten times larger than real life.

One night, he pointed his telescope toward the sky, and made his first of many space observations: the moon was not smooth, like everyone thought. The moon was covered in bumps and craters. As technology has improved, first Galileo, and then many others, have made improvements on the telescope, the wonderful device that allows us to see from a distance.

Why Is It Important?

The text says: “Within 24 hours, he had invented a telescope that could magnify things to make them appear ten times larger than real life.” Why is this sentence important in order to understand Galileo?
In the wild, it often comes down to predator and prey, the hunter and the hunted. As you can imagine, most organisms want to stay alive. They have developed ways of adapting to severe habitats, and hiding or escaping from those who would like to eat them. So how do they do it?

One very helpful adaptation is called camouflage. You may have been surprised by an animal that was using camouflage in the past. It blended into its surroundings so well that you nearly missed seeing it at all. Its coloring, markings, or other physical features resemble its habitat so much that you can look directly at it without seeing it at first. This is often good enough to fool a predator that is scanning an area to look for food. This helps prey to hide from its predator. But did you know that it often works the other way around, too? Predators can use camouflage to trap their prey.

If a predator wants to eat a certain animal, and that animal cannot see it lying in wait, it can pounce on its prey unexpectedly, devouring it before it even knows what is happening.

Another popular adaptation is mimicry. Mimicry is when an animal has markings or other physical characteristics that allow it to look like some other kind of animal or plant. If it can make its predators believe that it is something that preys on them, or would at least be difficult or painful to catch, its predator will often go off in search of an easier target.

Sometimes animals are able to survive when their habitat changes because they adapt to the new conditions. For example, birds that were accustomed to nesting on high cliffs or in tall trees have survived industrialization of their habitat by learning to nest in the crevices of tall buildings. Raccoons easily adapt to residential areas that have taken over their woodland homes. They often help themselves to any food they can grab, whether it is in trashcans, or inside people’s homes!

The spots on a leopard’s coat allow it to blend into its habitat.

What's the Main Idea?
What is the main idea of the text?

List two supporting details for the main idea.
Natural resources are things that we use that come from Earth. Our natural resources are limited. This means that they will not last forever. Some are renewable, like when you plant a new tree when you cut one down. Others are not renewable, like when you dig coal out of the ground. Once it is used, it is gone.

People are aware of the fact that Earth’s natural resources are limited, and can do things to help conserve those resources. When you try to conserve a natural resource, you try to use less of it so it does not get used up so fast. One way that people conserve fuel, like gasoline, is by riding a bicycle or walking when the distance is short instead of driving everywhere.

Water is a very important natural resource because we all need it to stay alive. We can conserve water by making sure that our pipes and faucets do not leak. We can also conserve water by making smart choices, like only using the dishwasher or washing machine when they are full.

An oil well pump, called a pumpjack, lifts oil from underground to the surface. Oil is a natural resource that is not renewable.

**Write Now**

Explain ways that we conserve natural resources. Include quotations from the text to support your answer.
NATIONAL SYMBOLS

A symbol is something that stands as a reminder of something else. The United States has many national symbols that help bring the local and regional communities together as a whole nation. By having some traditional symbols that people throughout our nation share, we are able to connect with each other and share the pride we have in our country.

The United States flag is a symbol that is easy for all Americans to recognize. It stands for our country, with one star for each of our 50 states, and 13 stripes to represent each of our original 13 colonies. Those colonies later became states, and 37 more states joined them to make up our country.

The American Bald Eagle is our national bird. It was chosen because it is so independent and free. Choosing such a bird to represent our nation tells everyone that our country values freedom and the courage to be independent.

The Statue of Liberty is another very famous American symbol. It was a gift to the people of America from the people of France in 1885. It represented not only the spirit of friendship between our countries, but also the shared vision for liberty, which is a synonym for freedom.

America’s symbols unite people from many different states and help them feel like Americans instead of just citizens of their own states. We all pledge allegiance to the same flag. We celebrate national holidays. Our American spirit shows more than ever when we unite in times of crisis, reaching out to help fellow Americans, or foreigners in need.

What Does It Mean?

The text defines a symbol as a thing that is “a reminder of something else.” Using this definition, explain how the American flag, the bald eagle and the Statue of Liberty are symbols.
Self Reflection

Do you ever feel like you are running from one activity to another, or studying a mad rush of one subject after another? When things happen at such a fast pace, it is easy to lose sight of what you are doing, or what you are learning. It is important to stop yourself every now and then to think about what you’ve been doing or learning.

Self reflection means stopping the mad rush of activity and calming yourself and your mind so your brain can evaluate the input it has already received. Some people prefer to do their self reflections mentally, while others keep a journal or written notes of some kind. Either method can work, depending on what your own personal style is. Whether written or purely mental, the process is the same.

School textbooks are often divided into chapters and units of study. This can make it easier for someone who wants to begin the process of self reflection to get started. Watch for the times when you complete a unit of study in any of the subjects you are learning: math, social studies, science, art, or any other topic that might be specific to your school. Sometimes you are reminded that the unit is over because there is some kind of test or quiz. Use these natural breaks as opportunities to stop and reflect.

Find a quiet place. This can even be sitting at your desk at school when you finish something early and the other students are still working. If you are going to take notes, take out paper or your reflection journal. Jot down some notes on things that you learned in this unit that you did not know before you began. Let your mind ponder on the notes you have written and make some connections.

Sometimes just pausing to think deeply allows your brain to make connections so that new information can be quickly retrieved when you need it again. Next, think about things that you still wonder. For example, maybe you learned about a certain body system, but you’re not sure how it works together with the other body systems. Maybe you learned a new way to solve a math problem, but you’re not sure when to use it. Writing down your questions will help you remember to continue seeking answers the next time you are exposed to the same topic. Self reflection is an essential skill for a successful student. If you have never taken the time to reflect, try it now.

What Does It Mean?

Explain what self reflection means as it is used here.
Taiga Ecosystems

The weather is very cold in taiga ecosystems. The winter season lasts a long time, and the weather is icy cold. Storms are severe, bringing biting cold winds. Summers never get very warm, and the summer season is exceptionally short. There isn’t much precipitation in a taiga ecosystem. When moisture does fall, it usually comes in the form of dry, powdery snow.

Living in the extreme conditions of a taiga ecosystem takes a special kind of organism. Some common animals you could find in the area are moose, wolves, and deer. Each population must adapt to the severe conditions. Short, stubby grass and shrubs grow in taiga regions, but they are better known for their beautiful evergreen trees. All the trees you think of when you imagine kinds of Christmas trees are at home in the taiga. Pines, firs, and spruce trees are common. The thin, waxy leaves (sometimes called needles) of evergreen trees hold in water all year round. They also do not freeze easily, even when the temperatures drop down low. Like all green plants, the trees of the taiga region are an important source of oxygen for our planet. As they go through the process of photosynthesis to make their food, green plants “breathe” out oxygen into the air. Since taiga ecosystems have so many trees, they help make up for areas with less vegetation, like the desert.

Taiga ecosystems cover large areas of North America, Europe, and Asia. A good example of a taiga ecosystem in the United States is the state of Alaska.

People living and working in taiga regions often disrupt the natural balance. Activities such as hunting, trapping and fishing affect the animal populations, sometimes thinning them to the point that they are endangered. Mining for oil and gas, and harvesting trees does irreparable damage, destroying animal habitats and robbing the Earth of important oxygen sources. Even tourism can be damaging, as many tourists do not respect wildlife and plants, being willing to sacrifice them for developed recreational areas. Of course people have the right to use natural resources, but they must do it in a way that makes resources renewable and does not harm the environment.

What Is It?

According to this text, what is a taiga ecosystem?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
TRAVELING TO THE DISTANT WEST

In the early days of America, the original colonies were fairly close together on the east coast. Travel was by foot, or by horse. If goods had to be transported over land, a horse and wagon was often used. As more and more settlers arrived, transportation expanded to include a few tracks of railroad service. Travel to known areas was not very difficult.

When America began to expand toward the west, it was not as easy to get by with walking, riding a horse, or using a wagon. The lands in the west were unknown, and many settlers had long distances to go in order to claim land for their own. Oregon territory offered rich land for those who would travel there. The California Gold Rush of 1849 gave many people dreams of becoming rich, so they decided to travel there. Many families stayed behind while husbands and fathers set out alone to make a home where their families could join them later.

Theodore Judah saw that people needed a faster way to travel in this new direction: west. It was his dream to unite the east and west with the first transcontinental railroad, a train system that would reach from one side of the continent to the other. Thousands of workers came to California to help build the tracks going east from Sacramento. Many others started building west from Nebraska. In 1869, the tracks met in Promontory, Utah. Suddenly, the parts of our nation that had seemed so distant were joined with our early settlements by the tracks. Our country became one again.

Changing Transportation Needs

Explain how people’s need for transportation changed as the United States grew. Include evidence from the text to support your answer.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Workmen celebrate the completion of the First Transcontinental Railroad in 1869.
When you hear the words waves and currents, your brain might immediately make you think about the ocean, or at least some form of water. That’s natural, since that is probably what you have experienced the most in connection to those two words. But waves and currents can be talking about energy as well. Energy travels in waves, and electric current is the constant flow of electric energy.

A wave, whether it is in the ocean, on land, or in the air, is simply the movement that takes energy from one place to another. Many kinds of energy travel in waves. Light, sound, and mechanical energy all travel in waves. Sound waves, for example, are produced by the vibration of particles. Plucking a string on a guitar or violin makes the air around the string move back and forth.

A wave can be measured based on a comparison of its highest point (crest) and lowest point (trough). The distances between troughs and the distance between crests are called wavelengths. You can use a timer to see how many crests happen in a certain amount of time, and that will tell you the frequency of a wave.

The constant flow of charged particles is an electric current. Negatively charged particles move toward positively charged particles. Electric current needs an unbroken path, or circuit. A circuit is made of wires, an energy source and something that requires energy. Then the current can flow!

An ocean wave is an example of how energy moves through water.

Understanding the Terms

1. What is a wave? How are ocean waves and sound waves similar?

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

2. What is a trough? How is it different than a crest?

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

3. What is the name for the flow of charged particles?

______________________________________________________________________________________
The weather forecast tells us what the temperature and air conditions are likely to be outside in the near future. There is a wide variety of weather, from sunny to stormy and warm to cool. It can be rainy or cloudy or windy. Listening to or watching the weather forecast can help us be prepared so we know what to wear. If weather conditions will be severe, like snow, a storm or a hurricane, getting information ahead of time can help us prepare so we can stay safe.

A meteorologist is a person whose job it is to forecast the weather. There are many tools available now that help the meteorologist do his/her job. A common tool for getting an accurate measurement of the temperature is a thermometer. A high temperature probably means plenty of sunshine for everyone.

When the weather is rainy, a meteorologist can use a rain gauge to get numerical data about how much rain is falling outdoors. If you are lucky, you may be able to see a rainbow if the sun comes out while the last of the rain is still sprinkling from the sky.

Wind brings us weather because it blows clouds from one place to another. Therefore, it is helpful to know from which direction the wind is blowing. A wind vane can provide this information so meteorologists know what is coming. Weather forecasts are not always right, but they get more accurate all the time.

Write It

Explain how a meteorologist uses tools to forecast the weather. Include passages from the text to support your answer.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Picture of Hurricane Isabel in 2003 as seen from space. Images from space help forecast the weather.
What is a Tribal Government?

Many Native Americans live on reservations, which are areas of land that are owned by a specific Native American tribe, or group. Each Native American tribe is in charge of its own tribal government. Tribal governments are not part of the local or state governments. They are under the supervision of the United States federal government. Native Americans serve on tribal councils, which make laws for the reservation.

The laws are a lot like the laws that our state governments make to protect the health, safety, and rights of the people. Tribal governments also provide their own services, such as police, fire, and courts for the people who live on the reservation. Many tribal governments have written constitutions just like our state and federal governments. A constitution is a written plan for how the government will work, including the duties and freedoms of the people, and the government. When there are disagreements or court cases, the constitution is used to help resolve the issues.

Tribal governments help their people earn money so they can meet their needs. Some tribes create art or sing and dance in cultural performances on their reservations. Visitors pay money to see artifacts in museums, attend performances, and buy original arts and crafts. Some tribes have casinos and other entertainment to bring in paying customers. Reservations are located within states. Native Americans help our economy by spending their money on local businesses and services.

Write It

Explain how a tribal government is similar to a local or state government. Be sure to include passages from the text to support your answer.
**This sequel to *Anne of Green Gables* follows Anne Shirley, a young Canadian orphan. Anne was sent to live with the Cuthberts, a brother and sister who have a farm on Prince Edward Island, Canada. In *Anne of Avonlea*, written in 1909, Anne is 16 years old and is going to teach school for the first time in the town of Avonlea.**

**Chapter V. Full-fledged Schoolma’am**

When Anne reached the school that morning . . . for the first time in her life she had traversed the Birch Path deaf and blind to its beauties . . . all was quiet and still. The preceding teacher had trained the children to be in their places at her arrival, and when Anne entered the schoolroom she was confronted by prim rows of “shining morning faces” and bright, inquisitive eyes. She hung up her hat and faced her pupils, hoping that she did not look as frightened and foolish as she felt and that they would not perceive how she was trembling.

She had sat up until nearly twelve the preceding night composing a speech she meant to make to her pupils upon opening the school. She had revised and improved it painstakingly, and then she had learned it off by heart. It was a very good speech and had some very fine ideas in it, especially about mutual help and earnest striving after knowledge. The only trouble was that she could not now remember a word of it.

After what seemed to her a year . . . about ten seconds in reality . . . she said faintly, “Take your Testaments, please,” and sank breathlessly into her chair under cover of the rustle and clatter of desk lids that followed. While the children read their verses Anne marshalled her shaky wits into order and looked over the array of little pilgrims to the Grownup Land.

**What Is It?**

List three examples from the passage that show Anne is nervous on her first day of teaching school.

1. __________________________________________
   __________________________________________
   __________________________________________

2. __________________________________________
   __________________________________________
   __________________________________________

3. __________________________________________
   __________________________________________
   __________________________________________
The coyote is a relative of the dog, wolf and jackal. Like its relatives, it is a predator and mostly eats other mammals. It will, however, eat a wide variety of foods, including insects, fruits and vegetables.

Coyotes are found throughout most of North America, from Mexico and Central America to Canada and Alaska. The color of its coat depends on where it lives. Mountain coyotes are darker than those living in the desert.

Like the wolf, coyotes live in groups, or packs. The pack is usually smaller in number than a wolf pack. All members of the pack are usually related. The pack will often divide into pairs to hunt.

Female coyotes have a litter of pups once a year. A litter has an average of six pups. Over half of the pups will die before they reach adulthood. Male pups usually leave the pack to find their own territory. Female pups stay with the parent’s pack.

Wolves and coyotes compete for the same prey animals. Since the coyote is smaller than the wolf, wolves will usually drive the coyote out of any shared territory.

The coyote adapts easily to new areas. Unlike the buffalo or wolf, the coyote’s range increased after human populations expanded across the continent. For example, the coyote was not native to New England. Once the New England settlers eliminated wolves, however, the coyote moved in. Scientists who have studied the coyote believe it is better than the wolf at living in human areas.

Coyotes are now found in most large urban areas. They find an abundant supply of food in these areas, since coyotes are willing to eat garbage, rodents and even small pets, such as cats. Scientists estimate that as many as 2,000 coyotes may be living in the Chicago area.

Because of its adaptability, the coyote is not an endangered species, or even a threatened species. It has been classified as “least concern,” which means it has the lowest risk of extinction.

Cite the Source

Find two examples from the text that support the idea that the coyote adapts to survive.

1. 

2. 
Abraham Lincoln was born in 1809 in northern Kentucky. At the time of his birth, Kentucky was part of the western frontier of the U.S. His father was a farmer and at one point was relatively wealthy. However, when young Abraham was only 7 years old, his father lost his land. The family moved to Indiana, where his mother died when he was 9. When he was a young man, Abraham’s family moved to Illinois.

Abraham had little formal education growing up. He loved to read, so he educated himself. In Illinois he studied law by reading law books. He became a lawyer in 1837 in Springfield, Illinois.

Lincoln’s political career began early, and he served in the state legislature and in the U.S. House of Representatives. Lincoln was a gifted speaker. He won national attention for his speeches against slavery during several debates. This led to his nomination for the presidency, which he won in 1860.

President Lincoln’s election angered the Southern states and seven of them announced they would leave the U.S. and form their own government. In 1861, South Carolina troops fired artillery at Fort Sumter, a U.S. military fort. This began the Civil War. The war would be the central feature of Lincoln’s presidency.

Lincoln’s goal through the war was to reunite the North, known as the Union, with the South, known as the Confederacy. As commander in chief, he selected the Union generals to lead the Army. He issued the Emancipation Proclamation in 1863, which signaled freedom for the slaves.

Lincoln was reelected in 1864. After four long years, the Union won the Civil War in April 1865. Lincoln’s goal to reunite the country had come true, but he would not live to see it. Just six days after the end of the war, on April 15, 1865, President Lincoln was killed by John Wilkes Booth. He was the first American president to be assassinated.

Abraham Lincoln is considered one of the greatest American presidents. He calmly lead the country through the most difficult time in its history, the Civil War. He is remembered today for his wisdom, his compassion and his patriotism.

**Summarize It**

Briefly summarize President Lincoln’s life.

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Earthquakes: Movement of the Earth’s Crust

Earthquakes are the shaking and moving of the ground when energy is released in waves. These waves are called seismic waves. These waves are similar to ocean waves, which move through water. Seismic waves, however, move through the ground.

Most earthquakes are caused by the movement of large sections of the Earth’s crust, called plates. The place where two plates meet is called a fault. Faults look like large cracks in the ground. If the two plates move in different directions, they build up energy at the fault line. When enough energy builds up, the stress on the fault becomes too great and it ruptures. This releases the energy and the ground starts to shake.

Earthquakes can also be caused by other natural events, such as landslides and volcanoes. Man-made earthquakes happen because of nuclear testing and mining explosions.

The first movement of an earthquake, called the main shock, is often followed by smaller ground trembles, called aftershocks. These aftershocks are the plates settling into their new position. Aftershocks can continue for days after the main shock.

There are an estimated 500,000 earthquakes around the world each year. Most are so mild they are only recorded on scientific instruments. Only about 100,000 can be felt by humans. Of these, only about 19 a year cause major damage.

Major earthquakes in populated areas can cause huge destruction. Buildings collapse, roads and bridges buckle and crack, and electrical and gas lines break and cause fires. If the earthquake happens in the ocean, it makes a series of huge ocean waves called a tsunami. The tsunami travels until it finally reaches land, where it causes large flooding.

Scientists are searching for ways to predict earthquakes. They study the historical patterns of earthquakes and monitor the movement of the plates with seismic equipment. While they cannot predict an exact date of a future earthquake, they have a better understanding of when earthquakes are more likely to happen.

Word Meanings

Circle the correct meaning for each of the following words from the passage.

1. ruptures
   a. joins
   b. forms a new plate
   c. breaks

2. destruction
   a. panic
   b. damage
   c. worry; concern

3. collapse
   a. fall down
   b. catch fire
   c. explode

4. predict
   a. prevent; stop
   b. know a future event
   c. study; examine
The Grand Canyon is a large river canyon in Arizona. It is over 220 miles long and over a mile deep in some places. Its widest point is 18 miles wide. The canyon is considered one of the Seven Natural Wonders of the World.

Over millions of years, the Colorado River wore away rocks as it passed through the area. Slowly, the river made the path deeper and deeper. Now, the canyon is surrounded by steep walls on either side, while the river continues to flow at the bottom of the canyon.

Besides its large size, the Grand Canyon is also known for its magnificent colors. The canyon is made of layers of rock, and each layer of rock has a different depth and color. Geologist have identified almost 40 different layers of rock exposed by the river’s erosion.

The climate in canyon area is primarily desert, with both high and low temperatures. The upper rims of the canyon often receive snowfall. The air quality is usually very high, although dust storms and smoke from fires can change the air.

The Grand Canyon is home to variety of plants and animals. Plants range from various species of cactus to pine forests. Many types of animals live in the area, including the bald eagle, bobcats, bats and gila monsters. Six different kinds of rattlesnakes have been identified in the area.

Native Americans have inhabited the area for around 3,000 years. Spanish conquistadors first explored the area in 1540. Later, Spanish priests and explorers returned in 1776. However, they did not stay, as they found the canyon impassable.

Arizona became part of the United States in 1848, and the first geological studies were completed on the Grand Canyon in 1856. Today, the canyon is part of the Grand Canyon National Park. About five million tourists visit the park each year.

### What Does It Mean?

Circle the correct meaning for each of the following words from the passage.

1. **geologists**
   a. scientists who study the physical properties of the earth
   b. scientists who study plants and animals in Arizona
   c. scientists who study numbers

2. **various**
   a. desert
   b. different kinds
   c. rare; unusual

3. **impassable**
   a. unable to cross
   b. far from civilization
   c. haunted

4. **erosion**
   a. the act of drying up or evaporating
   b. change of direction
   c. the act of wearing away or grinding down
Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn’t been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook’s uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver; while his next neighbors nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

‘Please, sir, I want some more.’

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

‘What!’ said the master at length, in a faint voice.

‘Please, sir,’ replied Oliver, ‘I want some more.’

The master aimed a blow at Oliver’s head with the ladle; pinioned him in his arm; and shrieked aloud for the beadle.

Summarize It Write a short summary of the passage.

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Oliver Twist, published in 1837, is one of Charles Dickens’ most famous works. It tells the tale of an orphan boy, Oliver Twist, who grows up in poverty in England. In this passage from Chapter II, Oliver is 9 years old and living in a government workhouse. The officials of the workhouse choose to feed the residents very little.
The Prince and the Pauper
by Mark Twain

The Prince and the Pauper was published in 1881. Twain’s novel is the story of Edward, Prince of Wales, and Tom Canty, a poor boy in London. The boys look very much alike. They meet by accident and end up trading clothes and lives. This passage tells of Tom’s life and his desire to be a prince, even before he meets Edward.

Chapter II. Tom’s Early Life

One January day, on his usual begging tour, he tramped despondently up and down the region round about Mincing Lane and Little East Cheap, hour after hour, bare-footed and cold, looking in at cook-shop windows and longing for the dreadful pork-pies and other deadly inventions displayed there—for to him these were dainties fit for the angels; that is, judging by the smell, they were—for it had never been his good luck to own and eat one. There was a cold drizzle of rain; the atmosphere was murky; it was a melancholy day. At night Tom reached home so wet and tired and hungry that it was not possible for his father and grandmother to observe his forlorn condition and not be moved—after their fashion; wherefore they gave him a brisk cuffing at once and sent him to bed. For a long time his pain and hunger, and the swearing and fighting going on in the building, kept him awake; but at last his thoughts drifted away to far, romantic lands, and he fell asleep in the company of jewelled and gilded princlings who live in vast palaces, and had servants salaaming before them or flying to execute their orders. And then, as usual, he dreamed that HE was a princling himself.

All night long the glories of his royal estate shone upon him; he moved among great lords and ladies, in a blaze of light, breathing perfumes, drinking in delicious music, and answering the reverent obeisances of the glittering throng as it parted to make way for him, with here a smile, and there a nod of his princely head.

And when he awoke in the morning and looked upon the wretchedness about him, his dream had had its usual effect—it had intensified the sordidness of his surroundings a thousandfold. Then came bitterness, and heart-break, and tears.

Comparing the Settings

Write a paragraph comparing the setting of Tom’s real life with the setting in his dream. Use quotations from the text to show how they are different.

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The Road Not Taken
by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Figuratively Speaking

The poem’s literal meaning is about a person who has a choice between two roads and decides to take the road that has been used less. Write a short paragraph about the figurative meaning of the poem.

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In 1941, many countries of the world were at war. In Europe, Germany and Italy were fighting together to expand their territories. Germany had already taken over many countries, including the Netherlands, Poland, Denmark and France. Germany had also been bombing Great Britain. The war in Europe had spilled into Africa, with German and Italian troops fighting British troops in North Africa.

Japan joined an alliance with Germany and Italy. This alliance was called the Axis. Japan wanted to take control of Southeast Asia and the South Pacific.

The U.S. had not joined the fighting, although it had loaned ships and supplies to Great Britain. Many Americans wanted to join the war to stop the Axis from taking over Europe and Asia. Other Americans were against joining in a far away war that did not concern the U.S. President Franklin Roosevelt wanted to discourage Japan from invading countries in Asia. In early 1941, he moved the U.S. warships in the Pacific from San Diego, California to Pearl Harbor in Honolulu, Hawaii.

Japan needed oil. The Dutch East Indies, which is now Indonesia, had a large supply of oil. The Japanese government decided to invade the Dutch East Indies in order to have an oil supply. They also developed a plan to keep the U.S. from interfering with the invasion.

On Sunday, December 7, 1941, over 350 Japanese war planes from six aircraft carriers began bombing the U.S. ships at Pearl Harbor. The surprise attack began at 7:48 a.m. The attack was over in 90 minutes. Eight U.S. battleships had been damaged. Four of the battleships had been sunk. Eleven other ships, including cruisers and destroyers had been sunk or damaged, and 300 U.S. planes had been destroyed or damaged. Over 2,400 U.S. military personnel had been killed, mostly on the USS Arizona, and 1,282 had been injured.

Congress declared war on Japan on December 8 and on Germany and Italy on December 11. The U.S. had entered World War II. In 1945, the U.S., Great Britain and their allies won the war against Japan, Germany and Italy.

What Do You Think?

Americans were very angry when Japan attacked Pearl Harbor. How do you think the attack changed the minds of those who had not wanted to go to war?
In this sequel to Alice’s Adventures in Wonderland, Lewis Carroll writes one of the most famous nonsense poems in literature. Many of the words were invented by Carroll and have no real meaning. Nevertheless, readers can still understand what happens in the poem.

'Twas brillig, and the slithy toves Did gyre and gimble in the wabe; All mimsy were the borogoves, And the mome raths outgrabe.

'Beware the Jabberwock, my son! The jaws that bite, the claws that catch! Beware the Jubjub bird, and shun The frumious Bandersnatch!'

He took his vorpal sword in hand: Long time the manxome foe he sought— So rested he by the Tumtum tree, And stood awhile in thought.

And as in uffish thought he stood, The Jabberwock, with eyes of flame, Came whiffling through the tulgey wood, And burbled as it came!

One, two! One, two! And through and through The vorpal blade went snicker-snack! He left it dead, and with its head He went galumphing back.

'And hast thou slain the Jabberwock? Come to my arms, my beamish boy! O frabjous day! Callooh! Callay!'

He chortled in his joy.

'Twas brillig, and the slithy toves Did gyre and gimble in the wabe; All mimsy were the borogoves, And the mome raths outgrabe.

What Is It?
Determine if each of the following nonsense words from the poem is a noun, verb, adjective or adverb. Circle the correct letter.

1. frumious
   a. noun  b. verb  c. adjective  d. adverb
2. galumphing
   a. noun  b. verb  c. adjective  d. adverb
3. wabe
   a. noun  b. verb  c. adjective  d. adverb
4. toves
   a. noun  b. verb  c. adjective  d. adverb
5. gyre
   a. noun  b. verb  c. adjective  d. adverb
6. beamish
   a. noun  b. verb  c. adjective  d. adverb
7. borogroves
   a. noun  b. verb  c. adjective  d. adverb
8. whiffling
   a. noun  b. verb  c. adjective  d. adverb
Analyzing *O! Pioneers*

Willa Cather’s 1910 novel, *O! Pioneers*, follows a Swedish family of farmers in Nebraska. In this passage, John Bergson is dying and worries about what will become of his wife and young children. Alexandra is the oldest Bergson child.

Alexandra, her father often said to himself, was like her grandfather; which was his way of saying that she was intelligent. John Bergson’s father had been a shipbuilder, a man of considerable force and of some fortune. Late in life he married a second time, a Stockholm woman of questionable character, much younger than he, who goaded him into every sort of extravagance. On the shipbuilder’s part, this marriage was an infatuation, the despairing folly of a powerful man who cannot bear to grow old. In a few years his unprincipled wife warped the probity of a lifetime. He speculated, lost his own fortune and funds entrusted to him by poor seafaring men, and died disgraced, leaving his children nothing. But when all was said, he had come up from the sea himself, had built up a proud little business with no capital but his own skill and foresight, and had proved himself a man. In his daughter, John Bergson recognized the strength of will, and the simple direct way of thinking things out, that had characterized his father in his better days. He would much rather, of course, have seen this likeness in one of his sons, but it was not a question of choice. As he lay there day after day he had to accept the situation as it was, and to be thankful that there was one among his children to whom he could entrust the future of his family and the possibilities of his hard-won land.

Discuss the Meaning

Alexandra shares personal qualities with her grandfather. What are these qualities and how will they help the Bergson family survive after her father dies? Cite text examples to support your ideas.

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All the world’s a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse’s arms.
And then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress’ eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon’s mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slipper’d pantaloon,
With spectacles on nose and pouch on side,
His youthful hose, well saved, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

Find the Meaning

Briefly explain the meaning of each of the following phrases.

“...creeping like snail/Unwillingly to school”

________________________________________
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“His youthful hose, well saved, a world too wide/For his shrunk shank”

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“Sans teeth, sans eyes, sans taste, sans everything”

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Evaluating Text: Helen Keller’s My Life

Helen Keller was born in Alabama in 1880. When she was less than 2 years old, she became very ill. While she recovered from her illness, she lost her eyesight and hearing. When Helen was 7, her parents hired a teacher for her. The teacher, Annie Sullivan, was able to bring Helen out of her dark, silent world by teaching her sign language. Helen would feel each sign with her fingers to determine the meaning. Helen Keller would go on to be a writer, lecturer and activist. Below is a passage from Chapter XI of her autobiography, My Life, published in 1903.

From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue.

This process was continued for several years; for the deaf child does not learn in a month, or even in two or three years, the numberless idioms and expressions used in the simplest daily intercourse. The little hearing child learns these from constant repetition and imitation. The conversation he hears in his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher, realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, verbatim, what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative, and still longer before I could find something appropriate to say at the right time.

The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that give significance to words; nor can they watch the expression of the speaker’s face, and a look is often the very soul of what one says.

What Do You Think?

In the text, Helen Keller claims that it is more difficult for hearing impaired children to learn to converse with others. Do you think her claim is correct? Does she give good reasons for her statements? Explain your answer.
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What Do You Think?

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Student’s choice
On December 7, 1941, the Japanese aircraft and naval ships attacked the U.S. military at Pearl Harbor on the island of Oahu in Hawaii. Over 2,400 people were killed and the U.S. lost a large number of ships and aircraft. The next day, President Franklin Roosevelt addressed a Joint Session of Congress, which was broadcast to the American people. The text on the right is the beginning of his speech.

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

**Determine the Purpose**

From reading the passage, what do you think was the purpose of President’s Roosevelt’s speech?

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Finding Text Evidence

Frederick Douglass (1818-1895) was born into slavery in Maryland. As an adult, he escaped into freedom. He became a writer, orator and advocate for the abolition of slavery. In 1845, 16 years before the start of the Civil War, Douglass published his autobiography, Narrative of the Life of Frederick Douglass, An American Slave. In this passage from Chapter VIII, Douglass is a 10 year old slave.

In a very short time after I went to live at Baltimore, my old master’s youngest son Richard died; and in about three years and six months after his death, my old master, Captain Anthony, died, leaving only his son, Andrew, and daughter, Lucretia, to share his estate. He died while on a visit to see his daughter at Hillsborough. Cut off thus unexpectedly, he left no will as to the disposal of his property. It was therefore necessary to have a valuation of the property, that it might be equally divided between Mrs. Lucretia and Master Andrew. I was immediately sent for, to be valued with the other property. Here again my feelings rose up in detestation of slavery. I had now a new conception of my degraded condition. Prior to this, I had become, if not insensible to my lot, at least partly so. I left Baltimore with a young heart overborne with sadness, and a soul full of apprehension. I took passage with Captain Rowe, in the schooner Wild Cat, and, after a sail of about twenty-four hours, I found myself near the place of my birth. I had now been absent from it almost, if not quite, five years. I, however, remembered the place very well. I was only about five years old when I left it, to go and live with my old master on Colonel Lloyd’s plantation; so that I was now between ten and eleven years old.

We were all ranked together at the valuation. Men and women, old and young, married and single, were ranked with horses, sheep, and swine. There were horses and men, cattle and women, pigs and children, all holding the same rank in the scale of being, and were all subjected to the same narrow examination. Silvery-headed age and sprightly youth, maids and matrons, had to undergo the same indelicate inspection. At this moment, I saw more clearly than ever the brutalizing effects of slavery upon both slave and slaveholder.

Text Evidence

In the passage, Douglass explains that slavery was humiliating. Cite an example from the text that most clearly supports this idea.

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__________________________________________________________________________

Find one additional text example that also supports the idea that slavery was humiliating.

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__________________________________________________________________________
How Do I Love Thee?

Supporting Ideas

Elizabeth Barrett Browning wrote this poem shortly before her marriage to Robert Browning in 1846. The poem was published, along with some of her other poems, in 1850 as a collection called Sonnets from the Portuguese.

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and ideal Grace.
I love thee to the level of everyday’s
Most quiet need, by sun and candlelight.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood’s faith.
I love thee with a love I seemed to lose
With my lost saints,—I love thee with the breath,
Smiles, tears, of all my life!—and, if God choose,
I shall but love thee better after death.

It’s clear from the poem that Elizabeth loves Robert. Find two passages from the text that most strongly support this idea. Explain your reasoning.
The Ransom of Red Chief
by O. Henry

O. Henry wrote “The Ransom of Red Chief” in 1910. The story follows two kidnappers who steal Johnny, the son of a rich man. The son, called Red Chief by the kidnappers, is a redheaded, devilish brat. He makes life miserable for the two criminals. Below is the ransom demand sent to Red Chief’s father and the father’s reply.

Ebenezer Dorset, Esq.:
We have your boy concealed in a place far from Summit. It is useless for you or the most skilful detectives to attempt to find him. Absolutely, the only terms on which you can have him restored to you are these: We demand fifteen hundred dollars in large bills for his return; the money to be left at midnight tonight at the same spot and in the same box as your reply — as hereinafter described. If you agree to these terms, send your answer in writing by a solitary messenger tonight at half-past eight o’clock. After crossing Owl Creek, on the road to Poplar Cove, there are three large trees about a hundred yards apart, close to the fence of the wheat field on the right-hand side. At the bottom of the fencepost, opposite the third tree, will be found a small pasteboard box. The messenger will place the answer in this box and return immediately to Summit.

If you attempt any treachery or fail to comply with our demand as stated, you will never see your boy again.

If you pay the money as demanded, he will be returned to you safe and well within three hours. These terms are final, and if you do not accede to them no further communication will be attempted.

TWO DESPERATE MEN.

Two Desperate Men.
Gentlemen: I received your letter today by post, in regard to the ransom you ask for the return of my son. I think you are a little high in your demands, and I hereby make you a counter-proposition, which I am inclined to believe you will accept. You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands. You had better come at night, for the neighbors believe he is lost, and I couldn’t be responsible for what they would do to anybody they saw bringing him back.

Very respectfully,
EBENEZER DORSET.

Irony in Literature

Explain why the reply from Red Chief’s father is an example of irony.

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Edgar Allan Poe wrote “The Tell-Tale Heart” in 1843. It is one of his most famous short stories. Below are the opening paragraphs of the story.

TRUE! - nervous - very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses - not destroyed - not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily - how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture - a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees - very gradually - I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

The Narrator

The narrator in “The Tell-Tale Heart” insists that he is not mad. How does Poe use language, punctuation and structure in the opening paragraphs to show that the narrator is, in fact, insane?

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**Literature About Chicago: Prose vs. Poetry**

**Chicago**
by Carl Sandburg, 1916

Hog Butcher for the World,  
Tool Maker, Stacker of Wheat,  
Player with Railroads and the Nation’s Freight Handler;  
Stormy, husky, brawling,  
City of the Big Shoulders:  
They tell me you are wicked and I believe them, for I have seen your painted women under the gas lamps luring the farm boys.  
And they tell me you are crooked and I answer: Yes, it is true I have seen the gunman kill and go free to kill again.  
And they tell me you are brutal and my reply is: On the faces of women and children I have seen the marks of wanton hunger.  
And having answered so I turn once more to those who sneer at this my city, and I give them back the sneer and say to them: Come and show me another city with lifted head singing so proud to be alive and coarse and strong and cunning.  
Flinging magnetic curses amid the toil of piling job on job, here is a tall bold slugger set vivid against the little soft cities;  
Fierce as a dog with tongue lapping for action, cunning as a savage pitted against the wilderness,  
Bareheaded,  
Shoveling,  
Wrecking,  
Planning,  
Building, breaking, rebuilding,  
Under the smoke, dust all over his mouth, laughing with white teeth,  
Under the terrible burden of destiny laughing as a young man laughs,  
Laughing even as an ignorant fighter laughs who has never lost a battle,  
Bragging and laughing that under his wrist is the pulse, and under his ribs the heart of the people, Laughing!  
Laughing the stormy, husky, brawling laughter of Youth, half-naked, sweating, proud to be Hog Butcher, Tool Maker, Stacker of Wheat, Player with Railroads and Freight Handler to the Nation.

**From The Jungle**
by Upton Sinclair, 1906

In this passage, a family of Lithuanian immigrants arrive in Chicago to start a new life.

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realized that they were on their way to the home of it—that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it—you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder, when suddenly the car came to a halt, and the door was flung open, and a voice shouted—”Stockyards!”

Compare the two passages above. Which one do you think gives the most interesting image of Chicago? Does the genre (prose or poetry) make it more interesting? If so, why?

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Optimism is a good characteristic, but if carried to an excess it becomes foolishness. We are prone to speak of the resources of this country as inexhaustible; this is not so. The mineral wealth of the country, the coal, iron, oil, gas, and the like, does not reproduce itself, and therefore is certain to be exhausted ultimately; and wastefulness in dealing with it today means that our descendants will feel the exhaustion a generation or two before they otherwise would. But there are certain other forms of waste which could be entirely stopped—the waste of soil by washing, for instance, which is among the most dangerous of all wastes now in progress in the United States, is easily preventable, so that this present enormous loss of fertility is entirely unnecessary. The preservation or replacement of the forests is one of the most important means of preventing this loss. We have made a beginning in forest preservation, but it is only a beginning. At present lumbering is the fourth greatest industry in the United States; and yet, so rapid has been the rate of exhaustion of timber in the United States in the past, and so rapidly is the remainder being exhausted, that the country is unquestionably on the verge of a timber famine which will be felt in every household in the land. There has already been a rise in the price of lumber, but there is certain to be a more rapid and heavier rise in the future. The present annual consumption of lumber is certainly three times as great as the annual growth; and if the consumption and growth continue unchanged, practically all our lumber will be exhausted in another generation, while long before the limit to complete exhaustion is reached the growing scarcity will make itself felt in many blighting ways upon our National welfare. About 20 per cent of our forested territory is now reserved in National forests; but these do not include the most valuable timber lands, and in any event the proportion is too small to expect that the reserves can accomplish more than a mitigation of the trouble which is ahead for the nation. Far more drastic action is needed.
WRITING AND GRAMMAR
Grades 6-12 Writing & Grammar Remote Learning Activities

Below is a list of activities that students can work on during the unexpected closure of schools. Activities are designed to reinforce the learning already facilitated to students during the 2019-2020 Academic School Year. This Remote Learning Activity Packet was created for a minimum of fourteen (14) days of independent practice.

The content focus is as follows:

<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Content Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #1</td>
<td>Correcting Mistakes in Sentences</td>
</tr>
<tr>
<td>Activity #2</td>
<td>Correct Spelling Right or Wrong</td>
</tr>
<tr>
<td>Activity #3</td>
<td>Editing and Proofing a Paragraph</td>
</tr>
<tr>
<td>Activity #4</td>
<td>Correct the Transition Word Mistakes</td>
</tr>
<tr>
<td>Activity #5</td>
<td>Find It Faulty Parallel Construction</td>
</tr>
<tr>
<td>Activity #6</td>
<td>Find the Misplaced Modifiers</td>
</tr>
<tr>
<td>Activity #7</td>
<td>Identify the Topic Sentence</td>
</tr>
<tr>
<td>Activity #8</td>
<td>Identify the Transition Words</td>
</tr>
<tr>
<td>Activity #9</td>
<td>Paragraphs and Topic Sentences, Opinions</td>
</tr>
<tr>
<td>Activity #10</td>
<td>Paragraphs and Topic Sentences Informational</td>
</tr>
<tr>
<td>Activity #11</td>
<td>Paragraph Proofing and Editing</td>
</tr>
<tr>
<td>Activity #12</td>
<td>Spelling: What’s Wrong and What’s Right?</td>
</tr>
<tr>
<td>Activity #13</td>
<td>Spot it: Which are Grammatically Correct?</td>
</tr>
<tr>
<td>Activity #14</td>
<td>Topic Sentence: What’s the Topic?</td>
</tr>
<tr>
<td>Activity #15</td>
<td>Transition Words: Complete the Sentence</td>
</tr>
<tr>
<td>Activity #16</td>
<td>Using Transition Words</td>
</tr>
<tr>
<td>Activity #17</td>
<td>Write a Topic Sentence</td>
</tr>
<tr>
<td>Activity #18</td>
<td>Write the Conclusion: Hawaii the Aloha State</td>
</tr>
<tr>
<td>Activity #19</td>
<td>Write the Conclusion: The US Census</td>
</tr>
<tr>
<td>Activity #20</td>
<td>Write the Conclusion: The US Congress</td>
</tr>
<tr>
<td>Activity #21</td>
<td>Write the Conclusion: Why the Moon?</td>
</tr>
<tr>
<td>Activity #22</td>
<td>Writing Introductions: Bridge Building Activity</td>
</tr>
<tr>
<td>Activity #23</td>
<td>Writing Introductions: Different Leads</td>
</tr>
<tr>
<td>Activity #24</td>
<td>Writing Introductions: Lead Bridge and Thesis</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Activity #25</td>
<td>Writing Introductions: Lead Types</td>
</tr>
<tr>
<td>Activity #26</td>
<td>Writing Introductions: Thesis Sentence</td>
</tr>
<tr>
<td>Activity #27</td>
<td>Writing Introductions: Write a Complete Introduction</td>
</tr>
</tbody>
</table>
Correcting Mistakes in Sentences

Each of the sentences below have mistakes in them. There may be spelling, punctuation, capitalization, or grammar errors. Rewrite each sentence so that it is correct.

1. If Janie calls tonite, tell them I’m not home.

2. Not for the world woud I go to the top of the Brooklyn bridge.

3. He run quick to secon base.

4. Noone wanted too be with he at luch.

5. The horse had jump over the streem when the wolve catched it.

6. Chilren should listen to her parents like his sister done.

7. Its not impor tent what people looks like, its how he acts.

8. Lance’s parents decided that he could go but he could only stay an hour.
Correct Spelling:  
**Right or Wrong**

Some of the words below have been misspelled; some are correct. Write the correct spelling of each word in the blank.

<p>| | |</p>
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<tbody>
<tr>
<td>1. convenience</td>
<td>11. separately</td>
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<tr>
<td>2. government</td>
<td>12. criticism</td>
</tr>
<tr>
<td>3. dictionary</td>
<td>13. sophomore</td>
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<tr>
<td>4. lieutenant</td>
<td>14. excitement</td>
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<tr>
<td>5. recommend</td>
<td>15. committee</td>
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<tr>
<td>6. laboratory</td>
<td>16. occasion</td>
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<tr>
<td>7. their</td>
<td>17. cemetery</td>
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<tr>
<td>8. appearance</td>
<td>18. leisure</td>
</tr>
<tr>
<td>9. restaurant</td>
<td>19. excellence</td>
</tr>
<tr>
<td>10. environment</td>
<td>20. acquaintance</td>
</tr>
</tbody>
</table>
Below is a paragraph that is full of errors. There may be spelling, punctuation, capitalization, or grammar errors. Rewrite the paragraph correcting all the errors.

Music is an art form that appears in every culture in the world. For thousands of years it's been an important part of the human experience. Music has been used as entertainment as a way to pass on stories, and as a form of artistic expression. Each person may have their own preference in the type of music they like but most people will like music in some form. Music has even been used by therapists to help patients with mental and physical health issues and achieved good results.
Correct the Transition Word Mistakes

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

**Example 1:**
We arrived late at the movie; *indeed*, we missed the first thirty minutes.

*Indeed* is a transition word. It clarifies how late we arrived at the movie.

**Example 2:**
We arrived late at the movie; *however* we missed the first thirty minutes.

*However* is the transition word in the second example, but doesn’t make sense as it is used in the sentence. *However* is a transition word that shows contrast, yet there is no contrast to be made. Both clauses are about being late to the movie. A better sentence with *however* would be:

**Example 3:**
We left early to go to the movie; *however*, we still missed the first thirty minutes.

In Example 3, *however* shows the contrast between leaving early and still missing the beginning of the movie.

Below are sentences with misused transition words. Cross out the incorrect transition words and write a better one in the space below the sentence.

1. Tim earned an A on the test; *even so*, Justin also received an A.

2. The book was interesting; *as a result*, it was hard to read.

3. Gordon finished his chores early; *meanwhile*, he had time to play football.

4. Sarah’s horse is beautiful; *instead*, it is well-bred.

5. The sailors prepared the ship to sail; *otherwise*, the dock workers loaded the cargo.

6. Her sister had a cold; *however*, Julie’s family canceled the trip.

7. Oranges are good for you; *nevertheless*, they are full of vitamin C.

8. Two seats were left on the bus; *similarly*, most of the group had to wait for the next one.
Find It! Faulty Parallel Construction

Circle the number of the sentences that demonstrate faulty parallel construction.

1. The culinary students will learn basic knife techniques such as slicing, dicing, and chopping.

2. Her goal was to sing, to dance, and act her best in the audition.

3. When we go to California, we want to see the Pacific Ocean, Disneyland, and the movie stars’ homes.

4. His generous contribution was given kindly, thoughtfully, and with a knowledge of the human heart.

5. At camp, the youngsters could go swimming, riding, and learn crafts.

6. We were instructed not to talk, eat, or sleep during the presentation.

7. The employee responded quickly, eagerly, but without sufficient skill.

8. She was complimented on her hat, her shoes, and her style.

9. The mother talked softly, quietly, and calmly to the crying child.

10. A good writer will display a thorough knowledge of grammar, punctuation, vocabulary, and proficiency in sentence construction.
Find the Misplaced Modifiers

Circle the number of each sentence which has misplaced modifiers.

1. He bought flowers for the girl in the shop.

2. The tall girl in the red hat sang loudly.

3. We enjoyed the house with a swimming pool in the back yard.

4. She helped the boy with a rope.

5. The store we visited recently had a big sale.

6. The dog barked at the cat on the fence.

7. Jack delivered pizza to customers in a cardboard box.

8. The audience laughed at the clown on the stage.

9. Forgetting your chores frequently gets you into trouble.

10. They had 5 minutes to decide where to eat lunch.
Identify the Topic Sentence

The topic sentence in a paragraph states the main idea of the paragraph. While it is usually at the beginning of the paragraph, it also can be in the middle or end of it.

In each paragraph below, underline the topic sentence.

1. The best trip my family ever took was to New Orleans, Louisiana. We drove there in two days. I didn’t think it would be very interesting, but I was wrong. We saw the Mississippi River, rode a horse carriage in the French Quarter, and visited a cemetery where everyone was buried above the ground. I liked the food best, especially the New Orleans doughnuts called beignets.

2. No one likes to eat with a dirty knife, fork, or spoon. It is important to completely wash all utensils before using them. Clean utensils won’t transmit germs and bacteria. They also are more pleasant to eat with.

3. Many people think poetry is old-fashioned and uninteresting. They don’t realize that every time they hear a song sung, they are hearing poetry in the form of song lyrics. Just like many written poems, many song lyrics use rhythm, rhyme, and literary imagery. It turns out that poetry isn’t old-fashioned; it’s as modern as the latest hit song!

4. Growing a garden can be fun, good exercise, and will provide fresh fruits and vegetables for the gardener. It is interesting to watch the seeds pop their heads above the soil for the first time. It is sometimes hard to believe that a little seed can become a large vine or plant in just a few weeks. Planting the seeds and pulling weeds are good exercise for anyone. Then, after watching the plant grow and produce, the gardener ends up with delicious tomatoes, beans, or other yummy produce from the garden.

5. Sometimes it is hard to fall asleep. Maybe you are not sleepy, or maybe you are thinking about what happened during the day. You can also lie awake if a big event, like a test or a party, is happening the next day. There are several things you can do to try and fall asleep. You can try counting sheep, or just counting, which will keep your mind busy with a repetitious activity. Sometimes listening to soft music or gentle sounds, like rain, helps. You can even try telling yourself a story, which may distract your mind enough that you will be asleep in no time.
Identify the Transition Words

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example 1: We arrived late at the movie, so we didn’t understand the ending.

In Example 1, the word so connects two clauses to show a result. It was because we were late that we didn’t understand the ending. The meaning of the two clauses is clearer than if each stood alone:

Example 2: We arrived late at the movie. We didn’t understand the ending.

In Example 2, the two ideas are separate. There is no connection with arriving late and not understanding the movie. Instead, it appears that not understanding the ending has nothing to do with arriving late.

Circle the transition words and phrases in the sentences below.

1. I like to go to the opera; in fact, it’s my favorite type of entertainment.

2. No one expected so many people at the party; consequently, we ran out of food.

3. The weather was very bad; even so, the farmer had to milk the cow.

4. The class finished the test early; therefore, they were allowed to read quietly before the bell.

5. The roof is leaking in the old house; furthermore, the brick is crumbling.

6. The teacher will accept late homework; however, she will take points off of the grade.

7. Although Tara was the last to leave class, she was the first on the bus.

8. Ed learned from his mistake. Likewise, others can learn from theirs.

9. Even though there was no one home, Walter didn’t feel lonely.

10. It takes a lot of concentration to play the violin. In the same way, the piano demands the full attention of the pianist.
Paragraphs and Topic Sentences: Opinions

The topic sentence in a paragraph clearly states the main idea of the paragraph. While it is usually at the beginning of the paragraph, it also can be in the middle or end of it.

Below are opinion topics. Write a paragraph on each topic. Underline your topic sentence.

1. Should students wear uniforms in school?

2. What makes a movie good?

3. Why should we protect endangered animals?
Paragraphs and Topic Sentences: Informational

The topic sentence in a paragraph clearly states the main idea of the paragraph. While it is usually at the beginning of the paragraph, it also can be in the middle or end of it.

Below are informational topics. Write a paragraph on each topic. Underline your topic sentence.

1. What is the water cycle?

2. What is a tradition in your family?

3. How are secondary colors made?
The pursuit of independance in the later half of the 19th century in the American colonies developed slowly. As punitive and onnerous laws were imposed by the British crown and parliament, resentment grew among the American colonists. In 1774 the colonists established a seperate shadow governement and began training troops near Boston Massachusets. After military conflicts in 1875 at Lexington and Concord, and at the battle of Bunker Hill, the independence movment gained mommentum. George Washington named Commander of the Continental Army in March, 1776 and representative of each colony meet in Philladelphia in June, 1776 to draft the historical Declaration of Independance.
Some of the words below have been misspelled; some are correct. Write the correct spelling of each word in the blank.

1. probably _________________________
2. equipment _________________________
3. foreign ____________________________
4. business ___________________________
5. embarass ___________________________
6. ninety _____________________________
7. discription _________________________
8. accept _____________________________
9. generaly ___________________________
10. Wenesday __________________________
11. science ____________________________
12. strenth _____________________________
13. immediately _________________________
14. muscle _____________________________
15. occaisonally _________________________
16. guarante _____________________________
17. commitment _________________________
18. truely _____________________________
19. excellant ____________________________
20. seperate _____________________________
Spot It! Which Are Grammatically Correct?

Circle the number of each sentence that is grammatically correct.

1. You can either stay and help or leave.

2. The doctor gave me pills and they helped.

3. We went to the mountains, on our vacation.

4. A group of her friends is planning a surprise party for Karen.

5. I don’t want no more soup.

6. The stray cat was adopted by some kind people.

7. Which was the way we wanted it to be.

8. The teacher told Anna to open the window by the door.

9. Tom asked, “are you sure you want to go that way?”

10. She was elected Class President.
**Topic Sentence: What’s the Topic?**

The topic sentence in a paragraph clearly states the main idea of the paragraph. While it is usually at the beginning of the paragraph, it also can be in the middle or end of it.

**Topic: Are life jackets important?**

**Example:** Everyone should wear a life jacket when they are on a boat. Life jackets have been proven to save lives. No one can predict when an accident might happen. There may not be enough time to put on a life jacket, but if you are already wearing it, it may save your life.

The topic sentence in the example is underlined. The rest of the sentences in the paragraph support the topic sentences.

**Below are topic sentences. Write what you think the topic is for each one.**

1. Having friends and being a good friend can sometimes be work.

2. Reading is the most important subject in school because reading is necessary in order to learn all the other subjects.

3. Cell phones should be turned off during class time because if they ring, they can distract all the students in the class.

4. You can save water by turning off the faucet when you brush your teeth, fixing any leaks in the pipes, and taking a shower instead of a bath.

5. After-school art programs are a good way for students to have fun, stay out of trouble, and learn about art.

6. A field trip should be interesting to all the students and go someplace the students usually don’t go.

7. I would like to play drums in a band because they keep the rhythm for the rest of band members.

8. A pet can teach you responsibility, give you love, and be there when you need a friend.
Transition Words: Complete the Sentence

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example:
We arrived late at the movie; indeed, we missed the first thirty minutes.
Indeed is a transition word.

Complete each sentence below using a transition word.

1. The dog barked all night
   ______________________________________________

2. Jane bought a new dress
   ______________________________________________

3. The police had no clues for the case
   ______________________________________________

4. I have $25
   ______________________________________________

5. We got up early this morning
   ______________________________________________

6. The band played her favorite song
   ______________________________________________

7. Carl forgot about the test
   ______________________________________________

8. They had salad before dinner
   ______________________________________________
Using Transition Words

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Write a sentence using the following words as transition words in the sentence.

1. although

2. however

3. in addition

4. furthermore

5. consequently

6. as a result

7. actually

8. for example

Example:
We arrived late at the movie; indeed, we missed the first thirty minutes.

Indeed is a transition word.
Write a Topic Sentence

The topic sentence in a paragraph clearly states the main idea of the paragraph. While it is usually at the beginning of the paragraph, it also can be in the middle or end of it.

Example: Everyone should wear a life jacket when they are on a boat. Life jackets have been proven to save lives. No one can predict when an accident might happen. There may not be enough time in an emergency to put on a life jacket. But if you are already wearing it, it may save your life.

The topic sentence in the example is underlined. The rest of the sentences in the paragraph support the topic sentences.

Below are topics for paragraphs. Write a topic sentence for each topic.

1. Is playing sports fun?

2. What is the best pet?

3. Are bicycle helmets important?

4. Why should people vote?

5. Is it better to do homework right after school or after dinner?

6. Should movie theaters give discounts to children?

7. Is summer vacation too long?

8. Are grades important?
Write the Conclusion: Hawaii, the Aloha State

Conclusions are an important part of writing. It is a short summary of the writing, meant to leave the reader with the basic information in the piece.

Below is an informational piece about the the Hawaii. Read the text and write and conclusion summing up the important points.

Hawaii, the Aloha State

I. Introduction

Hawaii is nicknamed “the Aloha State.” Aloha is a word in the Hawaiian language meaning peace, love, or affection. It is often used as a way to say, “hello” or “goodbye.” Hawaii is like the word aloha, because it is a state that has two viewpoints: it remembers its history and looks toward the future.

II. Body

Hawaii is a U.S. state made up of a group of islands in the Pacific Ocean. It is made up of eight large islands and over 100 other smaller islands. It is the only state that is not in North America. The islands were formed by volcanoes that erupted and rose above the ocean. There are still active volcanoes in Hawaii.

Because of its location, Hawaii has a tropical climate. It is warm, but usually not hot, all year long. Rarely does the temperature drop below 60 degrees Fahrenheit, although it may occasionally snow at the top of some of the mountains.

Once called the Sandwich Islands by Europeans, Hawaii is thought to have been settled by ancient sailors from other islands in the Pacific. The British explorer Captain Cook is given credit for being the first European to find the islands in 1778. Because of its location, Hawaii became a frequent stop for European traders and whaling ships.

Hawaii was an independent country before it became part of the United States in 1893. It was governed by a monarch, either a king or a queen. It is one of only four U.S. states to have been a country before statehood. It was admitted into the Union in 1959 as the 50th state.

Today Hawaii is important as a vacation destination, as an agricultural area, and for its U.S. military bases. Over 1.4 million people live in the state, some of whom are descended from the original Pacific sailors. There are also Hawaiians that came from other countries in the world, especially from China, Japan, and the Philippines.

Each year over 6 million people visit Hawaii to enjoy the beaches, the beautiful ocean, and the historical Hawaiian culture. Cities like Honolulu, Hilo and Kailua are modern cities with growing populations.

III. Conclusion

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

The Hawaiian state flag.

The Hawaiian mountain called Diamond Head.

The Hawaiian mountain called Diamond Head.
Conclusions are an important part of writing. It is a short summary of the writing, meant to leave the reader with the basic information in the piece.

Below is an informational piece about the U.S. census. Read the text and write a conclusion summing up the important points.

The U.S. Census

I. Introduction
The U.S. Constitution states that the number of representatives that each state can send to the U.S. House of Representative must be based on the state’s population. That made it important to know how many people were living in each state. The Constitution in Article I calls for an “enumeration,” or counting, of the population every ten years. This enumeration is called a census.

II. Body
Each person is counted based on their usual residence, or where they live and sleep most of the time. All people living in a state are counted during the census, whether they are citizens, non-citizens, adults or children.

The census is conducted in each year that ends in a 0. One day of the year is selected as the official census day. It is meant to be a snapshot of the country, and it will count all the people alive on that one day. This keeps babies that are born later in the year and people who die during the year from confusing the numbers.

The census day has varied since it began in 1790. Until 1830, a day in August was the census day. Then June 1st was selected as census day until 1910. Then it change to April, then January, and back to April. Since 1930 the enumeration day has been April 1st.

The early censuses were conducted by people, called enumerators, that went from house to house asking about the number of people living in the house. It took a long time to gather that information, sometimes over a year.

Beginning in 1960, the U.S. Bureau of the Census began mailing out forms to each home instead of having someone visit each home. This cut costs and made the process faster.

All personal information in the census is kept private for 72 years. Then it is released to the public. The last census that is available to the public is the 1940 census. The 1950 census will be released in 2022.

III. Conclusion

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____________________________________________________________________________________
____________________________________________________________________________________
Conclusions are an important part of writing. It is a short summary of the writing, meant to leave the reader with the basic information in the piece.

Below is an informational piece about the U.S. Congress. Read the text and write a conclusion summing up the important points.

**The U.S. Congress**

I. Introduction

The U.S. Constitution provided for the legislative branch to be composed of two chambers: the House of Representatives and the Senate. While each has its own duties and responsibilities, they are equal in their governing power.

II. Body

The United States House of Representatives is made up of elected representatives from all over the country. The number of representatives is set by law at 435. Every ten years, after the national census, or a counting of the population, the states are assigned how many representatives they will have. States with large populations have more representatives than those with small populations. California, for example, has 53 representatives, while South Dakota has one. Each representative serves for two years.

The House of Representatives has unique powers. All laws about revenue spending, or tax income spending, must start in the House. The House also is the only chamber that can impeach a U.S. official, such as president or vice president. Impeaching is the bringing of formal charges against an elected official.

The U.S. Senate is the other chamber of Congress. Two senators are elected from each state; it doesn’t matter how big or small the state is, each has two senators. Since there are 50 states, there are 100 voting senators. Each senator serves for six years.

The Senate has powers that the House does not. It may agree to foreign treaties, and it may confirm, or approve, appointments by the President. If the House impeaches an official, it is the Senate that holds a trial.

III. Conclusion
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___________________________________________________________________________________
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___________________________________________________________________________________
President John F. Kennedy spoke at Rice University in Houston, Texas on September 12, 1962. He spoke about his commitment to putting a man on the moon before the end of the 1960s. Below is part of his speech.

“We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people. For space science, like nuclear science and all technology, has no conscience of its own. Whether it will become a force for good or ill depends on man, and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war…”

“...Its hazards are hostile to us all. Its conquest deserves the best of all mankind, and its opportunity for peaceful cooperation may never come again. But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic? Why does Rice play Texas? We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.”

Based on the passages from his speech above, write a concluding paragraph for the speech in your own words. Remember to include the thesis, the main points, and a reason why the action is important.
Writing Introductions: Bridge Building Activity

To the teacher: Cut out all the cards. The student picks one lead noun card and one thesis statement card. The student then writes an introduction to an essay that connects the lead noun to the thesis statement with the bridge. The goal is to encourage creative, interesting, and attention-getting introductions to the essay.

Lead Nouns

<table>
<thead>
<tr>
<th>BICYCLE</th>
<th>CAT</th>
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</thead>
<tbody>
<tr>
<td>ROBOT</td>
<td>TREE</td>
</tr>
<tr>
<td>FIREPLACE</td>
<td>BOOK</td>
</tr>
<tr>
<td>CLOUDS</td>
<td>APPLE</td>
</tr>
</tbody>
</table>
### Thesis sentences

<table>
<thead>
<tr>
<th>Student lunch hours should be longer.</th>
<th>Vacations are important for families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is the duty of all citizens to vote.</td>
<td>Parents should pay children to complete chores.</td>
</tr>
<tr>
<td>Art is an important subject for students to learn in school.</td>
<td>Young people should participate in sports because athletics teaches teamwork.</td>
</tr>
<tr>
<td>Texting while driving is dangerous.</td>
<td>Water conservation now is important for the future of the next generation.</td>
</tr>
</tbody>
</table>
Writing Introductions: Different Leads

Most introductions have three basic parts: an attention-getting lead, a bridge or transition from the lead to the thesis, and the thesis statement.

A lead is important to an introduction. It captures the attention of the reader. An interesting lead is a “hook” that encourages the reader to keep reading. Many times, the lead does not seem to relate to the topic. The bridge serves the purpose of connecting the lead to the topic and thesis statement.

There are several types of leads.

Factoid: The writer gives an interesting fact or piece of trivia.

Personal story: The writer tells an anecdote or gives a personal opinion on a different subject.

Metaphor: The writer tells about an unrelated item that will be compared to the topic.

Surprise statement: The writer gives a surprising opinion or startling idea.

Description: The writer paints a picture of a scene or event to put the reader in a setting.

Below are two thesis statements. Write two different types of leads for each thesis statement.

1. Children should have limited access to the Internet.
   
   **Lead 1**
   
   Type: ______________________________

   **Lead 2**
   
   Type: ______________________________

2. Only modern literature should be studied in school.

   **Lead 1**
   
   Type: ______________________________

   **Lead 2**
   
   Type: ______________________________
Most introductions include three parts: the lead, which catches the attention of the reader, the bridge which connects the lead to the topic, and the thesis statement which is a sentence that states the author’s opinion or the main idea of the text. The thesis may also forecast the important points of the text.

Below are two essay topics and the main points that should be covered in the essay. Write an introduction for each topic. Be sure to state a position in your thesis statement.

1. Subject: Fruits and vegetables
   Main points: vitamins, weight control, disease prevention

2. Subject: Driving lessons
   Main points: build confidence, give guidance for beginners, increase abilities
Writing Introductions: Lead Types

Most introductions have three basic parts: an attention-getting lead, a bridge or transition from the lead to the thesis, and the thesis statement.

A lead is important to an introduction. It captures the attention of the reader. An interesting lead is a “hook” that encourages the reader to keep reading. Many times, the lead does not seem to relate to the topic. The bridge serves the purpose of connecting the lead to the topic and thesis statement.

There are several types of leads.

- **Factoid**: The writer gives an interesting fact or piece of trivia.
- **Personal story**: The writer tells an anecdote or gives a personal opinion on another subject.
- **Metaphor**: The writer tells about an unrelated item that will be compared to the topic.
- **Surprise statement**: The writer gives a surprising opinion or startling idea.
- **Description**: The writer paints a picture of a scene or event to put the reader in a setting.

Below are two thesis statements. Write two different types of leads for each thesis statement.

1. Students should have study hall or activity time every day.

   **Lead 1**
   
   Type: ____________________________

   **Lead 2**
   
   Type: ____________________________

2. Grades in school should be abolished.

   **Lead 1**
   
   Type: ____________________________

   **Lead 2**
   
   Type: ____________________________
Writing Introductions: Thesis Sentence

A thesis sentence is the main topic sentence of an essay or other written piece. It states the main opinion and often forecasts the principal sections of the piece. It is usually placed at the end of the introduction.

Example:

Topic: Should students be allowed to eat during class?

Possible thesis sentence: Students should not eat during class as students would not be paying attention while they eat, they may leave trash in the classroom, and other students might be distracted while their neighbor eats.

Write a thesis sentence for each topic below.

1. Discuss who was the greater president of the United States: George Washington or Abraham Lincoln.

2. What was the greatest challenge in your life?

3. What are the most important character traits for a good brother?

4. Explain your favorite character in literature.

5. Should motorcycles be outlawed on public streets?
Most introductions include three parts: the lead, which catches the attention of the reader, the bridge which connects the lead to the topic, and the thesis statement which is a sentence that states the author's opinion or the main idea of the text. The thesis may also forecast the important points of the text.

Below are two essay topics and the main points that should be covered in the essay. Write an introduction for each topic. Be sure to state a position in your thesis statement.

1. Subject: Traits of a good student
   Main points: works hard, pays attention, curious, respectful

2. Subject: Removing candy machines in schools
   Main points: health, cost, nutrition
Grades 6-12 Writing Prompts Learning Activities

Below is a list of activities that students can work on during the unexpected closure of schools. Activities are designed to reinforce the learning already facilitated to students during the 2019-2020 Academic School Year. This Remote Learning Activity Packet was created for a minimum of fourteen (14) days of independent practice.

The content focus is as follows:

<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Content Focus</th>
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<tbody>
<tr>
<td>Activity #1</td>
<td>Game Rules Writing Prompt</td>
</tr>
<tr>
<td>Activity #2</td>
<td>Swooping Seagull Writing Prompt</td>
</tr>
<tr>
<td>Activity #3</td>
<td>Time Machine Trip Writing Prompt</td>
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</tbody>
</table>
RULES OF THE GAME

Explain the rules of a game. It can be any kind of game, such as a sport, a card game or a board game. Explain it so that someone who has never played it will understand it. Be sure and include what kind of equipment is needed. There is also a space for you to add pictures.
Swooping Seagull

A seagull has just swooped down to steal food from a man walking near the beach. Write a story about this incident. Write from either the point of view of the seagull or the man.
My Trip in a Time Machine

Imagine you have discovered a time machine that can take you forwards or backwards in time. Write a story about the trip you make in the time machine. What time period would you select? What happens to you there? Would you like to stay there?

________________________________________________________________________________

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# Reading Log

Name: ________________________________  Month: ____________________

<table>
<thead>
<tr>
<th>Name of book</th>
<th>Author</th>
<th>Date completed</th>
<th>Comments</th>
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Book Review Template for Middle School

- **Summary**: Write a summary of the book.
  1st paragraph - Write about the setting, (where the story takes place, usually time and place). Introduce the main character or characters in the story. Ex. What are character’s qualities, name, etc. Discuss what conflict/problem the main character faces in the story. If you’re still having trouble starting, you can answer the questions who, what, when, where, and how.

- **2nd paragraph** - Summarize what happens up until the high point of the story. (Don’t give away the ending, this should be just enough to tease the reading into wanting to get this book. Use some of these transition words to help you write your review.

  first    also      because   another
  second   between  next      as a result
  third    finally   then      later
  last     after that  for example  during

- **Opinion**: Write a paragraph giving your opinion on the book. Use these guidelines.
  Write about why you like or dislike the book. Give details, for example: Was the book confusing? Was it too easy to read or too hard? Was it predictable/believable? Did you like the ending? What was your favorite part? What connections did you make with your life or other books? Talk about the author’s style of writing and give examples from the book. Min 5 sentences.

- **Recommendation**: Explain whether you would recommend this book to student or not? Rate the book from 1 star to 5 stars, and give examples why you gave it the rating you did. Examples should include a quote or quotes from the book or a summary of the part of the book that you liked or did not like.
Introduction/General Information about the Book

Title:

Author:

Type of Book (fantasy, humor, science fiction, mystery, biography, non-fiction):

Main Character

Main character:

Describe this character:

I can identify with the character because:

Other Characters

Another Character:

Details:

Another Character:

Details:
Setting
(Where does the story take place? When is the story happening?)

Describe the time and place of the story:

__________________________________________________________

__________________________________________________________

__________________________________________________________

Comments about the setting (examples: setting makes story exciting, setting has an important effect on main character, setting is/is not exciting or new, setting increased my knowledge of something):

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Theme
(What did the author want you to experience, feel, or understand through reading this book? A theme can be about specific people and particular situations or about life in general.)

What is the author trying to say in this story? What is his/her lesson in life?

__________________________________________________________

Is there a moral to this story?

__________________________________________________________

This is a story about (courage? working hard? doing the right thing? greed? importance of friends? jealousy? love? caring? happiness? sadness?)

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

This book showed me/I learned from this story:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Plot
(The Action/Summary of What Happened in the Story)

Summary of the story (list up to 6 events that happened in the story; keep them in order):

1. 
2. 
3. 
4. 
5. 
6.
Evaluation of the Book

What did you think of the book? Why?

What did you like about the book? Why?

What didn’t you like about the book? Why?

Was the story confusing or hard to believe? Why?

Was the story predictable (could you guess what was going to happen?)

Was the story believable?

The ending was

Name: ____________________
Date: ____________________
Mark: ____________________