3-5 READING
PART 2

Suggested Remote Learning Activities

Expect great things.
SUPER SLEUTH STEPS

**Gather Evidence**
- Look back through the text and the images for details others might miss.
- Record the facts. No successful sleuth expects to remember everything without taking notes.
- Organize the evidence. See how the pieces fit together.

**Ask Questions**
- A great question can make all the difference! Perhaps nobody else may think to ask it.
- Be curious. You may learn something new and exciting!

**Make Your Case**
- Look at all the evidence and draw a conclusion. Take a stand!
- Put the evidence together to make a convincing argument. Include a clearly stated position or conclusion that is based on solid evidence. Present your case with confidence!

**Prove It!**
- When it’s time to wrap up the case, take what you have learned and amaze everyone.
- A Super Sleuth can work alone or as part of a team. Remember, sleuths can learn something from everyone.
Sleuth Tips

Gather Evidence
Where do sleuths find evidence?
• Sleuths find evidence in the text and images. They look for details that others might miss.
• Sleuths also infer information based on their own experiences.

Ask Questions
What types of questions do sleuths ask?
• Sleuths ask who, what, when, where, why, and how questions.
• Sleuths think carefully about what information is missing, and they ask questions that will reveal hidden evidence.

Make Your Case
How do sleuths reach a conclusion?
• Sleuths look carefully at the evidence they have gathered. They classify, determine sequence, compare, contrast, or look for causes and effects.
• Sleuths know that a case based on opinion isn’t as strong as a case based on facts and solid evidence.

Prove It!
How do sleuths prove they have learned something new?
• Sleuths think about what they learned from others and from asking additional questions.
• Sleuths reread what they have written to be certain it is clear and free of errors.
Life can be tough for some animals. Imagine spending most of your life either looking for food or trying to avoid becoming food for predators. Yet one or both of these tasks are necessary for individuals and species to survive.

How does a lion sneak up on its prey without being seen? How can an insect protect itself from birds looking for a tasty snack? How do little fish avoid becoming prey to bigger fish? Whether you are a predator or prey, the ability to seem to disappear into your surroundings is a huge advantage.

The word *camouflage* comes from a French word meaning “to disguise.” A camouflaged animal takes on the appearance of its surroundings. For example, lions seem to disappear into the tall grass of the savanna, allowing them to sneak up on their prey without being seen. Squirrel fur is rough, uneven, and a grey-brown color. To a hawk or eagle looking for food, the squirrel looks like tree bark. Some insects have a hard shell that looks like dead leaves or branches.

Reptiles, amphibians, and fish are covered in scales. They produce colored pigments called biochromes. These pigments may be in skin cells or at deeper levels of the body. As some animals move from one background to another, they can quickly change color to match, making
them nearly invisible. Also, some sea creatures, such as certain species of nudibranch (NOO duh brangk), change color by changing their diet. Their bodies take on the color of the coral they eat, so they become almost invisible. Imagine what it would be like to possess an ability like that!

What about birds, whose coloring is in their feathers? Birds can’t change color quickly, but many birds do change color with the seasons. Varying temperatures or hours of daylight cause these birds to grow a new set of feathers as the background changes. For example, a bird that is mainly brown in summer may change to white in winter.

Camouflage abilities develop gradually through the process of natural selection. For example, if an individual animal’s coloring closely matches its surroundings, predators are less likely to devour it. As a result, it survives to produce offspring. These offspring inherit the same coloration, so they also live long enough to pass it on. Eventually, the entire species can develop ideal coloration for survival in its environment.

The next time you’re outside, look closely at your surroundings. You never know what might be looking back at you!

**SLEUTH WORK**

**Gather Evidence** Find information in the text that explains three different ways animals change colors.

**Ask Questions** After reading this text, list two questions about animal camouflage that you would like to ask an animal expert.

**Make Your Case** Suppose you were doing a presentation about this topic to first graders. How would you organize the information? Would it be similar to or different from the way this writer organized the information?
Lesson 13

A “Coat” of Many Colors

Life can be tough for some animals. Imagine spending most of your life either looking for food or trying to avoid becoming food for predators. Yet one or both of these tasks are necessary for individuals and species to survive.

How does a lion sneak up on its prey without being seen? How can an insect protect itself from birds looking for a tasty snack? How do little fish avoid becoming prey to bigger fish? Whether you are a predator or prey, the ability to seem to disappear into your surroundings is a huge advantage.

The word camouflage comes from a French word meaning “to disguise.” A camouflaged animal takes on the appearance of its surroundings. Lions seem to disappear into the tall grass of the savanna. This allows them to sneak up on their prey without being seen. Squirrel fur is rough, uneven, and a grey-brown color. To a hawk or eagle looking for food, the squirrel looks like tree bark. Some insects have a hard shell that looks like dead leaves or branches.

Reptiles, amphibians, and fish are covered in scales. They produce colored pigments called biochromes. These pigments may be in skin cells or at deeper levels of the body. As some animals move from one background to another, they can quickly change color to match, making them nearly invisible. Also, some sea creatures, such as certain species of nudibranch (NOO duh brangk), change color by changing their diet. Their bodies take on the color of the coral they eat, so they become almost invisible. Imagine what it would be like to possess an ability like that!

What about birds, whose coloring is in their feathers? Birds can’t change color quickly, but many birds do change color with the seasons. Varying temperatures or hours of daylight cause these birds to grow a new set of feathers as the background changes. For example, a bird that is mainly brown in summer may change to white in winter.

Camouflage abilities develop gradually through the process of natural selection. For example, if an individual animal’s coloring closely matches its surroundings, predators are less likely to devour it. As a result, it survives to produce offspring. These offspring inherit the same coloration, so they also live long enough to pass it on.
Lesson 13

Gather Evidence  Circle the names of animals that change color and underline what causes their color to change. Write the name of each animal and what causes it to change color below.

Gather Evidence: Extend Your Ideas  Briefly explain how color change is important to each animal’s survival.

Ask Questions  Draw a box around the name of one animal you would like to know more about. Write two questions about how this animal uses camouflage that you would like to ask an expert.

Ask Questions: Extend Your Ideas  Write additional questions you have about how animals use camouflage to find food or to avoid becoming food.

Make Your Case  Look back at the circled animal names and underlined causes for their color changes. Identify how the writer organized, or ordered, the information. Write this method of organization in the margin on the page.

Make Your Case: Extend Your Ideas  Would you organize the information the same way? Explain why or why not. Include at least two reasons.

Students read text closely to determine what the text says.
How would you communicate if you couldn’t speak, use sign language, or grab the closest handheld device and start texting? In baseball, players and coaches often use hand signals to communicate about stealing a base, hitting the ball into left field, or throwing a fastball. What do animals do? Animals can’t speak, so they use visuals, sounds, and touch to communicate. You may be wondering what an animal possibly has to say—a lot actually!

Peacocks and fireflies use visuals to attract mates. Male peacocks are known for their beautiful, colorful feathers. They fan out their feathers and parade in front of females. Male fireflies light their fire, so to speak. They use light to attract females by signaling to them. Females respond by flashing their own light. Light and color are visuals that allow these animals to communicate.

Under the sea and in the sky, whales and birds communicate using sound. Whales, such as the humpback whale, use sounds called phonations, which are too low or too high for humans to hear. Whales produce these sounds to keep in contact with other whales. The whale sounds travel long distance and then some. They can reach whales that may be swimming as many as 50 miles (80 kilometers) away. Ponder that!
The songs and calls that birds make can be beautiful and melodic. But did you know that birdsong is their way or means to communicate? Birds sing and call for many reasons. They may sing to attract a mate or call to warn off a predator. They may even sing because they are annoyed. Consider this technique the next time someone is bothering you!

Elephants use sound to communicate, but they also use touch. A mother elephant uses her trunk to gently stroke her calf or to discipline it. Two elephants greet each other with their trunks. They place the tip of the trunk in the other’s mouth. This greeting can be translated into saying, “Hello!”

Think of how these animals communicate the next time you need to share information with someone. Instead of speaking, using sign language, or texting, try something unique and act like a peacock!

Sleuth Work

Gather Evidence  How do animals communicate without words? Write three details from the article.

Ask Questions  After reading the text, what animal communication method would you like to learn more about? Write three questions to guide your inquiry.

Make Your Case  What do you think is the main idea the writer was trying to share? Give several details from the text that support this idea.
What Did You Say?

How would you communicate if you couldn’t speak, use sign language, or grab the closest hand-held device and start texting? In baseball, players and coaches often use hand signals to communicate about stealing a base, hitting the ball into left field, or throwing a fastball. What do animals do? Animals can’t speak, so they use visuals, sounds, and touch to communicate. You may be wondering what an animal possibly has to say—a lot actually!

Peacocks and fireflies use visuals to attract mates. Male peacocks are known for their beautiful, colorful feathers. They fan out their feathers and parade in front of females. Male fireflies light their fire, so to speak. They use light to attract females by signaling to them. Females respond by flashing their own light. Light and color are visuals that allow these animals to communicate.

Under the sea and in the sky, whales and birds communicate using sound. Whales, such as the humpback whale, use sounds called phonations, which are too low or too high for humans to hear. Whales produce these sounds to keep in contact with other whales. The whale sounds travel long distance and then some. They can reach whales that may be swimming as many as 50 miles (80 kilometers) away. Ponder that!

The songs and calls that birds make can be beautiful and melodic. But did you know that birdsong is their way or means to communicate? Birds sing and call for many reasons. They may sing to attract a mate or call to warn off a predator. They may even sing because they are annoyed. Consider this technique the next time someone is bothering you!

Elephants use sound to communicate, but they also use touch. A mother elephant uses her trunk to gently stroke her calf or to discipline it. Two elephants greet each other with their trunks. They place the tip of the trunk in the other’s mouth. This greeting can be translated into saying, “Hello!”

Think of how these animals communicate the next time you need to share information with someone. Instead of speaking, using sign language, or texting, try something unique and act like a peacock!

Students read text closely to determine what the text says.
Gather Evidence  Circle the names of two animals mentioned in the text. Briefly explain how they communicate to other animals without using words.

Gather Evidence: Extend Your Ideas  Focusing on the animals you identified, tell what kind of message these animals might be communicating to another animal.

Ask Questions  Draw a box around the name of one animal mentioned in the text. Write three questions you want to research to learn more about this animal's communication method.

Ask Questions: Extend Your Ideas  Write additional questions you could ask about how other animals communicate.

Make Your Case  Underline the main idea the writer was trying to share. List several details from the text that support this idea.

Make Your Case: Extend Your Ideas  Briefly explain how communication is important to animals.
Do you like eating plump, juicy strawberries? When you think of strawberries, maybe you think of a fruity and crunchy topping on your cereal. Maybe you think of decadent dessert like strawberry shortcake. Have you ever thought of how else a strawberry might be used?

Many Native American cultures have shown how resourceful they could be. On the Great Plains, they hunted buffalo and used every part of it, from head to hoof, to meet their needs. Now their use of strawberries was a bit different. However, they did use them for much more than fuel for their bodies and fun for their taste buds. Native Americans used these succulent berries to make all sorts of things to meet their everyday needs.

Strawberries have a rich, deep red color. Native Americans figured out that they could use its color to produce red dye. Strawberry dye was a beautiful color and very long lasting. Native Americans colored cloth, animal skins, and even used it to paint their own skin.

Native Americans also made medicine from strawberry plants. Some turned the leaves into a tea, which helped people who suffered from stomach and kidney problems. Native Americans also made pastes out of the leaves and deer fat. These pastes healed burns and sores. Crushed berries could
even be used to clean teeth! Some Native Americans even used strawberry plants to smell better. They made pads out of the leaves and put the pads inside their clothes to smell fresh. Think along the lines of deodorant, perfume, or even fabric softener!

Of course, Native Americans enjoyed eating strawberries just like we do today. They ate them fresh, used them to make jams, or dried them. Strawberries were not always available year-round. Drying them provided Native Americans with a supply to last all year.

Some Native American groups held a Strawberry Thanksgiving every June. They celebrated this red sweet delight by dancing, singing, and, of course, eating! They wanted to show their thanks for such a special fruit.

---

**Sleuth Work**

**Gather Evidence** Which uses for strawberry plants would you group together? Why?

**Ask Questions** After reading the text, what is one question you have about how Native Americans used things in their environment? Where could you look to find answers to your question?

**Make Your Case** The writer uses many different words to describe strawberries. Make a list of those words and circle three you find most interesting. Tell a partner why you selected those words.
The Strawberry: From Food to Fabric Softener

Do you like eating plump, juicy strawberries? When you think of strawberries, maybe you think of a fruity and crunchy topping on your cereal. Maybe you think of decadent dessert like strawberry shortcake. Have you ever thought of how else a strawberry might be used?

Many Native American cultures have shown how resourceful they could be. On the Great Plains, they hunted buffalo and used every part of it, from head to hoof, to meet their needs. Now their use of strawberries was a bit different. However, they did use them for much more than fuel for their bodies and fun for their taste buds. Native Americans used these succulent berries to make all sorts of things to meet their everyday needs.

Strawberries have a rich, deep red color. Native Americans figured out that they could use its color to produce red dye. Strawberry dye was a beautiful color and very long lasting. Native Americans colored cloth, animal skins, and even used it to paint their own skin.

Native Americans also made medicine from strawberry plants. Some turned the leaves into a tea, which helped people who suffered from stomach and kidney problems. Native Americans also made pastes out of the leaves and deer fat. These pastes healed burns and sores. Crushed berries could even be used to clean teeth! Some Native Americans even used strawberry plants to smell better. They made pads out of the leaves and put the pads inside their clothes to smell fresh. Think along the lines of deodorant, perfume, or even fabric softener!

Of course, Native Americans enjoyed eating strawberries just like we do today. They ate them fresh, used them to make jams, or dried them. Strawberries were not always available year-round. Drying them provided Native Americans with a supply to last all year.

Some Native American groups held a Strawberry Thanksgiving every June. They celebrated this red sweet delight by dancing, singing, and, of course, eating! They wanted to show their thanks for such a special fruit.
Gather Evidence Underline the uses for strawberries you find in the text. Briefly explain how you might group the uses.

Gather Evidence: Extend Your Ideas Think of the uses for strawberry plants you identified. Choose three categories to describe them. Which uses would you put in each category?

Ask Questions Circle something that was in the Native Americans’ environment. Write two questions you want to research to learn more about how they used this in their lives.

Ask Questions: Extend Your Ideas Look at the questions you wrote. Tell where you might look to find the answers to your questions.

Make Your Case Draw a box around the words the author uses to describe strawberries. Choose three that you find most interesting. Briefly explain why you selected those words.

Make Your Case: Extend Your Ideas Write the meanings of the three words you found most interesting. Then write two other words you would use to describe a strawberry.

Prove It! Have students share their evidence with a classmate.

Students read text closely to determine what the text says.
The Columbia River flows westward for more than 1,200 miles (1,931 kilometers) across the Northwest. A paradise for fish, right? At one time, it was. Yet when humans decided to control the water rushing to the ocean, no one asked the fish what they thought.

A dam is a man-made structure built across a river. Dams both help prevent flooding and provide water for irrigation. Larger dams generate pollution-free and inexpensive hydroelectric power. Over time, more than four hundred dams have been built along the Columbia River, eleven of which extend completely across the river.

Consider, however, how these dams affect the natural environment, specifically the salmon living in these waters. Salmon make only two long journeys during their lives. Hatched in rivers far from the ocean, young salmon swim to the ocean where they spend their adult lives. Near the end of their lives, they swim back to their birthplace. In the cool streams, females lay eggs, and males fertilize them.

What happens when a young fish swimming toward the ocean encounters a dam that crosses the entire river? Water stored behind the dam rushes downward through chutes and turns huge turbines to generate electricity. Spinning blades are not a healthy environment for fish!
If the fish somehow makes it to the ocean, it must eventually swim upstream against the current to reach its spawning ground. Fish can do this for long distances when the slope is gentle. However, climbing a dam more than 100 feet (30 meters) high is quite a challenge! Because dams make it difficult for fish to spawn, salmon and trout populations along the Columbia River have dropped from 16 million to 2.5 million.

Since the 1930s, builders have added “fishways” such as fish ladders to dams. A fish ladder is a series of gradually ascending pools next to a dam that are filled with rushing water. The fish swim upriver against the current, leaping from a lower pool to a higher one. They rest in the pool before repeating the process until they are above the dam.

Fish ladders and other structures are like elevators. They fill with fish, rise to the top of the dam, and open to let the fish out. They can add millions of dollars to a dam’s cost, but isn’t the expense worth it? Causing whole populations of fish to die out is unthinkable. Preserving the environment is priceless.

_Sleuth-Work_

**Gather Evidence**
List three ways that dams in the Northwest have helped residents of the area.

**Ask Questions** What are three questions about salmon near the Columbia River that are not answered in the text or by the images?

**Make Your Case** How well does the writer use details to describe the structures built to help the fish? Use examples from the text to explain your answer.
Fishy Business!

The Columbia River flows westward for more than 1,200 miles (1,931 kilometers) across the Northwest. A paradise for fish, right? At one time, it was. Yet when humans decided to control the water rushing to the ocean, no one asked the fish what they thought.

A dam is a man-made structure built across a river. Dams both help prevent flooding and provide water for irrigation. Larger dams generate pollution-free and inexpensive hydroelectric power. Over time, more than four hundred dams have been built along the Columbia River, eleven of which extend completely across the river.

Consider, however, how these dams affect the natural environment, specifically the salmon living in these waters. Salmon make only two long journeys during their lives. Hatched in rivers far from the ocean, young salmon swim to the ocean where they spend their adult lives. Near the end of their lives, they swim back to their birthplace. In the cool streams, females lay eggs, and males fertilize them.

What happens when a young fish swimming toward the ocean encounters a dam that crosses the entire river? Water stored behind the dam rushes downward through chutes and turns huge turbines to generate electricity. Spinning blades are not a healthy environment for fish!

If the fish somehow makes it to the ocean, it must eventually swim upstream against the current to reach its spawning ground. Fish can do this for long distances when the slope is gentle. However, climbing a dam more than 100 feet (30 meters) high is quite a challenge! Because dams make it difficult for fish to spawn, salmon and trout populations along the Columbia River have dropped from 16 million to 2.5 million.

Since the 1930s, builders have added “fishways” such as fish ladders to dams. A fish ladder is a series of gradually ascending pools next to a dam that are filled with rushing water. The fish swim upriver against the current, leaping from a lower pool to a higher one. They rest in the pool before repeating the process until they are above the dam.

Fish ladders and other structures are like elevators. They fill with fish, rise to the top of the dam, and open to let the fish out. They can add millions of dollars to a dam’s cost, but isn’t the expense worth it? Causing whole populations of fish to die out is unthinkable. Preserving the environment is priceless.
Gather Evidence  On p. 8, circle the paragraph that contains three ways that dams in the Northwest have helped residents of the area. Underline the three details.

Gather Evidence: Extend Your Ideas  Briefly explain why the details are important to the article.

Ask Questions  Write three questions about salmon near the Columbia River that are answered in the text or by the images. Circle questions and answers in the text. Use one color for the first questions and answer, a second color for the second, and so on.

Ask Questions: Extend Your Ideas  Were any of the questions in the text left unanswered? If the answer is yes, explain.

Make Your Case  On p. 8, draw a box around details the writer uses to describe the structures built to help the fish. Then underline the writer’s strongest supportive details.

Students read text closely to determine what the text says.
Ever since Hannah was an infant, she and her parents had left their tiny city apartment and spent two weeks in the country every June. They rented a big old farmhouse on a large farm. Though the farm was no longer in use, there were acres of fields and woods to explore and even a pond for swimming. Hannah considered those two weeks at the farm the best two weeks of the year.

This June, like every other, everyone packed swimsuits, shorts, and hiking shoes and eagerly headed to the country. Hannah could tell something was different, though, because her mom and dad grew especially quiet as they approached the farm. Hannah figured out why when she saw the big FOR SALE sign posted at the end of the gravel driveway. “The owners are selling the farm! What will we do next June?” Hannah exclaimed.

“How would you feel about living in the farmhouse all year?” Hannah’s dad asked. At first, Hannah thought to herself that it sounded fantastic, but then she wasn’t so sure. She had lots of questions: How could she make new friends in the country? Where would she go to school? What do people do for fun in the winter? Could she keep taking karate lessons like she did in the city?
Hannah’s parents tried to reassure her. She would adapt quickly, they explained. Hannah could have friends visit from the city, and she would certainly be able to keep studying karate. Her parents told her they would move before the school year began so that Hannah would have an easier time adjusting. By the end of the week, the decision was finalized. For the next two months, Hannah tried to stay positive. But she also made herself a list of all the things she would miss about city life—like the bright lights at night and all the stores, restaurants, and museums.

When moving day came, Hannah was both excited and nervous—just like her parents. During the first week of school, she made a new friend. Soon the girls started riding their bikes together, and they registered for the same karate class. Hannah even started to enjoy the quietness of the country. It certainly was not as exciting and busy as the city, but the farm was lovely, and the woods were filled with adventures. She could still visit the bright lights and excitement of the big city. Best of all, living in the country versus a small, cramped apartment in the city gave her the best opportunity of all—her family adopted a puppy!

Sleuth-Work

**Gather Evidence** Identify three elements of city life that Hannah thinks she will miss before she moves and three elements of country life that she enjoys after the move.

**Ask Questions** When Hannah thinks about moving to the country, she has a lot of questions about the move. List three more questions you would have if you were to move to a new place.

**Make Your Case** What do you think is the most convincing evidence that shows Hannah’s feelings changed about the move?
The BIG Move

Ever since Hannah was an infant, she and her parents had left their tiny city apartment and spent two weeks in the country every June. They rented a big old farmhouse on a large farm. Though the farm was no longer in use, there were acres of fields and woods to explore and even a pond for swimming. Hannah considered those two weeks at the farm the best two weeks of the year.

This June, like every other, everyone packed swimsuits, shorts, and hiking shoes and eagerly headed to the country. Hannah could tell something was different, though, because her mom and dad grew especially quiet as they approached the farm. Hannah figured out why when she saw the big FOR SALE sign posted at the end of the gravel driveway. "The owners are selling the farm! What will we do next June?" Hannah exclaimed.

"How would you feel about living in the farmhouse all year?" Hannah's dad asked. At first, Hannah thought to herself that it sounded fantastic, but then she wasn't so sure. She had lots of questions: How could she make new friends in the country? Where would she go to school? What do people do for fun in the winter? Could she keep taking karate lessons like she did in the city?

Hannah's parents tried to reassure her. She would adapt quickly, they explained. Hannah could have friends visit from the city, and she would certainly be able to keep studying karate. Her parents told her they would move before the school year began so that Hannah would have an easier time adjusting. By the end of the week, the decision was finalized. For the next two months, Hannah tried to stay positive. But she also made herself a list of all the things she would miss about city life—like the bright lights at night and all the stores, restaurants, and museums.

When moving day came, Hannah was both excited and nervous—just like her parents. During the first week of school, she made a new friend. Soon the girls started riding their bikes together, and they registered for the same karate class. Hannah even started to enjoy the quietness of the country. It certainly was not as exciting and busy as the city, but the farm was lovely, and the woods were filled with adventures. She could still visit the bright lights and excitement of the big city. Best of all, living in the country versus a small, cramped apartment in the city gave her the best opportunity of all—her family adopted a puppy!
Gather Evidence On p. 59, circle three elements of city life, and underline three elements of country life.

Gather Evidence: Extend Your Ideas Why did Hannah list the things she would miss about city life? Work with a partner and discuss how this list adds to the story.

Ask Questions Draw a box around the questions Hannah asks herself when she learns about her move from the city to the country. Then bracket details in the text that answer some of these questions.

Ask Questions: Extend Your Ideas List three questions that Hannah’s parents might have about moving to the country. Do they have anything in common? Explain.

Make Your Case Highlight text that shows Hannah’s attitude after the big move. Use these details to write a sentence that includes Hannah’s original feelings and how they changed.

Make Your Case: Extend Your Ideas What is your viewpoint on the topic of living in the city versus living in the country? Discuss this viewpoint with a partner.
“California, the most wonderful place on the Earth!” sang my father as we trudged through the streets of San Francisco.

I made a face. I had been in California for just a few hours, but already I was terribly homesick for our village in China.

“Here in California,” my mother explained to me, “there is wealth everywhere and plenty of jobs to be had.”

My father had been to America twice before, without us. He had gotten work in factories and on the railroad. He had saved his earnings. Now our whole family had journeyed across the Pacific to begin our new life in a new land.

“You will like it here, Mei Li,” added my mother.

I had lived in our village my whole life—all of ten years. How could I live without our little river, the rice fields, the beautiful Tree of Heaven outside our window? I had not seen a single Tree of Heaven in San Francisco.

“Life is better in America,” my father explained as we crossed the dusty street. “China has wars and floods and famines, but such disasters are almost unknown in California.”

Perhaps, I thought, but California was crowded, with strange people everywhere, people with too-pale skin and too-light hair, people who jabbered in a language I did not know. The houses looked uninviting, the air smelled different, and how, I wondered, could I ever feel at home here?

“That blue house,” said my father, pointing, “is where I lived when I worked in the fish factory seven years ago. It will be our
house now that we are immigrants in this land. It can never be the same as our house in China, but we will make it a home.”

At first I looked at the house and frowned. Then I noticed something. A tree that I knew well stood outside the blue house. “A Tree of Heaven!” I cried, running to touch the familiar branches. “A Tree of Heaven at our new home,” my father replied. “Seven years ago I took a seed from our Tree of Heaven in China, brought it across the ocean, and planted it here. I know how much you love that tree, Mei Li,” he told me, his soft voice quivering. “This house could not be our home without a Tree of Heaven outside.”

I breathed in the scent of the leaves, happier than I had been in weeks. “Thank you, Father,” I murmured. I walked up to the house and opened the door to our new life.

Sleuth Work

Gather Evidence What details reveal Mei Li’s opinion of California? List at least two similarities or differences between her opinion and the opinions of her parents.

Ask Questions After reading the story, what do you still wonder about? Ask three questions you have about what happened to Mei Li and her family.

Make Your Case The writer carefully selected words to describe California. How do the descriptions change depending on who is describing the state?
The Tree of Heaven

"California, the most wonderful place on the Earth!" sang my father as we trudged through the streets of San Francisco.

I made a face. I had been in California for just a few hours, but already I was terribly homesick for our village in China.

"Here in California," my mother explained to me, "there is wealth everywhere and plenty of jobs to be had."

My father had been to America twice before, without us. He had gotten work in factories and on the railroad. He had saved his earnings. Now our whole family had journeyed across the Pacific to begin our new life in a new land.

"You will like it here, Mei Li," added my mother.

I had lived in our village my whole life—all of ten years. How could I live without our little river, the rice fields, the beautiful Tree of Heaven outside our window? I had not seen a single Tree of Heaven in San Francisco.

"Life is better in America," my father explained as we crossed the dusty street. "China has wars and floods and famines, but such disasters are almost unknown in California."

Perhaps, I thought, but California was crowded, with strange people everywhere, people with too-pale skin and too-light hair, people who jabbered in a language I did not know. The houses looked uninviting, the air smelled different, and how, I wondered, could I ever feel at home here?

"That blue house," said my father, pointing, "is where I lived when I worked in the fish factory seven years ago. It will be our house now that we are immigrants in this land. It can never be the same as our house in China, but we will make it a home."

At first I looked at the house and frowned. Then I noticed something. A tree that I knew well stood outside the blue house. "A Tree of Heaven!" I cried, running to touch the familiar branches.

"A Tree of Heaven at our new home," my father replied. "Seven years ago I took a seed from our Tree of Heaven in China, brought it across the ocean, and planted it here. I know how much you love that tree, Mei Li," he told me, his soft voice quivering. "This house could not be our home without a Tree of Heaven outside."

I breathed in the scent of the leaves, happier than I had been in weeks. "Thank you, Father," I murmured. I walked up to the house and opened the door to our new life.
Lesson 13

Gather Evidence  Underline text details that reveal Mei Li’s opinion of California. Circle text details that reveal her parents’ opinions. In the space below, write at least two similarities or differences between Mei Li’s opinion and her parents’ opinions.

Gather Evidence: Extend Your Ideas  Review the text details you underlined. What does Mei Li’s opinion about California reveal about the character? Discuss your ideas with a partner.

Ask Questions  Write three questions you have about what happened to Mei Li and her family after the end of the story.

Ask Questions: Extend Your Ideas  Choose one of the three questions you have about what happened to Mei Li and her family. Scan the text, and bracket any details that might suggest an answer to your question. Then use that bracketed text to write a new question you could ask about the story.

Make Your Case  Highlight words Mei Li uses to describe California. In a different color, highlight words Mei Li’s father uses to describe California. How do these descriptions differ? Write your ideas below.

Make Your Case: Extend Your Ideas  Does Mei Li begin to feel more positive about her new home by the end of the story? Cite details from the text to support your answer.
What are you worth? If you were enslaved in the United States in 1850, you were a possession. Slave owners could buy and sell you for as much as $3,000. For this reason, slave owners offered rewards for the capture of enslaved people who had escaped.

The Underground Railroad was a secret network of people who believed that slavery was wrong. They risked the consequences of breaking the law to help people escape slavery and make their way to northern states or Canada where slavery was outlawed. The use of railroad terms helped ensure secrecy. Routes between stations—homes of sympathetic families who would feed and hide the enslaved people—were called lines. Conductors guided runaways from one station to another. Fugitives were referred to as packages or freight.

Those people who contributed to the Underground Railroad included free African Americans and sympathetic whites. However, one of the best-known conductors had escaped slavery herself. Harriet Tubman was born enslaved in Maryland around 1820. By the fall of 1849, Tubman made the decision to flee. If she couldn’t have freedom, she would prefer death. A friendly white neighbor told her how to find the first safe house on her path to freedom. When she finally reached the North, where slavery was outlawed, Harriet said, “I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land.”

Harriet’s goal became to help those she had left behind, including her family members. Rather than simply enjoying her newly found freedom, she got a job in Philadelphia and saved her money. In 1850, Harriet returned to Maryland and started leading her family to freedom. Over the next ten years, she made the hazardous trip south and back numerous times.

Harriet Tubman
times. Because of Harriet’s efforts, her family and around seventy other enslaved people escaped slavery. She never “lost” a fugitive. She never allowed anyone to give up. Harriet was so determined to see these people reach freedom that she carried a gun to threaten the fugitives if they became too tired or decided to turn back. When a person’s resolve wavered, she advised, “You’ll be free or die.”

One newspaper in Maryland offered a $100 reward for her capture. But to the scores of people Harriet Tubman helped to reach freedom, she was priceless!

**SLEUTH WORK**

**Gather Evidence** What clues can you find that explain why Harriet was willing to risk her own freedom to help enslaved people escape?

**Ask Questions** After reading the text, what more would you like to know about slavery and the Underground Railroad? Ask two questions you are curious about.

**Make Your Case** Which of the visual elements that accompany this selection do you think is most helpful? Explain your reasons.
The Price of Freedom

What are you worth? If you were enslaved in the United States in 1850, you were a possession. Slave owners could buy and sell you for as much as $3,000. For this reason, slave owners offered rewards for the capture of enslaved people who had escaped.

The Underground Railroad was a secret network of people who believed that slavery was wrong. They risked the consequences of breaking the law to help people escape slavery and make their way to northern states or Canada, where slavery was outlawed. The use of railroad terms helped ensure secrecy. Routes between stations—homes of sympathetic families who would feed and hide the enslaved people—were called lines. Conductors guided runaways from one station to another. Fugitives were referred to as packages or freight.

Those people who contributed to the Underground Railroad included free African Americans and sympathetic whites. However, one of the best-known conductors had escaped slavery herself. Harriet Tubman was born enslaved in Maryland around 1820. By the fall of 1849, Tubman made the decision to flee. If she couldn’t have freedom, she would prefer death. A friendly white neighbor told her how to find the first safe house on her path to freedom. When she finally reached the North, where slavery was outlawed, Harriet said, “I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land.”

Harriet’s goal became to help those she had left behind, including her family members. Rather than simply enjoying her newly found freedom, she got a job in Philadelphia and saved her money. In 1850, Harriet returned to Maryland and started leading her family to freedom. Over the next ten years, she made the hazardous trip south and back numerous times. Because of Harriet’s efforts, her family and around seventy other enslaved people escaped slavery. She never “lost” a fugitive. She never allowed anyone to give up. Harriet was so determined to see these people reach freedom that she carried a gun to threaten the fugitives if they became too tired or decided to turn back. When a person’s resolve wavered, she advised, “You’ll be free or die.”

One newspaper in Maryland offered a $100 reward for her capture. But to the scores of people Harriet Tubman helped to reach freedom, she was priceless!
Gather Evidence  On page 111, underline the text details that explain why Harriet was willing to help enslaved people escape at the risk of her own freedom.

Gather Evidence: Extend Your Ideas  Review the text details. What do Harriet’s actions after she escaped slavery reveal about her? Discuss your ideas with your partner.

Ask Questions  Write two questions you have about slavery and the Underground Railroad.

Ask Questions: Extend Your Ideas  Choose one of the two questions you have about slavery and the Underground Railroad. Scan the text on page 111, and circle any details that might suggest an answer to your question. Then use that circled text to write another question.

Make Your Case  On page 111, circle descriptive details that the author uses to describe the Underground Railroad. Which ones are related? Write them below.