6-12 DIFFERENTIATED LEARNING ACTIVITIES

Answer Key
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>
READING & WRITING

READING COMPREHENSION

Remote Learning Activities

Expect great things.
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 #</td>
<td>Grade</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>#23</td>
<td>7</td>
</tr>
<tr>
<td>#24</td>
<td>8</td>
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<td>#25</td>
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<td>#31</td>
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<td>#32</td>
<td>8</td>
</tr>
<tr>
<td>#33</td>
<td>8</td>
</tr>
</tbody>
</table>
The Apprentice System

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.

The Central Idea

What is the central idea of the text? Actual answers may vary.

The apprentice system that was used in the early American colonies helped colonies grow.

List two supporting details for the central idea.

1) Apprentices provided skilled labor while they learned vital jobs.

2) After apprentices became artisans, they would have apprentices who would also learn the skills, so skilled artisans would be working in the future.
Extreme Weather

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?

Actual answers will vary:

Thunder is the sudden burst of heat in the air caused by lightning.
Galileo and His Telescope

Galileo Galilei 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?

Actual answers will vary:

The sentence helps the reader understand that Galileo was a great inventor.

Without even seeing the other man’s telescope, he could make his own telescope in a very short time.
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!

What’s the Main Idea?

What is the main idea of the text?  

Organisms adapt to their habitat in order to survive.

List two supporting details for the main idea.

1) Both hunter and prey use camouflage to blend into their environment.

2) Organisms change, or adapt, to new conditions when their habitat changes.
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.

The flag reminds us of the states and the colonies.
The bald eagle reminds us of freedom and the courage to be independent.
The Statue of Liberty reminds us of friendship with France and liberty (freedom).
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.

Self reflection means allowing the brain some quiet time to process what it has learned.
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?

Sample of a correct answer; actual answers will vary:

A taiga ecosystem is one where it is very cold for a very long time. There are severe storms with strong winds. Summer is very short, and it is not very warm. The precipitation in a taiga ecosystem is usually in the form of light, powdery snow.
Waves & Currents

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!

Understanding the Terms

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

   A wave is the movement of energy from one place to another. Both ocean waves and sound waves show the movement of energy. Energy travels through water to make ocean waves. Sound waves are energy moving through air.

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

   A trough is the lowest point of a wavelength. A crest is the opposite of a trough, because a crest is the highest point of a wavelength.

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

   An electric current
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.

Examples of correct answers:

1. Anne was “hoping that she did not look as frightened and foolish as she felt.”

2. “The only trouble was that she could not now remember a word” of her speech.

3. “Anne marshalled her shaky wits”
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.

Examples of correct answers:
1. “Unlike the buffalo or wolf, the coyote’s range increased after human populations expanded across the continent.”

2. “Coyotes are now found in most large urban areas.”
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 a 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.

**Key points that should be included:**

The boys were very hungry.

Oliver was selected to ask for more food.

When he asked more food, the master of the workhouse struck Oliver and grabbed him.
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.

Key points that should be included:

-- The poem is about making decisions in life.
-- After we decide, we may look back later and wonder what life would be like if we had made a different decision.
The Attack on Pearl Harbor

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?

Actual answers will vary. Correct answers should reflect that a direct attack on the U.S. changed public opinion to support the U.S. entering World War II.
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 uffi  sh thought he stood,
The Jabberwock, with eyes of flame,
Came whiffl  ing 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.
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.

*Actual answers will vary. Correct answers may include:*

- **Like her grandfather, Alexandra is intelligent, possesses a strong will and has “the simple direct way of thinking things out.”**

- **Alexandra’s grandfather built a “proud little business with no capital.”**

- **She will have to rely on the traits she shares with her grandfather, her intelligence and her “strength of will,” to keep the farm after her father dies.**
All the World’s a Stage
from Act II, Scene VII of
As You Like It
by William Shakespeare

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
Actual answers will vary. Examples of correct answers:
Briefly explain the meaning of each of the following phrases.

“...creeping like snail/Unwillingly to school”
The school boy doesn’t want to go to school, so he walks very slowly, like a snail.

”His youthful hose, well saved, a world too wide/For his shrunk shank”
In his older years, the man’s body has gotten smaller. His clothes are loose and baggy.

“Sans teeth, sans eyes, sans taste, sans everything”
The elderly man has aged to the point that he has lost his teeth, his eyesight and his sense of taste. He will soon lose his life which is the most important thing he has.
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.

Student’s choice

____________________________________________________________________________________
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NAME: ______________________________________
NAME: ______________________________________
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?

Correct answers will vary. Possible correct answers may include:

1) Roosevelt is condemning the attack on Pearl Harbor

2) Roosevelt wants to go to war with Japan.

3) Roosevelt wants Congress and the American people to understand that the attack was planned in advance and was a surprise.
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.

Actual correct answers will vary. Example of correct answers:

“Men and women, old and young, married and single, were ranked with horses, sheep, and swine.”

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

“Silvery-headed age and sprightly youth, maids and matrons, had to undergo the same indelicate inspection.”
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.

Actual answers will vary. Correct answers may include these references:

“I love thee to the depth and breadth and height/ My soul can reach...”

This implies that there is no part of her soul that does not love him.

“...I love thee with the breath,/ Smiles, tears of all my life!” Browning contrasts happiness (smiles) and sadness (tears) to represent every moment of their lives together. This means that she will love him always, whether the times are good or bad. By adding the reference to breath, she underscores that she will love him the rest of her life.
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.

Correct answers should include a reference to the unexpected turn of events. Instead of paying the kidnappers to return his son, the father requests payment to take his son back. This is not what either the kidnappers or the reader expects.
Character Development in “The Tell-Tale Heart”

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?

Actual answers will vary. Correct answers could include references to:

1) The way Poe uses disjointed sentences, such as “I think it was his eye! yes, it was this!”

2) The numerous exclamation points and dashes to show the narrator’s excitement and incoherence, such as “TRUE! - nervous - very, very dreadfully nervous...”

3) Poe’s use of language, such as “eye of a vulture,” which is a fear-inspiring metaphor.
**Literature About Chicago: Prose vs. Poetry**

<table>
<thead>
<tr>
<th>Chicago</th>
<th>From <em>The Jungle</em> by Upton Sinclair, 1906</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Carl Sandburg, 1916</td>
<td><em>In this passage, a family of Lithuanian immigrants arrive in Chicago to start a new life.</em></td>
</tr>
<tr>
<td>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.</td>
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<td>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—&quot;Stockyards!!&quot;</td>
</tr>
</tbody>
</table>

**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?**

**Student’s choice**
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.

Summary
In your own words, write a summary of the passage from President Roosevelt’s message.

Student’s choice
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.

**Student’s answers may vary; examples of correct answers:**

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

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

3. He run quick to secon base.
   
   *He ran quickly to second base.*

4. Noone wanted too be with he at luch.
   
   *No one wanted to be with him at lunch.*

5. The horse had jump over the streem when the wolve catched it.
   
   *The horse had jumped over the stream when the wolf caught it.*

6. Chilren should listen to her parents like his sister done.
   
   *Children should listen to their parents like his sister did.*

7. Its not impor tent what people looks like, its how he acts.
   
   *It’s not important what people look like, it’s how they act.*

8. Lance’s parents decided that he could go but he could only stay an hour.
   
   *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.

1. convenience _______ convenient
2. government _______ government
3. dictionary _______ dictionary
4. lieutenant _______ lieutenant
5. recommend _______ recommend
6. laboratory _______ laboratory
7. their _______ their
8. appearance _______ appearance
9. restaurant _______ restaurant
10. environment _______ environment
11. separately _______ separately
12. criticism _______ criticism
13. sophomore _______ sophomore
14. excitement _______ excitement
15. committee _______ committee
16. occasion _______ occasion
17. cemetery _______ cemetery
18. leisure _______ leisure
19. excellence _______ excellence
20. acquaintance _______ acquaintance
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 have achieved good results.

Student’s answers may vary; examples of correct answers:

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 his own preference in the type of music he likes, but most people will like music in some form. Therapists have even used music to help patients with mental and physical health issues and have 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. **Actual student answers will vary; examples of correct answers:**

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

   **Correct:** *likewise*

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

   **Correct:** *although*

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

   **Correct:** *as a result*

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

   **Correct:** *likewise*

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

   **Correct:** *meanwhile*

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

   **Correct:** *consequently*

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

   **Correct:** *for example*

8. Two seats were left on the bus; *similarly*, most of the group had to wait for the next one.

   **Correct:** *therefore*
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?  
   
   **Answers: Student’s choice**

2. What makes a movie good?

3. Why should we protect endangered animals?
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?  
   **Answers: Student’s choice**

2. What is a tradition in your family?

3. How are secondary colors made?
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.

The pursuit of independance in the later half of the 19th century in the American colonies developed slowly. As punitive and onerous laws were imposed by the British crown and parliament, resentment grew among the American colonists. In 1774 the colonists established a separate shadow government and began training troops near Boston Massachusetts. After military conflicts in 1875 at Lexington and Concord, and at the battle of Bunker Hill, the independence movement gained mommentum. George Washington named Commander of the Continental Army in March, 1776 and representative of each colony meet in Philadelphia in June, 1776 to draft the historical Declaration of Independance.

Student’s answers may vary; examples of correct answers:

The pursuit of independence in the latter half of the 18th century in the American colonies developed slowly. As the British crown and Parliament imposed more punitive and onerous laws, resentment grew among the American colonists. In 1774 the colonists established a separate shadow government and began training troops near Boston, Massachusetts. After military conflicts in 1775 at Lexington and Concord and at the Battle of Bunker Hill, the independence movement gained momentum. George Washington was named commander in chief of the Continental Army in March 1776, and representatives of each colony met in Philadelphia in June 1776 to draft the historic Declaration of Independence.
Spelling: What’s Wrong, and What’s Right?

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

1. probably ___________ probably ___________ 11. science _________ science
2. equipment ___________ equipment ___________ 12. strength _________ strength
3. foreign ___________ foreign ___________ 13. immediately _________ immediately
4. business ___________ business ___________ 14. muscle _________ muscle
5. embarrass ___________ embarrass ___________ 15. occasionally _________ occasionally
6. ninety ___________ ninety ___________ 16. guarantee _________ guarantee
7. description ___________ description ___________ 17. commitment _________ commitment
8. accept ___________ accept ___________ 18. truly _________ truly
9. generally ___________ generally ___________ 19. excellent _________ excellent
10. Wednesday ___________ Wednesday ___________ 20. separate _________ separate
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?

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.

Student’s answers will vary. Examples of correct answers:
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.
   Is it easy to be a friend?

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

3. Cell phones should be turned off during class time because if they ring, they can distract all the students in the class.
   Should students be allowed to have cell phones in 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.
   What are ways to save water?

5. After-school art programs are a good way for students to have fun, stay out of trouble, and learn about art.
   Should there be more after-school art programs at school?

6. A field trip should be interesting to all the students and go someplace the students usually don’t go.
   What is a good field trip?

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

8. A pet can teach you responsibility, give you love, and be there when you need a friend.
   What are the advantages of owning a pet?
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.

Actual student answers will vary; examples of correct answers:

Complete each sentence below using a transition word.

1. The dog barked all night ; consequently, the neighbors had no sleep.

2. Jane bought a new dress ; furthermore, she also bought shoes and a purse.

3. The police had no clues for the case ; however, tips were still coming in.

4. I have $25 ; nonetheless, I don’t want to spend it.

5. We got up early this morning ; therefore, we were sleepy all day.

6. The band played her favorite song ; indeed, it was the whole audience’s favorite song.

7. Carl forgot about the test ; as a result, he didn’t do well on it.

8. They had salad before dinner ; even so, they were still hungry when the main course arrived.
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.

Answers: Student’s choice
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?

Answers: Student’s choice
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 Hawaii. Read the text and write a 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

Student’s answers will vary.

_________________________________________
_________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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 and 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

Student’s answers will vary.
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
Student’s answers will vary.
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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

Student’s answers will vary.
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.

Student’s answers will vary.
## 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>
</tr>
</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>
<tr>
<td>Thesis sentences</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Student lunch hours should be longer.</td>
<td>Vacations are important for families.</td>
</tr>
<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: ________________________________

   **Answers: Student's choice**

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

   **Answers: Student’s choice**

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.
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- **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: ____________________________
   
   **Answers: Student’s choice**

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 principle 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.**  
**Answers: Student’s choice.**

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?
Writing Introductions: Write a Complete Introduction

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

   Answers: Student’s choice

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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>