Differentiated Instruction for

English Language Learners

Level I

EMC Publishing

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Differentiated Instruction for English Language Learners, Level I

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Introduction

*Differentiated Instruction for English Language Learners* provides activities that increase students’ comprehension, vocabulary, oral language development, and English language skills. The lessons in this book can be used with equal success for all developing readers, not just English language learners.

In *English Language Learners*, students interact with authentic selections from their *Mirrors & Windows: Connecting with Literature* textbook, applying reading strategies and skills to fiction, nonfiction, poetry, drama, and folk literature. The lessons include instruction and exercises for use before, during, and after selected readings, integrating the following instructional features to help students become active and successful readers.

**Lesson Features**

**Before Reading**
- **About the Selection** builds background and engages students by giving a brief synopsis of the selection.
- **Make Connections** poses questions that help students connect new material with what they already know.
- **Analyze Literature** explains literary techniques and concepts and asks students to apply their understanding of those elements.
- **Use Reading Skills** provides instruction and a full-size graphic organizer for the reading skill introduced in the textbook.
- **Preview Vocabulary** introduces the key vocabulary words and idioms that appear in the selection and that English language learners may be unfamiliar with.

**During Reading**
- **Note the Facts** questions check comprehension by asking for answers that can be found directly in the text.
- **Read Aloud** prompts help develop fluency and comprehension by offering opportunities for students to read passages aloud and answer questions about them.
- **Think and Reflect** questions chunk the text into smaller sections and ask higher-level critical thinking questions that require students to interpret, infer, analyze, evaluate, or synthesize.
- **Build Vocabulary** questions and hints highlight vocabulary words and idioms as they are used in context.
- **Analyze Literature** notes ask students to apply literary analysis at point of use as they read the selection.
- **Reading Skills** prompts follow up on the reading skill for each selection during reading.
- **Culture Notes** explain cultural traditions or practices that might be new to non-native speakers.
- **Vocabulary words** are defined and accompanied by phonetic pronunciations. These pronunciations help students develop phonological awareness (the consciousness of the sounds of language). They also help students learn phonics (the methodology that deals with the relationship between alphabet letters and sounds).
- **Footnotes** explain references, unusual usage, and uncommon terms or words.
After Reading

- **Reading Check** assesses literal reading comprehension with multiple-choice questions that focus on facts or conclusions about the selection.
- **Vocabulary Check** uses multiple-choice questions to review the vocabulary and idioms that were covered in the selection.
- **Analyze Literature** follows up on the literary technique introduced before reading and applied during reading.
- **Use Reading Skills** synthesizes the material gathered in the graphic organizer during reading.
- **Build Vocabulary** or **Grammar & Style** activities help English language learners develop vocabulary skills and review and apply grammar and writing concepts.
- **Extension Activities** provide individual and collaborative learning opportunities for students to develop and extend their skills in writing, speaking and listening, and working together with their classmates.

Related Program Resources

The *Mirrors & Windows* literature program is designed to help all students succeed. Differentiated instruction is included throughout the program to help you customize your lessons to meet the needs of all your students. You can quickly find all the components listed below in the lesson plans located in the *Program Planning Guide*.

- Vocabulary & Spelling workshops in the Student Edition cover the basics and make sure your students can meet language-arts standards.
- A pronunciation key for vowel and consonant sounds is included in the Glossary of Vocabulary Words in the back of the Student Edition.
- The *Differentiated Instruction for Developing Readers* supplement supplies reading-specific support for about twenty selections from the textbook.
- The *Meeting the Standards* unit resource books offer vocabulary-development and reading-skills activities for every lesson in the textbook.
- *Exceeding the Standards: Vocabulary & Spelling* provides developmental lessons to build word study skills.
- The bottom margins of the Annotated Teacher’s Edition contain hundreds of notes addressing English language learning, developmental reading, and reading styles.
- Timed Reading Fluency Assessments in the Assessment Guide offer oral fluency practice and assessment.
- The *Mirrors & Windows* website (www.mirrorsandwindows.com) and EMC Launchpad offer additional support for English language learners and developing readers, including additional fluency activities to build word-recognition skills, silent reading fluency, and oral reading fluency.
BEFORE READING

Eleven

A Short Story
by Sandra Cisneros

ABOUT THE STORY
The narrator of this story is a young girl. It is her birthday and she is eleven years old, but she doesn’t feel eleven yet. She feels much younger. Have you ever felt this way on your birthday?

MAKE CONNECTIONS
When do you feel most “grown up” and able to handle anything? When do you feel young and unsure of yourself?

ANALYZE LITERATURE: Imagery
Imagery is language that makes a picture in your mind. As you read, look for images in the story.
EXAMPLE: The way you grow old is kind of like an onion.
**USE READING SKILLS: Analyze Text Structure: Repetition**

As you read, look for ideas and words that are repeated. Put them in the chart below. Then tell why you think the author repeated these words.

<table>
<thead>
<tr>
<th>Repeated Detail</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
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# PREVIEW VOCABULARY

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<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
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<td><strong>rattle</strong></td>
<td>When Ron shook the jar, he could hear something rattling around inside it.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
</tr>
<tr>
<td>rat • tle</td>
<td>Verb</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>(rəˈ tə l)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>raggedy</strong></td>
<td>I had to buy a new coat because my old one had become worn out and raggedy.</td>
<td></td>
<td>If you had to wear a raggedy sweater to school, you might feel...</td>
</tr>
<tr>
<td>rag • ged • y</td>
<td>Adjective</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>(rəˈ gə də)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>bunch up</strong></td>
<td>The children bunched up together in the corner.</td>
<td></td>
<td>Something you can bunch up is...</td>
</tr>
<tr>
<td>verb</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>invisible</strong></td>
<td>Bacteria are invisible to the eye; you can’t see them unless you have a microscope.</td>
<td></td>
<td>You might wish you were invisible when...</td>
</tr>
<tr>
<td>in • vi • si • ble</td>
<td>Adjective</td>
<td>1</td>
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<tr>
<td>(inˈ viˈ za bal)</td>
<td></td>
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What they don’t understand about birthdays and what they never tell you is that when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday, you expect to feel eleven, but you don’t. You open your eyes and everything’s just like yesterday, only it’s today. And you don’t feel eleven at all. You feel like you’re still ten. And you are—underneath the year that makes you eleven.

Like some days you might say something stupid, and that’s the part of you that’s still ten. Or maybe some days you might need to sit on your mama’s lap because you’re scared, and that’s the part of you that’s five. And maybe one day when you’re all grown up, maybe you will need to cry like if you’re three, and that’s OK. That’s what I tell Mama when she’s sad and needs to cry. Maybe she’s feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That’s how being eleven years old is.

You don’t feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don’t feel smart eleven, not until you’re almost twelve. That’s the way it is.

Only today I wish I didn’t have only eleven years rattling inside me like pennies in a tin Band-Aid box.¹ Today I wish I was one hundred and two instead of eleven because if I was one hundred and two, I’d have known what to say when Mrs. Price put the red sweater on my desk. I would’ve known how to tell her it wasn’t mine instead of just sitting there with that look on my face and nothing coming out of my mouth.

“Whose is this?” Mrs. Price says, and she holds the red sweater up in the air for all the class to see. “Whose? It’s been sitting in the coatroom for a month.”

¹ tin Band-Aid box. A metal box used to keep bandages in. The narrator keeps pennies in it.
“Not mine,” says everybody. “Not me.”

“It has to belong to somebody,” Mrs. Price keeps saying, but nobody can remember. It’s an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It’s maybe a thousand years old, and even if it belonged to me, I wouldn’t say so.

Maybe because I’m skinny, maybe because she doesn’t like me, that stupid Sylvia Saldívar says, “I think it belongs to Rachel.” An ugly sweater like that, all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth, nothing comes out.

“That’s not, I don’t, you’re not...Not mine,” I finally say in a little voice that was maybe me when I was four.

“Of course it’s yours,” Mrs. Price says. “I remember you wearing it once.” Because she’s older and the teacher, she’s right and I’m not. Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four.

I don’t know why, but all of a sudden I’m feeling sick inside, like the part of me that’s three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me for tonight, and when Papa comes home, everybody will sing Happy birthday, happy birthday to you.

But when the sick feeling goes away and I open my eyes, the red sweater’s still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine.

In my head I’m thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley. Except when math period ends, Mrs. Price says loud and in front of everybody, “Now, Rachel, that’s enough,” because she sees I’ve shoved the red sweater to the tippy-tip corner of my desk and it’s hanging all over the edge like a waterfall, but I don’t care.

“Rachel,” Mrs. Price says. She says it like she’s getting mad. “You put that sweater on right now and no more nonsense.”

---

**Reading Skills**

**Analyze Text Structure: Repitition** Skim through the story and circle all the times the phrase “Not mine” is repeated. Write this phrase in your chart. Why do you think this phrase is repeated so many times? Who is thinking “not mine”?

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**Raggedy** (ra’ ged’ e) adjective, torn and in bad condition

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“But it’s not—”
"Now!” Mrs. Price says.
This is when I wish I wasn’t eleven, because all the years inside of me—ten, nine, eight, seven, six, five, four, three, two, and one—are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren’t even mine.
That’s when everything I’ve been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I’m crying in front of everybody. I wish I was invisible, but I’m not. I’m eleven and it’s my birthday today and I’m crying like I’m three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can’t stop the little animal noises from coming out of me, until there aren’t any more tears left in my eyes, and it’s just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.
But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldívar, says she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs. Price pretends like everything’s OK.
Today I’m eleven. There’s a cake Mama’s making for tonight, and when Papa comes home from work, we’ll eat it. There’ll be candles and presents, and everybody will sing Happy birthday, happy birthday to you, Rachel, only it’s too late.
I’m eleven today. I’m eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny o in the sky, so tiny-tiny you have to close your eyes to see it.

2. cottage cheese. A soft, white cheese with a sour smell
READING CHECK

Circle the letter of the correct answer.

1. What does Rachel think about birthdays?
   A. Even though you are a year older, you may still feel young inside.
   B. A birthday means you are closer to making adult decisions.
   C. Birthdays are the worst days in life.

2. Which of the following does NOT describe the sweater?
   A. old and stretched out
   B. has a clown face on it
   C. smelly and itchy

3. Why does Mrs. Price insist that the sweater belongs to Rachel?
   A. Mrs. Price thinks she is right because she is older and is the teacher.
   B. Mrs. Price likes Sylvia better than Rachel.
   C. Mrs. Price saw Rachel wearing the sweater many times before.

4. What does Rachel do when Mrs. Price asks her to wear the sweater?
   A. She cries like a three-year-old.
   B. She screams and shouts.
   C. She runs out of the classroom.

5. Why do you think Rachel reacts this way?
   A. The sweater smells bad, so she doesn’t want to wear it.
   B. Rachel feels upset because the teacher doesn’t believe her.
   C. Rachel is not a very obedient student.

VOCABULARY CHECK

Circle the letter of the correct answer.

1. Rachel says, “I wish I didn’t have only eleven years rattling inside me like pennies in a tin Band-Aid box.” What does rattling mean?
   A. small
   B. growing
   C. making noise

2. The sweater was raggedy. What does raggedy mean?
   A. old and worn out, like a rag
   B. reddish colored
   C. smelly

3. Rachel wanted to bunch the sweater up and throw it. What does bunch up mean?
   A. tear something to pieces
   B. roll it up into a ball
   C. step on it

4. Rachel says she wishes that she were invisible. Why?
   A. She wishes she was very brave and could yell at the teacher.
   B. She wishes that nobody could see her crying.
   C. She would like to be much older.

ANALYZE LITERATURE: Imagery

The author creates many images, or word pictures, in this story. Look back through the story and find four images that are important to the story. Draw a picture of each one.
READING SKILLS: Analyze Text
Structure: Repetition

1. Which words were repeated many times in the story? Why do you think the author repeats these words?

2. What do you think is the main idea, or theme, of the story? How did the repetition help you to recognize the main idea?

WRITING SKILLS

Imagine that you are Rachel’s friend and she told you about her bad day in school. What advice would you give her? On your own paper, write a paragraph of advice for Rachel.

BUILD VOCABULARY: Compound Words

Compound words are words that are made up of more than one word. Fill in the missing half of each word from “Eleven.” Then, make at least one compound word of your own using one of the word parts. You may use a dictionary for help. An example is shown below.

Example:
birth day; birthmark, birthright, Sunday

1. ______thing

2. lunch______

GRAMMAR & STYLE: Using Hyphens

Use a hyphen to join the parts of a two-digit number over 20. Hyphens are not needed for numbers over 100:

27 twenty-seven
102 one hundred and two

Hyphens are also used for compound adjectives, but only when the adjective comes before the subject. If the adjective comes after the subject, hyphens are not needed:

She is an eleven-year-old girl. The girl is eleven years old.

He’s a good-looking movie star. The movie star is good looking.

Read the following sentences and put a hyphen where necessary.

1. The long forgotten sweater was maybe a thousand years old.

2. Rachel felt like a three year old kid when her teacher told her to wear the sweater.

3. Our kind hearted English teacher has been teaching for twenty five years.

4. The five month old baby could not talk yet.
All Summer in a Day
A Short Story by Ray Bradbury

ABOUT THE STORY
The story “All Summer in a Day” takes place on Venus, where it constantly rains. However, today is the one day that comes every seven years: the sun will shine for an hour before the storms start again. Find out what the students do when Margot, a girl born on Earth, tells them about the sun.

MAKE CONNECTIONS
What can go wrong when a person plays a trick on someone else?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

ANALYZE LITERATURE: Setting
The setting is the time and place of a story. In science fiction stories like “All Summer in a Day,” the setting might be an environment that is very different than environments found on Earth. As you read, think about the similarities and differences that this setting has with Earth. Then, think about how the setting affects the story.
**USE READING SKILLS: Draw Conclusions**

When you **draw conclusions**, you gather pieces of information and decide what that information means. Look through the text for important details, and write them in the left column in the Draw Conclusions Chart below. Think about what these details mean, and then write your ideas in the right column of the chart. A sample has been done for you.

### Draw Conclusions Chart

<table>
<thead>
<tr>
<th>I read that…</th>
<th>My conclusion is…</th>
</tr>
</thead>
<tbody>
<tr>
<td>... Margot stood alone.</td>
<td>... Margot is very unhappy and lonely on Venus, and she wishes she could return to Earth.</td>
</tr>
<tr>
<td>... She had lived there for only five years.</td>
<td></td>
</tr>
<tr>
<td>... She doesn’t think the other students remember what the sun was like.</td>
<td></td>
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<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>concussion</td>
<td>The concussion of hail against the windows drowned out our teacher’s words.</td>
<td>The concussion of books slammed on the desk might sound…</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
</tr>
<tr>
<td>slacken</td>
<td>He slackened his grip on the reins as the horse slowed to a walk.</td>
<td>If you slacken in your studies, you might…</td>
<td></td>
</tr>
<tr>
<td>apparatus</td>
<td>It took us an hour to set up the apparatus for our chemistry lab.</td>
<td>The apparatus you might use on a hike could include…</td>
<td></td>
</tr>
<tr>
<td>tumultuously</td>
<td>The puppies tumultuously ran in circles around their sleeping mother.</td>
<td>If your room looks tumultuously scattered…</td>
<td></td>
</tr>
<tr>
<td>resilient</td>
<td>After Fred kneaded the dough, it was elastic and resilient.</td>
<td>A resilient mattress feels…</td>
<td></td>
</tr>
</tbody>
</table>
“Ready?”
“Ready.”
“Now?”
“Soon.”

“Do the scientists really know? Will it happen today, will it?”

“Look, look; see for yourself!”

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

It rained.
It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

“It’s stopping, it’s stopping!”
“Yes, yes!”

Margot stood apart from them, from these children who could never remember a time when there wasn’t rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew that they thought they remembered a warmness, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forest, and their dreams were gone.
All day yesterday they had read in class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it:

I think the sun is a flower
That blooms for just one hour.
That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

“Aw, you didn’t write that!” protested one of the boys.

“I did,” said Margot. “I did.”

“William!” said the teacher.

But that was yesterday. Now, the rain was slackening, and the children were crushed to the great thick windows.

“Where’s teacher?”

“She’ll be back.”

“She’d better hurry; we’ll miss it!”

They turned on themselves, like a feverish wheel, all tumbling spokes.

Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all, her voice would be a ghost. Now she stood, separate, staring at the rain and the loud, wet world beyond the huge glass.

“What’re you looking at?” said William.

Margot said nothing.

“Speak when you’re spoken to.” He gave her a shove. But she did not move; rather, she let herself be moved only by him and nothing else.

They edged away from her; they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games, her lips barely moved. Only when they sang about the sun and the summer did her lips move, as she watched the drenched windows.

And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was when she was four, in Ohio. And they, they had been on Venus all their lives, and they had been only two years old.
when last the sun came out and had long since forgotten the color and heat of it and the way that it really was. But Margot remembered.

“It’s like a penny,” she said, once, eyes closed.

“No, it’s not!” the children cried.

“It’s like a fire,” she said, “in the stove.”

“You’re lying; you don’t remember!” cried the children.

But she remembered and stood quietly apart from all of them and watched the patterning windows. And once, a month ago, she had refused to shower in the school shower rooms, had clutched her hands to her ears and over her head, screaming that the water mustn’t touch her head. So after that, dimly, dimly, she sensed it; she was different, and they knew her difference and kept away.

There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family. And so the children hated her for all these reasons, of big and little consequence. They hated her pale, snow face, her waiting silence, her thinness, and her possible future.

“Get away!” The boy gave her another push. “What’re you waiting for?”

Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

“Well, don’t wait around here!” cried the boy, savagely. “You won’t see nothing!”

Her lips moved.

“Nothing!” he cried. “It was all a joke, wasn’t it?” He turned to the other children. “Nothing’s happening today. Is it?”

They all blinked at him and then, understanding, laughed and shook their heads. “Nothing, nothing!”

“Oh, but,” Margot whispered, her eyes helpless. “But, this is the day, the scientists predict, they say, they know, the sun...”

“All a joke!” said the boy, and seized her roughly. “Hey, everyone, let’s put her in a closet before teacher comes!”

“No,” said Margot, falling back.

They surged\(^1\) about her, caught her up and bore\(^2\) her, protesting and then pleading and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her

---

1. surged. Suddenly pushed forward in a violent way
2. bore. Carried, transported
muffled cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived.

“Ready, children?” She glanced at her watch.

“Yes!” said everyone.

“Are we all here?”

“Yes!”

The rain slackened still more.
They crowded to the huge door.
The rain stopped.

It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, secondly, ripped the film from the projector and inserted in its place a peaceful tropical slide which did not move or tremor. The world ground to a standstill. The silence was so immense and unbelievable that you felt that your ears had been stuffed or you had lost your hearing altogether. The children put their hands to their ears. They stood apart. The door slid back, and the smell of the silent, waiting world came in to them.

The sun came out.
It was the color of flaming bronze, and it was very large. And the sky around it was a blazing blue tile color. And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling, into the summertime.

“Now, don’t go too far,” called the teacher after them.

“You’ve got only one hour, you know. You wouldn’t want to get caught out!”

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.
“Oh, it’s better than the sunlamps, isn’t it?”
“Much, much better!”
They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing tumultuously, even as you watched it. It was a nest of octopuses, clustering up great arms of flesh-like weed, wavering, flowering in this brief spring. It was the color of rubber and ash, this jungle, from the many years without sun. It was the color of stones and white cheeses and ink.

The children lay out, laughing, on the jungle mattress and heard it sigh and squeak under them, resilient and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag; but most of all they squinted at the sun until tears ran down their faces, they put their hands up at that yellowness and that amazing blueness, and they breathed of the fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and savored everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running.

And then—
In the midst of their running, one of the girls wailed. Everyone stopped. The girl, standing in the open, held out her hand.
“Oh, look, look,” she said, trembling. They came slowly to look at her opened palm. In the center of it, cupped and huge, was a single raindrop. She began to cry, looking at it.

They glanced quickly at the sky.
“Oh. Oh.”
A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cool around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.
A boom of thunder startled them, and like leaves before a new hurricane, they tumbled upon each other and ran.
Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened into midnight in a flash. They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches everywhere and forever.

“Will it be seven more years?”
“Yes. Seven.”
Then one of them gave a little cry.
“Margot!”
“What?”
“She’s still in the closet where we locked her.”
“Margot.”
They stood as if someone had driven them, like so many stakes, into the floor.
They looked at each other and then looked away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other’s glances. Their faces were solemn and pale.
They looked at their hands and feet, their faces down.
“Margot.”
One of the girls said, “Well...?”
No one moved.
“Go on,” whispered the girl.
They walked slowly down the hall in the sound of cold rain. They turned through the doorway to the room, in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly and stood by it. Behind the closet door was only silence. They unlocked the door, even more slowly, and let Margot out.

I think the sun is a flower that blooms for just one hour. It was the color of flaming bronze, and it was very large.

How do you think Margot reacted when her classmates told her she missed the hour of sunlight?

Read Aloud
Read lines 202–208 aloud. How do the children feel about their trick?
READING CHECK
Circle the letter of the correct answer.

1. Why are the children excited?
   A. They are going to visit Earth.
   B. Today is the day the sun will shine.
   C. There is a new student coming from Mars.

2. Who is Margot?
   A. a girl from Mars
   B. a girl born on Earth
   C. a girl who likes Venus

3. Why do the students lock Margot in the closet?
   A. She seems weak.
   B. She threatens them.
   C. She is afraid of sunlight.

4. What do the students do when they’re outside?
   A. They hide from the sun.
   B. They remember Margot is inside.
   C. They wander around the wet jungle.

5. Why are the children so upset?
   A. They realize they forgot about Margot.
   B. They all missed their chance to see the sun.
   C. They think Margot will tell the teacher.

VOCABULARY CHECK
Circle the letter of the correct answer.

1. The **concussion** of rain against windows was faint. What is a **concussion**?
   A. a sound
   B. a raindrop
   C. a collision

2. When something **slackens**, it
   A. eases up.
   B. gets harder.
   C. becomes tight.

3. The **apparatus** was set up around the room. The room was full of
   A. posters.
   B. machines.
   C. Experiments.

4. The forest spread out **tumultuously**, or
   A. without order.
   B. high and wide.
   C. in patches all over.

5. They bought **resilient** clothes for their trip. Their clothes would not
   A. get wet at all.
   B. wear out or tear.
   C. weigh them down.

ANALYZE LITERATURE: Setting

1. Describe the setting of this story. How is the setting similar to Earth? How is it different?

   _______________________________________________________

   _______________________________________________________

   _______________________________________________________

2. How does the setting affect the events in the story?

   _______________________________________________________

   _______________________________________________________

   _______________________________________________________
**USE READING SKILLS: Draw Conclusions**

Review your Draw Conclusions Chart with a partner. Based on the details in the text, what can you conclude about living on Venus?

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**BUILD LANGUAGE SKILLS: Diagramming Sentences**

Diagramming sentences is a good way for you to understand the structure of sentences. Look at the example of a basic sentence diagram:

1. **The children are excited.**

   \[ \begin{array}{c|c|c} \text{children} & \text{are} & \text{excited} \\ \hline \text{The} & \text{article} \end{array} \]

2. **Margot misses the warm sun.**

   \[ \begin{array}{c|c|c} \text{Margot} & \text{misses} & \text{sun} \\ \hline \text{the warm} & \text{article adjective} \end{array} \]

Write your own sentences with the same structure as the sentences given. Then, diagram each sentence, following the example above. Do this in the space provided below.

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**WRITING SKILLS: Creative Writing**

Write two entries in Margot’s journal. The first entry should be the night before the story takes place. The second entry should take place the night after the story. Before you begin to write, think about what Margot would say, and the tone she would use in both entries. Each journal entry should be about a page long. When you are done writing, share your entries with a partner.
BEFORE READING

The Bracelet

A Short Story by Yoshiko Uchida

ABOUT THE STORY

In the story "The Bracelet," Ruri is a Japanese-American girl whose family is sent to a relocation center. On the day she must leave her home, her best friend from next door brings her a bracelet as a goodbye gift. Read the story to find out what happens when Ruri's family gets to the camp.

MAKE CONNECTIONS

How do you feel when you are away from home? How would you feel if you knew you could never go back to your home?

________________________

________________________

________________________

________________________

________________________

________________________

ANALYZE LITERATURE: Theme

The theme is the main idea of a literary work. It is not the topic of a work, but a statement about the topic. As you read, think about the story's theme and what statement the author is making.
USE READING SKILLS: Evaluate Author’s Purpose

Authors write with an aim or purpose in mind. The style of writing often reflects the author’s purpose, which could be to entertain, to inform, to instruct, or to persuade.

As you read, identify details related to the author’s purpose and fill in the information in the Author’s Purpose Chart below. An example has been done for you.

**Author’s Purpose Chart**

**Details:**

“It was April 21, 1942. The United States and Japan were at war, and every Japanese person on the West Coast was being evacuated by the government to a concentration camp.”

**My Evaluation:**

The author included this information to give readers the context of the events. The information helps me understand why the narrator is moving and why she is so upset, so the author was successful.

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**Details:**

**My Evaluation:**

---

**Details:**

**My Evaluation:**

---

**Details:**

**My Evaluation:**

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**Details:**

**My Evaluation:**
### PREVIEW VOCABULARY

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<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
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<tr>
<td><strong>intern</strong>&lt;br&gt;in • tern (in´tern´)&lt;br&gt;verb</td>
<td>The teacher <em>interned</em> the students inside during recess as punishment for their bad behavior.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
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<tr>
<td><strong>by some miracle</strong>&lt;br&gt;idiom</td>
<td>Even though our bus was running late, <em>by some miracle</em> we arrived before our teacher.</td>
<td>You might say that you were saved <em>by some miracle</em> if you...</td>
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<td><strong>wilted</strong>&lt;br&gt;wilt • ed (wil´tad)&lt;br&gt;adjective</td>
<td>The <em>wilted</em> flowers drooped in the hot summer sun.</td>
<td>If your friend’s confidence is <em>wilted</em>, you can...</td>
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<td><strong>forsaken</strong>&lt;br&gt;for • sak • en (för sá´ken)&lt;br&gt;adjective</td>
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<tr>
<td><strong>bayonet</strong>&lt;br&gt;bay • o • net (bá´ə nat)&lt;br&gt;noun</td>
<td>The <em>bayonet</em> at the end of the old gun was so rusty that it couldn’t cut anything anymore.</td>
<td>The <em>bayonet</em> at the end of a gun is supposed to...</td>
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“Mama, is it time to go?” I hadn’t planned to cry, but the tears came suddenly, and I wiped them away with the back of my hand. I didn’t want my older sister to see me crying.

“It’s almost time, Ruri,” my mother said gently. Her face was filled with a kind of sadness I had never seen before.

I looked around at my empty room. The clothes that Mama always told me to hang up in the closet, the junk piled on my dresser, the old rag doll I could never bear to part with—they were all gone. There was nothing left in my room, and there was nothing left in the rest of the house. The rugs and furniture were gone, the pictures and drapes were down, and the closets and cupboards were empty. The house was like a gift box after the nice thing inside was gone; just a lot of nothingness.

It was almost time to leave our home, but we weren’t moving to a nicer house or to a new town. It was April 21, 1942. The United States and Japan were at war, and every Japanese person on the West Coast was being evacuated by the government to a concentration camp. Mama, my sister Keiko, and I were being sent from our home, and out of Berkeley, and eventually out of California.

The doorbell rang, and I ran to answer it before my sister could. I thought maybe by some miracle a messenger from the government might be standing there, tall and proper and buttoned into a uniform, come to tell us it was all a terrible mistake, that we wouldn’t have to leave after all. Or maybe the messenger would have a telegram from Papa, who was interned in a prisoner-of-war camp in Montana because he had worked for a Japanese business firm.

The FBI had come to pick up Papa and hundreds of other Japanese community leaders on the very day that Japanese planes had bombed Pearl Harbor. The government thought they were dangerous enemy aliens. If it weren’t so sad, it would have been funny. Papa could no more be dangerous than the

1. evacuated. Removed, usually in haste or because of a threat
2. Berkeley. City in California near the Pacific coast
3. FBI. Federal Bureau of Investigation, a national law enforcement agency
mayor of our city, and he was every bit as loyal to the United States. He had lived here since 1917.

When I opened the door, it wasn’t a messenger from anywhere. It was my best friend, Laurie Madison, from next door. She was holding a package wrapped up like a birthday present, but she wasn’t wearing her party dress, and her face drooped like a wilted tulip.

“Hi,” she said. “I came to say goodbye.”

She thrust the present at me and told me it was something to take to camp. “It’s a bracelet,” she said before I could open the package. “Put it on so you won’t have to pack it.” She knew I didn’t have one inch of space left in my suitcase. We had been instructed to take only what we could carry into camp, and Mama had told us that we could each take only two suitcases.

“Then how are we ever going to pack the dishes and blankets and sheets they’ve told us to bring with us?” Keiko worried.

“I don’t really know,” Mama said, and she simply began packing those big impossible things into an enormous duffel bag—along with umbrellas, boots, a kettle, hot plate, and flashlight.

“Who’s going to carry that huge sack?” I asked.

But Mama didn’t worry about things like that. “Someone will help us,” she said. “Don’t worry.” So I didn’t.

Laurie wanted me to open her package and put on the bracelet before she left. It was a thin gold chain with a heart dangling on it. She helped me put it on, and I told her I’d never take it off, ever.

“Well, goodbye then,” Laurie said awkwardly. “Come home soon.”

“I will,” I said, although I didn’t know if I would ever get back to Berkeley again.

I watched Laurie go down the block, her long blond pigtails bouncing as she walked. I wondered who would be sitting in my desk at Lincoln Junior High now that I was gone. Laurie kept turning and waving, even walking backward for a while, until she got to the corner. I didn’t want to watch anymore, and I slammed the door shut.
The next time the doorbell rang, it was Mrs. Simpson, our other neighbor. She was going to drive us to the Congregational Church, which was the Civil Control Station where all the Japanese of Berkeley were supposed to report.

It was time to go. “Come on, Ruri. Get your things,” my sister called to me.

It was a warm day, but I put on a sweater and my coat so I wouldn’t have to carry them, and I picked up my two suitcases. Each one had a tag with my name and our family number on it. Every Japanese family had to register and get a number. We were Family Number 13453.

Mama was taking one last look around our house. She was going from room to room, as though she were trying to take a mental picture of the house she had lived in for fifteen years, so she would never forget it.

I saw her take a long last look at the garden that Papa loved. The irises beside the fish pond were just beginning to bloom. If Papa had been home, he would have cut the first iris blossom and brought it inside to Mama. “This one is for you,” he would have said. And Mama would have smiled and said, “Thank you, Papa San” and put it in her favorite cut-glass vase.

But the garden looked shabby and forsaken now that Papa was gone and Mama was too busy to take care of it. It looked the way I felt, sort of empty and lonely and abandoned.

What memories of your home would you want to remember if you had to move away?

When Mrs. Simpson took us to the Civil Control Station, I felt even worse. I was scared, and for a minute I thought I was going to lose my breakfast right in front of everybody. There must have been over a thousand Japanese people gathered at the church. Some were old and some were young. Some were talking and laughing, and some were crying. I guess everybody else was scared too. No one knew exactly what was going to happen.

4. irises beside the fish pond. Elements of a traditional Japanese garden
5. Papa San. Japanese term of respect for a father
happen to us. We just knew we were being taken to the Tanforan Racetracks,\(^6\) which the army had turned into a camp for the Japanese. There were fourteen other camps like ours along the West Coast. What scared me most were the soldiers standing at the doorway of the church hall. They were carrying guns with mounted bayonets. I wondered if they thought we would try to run away and whether they’d shoot us or come after us with their bayonets if we did.

A long line of buses waited to take us to camp. There were trucks, too, for our baggage. And Mama was right; some men were there to help us load our duffel bag. When it was time to board the buses, I sat with Keiko, and Mama sat behind us. The bus went down Grove Street and passed the small Japanese food store where Mama used to order her bean-curd cakes and pickled radish. The windows were all boarded up, but there was a sign still hanging on the door that read, “We are loyal Americans.”

The crazy thing about the whole evacuation was that we were all loyal Americans. Most of us were citizens because we had been born here. But our parents, who had come from Japan, couldn’t become citizens because there was a law that prevented any Asian from becoming a citizen.\(^7\) Now everybody with a Japanese face was being shipped off to concentration camps.

“It’s stupid,” Keiko muttered as we saw the racetrack looming up beside the highway. “If there were any Japanese spies around, they’d have gone back to Japan long ago.” “I’ll say,” I agreed. My sister was in high school and she ought to know, I thought.

When the bus turned into Tanforan, there were more armed guards at the gate, and I saw barbed wire strung around the entire grounds. I felt as though I were going to a prison, but I hadn’t done anything wrong.

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6. Tanforan Racetracks. Assembly area where many Japanese were taken temporarily before being moved to camps.
7. law that prevented any Asian from becoming a citizen. People of Japanese descent born in the United States became citizens, but Japanese who emigrated to the United States after 1907 were barred from citizenship.
We streamed off the buses and poured into a huge room, where doctors looked down our throats and peeled back our eyelids to see if we had any diseases. Then we were given our housing assignments. The man in charge gave Mama a slip of paper. We were in Barrack 16, Apartment 40.

“Mama!” I said. “We’re going to live in an apartment!” The only apartment I had ever seen was the one my piano teacher lived in. It was in an enormous building in San Francisco, with an elevator and thick-carpeted hallways. I thought how wonderful it would be to have our own elevator. A house was all right, but an apartment seemed elegant and special.

We walked down the racetrack, looking for Barrack 16. Mr. Noma, a friend of Papa’s, helped us carry our bags. I was so busy looking around I slipped and almost fell on the muddy track. Army barracks had been built everywhere, all around the racetrack and even in the center oval.

Mr. Noma pointed beyond the track toward the horse stables. “I think your barrack is out there.”

He was right. We came to a long stable that had once housed the horses of Tanforan, and we climbed up the wide ramp. Each stall had a number painted on it, and when we got to 40, Mr. Noma pushed open the door.

“Well, here it is,” he said, “Apartment 40.”

The stall was narrow and empty and dark. There were two small windows on each side of the door. Three folded army cots were on the dust-covered floor, and one light bulb dangled from the ceiling. That was all. This was our apartment, and it still smelled of horses.

Mama looked at my sister and then at me. “It won’t be so bad when we fix it up,” she began. “I’ll ask Mrs. Simpson to send me some material for curtains. I could make some cushions too, and...well...” She stopped. She couldn’t think of anything more to say.

8. barrack. Any basic temporary housing

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Mr. Noma said he’d go get some mattresses for us. “I’d better hurry before they’re all gone.” He rushed off. I think he wanted to leave so that he wouldn’t have to see Mama cry. But he needn’t have run off, because Mama didn’t cry.

She just went out to borrow a broom and began sweeping out the dust and dirt. “Will you girls set up the cots?” she asked.

It was only after we’d put up the last cot that I noticed my bracelet was gone. “I’ve lost Laurie’s bracelet!” I screamed. “My bracelet’s gone!”

We looked all over the stall and even down the ramp. I wanted to run back down the track and go over every inch of ground we’d walked on, but it was getting dark and Mama wouldn’t let me.

I thought of what I’d promised Laurie. I wasn’t ever going to take the bracelet off, not even when I went to take a shower. And now I had lost it on my very first day in camp. I wanted to cry.

I kept looking for it all the time we were in Tanforan. I didn't stop looking until the day we were sent to another camp, called Topaz, in the middle of a desert in Utah. And then I gave up.

But Mama told me never mind. She said I didn’t need a bracelet to remember Laurie, just as I didn’t need anything to remember Papa or our home in Berkeley or all the people and things we loved and had left behind.

“Those are things we can carry in our hearts and take with us no matter where we are sent,” she said.

And I guess she was right. I’ve never forgotten Laurie, even now.

How do you feel about the interment of the Japanese Americans during World War II? How can a work of historical fiction such as “The Bracelet” help you understand the events that actually happened?
READING CHECK

Circle the letter of the correct answer.

1. Why are Ruri and her family moving?
   A. They want to go back to Japan.
   B. The government is forcing them to move.
   C. They are trying to escape the dangers of war.

2. What does Ruri's friend give her before the family leaves?
   A. a bracelet
   B. a necklace
   C. a wild iris flower

3. Where is the family first taken?
   A. to California
   B. to the racetrack
   C. to the Utah camp

4. What happens when Ruri finishes cleaning?
   A. She goes out to explore.
   B. She writes a letter to Laurie.
   C. She realizes that her present is missing.

5. What does Mama tell Ruri?
   A. The gift fell off on the way over to the barracks.
   B. The people and memories in our heart are always with us.
   C. There are things more important in life than gifts we receive.

VOCABULARY CHECK

Circle the letter of the correct answer.

1. The Japanese Americans were interned in a camp. They were
   A. confined to one area.
   B. charged very high rates.
   C. allowed to visit restricted areas.

2. The team finished in first place by some miracle. Their victory was
   A. not expected.
   B. not deserved.
   C. not a surprise.

3. The garden looked wilted because no one cared for it. Wilted means
   A. tall and thick.
   B. fresh and healthy.
   C. falling over and sick.

4. The house looked forsaken when they left. Something forsaken is
   A. sterilized.
   B. abandoned.
   C. remembered.

5. The bayonets on the soldiers' guns looked sharp and threatening. A bayonet is
   A. a special type of gun.
   B. a steel blade attached to a gun
   C. a gun that comes with a matching sword.

ANALYZE LITERATURE: Theme

1. What is the theme of this story?

2. What statement does the author seem to be making?
USE READING SKILLS: Evaluate Author’s Purpose

1. Review your Author’s Purpose Chart with a partner. Why did the author write this story?

2. How do the details and historical facts included in the story enhance the author’s purpose?

BUILD LANGUAGE SKILLS: Diagramming Sentences

Diagramming sentences is a good way for you to understand the structure of sentences. Below is an example of a basic sentence diagram:

1. The family was sad.

   family   was     sad
   The
   subject   verb     predicate adjective
   article

2. Ruri is an American citizen.

   Ruri   is    citizen
   an American
   subject   verb   predicate noun
   article   adjective

Write your own sentence with the same structure as either sentence 1 or 2. Then, diagram your sentence, following the example above. Use the space provided below.

Research more types of sentence diagrams. Then, diagram a sentence from the story. Use a separate sheet of paper.

SPEAKING & LISTENING SKILLS: Topic Discussion

“Those are things we carry in our hearts and take with us no matter where we are sent.”

Discuss this idea with a partner. Talk about whether or not you agree with this statement, and describe which people, places, or objects you would want to remember. Explain why you would want to keep these memories in your heart. Ask your partner questions about his or her memories.
ABOUT THE STORY

"Ta-Na-E-Ka" is about a Native American Kaw girl who goes through Ta-Na-E-Ka—a rite of passage for boys and girls moving into adulthood. The girl follows her own instincts and her grandfather’s directions as she experiences this rite of passage. Read on to find how the girl faces the discomforts usually associated with Ta-Na-E-Ka.

MAKE CONNECTIONS

Think about the traditions that your family observes. What do you think about these traditions?

__________________________________________

__________________________________________

__________________________________________

ANALYZE LITERATURE: Conflict

Conflict is the struggle that the characters in the story experience. Characters may struggle against another character, against the forces of nature, and against society or how society expects the characters to live. A character’s struggle may also refer to a struggle against fate, or against some elements within himself or herself.

As you read "Ta-Na-E-Ka," look for the different conflicts that Mary and other characters face in the story.
USE READING SKILLS: Analyze Cause and Effect

When you analyze **cause** and **effect**, you look for the relationship between a cause or causes and all the possible effects. As you read “Ta-Na-E-Ka,” use a Cause-and-Effect Chart like the one below. List the events (causes) in the story and the results of these events (effects) in your chart. A sample has been done for you.

**Cause-and-Effect Chart**

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>worries over turning eleven years old</td>
<td>Mary’s nightmares</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
## PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>skirmish</strong> skir • mish (skar mish) noun</td>
<td>There was war report saying that many soldiers were hurt in a skirmish.</td>
<td>I'm proud that our heritage has survived many generations.</td>
<td>A skirmish can happen when...</td>
</tr>
<tr>
<td><strong>heritage</strong> her • i • tage (herə tij) noun</td>
<td>Something from my heritage that I value is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>equate</strong> e • quate (e′kwā′t) verb</td>
<td>I equate love with sacrifice because there are times that you must give up something for someone you love.</td>
<td>I can equate discipline with...</td>
<td></td>
</tr>
<tr>
<td><strong>put foot down</strong> idiom</td>
<td>When I strongly believe in something, I put my foot down and refuse to compromise.</td>
<td>My teacher will put her foot down if I...</td>
<td></td>
</tr>
<tr>
<td><strong>sacred</strong> sa • cred (sa′kred) adjective</td>
<td>In India, cows are sacred because they are considered holy.</td>
<td>Something that is sacred should be...</td>
<td></td>
</tr>
</tbody>
</table>

1 2 3

1 2 3

1 2 3

1 2 3
As my birthday drew closer, I had awful nightmares about it. I was reaching the age at which all Kaw Indians had to participate in Ta-Na-E-Ka. Well, not all Kaws. Many of the younger families on the reservation were beginning to give up the old customs. But my grandfather, Amos Deer Leg, was devoted to tradition. He still wore handmade beaded moccasins instead of shoes, and kept his iron gray hair in tight braids. He could speak English, but he spoke it only with white men. With his family he used a Sioux dialect.

Grandfather was one of the last living Indians (he died in 1953 when he was eighty-one) who actually fought against the U.S. Cavalry. Not only did he fight, he was wounded in a skirmish at Rose Creek—a famous encounter in which the celebrated Kaw chief Flat Nose lost his life. At the time, my grandfather was only eleven years old.

Eleven was a magic word among the Kaws. It was the time of Ta-Na-E-Ka, the “flowering of adulthood.” It was the age, my grandfather informed us hundreds of times, “when a boy could prove himself to be a warrior and a girl took the first steps to womanhood.”

“I don’t want to be a warrior,” my cousin, Roger Deer Leg, confided to me. “I’m going to become an accountant.”

“None of the other tribes make girls go through the endurance ritual,” I complained to my mother.

“It won’t be as bad as you think, Mary,” my mother said, ignoring my protests. “Once you’ve gone through it, you’ll certainly never forget it. You’ll be proud.”

I even complained to my teacher, Mrs. Richardson, feeling that, as a white woman, she would side with me.

She didn’t. “All of us have rituals of one kind or another,” Mrs. Richardson said. “And look at it this way: how many girls have the opportunity to compete on equal terms with boys? Don’t look down on your heritage.”

1. U.S. Cavalry. Early mounted troops
Heritage, indeed! I had no intention of living on a reservation for the rest of my life. I was a good student. I loved school. My fantasies were about knights in armor and fair ladies in flowing gowns being saved from dragons. It never once occurred to me that being Indian was exciting.

But I’ve always thought that the Kaw were the originators of the women’s liberation movement. No other Indian tribe— and I’ve spent half a lifetime researching the subject—treated women more “equally” than the Kaw. Unlike most of the subtribes of the Sioux Nation, the Kaw allowed men and women to eat together. And hundreds of years before we were “acculturated,” a Kaw woman had the right to refuse a prospective husband even if her father arranged the match.

The wisest women (generally wisdom was equated with age) often sat in tribal councils. Furthermore, most Kaw legends revolve around “Good Woman,” a kind of supersquaw, a Joan of Arc of the high plains. Good Woman led Kaw warriors into battle after battle from which they always seemed to emerge victorious. And girls as well as boys were required to undergo Ta-Na-E-Ka.

The actual ceremony varied from tribe to tribe, but since the Indians’ life on the plains was dedicated to survival, Ta-Na-E-Ka was a test of survival.

“Endurance is the loftiest virtue of the Indian,” my grandfather explained. “To survive, we must endure. When I was a boy, Ta-Na-E-Ka was more than the mere symbol it is now. We were painted white with the juice of a sacred herb and sent naked into the wilderness without so much as a knife. We couldn’t return until the white had worn off. It wouldn’t wash

---

2. women’s liberation movement. A movement for political, social, and educational equality of women with men. Its roots in America date to 1848, but women were not granted equal rights until 1920s.
3. acculturated. Adapting to or borrowing traits from another culture
4. Joan of Arc. French saint and national heroine who was ultimately burned at the stake for standing up for her beliefs
It took almost eighteen days, and during that time we had to stay alive, trapping food, eating insects and roots and berries, and watching out for enemies. And we did have enemies—both the white soldiers and the Omaha warriors, who were always trying to capture Kaw boys and girls undergoing their endurance test. It was an exciting time.”

“What happened if you couldn’t make it?” Roger asked. He was born only three days after I was, and we were being trained for Ta-Na-E-Ka together. I was happy to know he was frightened too.

“Many didn’t return,” Grandfather said. “Only the strongest and shrewdest. Mothers were not allowed to weep over those who didn’t return. If a Kaw couldn’t survive, he or she wasn’t worth weeping over. It was our way.”

“What a lot of hooey,” Roger whispered. “I’d give anything to get out of it.”

“I don’t see how we have any choice,” I replied. Roger gave my arm a little squeeze. “Well, it’s only five days.”

Five days! Maybe it was better than being painted white and sent out naked for eighteen days. But not much better.

We were to be sent, barefoot and in bathing suits, into the woods. Even our very traditional parents put their foot down when Grandfather suggested we go naked. For five days we’d have to live off the land, keeping warm as best we could, getting food where we could. It was May, but on the northernmost reaches of the Missouri River the days were still chilly and the nights were fiercely cold.

Grandfather was in charge of the month’s training for Ta-Na-E-Ka. One day he caught a grasshopper and demonstrated how to pull its legs and wings off in one flick of the fingers and how to swallow it.


I knew one thing. This particular Kaw Indian girl wasn’t going to swallow a grasshopper, no matter how hungry she got. And then I had an idea. Why hadn’t I thought of it before? It would have saved nights of bad dreams about squooshy grasshoppers.

I headed straight for my teacher’s house. “Mrs. Richardson,” I said, “would you lend me five dollars?”

shrewd (shru′d) adjective, clever, having a high degree of common sense

5. Omaha. North American Plains Indians who migrated from the Ohio valley to the Missouri and Mississippi River valleys and finally settled in Iowa
“Five dollars!” she exclaimed. “What for?”

“You remember the ceremony I talked about?”

“Ta-Na-E-Ka. Of course. Your parents have written me and asked me to excuse you from school so you can participate in it.”

“Well, I need some things for the ceremony,” I replied, in a half-truth.

“I don’t want to ask my parents for the money.”

“It’s not a crime to borrow money, Mary. But how can you pay it back?”

“I’ll baby-sit for you ten times.”

“That’s more than fair,” she said, going to her purse and handing me a crisp new five-dollar bill. I’d never had that much money at once.

“I’m happy to know the money’s going to be put to a good use,” Mrs. Richardson said.

A few days later, the ritual began with a long speech from my grandfather about how we had reached the age of decision, how we now had to **fend** for ourselves and prove that we could survive the most horrendous of **ordeals**. All the friends and relatives who had gathered at our house for dinner made jokes about their own Ta-Na-E-Ka experiences. They all advised us to fill up now, since for the next five days we’d be gorging ourselves on crickets. Neither Roger nor I was very hungry. “I’ll probably laugh about this when I’m an accountant,” Roger said, trembling.

“Are you trembling?” I asked.

“What do you think?”

“I’m happy to know boys tremble too,” I said.

At six the next morning we kissed our parents and went off to the woods. “Which side do you want?” Roger asked.
According to the rules, Roger and I would stake out “territories” in separate areas of the woods, and we weren’t to communicate during the entire ordeal.

“I’ll go toward the river, if it’s okay with you,” I said.

“Sure,” Roger answered. “What difference does it make?”

To me, it made a lot of difference. There was a marina a few miles up the river and there were boats moored there. At least, I hoped so. I figured that a boat was a better place to sleep than under a pile of leaves.

“Why do you keep holding your head?” Roger asked.

“Oh, nothing. Just nervous,” I told him. Actually, I was afraid I’d lose the five-dollar bill, which I had tucked into my hair with a bobby pin. As we came to a fork in the trail, Roger shook my hand.

“Good luck, Mary.”

“N’ko-n’ta,” I said. It was the Kaw word for courage.

The sun was shining and it was warm, but my bare feet began to hurt immediately. I spied one of the berry bushes Grandfather had told us about. “You’re lucky,” he had said. “The berries are ripe in the spring, and they are delicious and nourishing.” They were orange and fat and I popped one into my mouth.

Argh! I spat it out. It was awful and bitter, and even grasshoppers were probably better tasting, although I never intended to find out.

I sat down to rest my feet. A rabbit hopped out from under the berry bush. He nuzzled the berry I’d spat out and ate it. He picked another one and ate that too. He liked them. He looked at me, twitching his nose. I watched a redheaded woodpecker bore into an elm tree and I caught a glimpse of a civet cat waddling through some twigs. All of a sudden I realized I was no longer frightened. Ta-Na-E-Ka might be more fun than I’d anticipated. I got up and headed toward the marina.

**Note the Facts**

When do berries ripen?

**Read Aloud**

Read lines 153–163. What did Mary realize after she watched a rabbit, a redheaded woodpecker, and a civet cat?

**Use Reading Skills**

**Analyze Cause and Effect**

What effect did Mary hope would happen if she stayed at the marina?
“Not one boat,” I said dejectedly. But the restaurant on the shore, “Ernie’s Riverside,” was open. I walked in, feeling silly in my bathing suit. The man at the counter was big and tough-looking. He wore a sweat shirt with the words “Fort Sheridan, 1944,” and he had only three fingers on one of his hands. He asked me what I wanted.

“A hamburger and a milk shake,” I said, holding the five dollar bill in my hand so he’d know I had money.

“That’s a pretty heavy breakfast, honey,” he murmured.

“That’s what I always have for breakfast,” I lied.

“Forty-five cents,” he said, bringing me the food. (Back in 1947, hamburgers were twenty-five cents and milk shakes were twenty cents.) “Delicious,” I thought. “Better’n grasshoppers—and Grandfather never once mentioned that I couldn’t eat hamburgers.”

While I was eating, I had a grand idea. Why not sleep in the restaurant? I went to the ladies’ room and made sure the window was unlocked. Then I went back outside and played along the riverbank, watching the water birds and trying to identify each one. I planned to look for a beaver dam the next day.

The restaurant closed at sunset, and I watched the three fingered man drive away. Then I climbed in the unlocked window. There was a night light on, so I didn’t turn on any lights. But there was a radio on the counter. I turned it on to a music program. It was warm in the restaurant, and I was hungry. I helped myself to a glass of milk and a piece of pie, intending to keep a list of what I’d eaten, so I could leave money. I also planned to get up early, sneak out through the window, and head for the woods before the three-fingered man returned. I turned off the radio, wrapped myself in the man’s apron, and, in spite of the hardness of the floor, fell asleep.

“What the heck are you doing here, kid?” It was the man’s voice. It was morning. I’d overslept. I was scared.

“Hold it, kid. I just wanna know what you’re doing here. You lost? You must be from the reservation. Your folks must be worried sick about you. Do they have a phone?”
“Yes, yes,” I answered. “But don’t call them.”
I was shivering. The man, who told me his name was Ernie, made me a cup of hot chocolate while I explained about Ta-Na-E-Ka.

“Darndest thing I ever heard,” he said, when I was through. “Lived next to the reservation all of my life and this is the first I’ve heard of Ta-Na-whatever-you-call-it.” He looked at me, all goosebumps in my bathing suit. “Pretty silly thing to do to a kid,” he muttered.

That was just what I’d been thinking for months, but when Ernie said it, I became angry. “No, it isn’t silly. It’s a custom of the Kaw. We’ve been doing this for hundreds of years. My mother and my grandfather and everybody in my family went through this ceremony. It’s why the Kaw are great warriors.”

“Okay, great warrior,” Ernie chuckled, “suit yourself. And, if you want to stick around, it’s okay with me.” Ernie went to the broom closet and tossed me a bundle. “That’s the lost-and-found closet,” he said. “Stuff people left on boats. Maybe there’s something to keep you warm.”

The sweater fitted loosely, but it felt good. I felt good. And I’d found a new friend. Most important, I was surviving Ta-Na-E-Ka. My grandfather had said the experience would be filled with adventure, and I was having my fill. And Grandfather had never said we couldn’t accept hospitality.

I stayed at Ernie’s Riverside for the entire period. In the mornings I went into the woods and watched the animals and picked flowers for each of the tables in Ernie’s. I had never felt better. I was up early enough to watch the sun rise on the Missouri, and I went to bed after it set. I ate everything I wanted—insisting that Ernie take all my money for the food.

“I’ll keep this in trust for you, Mary,” Ernie promised, “in case you are ever desperate for five dollars.”

I was sorry when the five days were over. I’d enjoyed every minute with Ernie. He taught me how to make western omelets and to make Chili Ernie Style (still one of my favorite dishes). And I told Ernie all about the legends of the Kaw. I hadn’t realized I knew so much about my people.

But Ta-Na-E-Ka was over, and as I approached my house at about nine-thirty in the evening, I became nervous all over again. What if Grandfather asked me about the berries and the grasshoppers? And my feet were hardly cut. I hadn’t lost a pound and my hair was combed.

7. in trust. Money that is held for future use
“They’ll be so happy to see me,” I told myself hopefully,
that they won’t ask too many questions.”

I opened the door. My grandfather was in the front room.
He was wearing the ceremonial beaded deerskin shirt which had
belonged to his grandfather. “N’g’da’ma,” he said. “Welcome back.”

I embraced my parents warmly, letting go only when I saw
my cousin Roger sprawled on the couch. His eyes were red and
swollen. He’d lost weight. His feet were an unsightly mass of
blood and blisters, and he was moaning: “I made it, see. I made it.
I’m a warrior. A warrior.”

My grandfather looked at me strangely. I was clean,
obviously well-fed, and radiantly healthy. My parents got the
message. My uncle and aunt gazed at me with hostility.

Finally my grandfather asked, “What did you eat to keep
you so well?”

I sucked in my breath and blurted out the truth:
“Hamburgers and milk shakes.”

“How about grasshoppers,” my grandfather growled.

“You didn’t say we had to eat grasshoppers,” I said sheepishly.

Tell us about your Ta-Na-E-Ka,” my grandfather
commanded.

I told them everything, from borrowing the five dollars, to
Ernie’s kindness, to observing the beaver.

“That’s not what I trained you for,” my grandfather said sadly.

I stood up. “Grandfather, I learned that Ta-Na-E-Ka is
important. I didn’t think so during training. I was scared stiff of
it. I handled it my way. And I learned I had nothing to be afraid
of. There’s no reason in 1947 to eat grasshoppers when you can
eat a hamburger.”

I was inwardly shocked at my own audacity. But I liked it.

“Grandfather, I’ll bet you never ate one of those rotten berries
yourself.”

Grandfather laughed! He laughed aloud! My mother and
father and aunt and uncle were all dumbfounded. Grandfather
never laughed. Never.

Those berries—they are terrible,” Grandfather admitted. “I
could never swallow them. I found a dead deer on the first day

Think and Reflect

How is Mary’s Ta-Na-E-Ka’s experience different from Roger’s?

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you so well?”

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Differentiated Instruction for ELL

LEVEL I, UNIT 2
of my Ta-Na-E-Ka—shot by a soldier, probably—and he kept my belly full for the entire period of the test!”

Grandfather stopped laughing. “We should send you out again,” he said.

I looked at Roger. “You’re pretty smart, Mary,” Roger groaned. “I’d never have thought of what you did.”

“Accountants just have to be good at arithmetic,” I said comfortingly. “I’m terrible at arithmetic.”

Roger tried to smile, but couldn’t. My grandfather called me to him. “You should have done what your cousin did. But I think you are more alert to what is happening to our people today than we are. I think you would have passed the test under any circumstances, in any time. Somehow, you know how to exist in a world that wasn’t made for Indians. I don’t think you’re going to have any trouble surviving.”

Grandfather wasn’t entirely right. But I’ll tell about that another time.

**Read Aloud**

Read lines 295–301. What does Grandfather think about Mary’s Ta-Na-E-Ka and her chances for surviving?

**Mirror & Windows**

Why do you think people like the Kaws continue to practice their traditions? If you were Mary, would you handle Ta-Na-E-Ka in your own way?
READING CHECK

Circle the letter of the correct answer.

1. What is the literal meaning of Ta-Na-E-Ka?
   A. mountains and rivers
   B. Grandfather’s hardship
   C. flowering of adulthood

2. What does Roger want to be someday?
   A. a doctor
   B. a lawyer
   C. an accountant

3. At what age does a Kaw boy or girl undergo Ta-Na-E-Ka?
   A. eleven
   B. twelve
   C. thirteen

4. How long should a Kaw boy or girl who undergoes Ta-Na-E-Ka stay in the wilderness?
   A. six days
   B. five days
   C. seven days

5. What was the main test of Ta-Na-E-Ka?
   A. respect
   B. honesty
   C. survival

VOCABULARY CHECK

Circle the letter of the correct answer.

1. The soldiers were engaged in a skirmish. They were
   A. losing.
   B. fighting.
   C. celebrating.

2. Someone’s heritage is
   A. the way a person looks and where he or she lives.
   B. a trial or test someone undergoes at a certain age.
   C. family history passed down through generations.

3. Many people consider a church as a sacred place. It is considered
   A. holy.
   B. boring.
   C. necessary.

4. My friends put their foot down and
   A. made a firm stand.
   B. doubted their own words.
   C. avoided saying their opinions.

5. Andy always equates a wish with a dream because he thinks they are
   A. foolish.
   B. the same.
   C. unrelated.

ANALYZE LITERATURE: Conflict

What is the main conflict in the story? How does Mary resolve this conflict?
USE READING SKILLS: Analyze Cause and Effect

Review the Cause-and-Effect Chart you completed. Identify one main cause-and-effect relationship in the story. Share your answer with a classmate.

BUILD LANGUAGE SKILLS: Pronouns

A pronoun is a word used in place of a noun. It may refer to a specific person or thing. You can avoid having to repeat nouns awkwardly by using pronouns.

Example

Francis and Norma cleaned the garage. He asked her to sweep the floor while he dragged huge boxes outside the garage. They worked quickly.

The pronoun he refers to Francis, her refers to Norma, and they refers to both Francis and Norma.

Complete the Pronoun Chart below with the correct pronoun for some of the characters in “Ta-Na-E-Ka.” The first one is done for you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>she, her</td>
</tr>
<tr>
<td>Roger</td>
<td></td>
</tr>
<tr>
<td>Grandfather</td>
<td></td>
</tr>
<tr>
<td>Mary and Roger’s Uncle</td>
<td></td>
</tr>
<tr>
<td>Mrs. Richardsons</td>
<td></td>
</tr>
<tr>
<td>Ernie</td>
<td></td>
</tr>
<tr>
<td>Native American Kaw people</td>
<td></td>
</tr>
</tbody>
</table>

SPEAKING & LISTENING SKILLS: Role-Play

With a partner, create and outline a dialogue between Mary and Roger describing and comparing the specifics of each of their Ta-Na-E-Ka experiences. With one of you acting as Mary and the other as Roger, role-play the conversation, creating the dialogue as you think it might have happened. Enhance the descriptive dialogues with facial expressions, changes in tone of voice, and body language. Then, switch roles and see how much more can be conveyed about each experience.
ABOUT THE STORY

“Zlateh the Goat” is a short story that takes place during the Jewish holiday of Hanukkah. Aaron’s family wants to sell their goat, Zlateh, so they have enough money for the holiday. Find out what happens when Aaron reluctantly leaves home to sell Zlateh.

MAKE CONNECTIONS

How do animals communicate with people? How can people communicate ideas to animals?

ANALYZE LITERATURE: Metaphor

Mood is the feeling or emotion that the writer creates in a literary work. Writers sometimes use fear or worry to create mood. They sometimes use joy or happiness to create mood. As you read “Zlateh the Goat,” notice how the mood changes as the setting changes in the story.
USE READING SKILLS: Analyze Sequence of Events

Sequence of events refers to the order of events as they happen. As you read, keep track of the sequence of events by completing the Sequence Map below. Draw the sequence of events as they are explained. Include a short caption under each image.

Sequence Map

Aaron's father, Reuven, decides to sell Zlateh the goat
<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>penetrate</strong>&lt;br&gt;pen • e • trate&lt;br&gt;(pe´ na tr´) verb</td>
<td>Jacob’s spilled water soon began to <strong>penetrate</strong> his blanket.</td>
<td>Things that can <strong>penetrate</strong> your skin are...</td>
<td></td>
</tr>
<tr>
<td><strong>astray</strong>&lt;br&gt;a • stray&lt;br&gt;(a str´) adjective</td>
<td>The soccer ball went <strong>astray</strong> from the goal.</td>
<td>If your pet goes <strong>astray</strong>, you can find it by...</td>
<td></td>
</tr>
<tr>
<td><strong>make out</strong>&lt;br&gt;idiom</td>
<td>Nadine was able to <strong>make out</strong> some of the writing on the wall.</td>
<td>When you want to <strong>make out</strong> your path up a hill, you ...</td>
<td></td>
</tr>
<tr>
<td><strong>exude</strong>&lt;br&gt;ex • ude&lt;br&gt;(ig züd´) verb</td>
<td>Walter <strong>exuded</strong> delight when he found out he passed his final exam.</td>
<td>One way to <strong>exude</strong> relief is by...</td>
<td></td>
</tr>
<tr>
<td><strong>splendor</strong>&lt;br&gt;splen • dor&lt;br&gt;(splen´ dar) noun</td>
<td>Corinne’s dress made her glow with <strong>splendor</strong>.</td>
<td>Stars show <strong>splendor</strong> by...</td>
<td></td>
</tr>
</tbody>
</table>
At Hanukkah time, the road from the village to the town is usually covered with snow, but this year the winter had been a mild one. Hanukkah had almost come, yet little snow had fallen. The sun shone most of the time. The peasants complained that because of the dry weather there would be a poor harvest of winter grain. New grass sprouted, and the peasants sent their cattle out to pasture.

For Reuven, the furrier, it was a bad year, and after long hesitation he decided to sell Zlateh the goat. She was old and gave little milk. Feyvel, the town butcher, had offered eight gulden for her. Such a sum would buy Hanukkah candles, potatoes and oil for pancakes, gifts for the children, and other holiday necessaries for the house. Reuven told his oldest boy, Aaron, to take the goat to town.

Aaron understood what taking the goat to Feyvel meant, but he had to obey his father. Leah, his mother, wiped the tears from her eyes when she heard the news. Aaron’s younger sisters, Anna and Miriam, cried loudly. Aaron put on his quilted jacket and a cap with earmuffs, bound a rope around Zlateh’s neck, and took along two slices of bread with cheese to eat on the road. Aaron was supposed to deliver the goat by evening, spend the night at the butcher’s, and return the next day with the money.
While the family said goodbye to the goat, and Aaron placed the rope around her neck, Zlateh stood as patiently and good-naturedly as ever. She licked Reuven’s hand. She shook her small white beard. Zlateh trusted human beings. She knew that they always fed her and never did her any harm.

When Aaron brought her out on the road to town, she seemed somewhat astonished. She’d never been led in that direction before. She looked back at him questioningly, as if to say, “Where are you taking me?” But after a while she seemed to come to the conclusion that a goat shouldn’t ask questions. Still, the road was different. They passed new fields, pastures, and huts with thatched roofs. Here and there a dog barked and came running after them, but Aaron chased it away with his stick.

The sun was shining when Aaron left the village. Suddenly the weather changed. A large black cloud with a bluish center appeared in the east and spread itself rapidly over the sky. A cold wind blew in with it. The crows flew low, croaking. At first it looked as if it would rain, but instead it began to hail as in summer. It was early in the day, but it became dark as dusk. After a while, the hail turned to snow.

In his twelve years, Aaron had seen all kinds of weather, but he had never experienced a snow like this one. It was so dense it shut out the light of the day. In a short time their path was completely covered. The wind became as cold as ice. The road to town was narrow and winding. Aaron no longer knew where he was. He could not see through the snow. The cold soon penetrated his quilted jacket.

At first Zlateh didn’t seem to mind the change in weather. She too was twelve years old and knew what winter meant. But when her legs sank deeper and deeper into the snow, she began to turn her head and look at Aaron in wonderment. Her mild eyes seemed to ask, ”Why are we out in such a storm?” Aaron hoped that a peasant would come along with his cart, but no one passed by.

The snow grew thicker, falling to the ground in large, whirling flakes. Beneath it Aaron’s boots touched the softness of a plowed field. He realized that he was no longer on the road. He had gone astray. He could no longer figure out which was east or west, which way was the village, the town. The wind whistled, howled, whirled the snow about in eddies.” It looked as if white imps were playing tag on the fields. A white dust

2. eddies. Whirlwinds; rapid, circular movements of air
3. imps. Small, mischievous creatures

**Analyze Literature**

**Mood** How does Zlateh’s mood change toward the end of the second page of the story? What makes her mood change?
rose above the ground. Zlateh stopped. She could walk no longer. Stubbornly she anchored her cleft hooves in the earth and bleated\(^4\) as if pleading to be taken home. Icicles hung from her white beard, and her horns were glazed with frost.

Aaron did not want to admit the danger, but he knew just the same that if they did not find shelter, they would freeze to death. This was no ordinary storm. It was a mighty blizzard. The snowfall had reached his knees. His hands were numb, and he could no longer feel his toes. He choked when he breathed. His nose felt like wood, and he rubbed it with snow.

Zlateh’s bleating began to sound like crying. Those humans in whom she had so much confidence had dragged her into a trap. Aaron began to pray to God for himself and for the innocent animal.

Suddenly he made out the shape of a hill. He wondered what it could be. Who had piled snow into such a huge heap? He moved toward it, dragging Zlateh after him. When he came near it, he realized that it was a large haystack which the snow had blanketed.

Aaron realized immediately that they were saved. With great effort he dug his way through the snow. He was a village boy and knew what to do. When he reached the hay, he hollowed out a nest for himself and the goat. No matter how cold it may be outside, in the hay it is always warm. And hay was food for Zlateh. The moment she smelled it, she became contented and began to eat. Outside the snow continued to fall. It quickly covered the passageway Aaron had dug. But a boy and an animal need to breathe, and there was hardly any air in their hideout. Aaron bored a kind of a window through the hay and snow and carefully kept the passage clear.

Zlateh, having eaten her fill, sat down on her hind legs and seemed to have regained her confidence in man. Aaron ate his two slices of bread and cheese, but after the difficult journey he was still hungry. He looked at Zlateh and noticed her udders were full. He lay down next to her, placing himself so that when he milked her, he could squirt the milk into his mouth. It was rich and sweet. Zlateh was not accustomed to being milked that way, but she did not resist. On the contrary, she seemed eager to reward Aaron for bringing her to a shelter whose very walls, floor, and ceiling were made of food.

Through the window Aaron could catch a glimpse of the chaos outside. The wind carried before it whole drifts of snow.

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4. bleated. Made the sound goats make; said "maaaa"
It was completely dark, and he did not know whether night had already come or whether it was the darkness of the storm. Thank God that in the hay it was not cold. The dried hay, grass, and field flowers exuded the warmth of the summer sun. Zlateh ate frequently; she nibbled from above, below, from the left and right. Her body gave forth an animal warmth, and Aaron cuddled up to her. He had always loved Zlateh, but now she was like a sister. He was alone, cut off from his family, and wanted to talk. He began to talk to Zlateh.

“Zlateh, what do you think about what has happened to us?” he asked.

“Maaaa,” Zlateh answered.

“If we hadn’t found this stack of hay, we would both be frozen stiff by now,” Aaron said.

“Maaaa,” was the goat’s reply.

“If the snow keeps falling like this, we may have to stay here for days,” Aaron explained.

“Maaaa,” Zlateh bleated.

“What does ‘Maaaa’ mean?” Aaron asked. “You’d better speak up clearly.”

“Maaaa. Maaaa,” Zlateh tried.

“Well, let it be ‘Maaaa’ then,” Aaron said patiently. “You can’t speak, but I know you understand. I need you and you need me. Isn’t that right?”

“Maaaa.”

Aaron became sleepy. He made a pillow out of some hay, leaned his head on it, and dozed off. Zlateh too fell asleep.

When Aaron opened his eyes, he didn’t know whether it was morning or night. The snow had blocked up his window. He tried to clear it, but when he had bored through to the length of...
his arm, he still hadn’t reached the outside. Luckily he had his stick with him and was able to break through to the open air. It was still dark outside. The snow continued to fall and the wind wailed, first with one voice and then with many. Sometimes it had the sound of devilish laughter. Zlateh too awoke, and when Aaron greeted her, she answered, “Maaa.” Yes, Zlateh’s language consisted of only one word, but it meant many things. Now she was saying, “We must accept all that God gives us—heat, cold, hunger, satisfaction, light, and darkness.”

Aaron had awakened hungry. He had eaten up his food, but Zlateh had plenty of milk.

For three days Aaron and Zlateh stayed in the haystack. Aaron had always loved Zlateh, but in these three days he loved her more and more. She fed him with her milk and helped him keep warm. She comforted him with her patience. He told her many stories, and she always cocked her ears and listened. When he patted her, she licked his hand and his face. Then she said, “Maaa,” and he knew it meant, I love you too.

The snow fell for three days, though after the first day it was not as thick, and the wind quieted down. Sometimes Aaron felt that there could never have been a summer, that the snow had always fallen, ever since he could remember. He, Aaron, never had a father or mother or sisters. He was a snow child, born of the snow, and so was Zlateh. It was so quiet in the hay that his ears rang in the stillness. Aaron and Zlateh slept all night and a good part of the day. As for Aaron’s dreams, they were all about warm weather. He dreamed of green fields, trees covered with blossoms, clear brooks, and singing birds. By the third night the snow had stopped, but Aaron did not dare to find his way home in the darkness. The sky became clear, and the moon shone, casting silvery nets on the snow. Aaron dug his way out and looked at the world. It was all white, quiet, dreaming dreams of heavenly splendor. The stars were large and close. The moon swam in the sky as in a sea.

On the morning of the fourth day Aaron heard the ringing of sleigh bells. The haystack was not far from the road. The peasant...
who drove the sleigh pointed out the way to him—not to the town and Feyvel, the butcher, but home to the village. Aaron had decided in the haystack that he would never part with Zlateh.

Aaron’s family and their neighbors had searched for the boy and the goat but had found no trace of them during the storm. They feared they were lost. Aaron’s mother and sisters cried for him; his father remained silent and gloomy. Suddenly one of the neighbors came running to their house with the news that Aaron and Zlateh were coming up the road.

There was great joy in the family. Aaron told them how he had found the stack of hay and how Zlateh had fed him with her milk. Aaron’s sisters kissed and hugged Zlateh and gave her a special treat of chopped carrots and potato peels, which Zlateh gobbled up hungrily.

Nobody ever again thought of selling Zlateh, and now that the cold weather had finally set in, the villagers needed the services of Reuven, the furrier, once more. When Hanukkah came, Aaron’s mother was able to fry pancakes every evening, and Zlateh got her portion too. Even though Zlateh had her own pen, she often came to the kitchen, knocking on the door with her horns to indicate that she was ready to visit; and she was always admitted. In the evening Aaron, Miriam, and Anna played dreidel.\(^5\) Zlateh sat near the stove watching the children and the flickering of the Hanukkah candles.

Once in a while Aaron would ask her, “Zlateh, do you remember the three days we spent together?”

And Zlateh would scratch her neck with a horn, shake her white bearded head, and come out with the single sound which expressed all her thoughts, and all her love.

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\(^5\) **dreidel.** Game played at Hanukkah in which a small four-sided toy called a *dreidel* is spun like a top.

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**Differentiated Instruction for ELL**

**Mirrors & Windows**

Zlateh seems to have many human characteristics. Do you think Aaron sees Zlateh as more human than she actually is? Why or why not?

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**Analyse Literature**

**Mood** What is the mood of the story after the blizzard ends?

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**Use Reading Skills**

**Analyze Sequence of Events** Use the Sequence Map to write two to three events that occur on the last page of the story. Write each event in a complete sentence.
AFTER READING

READING CHECK
Circle the letter of the correct answer.

1. Who decides to sell Zlateh the goat?
   A. Aaron
   B. Feyvel
   C. Reuven

2. What is the weather at the beginning of Aaron and Zlateh’s trip?
   A. sunny and bright
   B. thundering and stormy
   C. windy with falling hail

3. What does Aaron find that will help them survive the blizzard?
   A. a blanket
   B. a haystack
   C. a basket of food

4. When do Aaron and Zlateh head home?
   A. day 4
   B. day 5
   C. day 6

5. What did Aaron’s family finally decide to do about Zlateh?
   A. They set her free.
   B. They sold her to Feyvel.
   C. They kept her as one of the family.

VOCABULARY CHECK
Circle the letter of the correct answer.

1. The lotion penetrated her skin. It
   A. dried off her skin.
   B. went into her skin.
   C. cleaned up her skin.

2. If your dog goes astray, it
   A. wanders off.
   B. wants to be fed.
   C. falls asleep outside.

3. If you are unable to make out someone’s handwriting, you cannot
   A. trace his or her letters.
   B. read what he or she wrote.
   C. talk about his or her writing.

4. When people exude happiness, they
   A. hide their feelings.
   B. show their feelings.
   C. change their feelings.

4. If your day is filled with events of splendor, it is a
   A. confusing day.
   B. exhausting day.
   C. magnificent day.

ANALYZE LITERATURE: Mood
How does the mood of “Zlateh the Goat” change when Aaron and Zlateh are outside during the storm versus when they are inside the haystack?
USE READING SKILLS: Analyze Sequence of Events

Review the Sequence Map you created while reading the how-to writing. Briefly retell the sequence of events in writing as they occur. Share your answer with a classmate.

________________________________________________________________________________________

BUILD LANGUAGE SKILLS: Prepositions

A **preposition** is a part of speech that shows the relationship between its **object** and another word in the sentence. The object of the preposition is either a noun or a pronoun.

Prepositions link words and phrases to the rest of the sentence. Commonly used prepositions include **after, around, at, behind, beside, from, off, through, until, upon, and with**.

**Examples**

1. Zlateh went **with** Aaron to town.
2. Aaron placed the rope **around** Zlateh’s neck.

Complete the sentence by underlining the correct preposition to use.

1. Aaron could not see the road **(through, off)** the thick snow.

   

2. Icicles hung **(after, from)** Zlateh’s beard.

   

3. Aaron and Zlateh sat **(beside, off)** one another.

   

4. The haystack kept the cold **(until, from)** Aaron and Zlateh.

   

5. Aaron and Zlateh headed home **(upon, after)** the storm subsided.

________________________________________________________________________________________

WRITING SKILLS: Personal Narrative

Present a short personal narrative to the class about a time when you had to depend on someone or something else. Think of your classmates as your audience. Introduce the time and place, and then briefly tell what happened. Think about how you felt during your experience. How do you want your readers to feel? Use precise words and details to convey a clear mood. Share your personal narrative with the rest of the class.
BEFORE READING

Pompeii

Historical Nonfiction by Robert Silverberg

ABOUT THE ESSAY

In “Pompeii,” Robert Silverberg describes what happened when Mount Vesuvius erupted in Italy in AD 79. The natural disaster destroyed the Roman city of Pompeii, leaving many people and animals dead. Read on to find out why the author believes that Pompeii has a unique place in history.

MAKE CONNECTIONS

Have you experienced or heard about a natural disaster? How would you describe the experience?
ANALYZE LITERATURE: Point of View

The **point of view** describes the perspective in a story. There are three main points of view an author can use: first person, second person, and third person.

- A story that uses first-person point of view includes pronouns such as *I, me, we,* and *us,* and the main character tells his or her own story.
- A story told from the second-person point of view uses the pronoun *you* and describes the experience of the reader.
- A story that uses third-person point of view is told from the point of view of the narrator. In some stories that use third-person point of view, the narrator describes many characters’ thoughts.

As you read, determine the point of view of this work. Think about how the text would be different if it were written in a different point of view.

USE READING SKILLS: Skim and Scan

When you **skim,** you glance through a material quickly to get a general idea of what it is about. Skimming is an excellent way to get a quick overview of a text. When you **scan,** you look through written material quickly to locate particular information.

Before you read, skim the text to get an idea of what the nonfiction is about. Make notes of any ideas you think are important in the “Skim” column of the Skim and Scan Chart below. As you read the text, look for key words or phrases that you think are important. Scan the essay for details relating to those words and write what you find in the “Scan” column of the chart. An example has been done for you.

<table>
<thead>
<tr>
<th>Skim</th>
<th>Scan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near Naples is a town called Pompeii.</td>
<td>Pompeii is a dead city; no one lives there; Mount Vesuvius erupted.</td>
</tr>
</tbody>
</table>
## PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>haphazard</strong>&lt;br&gt;hap • haz • ard&lt;br&gt;(hap haz’ ard)&lt;br&gt;<em>adjective</em></td>
<td>Marley likes to plan because she doesn’t want a haphazard trip.</td>
<td></td>
<td>When something is haphazard, it is…</td>
</tr>
<tr>
<td><strong>unruly</strong>&lt;br&gt;un • rul • y&lt;br&gt;(un ru lē)&lt;br&gt;<em>adjective</em></td>
<td>I couldn’t seem to make the unruly dog follow those tricks.</td>
<td></td>
<td>A dog that is unruly is difficult to…</td>
</tr>
<tr>
<td><strong>break loose</strong>&lt;br&gt;<em>idiom</em></td>
<td>We have to be careful when walking on this pass because stones can break loose and make you slip.</td>
<td></td>
<td>Rocks that break loose during an earthquake could…</td>
</tr>
<tr>
<td><strong>critical</strong>&lt;br&gt;crit • i • cal&lt;br&gt;(krit’ i kəl)&lt;br&gt;<em>adjective</em></td>
<td>Please keep quiet; the test-takers are working on a critical exam.</td>
<td></td>
<td>A critical point is…</td>
</tr>
<tr>
<td><strong>oblige</strong>&lt;br&gt;o • blige&lt;br&gt;(ə blī j)&lt;br&gt;<em>verb</em></td>
<td>Mr. Hayes obliged us to finish our book report before the spring break.</td>
<td></td>
<td>When someone obliges you to do something, he or she…</td>
</tr>
</tbody>
</table>
Not very far from Naples a strange city sleeps under the hot Italian sun. It is the city of Pompeii and there is no other city quite like it in all the world. No one lives in Pompeii but crickets and beetles and lizards, yet every year thousands of people travel from distant countries to visit it.

Pompeii is a dead city. No one has lived there for nearly two thousand years, not since the summer of the year AD 79, to be exact.

Until that year Pompeii was a prosperous city of twenty-five thousand people. Nearby was the Bay of Naples, an arm of the blue Mediterranean. Rich men came down from wealthy Rome, 125 miles to the north, to build luxurious seaside villas. Fertile farmlands occupied the fields surrounding Pompeii. Rising sharply behind the city was the four-thousand-foot bulk of Mount Vesuvius, a grass-covered slope where the shepherds of Pompeii took their goats to graze. Pompeii was a busy city and a happy one.

It died suddenly, in a terrible rain of fire and ashes.

The tragedy struck on the twenty-fourth of August, AD 79. Mount Vesuvius, which had slumbered quietly for centuries, exploded with savage violence. Death struck on a hot summer afternoon. Tons of hot ashes fell on Pompeii, smothering it, hiding it from sight. For three days the sun did not break through the cloud of volcanic ash that filled the sky. And when the eruption ended, Pompeii was buried deep. A thriving city had perished in a single day.

Centuries passed. Pompeii was forgotten. Then, fifteen hundred years later, it was discovered again. Beneath the protecting shroud of ashes, the city lay intact. Everything was as it had been the day Vesuvius erupted. There were still loaves of bread in the ovens of the bakeries. In the wine shops, the wine jars were in place, and on one counter could be seen a stain where a customer had thrown down his glass and fled.

Modern archaeology began with the discovery of buried Pompeii. Before then, the digging of treasures from the ground had been a haphazard and unscholarly affair. But the excavation...
of Pompeii was done in a systematic, scientific manner, and so the science of serious archaeology can be said to have begun there. Since the year 1748, generations of skilled Italian workmen have been carefully removing the ashes that buried Pompeii, until today almost four-fifths of the city has been uncovered.

Other Roman cities died more slowly. Wind and rain and fire wore them away. Later peoples tore down the ancient monuments, using the stone to build houses and churches. Over the centuries, the cities of the Caesars vanished, and all that is left of them today are scattered fragments.

Not so with Pompeii. It was engulfed in an instant, and its people’s tragedy was our great gain. The buildings of Pompeii still stand as they stood two thousand years ago, and within the houses we can still see the pots and pans, the household tools, the hammers and nails. On the walls of the buildings are election slogans and the scrawlings of unruly boys. Pompeii is like a photograph in three dimensions. It shows us exactly what a city of the Roman Empire was like, down to the smallest detail of everyday life.

To go to Pompeii today is to take a trip backward in a time machine. The old city comes to vivid life all around you. You can almost hear the clatter of horses’ hoofs on the narrow streets, the cries of children, the loud, hearty laughter of the shopkeepers. You can almost smell meat sizzling over a charcoal fire. The sky is cloudlessly blue, with the summer sun almost directly overhead. The grassy slopes of great Vesuvius pierce the heavens behind the city, and sunlight shimmers on the water of the bay a thousand yards from the city walls. Ships from every nation are in port, and the babble of strange languages can be heard in the streets.

Such was Pompeii on its last day. And so it is today, now that the volcanic ash has been cleared away. A good imagination is all you need to restore it to bustling vitality.

At dawn on the twenty-fourth of August in the year 79, Pompeii’s twenty-five thousand people awakened to another hot day in that hot summer. There was going to be a performance in the arena that night, and the whole town was looking forward to the bloody contests of the gladiators. The rumble of heavy wooden wheels was heard as carts loaded with

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3. Caesars. Emperors of ancient Rome
4. engulfed. Swallowed up; overwhelmed
5. vitality. Energy; life
6. gladiators. In ancient Rome, men who fought other men or animals with weapons in an arena for the entertainment of spectators
grain entered the city from the farms outside the walls. Over the centuries the steady stream of carts had worn ruts deep into the pavement of Pompeii’s narrow streets.

Wooden shutters were drawn back noisily. The grocers and sellers of fruit opened their shops, displaying their wares on trays set out on the sidewalk. In the wine shops, the girls who sold wine to the thirsty sailors got ready for another busy day.

Outside, children headed toward school, carrying slates and followed by their dogs. Nearly everyone in Pompeii had a dog, and barking could be heard everywhere as the Pompeian pets greeted one another. A small boy who had just learned the Greek alphabet stopped in front of a blank wall and took a piece of charcoal from his tunic. Hastily he scribbled the Greek letters: alpha, beta, gamma.

In the Forum, the town’s important men had gathered after breakfast to read the political signs that were posted during the night. Elsewhere in the Forum, the wool merchants talked business, and the men who owned the vineyards were smiling to each other about the high quality of this year’s wine, which would fetch a good price in other countries.

The quiet morning moved slowly along. There was nothing very unusual about Pompeii.

But tragedy was on its way. Beneath Vesuvius’s vine-covered slopes, a mighty force was about to break loose.

No one in Pompeii knew the dangerous power imprisoned in Vesuvius. For fifteen hundred years the mountain had slept quietly, but far beneath the crest a boiling fury of molten lava had gradually been gathering strength. The solid rock of Vesuvius held the hidden forces in check. An earthquake sixteen years before had been the first sign that the trapped fury beneath the mountain was struggling to break free. Pressure was building up. In the city at the base of the mountain, life went on in complete ignorance of the looming catastrophe.

At one o’clock in the afternoon on the twenty-fourth of August, AD 79, the critical point was reached. The walls of rock could hold no longer.

The mountain exploded, raining death on thousands. Like many tragedies, this one was misunderstood at first.

Down in Pompeii, four miles from Vesuvius, a tremendous
explosion was heard, echoing ringingly off the mountains on the far side of the city.

“What was that?” people cried from one end of town to another. They stared at each other, puzzled, troubled. Were the gods fighting in heaven? Is that what the loud explosion was?

“Look!” somebody shouted. “Look at Vesuvius!”

Thousands of eyes swiveled upward. Thousands of arms pointed. A black cloud was rising from the shattered crest of the mountain. Higher and higher it rose. An eyewitness, the Roman philosopher Pliny, described the cloud as he saw it from Misenum, twenty-two miles from Pompeii on the opposite side of the bay.

“Better than any other tree, the pine can give an idea of the shape and appearance of this cloud,” Pliny wrote in his notebook later that day. “In fact it was projected into the air like an enormous trunk and then spread into many branches, now white, now black, now spotted, according to whether earth or ashes were thrown up.”

Minutes passed. The sound of the great explosion died away, but it still tingled in everyone’s ears. The cloud over Vesuvius still rose, black as night, higher and higher.

“The cloud is blotting out the sun!” someone cried in terror.

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**Note the Facts**

How did the author know about what Pliny saw?

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**Think and Reflect**

How would you feel if you were in Pompeii during the time of the volcanic eruption?

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*projected. Thrown or hurled forward*
Still no one in Pompeii had perished. The fragments of rock thrown up when the mountain exploded all fell back on the volcano’s slopes. Within the crater, sizzling masses of molten rock were rushing upward, and upwelling gas drove small blobs of liquefied stone thousands of feet into the air. They cooled high above the gaping mouth of the volcano and plummeted earthward.

145 A strange rain began to fall on Pompeii—a rain of stone. The stones were light. They were pumice stones, consisting mostly of air bubbles. They poured down as though there had been a sudden cloudburst. The pumice stones, or lapilli, did little damage. They clattered against the wooden roofs of the Pompeian houses. They fell by the hundreds in the streets. The people who had rushed out of houses and shops and thermopelia10 to see what had caused the explosion now scrambled to take cover as the weird rain of lapilli continued.

150 “What is happening?” Pompeians asked one another. They rushed to the temples—the Temple of Jupiter, the Temple of Apollo, the Temple of Isis. Bewildered11 priests tried to calm bewildered citizens. Darkness had come at midday, and a rain of small stones fell from the sky, and who could explain it?

155 Some did not wait for explanation. In a tavern near the edge of the city, half a dozen gladiators who were scheduled to compete in that night’s games decided to flee quickly. They had trumpets with them that were used to sound a fanfare at the amphitheater.12 But they tossed the trumpets aside, leaving them to be found centuries later. Covering their heads with tiles and pieces of wood, the gladiators rushed out into the hail of lapilli and sprinted toward the open country beyond the walls, where they hoped they would be safe.

160 Vesuvius was rumbling ominously13 now. The sky was dark. Lapilli continued to pour down, until the streets began to clog with them.

165 “The eruption will be over soon!” a hopeful voice exclaimed. But it did not end. An hour went by, and darkness still shrouded everything; and still the lapilli fell. All was confusion now. Children struggled home from school, panicky in the midday darkness.

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10. thermopelia. Shops selling wine
11. bewildered. Confused
12. amphitheater. Round building with an open space surrounded by rising rows of seats
13. ominously. In a threatening manner
The people of Pompeii knew that doom was at hand now. Their fears were doubled when an enormous rain of hot ashes began to fall on them, along with more lapilli. Pelted with stones, half smothered by the ashes, the Pompeiians cried out to the gods for mercy. The wooden roofs of some of the houses began to catch fire as the heat of the ashes reached them. Other buildings were collapsing under the weight of the pumice stones that had fallen on them.

In those first few hours, only the quick-witted managed to escape. Vesonius Primnus, a wealthy wool merchant, called his family together and piled jewelry and money into a sack. Lighting a torch, Vesonius led his little band out into the nightmare of the streets. Overlooked in the confusion was Vesonius’s black watchdog, chained in the courtyard. The terrified dog barked wildly as lapilli struck and drifting white ash settled around him. The animal struggled with his chain, battling fiercely to get free; but the chain held, and no one heard the dog’s cries. The humans were too busy saving themselves.

Many hundreds of Pompeiians fled in those first few dark hours. Stumbling in the darkness, they made their way to the city gates, then out, down to the harbor. They boarded boats and got away, living to tell the tale of their city’s destruction.

Others preferred to remain within the city, huddling inside the temples or in the public baths or in the cellars of their homes. They still hoped that the nightmare would end—that the tranquility of a few hours ago would return.…. 

It was evening now, and new woe was in store for Pompeii. The earth trembled and quaked! Roofs that had somehow withstood the rain of lapilli went crashing in ruin, burying hundreds who had hoped to survive the eruption. In the Forum, tall columns toppled as they had in ad 63. Those who remembered that great earthquake screamed in new terror as the entire city seemed to shake in the grip of a giant fist.

Three feet of lapilli now covered the ground. Ash floated in the air. Gusts of poisonous gas came drifting from the belching crater, though people could still breathe. Roofs were collapsing everywhere. The cries of the dead and dying filled the air. Rushing throngs, blinded by the darkness and the smoke, hurtled madly up one street and down the next, trampling the

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14. tranquility. Quality or state of being calm
15. belching. Throwing forth contents rapidly
fallen in a crazy, fruitless\textsuperscript{16} dash toward safety. Dozens of people plunged into dead-end streets and found themselves trapped by crashing buildings. They waited there, too frightened to run farther, expecting the end.

The rich man Diomedes was another of those who decided not to flee at the first sign of alarm. Rather than risk being crushed by the screaming mobs, Diomedes calmly led the members of his household into the solidly built basement of his villa. Sixteen people altogether, as well as his daughter’s dog and her beloved little goat. They took enough food and water to last for several days.

But for all his shrewdness\textsuperscript{17} and foresight, Diomedes was undone anyway. Poison gas was creeping slowly into the underground shelter! He watched his daughter begin to cough and struggle for breath. Vesuvius was giving off vast quantities of deadly carbon monoxide that was now settling like a blanket over the dying city.…

The poison gas thickened as the terrible night continued.

It was possible to hide from the lapilli but not from the gas, and Pompeians died by the hundreds. Carbon monoxide gas keeps the body from absorbing oxygen. Victims of carbon monoxide poisoning get sleepier and sleepier until they lose consciousness, never to regain it. All over Pompeii, people lay down in the beds of lapilli, overwhelmed by the gas, and death came quietly to them.… Two prisoners, left behind in the jail when their keepers fled, pounded on the sturdy wooden doors. “Let us out!” they called. But no one heard, and the gas entered. They died, not knowing that the jailers outside were dying as well.

In a lane near the Forum, a hundred people were trapped by a blind-alley\textsuperscript{18} wall. Others hid in the stoutly built public bathhouses, protected against collapsing roofs but not against the deadly gas. Near the house of Diomedes, a beggar and his little goat sought shelter. The man fell dead a few feet from Diomedes’ door; the faithful goat remained by his side, its silver bell tinkling, until its turn came.

\textsuperscript{16} fruitless. Without results
\textsuperscript{17} shrewdness. Cleverness
\textsuperscript{18} blind-alley. Closed-off passage
All through the endless night, Pompeiians wandered about the streets or crouched in their ruined homes or clustered in the temples to pray. By morning, few remained alive. Not once had Vesuvius stopped hurling lapilli and ash into the air, and the streets of Pompeii were filling quickly. At midday on August 25, exactly twenty-four hours after the beginning of the holocaust, a second eruption racked the volcano. A second cloud of ashes rose above Vesuvius’ summit. The wind blew ash as far as Rome and Egypt. But most of the new ashes descended on Pompeii.

The deadly shower of stone and ashes went unslackening into its second day. But it no longer mattered to Pompeii whether the eruption continued another day or another year. For by midday on August 25, Pompeii was a city of the dead….

Arriving at Pompeii today, you leave your car outside and enter through an age-old gate. Just within the entrance is a museum that has been built in recent years to house many of the smaller antiquities found in the ruins. Here are statuettes and toys, saucepans and loaves of bread. The account books of the banker Caecilius Jucundus are there, noting all the money he had lent at steep interest rates. Glass cups, coins, charred beans and peas and turnips, baskets of grapes and plums and figs, a box of chestnuts—the little things of Pompeii have all been miraculously preserved for your startled eyes.

Then you enter the city proper. The streets are narrow and deeply rutted with the tracks of chariot wheels. Only special narrow Pompeian chariots could travel inside the town. Travelers from outside were obliged to change vehicles when they reached the walls of the city. This provided a profitable monopoly for the Pompeian equivalent of cab drivers twenty centuries ago!

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19. holocaust. Great or total destruction of life
20. rutted. Having a grooved or carved out surface
21. monopoly. Exclusive possession or control over something
At each intersection, blocks of stone several feet high are mounted in the roadway, so designed that chariot wheels could pass on either side of them.

“Those are steppingstones for the people of Pompeii,” your guide tells you. “Pompeii had no sewers, and during heavy rainfalls the streets were flooded with many inches of water. The Pompeiians could keep their feet dry by walking on those stones.”

The houses and shops are of stone. The upper stories, which were wooden, were burned away in the holocaust or simply crumbled with the centuries. The biggest of the shops are along the Street of Abundance, which must have been the Fifth Avenue of its day. Silversmiths, shoemakers, manufacturers of cloth—all had their shops here. And every few doors, there is another thermopolium, or wine shop. In many of these, the big jars of wine are still intact, standing in holes in marble counters just the way bins of ice cream are stored in a soda fountain today.

The center of the city’s life was the Forum, a large square which you enter not far from the main gate of the city. Before the earthquake of AD 62, Pompeii’s Forum must have been a truly imposing place, enclosed on three sides by a series of porticoes supported by huge columns. At the north end, on the fourth side, stood the temple of Jupiter, Juno, and Minerva, raised on a podium ten feet high. But the earthquake toppled the temple and most of the columns, and not much rebuilding had been done at the time of the eruption. Pompeii’s slowness to rebuild was our eternal loss, for little remains of the Forum except the stumps of massive columns.

Many public buildings were on the main square: the headquarters of the wool industry and several other temples, including one dedicated to Vespasian (father of Titus), a Roman emperor who was worshiped as a deity. Near the Forum was a macellum, or market, where foodstuffs were sold and where beggars wandered.

Pompeii had many beggars. One of them was found in April 1957 at the gate of the road leading to the town of Nocera. A cast taken of him shows him to have been less than five feet tall and deformed by the bone disease known as rickets.
last day of Pompeii’s life, this beggar had gone about asking for alms, and some generous citizen had given him a bone with a piece of meat still adhering to it. When the eruption came, the beggar tried to flee, jealously guarding his precious sack containing the cutlet and he was found with it two thousand years later.

Pompeii was a city of many fine temples, both around the Forum and in the outlying streets. One of the most interesting is one dating from the sixth century BC, the oldest building in the city. Only the foundation and a few fragmented columns remain, but this temple was evidently regarded with great reverence, since it was located in the center of a fairly large triangular space adjoining the main theater. Nearby is the Temple of Isis, which was rebuilt after the earthquake and so is in fairly good preservation. Isis, an Egyptian goddess, was one of the many foreign gods and goddesses who had come to be worshiped in the Roman Empire by the time of the destruction of Pompeii. Her gaudily decorated temple at Pompeii is the only European temple of Isis that has come down to us from the ancient world.

But many temples, bathhouses, amphitheaters, and government buildings have survived in other places. What makes Pompeii uniquely significant is the wealth of knowledge it gives us about the private lives of its people. Nowhere else do we have such complete information about the homes of the ancients, about their customs and living habits, their humble pots and pans.

The houses in Pompeii show the evolution of styles over a period of several centuries. Many of the houses are built to the same simple plan: a central court, known as the atrium, around which a living room, bedrooms, and a garden are arrayed. This was the classic Roman style of home. Some of the later and more impressive houses show the influence of Greek styles, with paintings and mosaic decorations as well as baths, reception rooms, huge gardens, and sometimes a second atrium.

The houses of Pompeii are known by name, and a good deal is known of their occupants. One of the most famous is the House of the Vetti Brothers, which is lavishly decorated with paintings, mosaics, and sculptures. The inscriptions

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**Note the Facts**

What is important about the Temple of Isis at Pompeii?

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How are the houses in Pompeii known from one another?

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on these houses are often amusing today. One businessman had written on the walls of his villa WELCOME PROFITS! Another greeted his visitors with the inscribed words PROFITS MEAN JOY!

At the so-called House of the Tragic Poet, a mosaic shows a barking dog, with the inscription cave canem—“Beware of the dog.” On the building known as the House of the Lovers, which received its name because the newly married Claudius Elogeus lived there, someone had written a line of verse, dedicated to the newlyweds, on the porch: Amantes, ut apes, vitam mellitem exigunt. (“Lovers, like bees, desire a life full of honey.”)

One interesting house uncovered since World War II is the Villa of Giulia Felix (“Happy Julia”), which was of exceptional size. Apparently Giulia found the expense of this elegant house too much for her budget because she had opened her baths to the public and advertised the fact with a sign on the gate. For a fee, Pompeians who scorned the crowds at the public baths could bathe at Giulia’s in privacy and comfort. Even this income does not seem to have been enough, for another sign uncovered in 1953 announced that the magnificent villa was for rent….

One of the truly fascinating aspects of Pompeii is the multitude of scribbled street signs. Notices were painted directly on the stone and have come down to us. At the big amphitheater, an inscription tells us, “The troupe of gladiators owned by Suettius Centus will give a performance at Pompeii on May 31st. There will be an animal show. The awnings will be used.” And at the theater where plays were given, a message to a popular actor reads, “Actius, beloved of the people, come back soon; fare thee well!”

There are inscriptions at the taverns, too. “Romula loves Staphyclus” is on one wall. Elsewhere there is a poem that sounds like one of today’s hit tunes: “Anyone could as well stop the winds blowing, / And the waters from flowing, / As stop lovers from loving.” …

Wherever you turn in Pompeii, echoes of the dead city strike you. In one rich house, a breakfast-set in silver, complete with two egg cups, was found. Shopping lists were discovered. Wall paintings show religious ceremonies, games, and everyday amusements. The vats used for bleaching cloth for togas still remain. In some of the twenty bakeries, newly baked loaves stand on the counters.

31. awnings. Structures of canvas or metal over doors to protect from rain or sun.
To enter Pompeii is to step into the Rome of the Caesars. An entire city, forever frozen in the last moment of its life by a terrible cataclysm,\(^{32}\) awaits the visitor. Thanks to the painstaking work of generations of devoted Italian archaeologists, we can experience today the most minute details of life twenty centuries ago in a Roman city. So much do we know of the people of Pompeii that they take on vivid life for us—the banker Jucundus, the wool merchant Vesontius, the newlywed Claudius Elogus, the nobleman Diomedes. The dreadful eruption that snatched the life of these people and this city in a single day also gave it a kind of immortality. Pompeii and its people live on today in timeless permanence, their city transformed by Vesuvius’ fury into a miraculous survivor of the ancient world. ✿

\(^{32}\) cataclysm. Any great upheaval that causes sudden and violent changes
RECALL the main ideas of the passage.

1. Describe the events that led to the destruction of Pompeii.
2. Identify the key locations mentioned in the passage.
3. Explain the scientific evidence that suggests Pompeii was not warned of the disaster.
4. Discuss the importance of studying ancient cities like Pompeii.

VOCABULARY CHECK

Circle the letter of the correct answer.

1. Before Pompeii was discovered, treasure digging was a haphazard affair. This means that
   A. the digging was unplanned.
   B. people were never interested.
   C. there were not enough treasures.

2. Writings of unruly boys were found on the walls. The boys were
   A. polite.
   B. rowdy.
   C. young.

3. Rocks from Mount Vesuvius broke loose. When something breaks loose, it
   A. loses some of its strength.
   B. groups small pieces together.
   C. chips away from a larger piece.

4. At the critical moment, the volcano erupted. A critical moment is
   A. the next level.
   B. a turning point.
   C. a course of action.

5. The narrow streets of Pompeii obliged travelers to change their vehicles. What is another word for obliged?
   A. forced
   B. helped
   C. encouraged

ANALYZE LITERATURE: Point of View

1. From which point of view was this essay written?

2. How would you rewrite the essay to tell it from another point of view?
USE READING SKILLS: Skim and Scan
Review the notes you took in your Skim and Scan Charts. After reading the essay, what do you think is its main idea or message?

BUILD LANGUAGE SKILLS: Synonyms

Synonyms are words or phrases that share the same meaning. Replacing difficult words with their synonyms can help you figure out the meanings of sentences.

Examples
1. Sandra is all smiles. She is very happy. (joyful)
2. These clothes are not typically worn by kids. They look quite strange. (unusual)
3. Charles can’t come to class today because he is ill. (sick)

Replace the italicized word with the correct synonym.

1. Lavish villas in the seaside show that Pompeii was a prosperous city. (rich, beautiful)

2. A thriving city perished in a single day as a result of the eruption. (died, stayed)

3. Everything was intact just like what Pompeii was before the eruption. (together, destroyed)

4. The priest tried to calm the bewildered citizens. (gloomy, confused)

5. Two prisoners pounded on the sturdy wooden doors. (huge, well-built)

WORK TOGETHER: Pompeii Posters

With a partner, create two posters illustrating the city of Pompeii then and now. Use the descriptions provided by the essay to aid you in your drawing. Then, show your works of art with your classmates.
ABOUT THE STORY

The story “Dragon, Dragon” is about a kingdom with a dragon problem. When the king offers to reward anyone who can rid the land of the dragon, three brothers decide to try their luck. Read to find out how each brother fares against the fierce dragon.

MAKE CONNECTIONS

Think about a time that you had a problem. How did you solve that problem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

ANALYZE LITERATURE: Plot

The plot of a story is the series of events that relate to the story’s main problem or conflict. As you read, think about the actions of each character and the events that are important to the story.
USE READING SKILLS: Identify Author’s Approach

When you identify the author's approach in a text, you determine the author's main idea or theme. You examine the point of view, mood, and tone to determine what point of view the author has. These elements will help you understand the author’s attitude toward the subject, as well as any emotions the writer is trying to convey.

As you read, pay attention to the point of view, mood, and tone of the story. Use the Author’s Approach Chart below to record the details you find in the text. Then, briefly write what you think the author’s approach is. An example has been done for you.

Author’s Approach Chart

<table>
<thead>
<tr>
<th>Page</th>
<th>Details</th>
<th>Author’s Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>229</td>
<td>“The king’s knights were all cowards who hid under their beds when the dragon came in sight.”</td>
<td>The author is making fun of the knights in the story; he is setting up the background to explain why the kingdom has a dragon problem.</td>
</tr>
</tbody>
</table>
### PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
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<tr>
<td>Read each key word and rate it using this scale: ① I don’t know it at all. ② I’ve seen it before. ③ I know it and use it.</td>
<td>Read to see how the key word or phrase can be used in a sentence.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>tyrant</strong>&lt;br&gt;ty • rant&lt;br&gt;(tی rاnt)&lt;br&gt;noun</td>
<td>The <em>tyrant</em> of the playground wouldn’t let anyone go down the slide.</td>
<td>When a ruler of a country is a <strong>tyrant</strong>, he or she...</td>
</tr>
<tr>
<td><strong>in a jiffy</strong>&lt;br&gt;idiom</td>
<td>I’ll be ready <em>in a jiffy</em>, so go ahead and get your coats on.</td>
<td>If you need something done <em>in a jiffy</em>, you...</td>
</tr>
<tr>
<td><strong>bargain</strong>&lt;br&gt;bar • gain&lt;br&gt;(bąr ɡen)&lt;br&gt;noun</td>
<td>We visited many stores, trying to look for <em>bargains</em> and sales.</td>
<td>When you make a <strong>bargain</strong> with someone, you...</td>
</tr>
<tr>
<td><strong>sprinkling</strong>&lt;br&gt;sprink • ling&lt;br&gt;(sprink ˈliŋ)&lt;br&gt;verb</td>
<td>We tried <em>sprinkling</em> water on the plant, which made it healthy again.</td>
<td>Sprinkling some seeds into the soil, we...</td>
</tr>
<tr>
<td><strong>streamed</strong>&lt;br&gt;streamed&lt;br&gt;(strēmed)&lt;br&gt;verb</td>
<td>The water <em>streamed</em> out of the pool because we forgot to fix the leak.</td>
<td>If water <em>streamed</em> down the street, it would look...</td>
</tr>
</tbody>
</table>
During Reading

Analyze Literature

Plot
What is the main problem in this story?

Note the Facts

What did the dragon do?

Use Reading Skills

Identify Author’s Approach
How does the author describe the cobbler? How does this description help you understand the author’s approach to this story? Write your ideas in your Author’s Approach Chart.

Dragon, Dragon

A Short Story by John Gardner

There was once a king whose kingdom was plagued\(^1\) by a dragon. The king did not know which way to turn. The king’s knights were all cowards who hid under their beds whenever the dragon came in sight, so they were of no use to the king at all. And the king’s wizard could not help either because, being old, he had forgotten his magic spells. Nor could the wizard look up the spells that had slipped his mind, for he had unfortunately misplaced his wizard’s book many years before. The king was at his wit’s end.

Every time there was a full moon the dragon came out of his lair and ravaged\(^2\) the countryside. He frightened maidens and stopped up\(^3\) chimneys and broke store windows and set people’s clocks back and made dogs bark until no one could hear himself think.

He tipped over fences and robbed graves and put frogs in people’s drinking water and tore the last chapters out of novels and changed house numbers around so that people crawled into bed with their neighbors’ wives.

He stole spark plugs out of people’s cars and put fire-crackers in people’s cigars and stole the clappers from all the church bells and sprung every bear trap for miles around so the bears could wander wherever they pleased.

And to top it all off, he changed around all the roads in the kingdom so that people could not get anywhere except by starting out in the wrong direction.

“That,” said the king in a fury, “is enough!” And he called a meeting of everyone in the kingdom.

Now it happened that there lived in the kingdom a wise old cobbler\(^4\) who had a wife and three sons. The cobbler and his family came to the king’s meeting and stood way in back by the door, for the cobbler had a feeling that since he was nobody important there had probably been some mistake, and no doubt

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1. plagued. Afflicted with disease or disaster
2. ravaged. Destroyed; wreaked havoc upon
3. stopped up. Stuffed or plugged
4. cobbler. Shoemaker
the king had intended the meeting for everyone in the kingdom except his family and him.

“Ladies and gentlemen,” said the king when everyone was present, “I’ve put up with that dragon as long as I can. He has got to be stopped.”

All the people whispered amongst themselves, and the king smiled, pleased with the impression he had made.

But the wise cobbler said gloomily, “It’s all very well to talk about it—but how are you going to do it?”

And now all the people smiled and winked as if to say, “Well, King, he’s got you there!”

The king frowned.

“It’s not that His Majesty hasn’t tried,” the queen spoke up loyally.

“Yes,” said the king, “I’ve told my knights again and again that they ought to slay that dragon. But I can’t force them to go. I’m not a tyrant.”

Why doesn’t the wizard say a magic spell?” asked the cobbler.

“He’s done the best he can,” said the king.

The wizard blushed and everyone looked embarrassed.

“I used to do all sorts of spells and chants when I was younger,” the wizard explained. “But I’ve lost my spell book, and I begin to fear I’m losing my memory too. For instance, I’ve been trying for days to recall one spell I used to do. I forget, just now, what the deuce it was for. It went something like—

Bimble,
Wimble,
Cha, Cha
CHOOMPF!

Suddenly, to everyone’s surprise, the queen turned into a rosebush.

“Oh dear,” said the wizard.

“Now you’ve done it,” groaned the king.

“Poor Mother,” said the princess.

“I don’t know what can have happened,” the wizard said nervously, “but don’t worry, I’ll have her changed back in a jiffy.” He shut his eyes and racked his brain for a spell that would change her back.

But the king said quickly, “You’d better leave well enough alone. If you change her into a rattlesnake we’ll have to chop off her head.”

Meanwhile the cobbler stood with his hands in his pockets, sighing at the waste of time. “About the dragon...” he began.
“Oh yes,” said the king. “I’ll tell you what I’ll do. I’ll give the princess’ hand in marriage to anyone who can make the dragon stop.”

“It’s not enough,” said the cobbler. “She’s a nice enough girl, you understand. But how would an ordinary person support her? Also, what about those of us that are already married?”

“In that case,” said the king, “I’ll offer the princess’ hand or half the kingdom or both—whichever is most convenient.”

The cobbler scratched his chin and considered it.

“It’s not enough,” he said at last. “It’s a good enough kingdom, you understand, but it’s too much responsibility.”

“Take it or leave it,” the king said.

“I’ll leave it,” said the cobbler. And he shrugged and went home.

But the cobbler’s eldest son thought the bargain was a good one, for the princess was very beautiful and he liked the idea of having half the kingdom to run as he pleased. So he said to the king, “I’ll accept those terms, Your Majesty. By tomorrow morning the dragon will be slain.”

“The cobbler’s eldest son beamed with pride, and the second eldest looked at him enviously. The youngest son said timidly, “Excuse me, Your Majesty, but don’t you think the queen looks a little unwell? If I were you I think I’d water her.”

“Good heavens,” cried the king, glancing at the queen who had been changed into a rosebush, “I’m glad you mentioned it!”

Now the cobbler’s eldest son was very clever and was known far and wide for how quickly he could multiply fractions in his head. He was perfectly sure he could slay the dragon by somehow or other playing a trick on him, and he didn’t feel that he needed his wise old father’s advice. But he thought it was only polite to ask, and so he went to his father, who was working as usual at his cobbler’s bench, and said, “Well, Father, I’m off to slay the dragon. Have you any advice to give me?”

The cobbler thought a moment and replied, “When and if you come to the dragon’s lair, recite the following poem.

Dragon, dragon, how do you do? I’ve come from the king to murder you.

Say it very loudly and firmly and the dragon will fall, God willing, at your feet.”

timidly. Nervously
“How curious!” said the eldest son. And he thought to himself, “The old man is not as wise as I thought. If I say something like that to the dragon, he will eat me up in an instant. The way to kill a dragon is to out-fox him.” And keeping his opinion to himself, the eldest son set forth on his quest.

When he came at last to the dragon’s lair, which was a cave, the eldest son slyly disguised himself as a peddler and knocked on the door and called out, “Hello there!”

“There’s nobody home!” roared a voice.

The voice was as loud as an earthquake, and the eldest son’s knees knocked together in terror.

“I don’t come to trouble you,” the eldest son said meekly.

“I merely thought you might be interested in looking at some of our brushes. Or if you’d prefer,” he added quickly, “I could leave our catalogue with you and I could drop by again, say, early next week.”

“I don’t want any brushes,” the voice roared, “and I especially don’t want any brushes next week.”

“Oh,” said the eldest son. By now his knees were knocking together so badly that he had to sit down.

Suddenly a great shadow fell over him, and the eldest son looked up. It was the dragon. The eldest son drew his sword, but the dragon lunged and swallowed him in a single gulp, sword and all, and the eldest son found himself in the dark of the dragon’s belly. “What a fool I was not to listen to my wise old father!” thought the eldest son. And he began to weep bitterly.

“Well,” sighed the king the next morning, “I see the dragon has not been slain yet.”

“I’m just as glad, personally,” said the princess, sprinkling the queen. “I would have had to marry that eldest son, and he had warts.”

Now the cobbler’s middle son decided it was his turn to try.

The middle son was very strong and was known far and wide for being able to lift up the corner of a church. He felt perfectly sure he could slay the dragon by simply laying into him, but he thought it would be only polite to ask his father’s advice. So he went to his father and said to him, “Well, Father, I’m off to slay the dragon. Have you any advice for me?”

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6. out-fox. Out-smart
7. lunged. Thrust forward suddenly
8. laying into him. Fighting or punching someone
The cobbler told the middle son exactly what he’d told the eldest.

“When and if you come to the dragon’s lair, recite the following poem.

_Dragon, dragon, how do you do? I’ve come from the king to murder you._

Say it very loudly and firmly, and the dragon will fall, God willing, at your feet.”

“What an odd thing to say,” thought the middle son. “The old man is not as wise as I thought. You have to take these dragons by surprise.” But he kept his opinion to himself and set forth.

When he came in sight of the dragon’s lair, the middle son spurred his horse to a gallop and thundered into the entrance swinging his sword with all his might.

But the dragon had seen him while he was still a long way off, and being very clever, the dragon had crawled up on top of the door so that when the son came charging in he went under the dragon and on to the back of the cave and slammed into the wall. Then the dragon chuckled and got down off the door, taking his time, and strolled back to where the man and the horse lay unconscious from the terrific blow.

Opening his mouth as if for a yawn, the dragon swallowed the middle son in a single gulp and put the horse in the freezer to eat another day.

“What a fool I was not to listen to my wise old father,” thought the middle son when he came to in the dragon’s belly. And he too began to weep bitterly.

That night there was a full moon, and the dragon ravaged the countryside so terribly that several families moved to another kingdom.

“Well,” sighed the king in the morning, “still no luck in this dragon business, I see.”

“I’m just as glad, myself,” said the princess, moving her mother, pot and all, to the window where the sun could get at her. “The cobbler’s middle son was a kind of humpback.”

Now the cobbler’s youngest son saw that his turn had come. He was very upset and nervous, and he wished he had never been born. He was not clever, like his eldest brother, and he was not strong, like his second eldest brother. He was a decent, honest boy who always minded his elders.
He borrowed a suit of armor from a friend of his who was a knight, and when the youngest son put the armor on it was so heavy he could hardly walk. From another knight he borrowed a sword, and that was so heavy that the only way the youngest son could get it to the dragon’s lair was to drag it along behind his horse like a plow.

When everything was in readiness, the youngest son went for a last conversation with his father.

“Father, have you any advice to give me?” he asked.

“Only this,” said the cobbler. “When and if you come to the dragon’s lair, recite the following poem.

*Dragon, dragon, how do you do? I’ve come from the king to murder you.*

Say it very loudly and firmly, and the dragon will fall, God willing, at your feet.”

“Are you certain?” asked the youngest son uneasily.

“As certain as one can ever be in these matters,” said the wise old cobbler.

And so the youngest son set forth on his quest. He traveled over hill and dale and at last came to the dragon’s cave.

The dragon, who had seen the cobbler’s youngest son while he was still a long way off, was seated up above the door, inside the cave, waiting and smiling to himself. But minutes passed and no one came thundering in. The dragon frowned, puzzled, and was tempted to peek out. However, reflecting that patience seldom goes unrewarded, the dragon kept his head up out of sight and went on waiting. At last, when he could stand it no longer, the dragon craned his neck and looked. There at the entrance of the cave stood a trembling young man in a suit of armor twice his size, struggling with a sword so heavy he could lift only one end of it at a time. At sight of the dragon, the cobbler’s youngest son began to tremble so violently that his armor rattled like a house caving.

---

9. dale. Valley
10. craned. Stretched the neck in a certain direction
He heaved with all his might at the sword and got the handle up level with his chest, but even now the point was down in the dirt. As loudly and firmly as he could manage, the youngest son cried—

Dragon, dragon, how do you do?

I’ve come from the king to murder you!

“What?” cried the dragon, flabbergasted. “You? You?

Murder Me???”

All at once he began to laugh, pointing at the little cobbler’s son. “He he ho ho ha!” he roared, shaking all over, and tears filled his eyes. “He he he ho ho ho ha ha!” laughed the dragon. He was laughing so hard he had to hang onto his sides, and he fell off the door and landed on his back, still laughing, kicking his legs helplessly, rolling from side to side, laughing and laughing and laughing.

The cobbler’s son was annoyed. “I do come from the king to murder you,” he said. “A person doesn’t like to be laughed at for a thing like that.”

“He he he!” wailed the dragon, almost sobbing, gasping for breath. “Of course not, poor dear boy! But really, he he, the idea of it, ha ha ha! And that simply ridiculous poem!” Tears streamed from the dragon’s eyes and he lay on his back perfectly helpless with laughter.

“It’s a good poem,” said the cobbler’s youngest son loyally. “My father made it up.” And growing angrier he shouted, “I want you to stop that laughing, or I’ll—I’ll—” But the dragon could not stop for the life of him. And suddenly, in a terrific rage, the cobbler’s son began flopping the sword end over end in the direction of the dragon. Sweat ran off the youngest son’s forehead, but he labored on, blistering mad, and at last, with one supreme heave, he had the sword standing on its handle a foot from the dragon’s throat. Of its own weight the sword fell, slicing the dragon’s head off.

“He he ho huk,” went the dragon—and then he lay dead.

The two older brothers crawled out and thanked their younger brother for saving their lives. “We have learned our lesson,” they said.

Then the three brothers gathered all the treasures from the dragon’s cave and tied them to the back end of the youngest brother’s horse, and tied the dragon’s head on behind the treasures, and started home. “I’m glad I listened
to my father,” the youngest son thought. “Now I’ll be the richest man in the kingdom.”

There were hand-carved picture frames and silver spoons and boxes of jewels and chests of money and silver compasses and maps telling where there were more treasures buried when these ran out. There was also a curious old book with a picture of an owl on the cover, and inside, poems and odd sentences and recipes that seemed to make no sense.

When they reached the king’s castle the people all leaped for joy to see that the dragon was dead, and the princess ran out and kissed the youngest brother on the forehead, for secretly she had hoped it would be him.

“Well,” said the king, “which half of the kingdom do you want?”

“My wizard’s book!” exclaimed the wizard. “He’s found my wizard’s book!” He opened the book and ran his finger along under the words and then said in a loud voice, “Glmuzk, shkzmlp, blam!”

Instantly the queen stood before them in her natural shape, except she was soaking wet from being sprinkled too often. She glared at the king.

“Oh dear,” said the king, hurrying toward the door.

**Analyze Literature**
**Plot** How does the story end?

Have you ever asked someone for advice? What are the benefits of asking others for help?
READING CHECK

Circle the letter of the correct answer.

1. What was the king’s problem?
   A. The dragon kidnapped the princess.
   B. The knights were always fighting dragons.
   C. There was a dragon making trouble in his kingdom.

2. What advice does the cobbler give to his sons?
   A. tell the dragon a poem
   B. sneak away from the castle
   C. kidnap the princess at night

3. What happens to the first son?
   A. He is eaten by the dragon.
   B. He feels bad for the dragon.
   C. He is too scared to visit the dragon.

4. Why does the youngest son succeed?
   A. He made a deal with the dragon.
   B. He overcame his fear with anger.
   C. He tricked the dragon into leaving.

5. What did the youngest son find in the dragon’s treasure?
   A. the king’s magic sword
   B. the princess’s magic mirror
   C. the royal magician’s magic book

VOCABULARY CHECK

Circle the letter of the correct answer.

1. The tyrant king made his subjects work without rest. A tyrant is a
   A. kind ruler who helps people.
   B. cruel ruler who abuses power.
   C. strong ruler who guards the kingdom.

2. When I said it would be done in a jiffy, I meant I would be finished
   A. very soon.
   B. later on today.
   C. sometime next week.

3. The knight made a bargain to fight for the queen in return for a rose. Another word for bargain is
   A. joke.
   B. purchase.
   C. agreement.

4. Sprinkling water on the plant made a toad hop out. Sprinkling is
   A. not watering.
   B. lightly watering.
   C. heavily watering.

5. Water streamed down the hill toward the road. The water was
   A. stopping on the hill.
   B. flowing down the hill.
   C. moving around the hill.

ANALYZE LITERATURE: Plot

Briefly retell the plot of the story.
USE READING SKILLS: Identify Author’s Approach

1. What was the author’s approach to this story or subject? Use your Author’s Approach Chart to support your answer.

______________________________________________________________________________________________________________________________________________________________

2. Why do you think the author approached the subject in this way?

______________________________________________________________________________________________________________________________________________________________

BUILD LANGUAGE SKILLS: Connotation and Denotation

Synonyms are words that mean the same. Synonyms have the same denotation, or definition in the dictionary. They mean exactly the same thing. Some words are very similar, but they have different connotations. A connotation is an idea or meaning that is suggested by the word.

For each of the following words, write a word that has the same denotation. Then, explain how the connotation of each word is different. An example has been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>How Connotations Differ</th>
</tr>
</thead>
<tbody>
<tr>
<td>plagued</td>
<td>bothered</td>
<td>Plagued implies destruction, while bothered implies irritation.</td>
</tr>
<tr>
<td>pleased</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bargain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gulp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clever</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WORK TOGETHER: Skit

Work in groups of five to create a skit that takes place after the story ends. Each person in your group should have an equal amount of dialogue and action in your skit. The tone of your skit should be similar to that in the original story. When you are done writing the skit, practice it a few times.

Perform your skit for the class. Use props, costumes, music, and anything else you can think of to make your performance creative.
BEFORE READING

Satchel Paige
A Biography by Bill Littlefield

ABOUT THE BIOGRAPHY
“Satchel Paige” tells the story of one of the first African-American baseball players to get into the major leagues. Bill Littlefield lays out Paige’s life and adventures—from how he got his nickname, Satchel, to how he got into American baseball’s Hall of Fame. Read on to find out how Paige was able to go beyond the expectations of baseball fans throughout his long, successful career.

MAKE CONNECTIONS
Do you admire or look up to someone? What skills or talents do you admire in this person?

____________________________________________________

____________________________________________________

____________________________________________________

ANALYZE LITERATURE: Fact vs. Opinion
Statements that can be proven are called facts. Statements that can neither be proven as true nor false are called opinions. Opinions are statements that express attitude or desire, and may be supported by facts.
As you read “Satchel Paige,” make a chart like the one below to record facts and the opinions that they support. Remember that opinions express the author’s emotions. Underline the value words (e.g., beautiful and amazing) in statements of opinion.

**Fact or Opinion Chart**

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1948, Satchel Paige joined the major leagues.</td>
<td>The few seasons he played in the major leagues were remarkable and flamboyant.</td>
</tr>
</tbody>
</table>

**USE READING SKILLS: Author’s Purpose**

A biography is the life story of one person told by another person. The author of a biography uses the third-person point of view. This means that the story is told according to how the author sees that person. As you read, keep track of how the author describes Satchel Paige in the Cluster Chart below.

**Cluster Chart**

[Diagram of a cluster chart with Satchel Paige at the center]
# PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>take for granted</strong></td>
<td>You should not <strong>take for granted</strong> that you have clean water and electricity because not all people can afford these.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
</tr>
<tr>
<td><strong>prosper</strong></td>
<td>Mr. Sung made his business <strong>prosper</strong> through hard work, luck, and a cheerful attitude.</td>
<td>To <strong>prosper</strong> in life, you have to...</td>
<td></td>
</tr>
<tr>
<td><strong>confrontation</strong></td>
<td>The two best teams in the state will have a <strong>confrontation</strong> at the baseball season finals.</td>
<td>You can avoid a <strong>confrontation</strong> by...</td>
<td></td>
</tr>
<tr>
<td><strong>waning</strong></td>
<td>The <strong>waning</strong> light of the sun colored the sea a dark gold in the last few minutes of sunset.</td>
<td>My interest in the sport was <strong>waning</strong> because...</td>
<td></td>
</tr>
<tr>
<td><strong>exploit</strong></td>
<td>I read about the <strong>exploits</strong> of famous Spanish explorers in my history book.</td>
<td>The <strong>exploits</strong> of the greatest leaders of the United States include...</td>
<td></td>
</tr>
</tbody>
</table>
Satchel Paige

A Biography by Bill Littlefield

Leroy “Satchel” Paige, perhaps the greatest pitcher ever, came out of the Negro leagues, where there’d been a Babe Ruth named Josh Gibson and a Rickey Henderson named James “Cool Papa” Bell. By the time the major leagues finally allowed him to play, in 1948, Paige should have been too old, too slow, and too beat up to get anybody out. But for a few remarkable and flamboyant seasons with Cleveland and St. Louis, he showed folks what they’d been missing during all those years of segregated baseball. Maybe Satchel was lucky to finally have his chance, but the fans who saw him take advantage of it were luckier, and none of them ever forgot it.

Late in the afternoon of July 9, 1948, Leroy “Satchel” Paige began the long walk from the bullpen to the mound at Cleveland’s Municipal Stadium. He didn’t hurry. He never hurried. As he said himself, he “kept the juices flowing by jangling gently” as he moved. The crowd roared its appreciation. This was the fellow they’d come to see.

When Satchel finally reached the mound, Cleveland manager Lou Boudreau took the ball from starting pitcher Bob Lemon, who would eventually be voted into the Hall of Fame but had tired that day, and gave it to Paige. Probably he said something like, “Shut ’em down, Satchel.” Whatever he said, Paige had no doubt heard the words a thousand times. Though he was a rookie with the Indians that year, no pitcher in the history of baseball had ever been more thoroughly prepared for a job. He kicked at the rubber, looked in for the sign, and got set to throw. In a moment, twenty-odd years later than it should have happened, Satchel Paige would deliver his first pitch in the big leagues.

1. Babe Ruth…Rickey Henderson. The author is comparing Negro League players to famous major league players to show the skill of the lesser-known Negro League players.  
2. flamboyant. Showy, extravagant  
3. segregated. Restricted to members of one group or one race by a policy of segregation  
4. bullpen. A place on a baseball field where pitchers warm up before they start pitching  
5. mound. Ground slightly raised on which a baseball pitcher stands  
6. rookie. Someone on his or her first year of playing in a major professional sport
The tall, skinny kid named Leroy Paige became Satchel Paige one day at the railroad station in Mobile, Alabama. He was carrying bags for the folks getting on and off the trains, earning all the nickels and dimes he could to help feed his ten brothers and sisters. Eventually it occurred to him that if he slung a pole across his narrow shoulders and hung the bags, or satchels, on the ends of the pole, he could carry for more people at once and collect more nickels and dimes. It worked, but it looked a little funny. “You look like some kind of ol’ satchel tree,” one of his friends told him, and the nickname stuck.

Even in those days, before he was a teenager, Satchel Paige could throw hard and accurately. Years later, Paige swore that when his mother would send him out into the yard to get a chicken for dinner, he would brain the bird with a rock. “I used to kill flying birds with rocks, too,” he said. “Most people need shotguns to do what I did with rocks.”

It was not a talent that would go unnoticed for long. He was pitching for the semipro Mobile Tigers before he was eighteen…. or maybe before he was sixteen, or before he was twelve. There is some confusion about exactly when Satchel Paige was born, and Satchel never did much to clarify the matter. But there never has been any confusion about whether he could pitch. His first steady job in baseball was with the Chattanooga Black Lookouts. He was paid fifty dollars a month. In the seasons that followed he would also pitch for the Birmingham Black Barons, the Nashville Elite Giants, the Baltimore Black Sox, the Pittsburgh Crawfords, and the Kansas City Monarchs, among other teams.

If those names are not as familiar sounding as those of the New York Yankees, the Los Angeles Dodgers, or the Boston Red Sox, it’s because they were all clubs in the Negro leagues, not the major leagues. Today the presence of black baseball players in the big leagues is taken for granted. Hank Aaron is the greatest of the home run hitters, and Rickey Henderson has stolen more bases than any other big leaguer. But before 1947, neither of them would have had the opportunity to do what they have done. Until Brooklyn Dodger general manager Branch Rickey signed Jackie Robinson, black players had no choice but to play for one of the all-black teams, and making that choice, they faced hardships no major-leaguer today could imagine.

Note the Facts

Why was Leroy Paige called “Satchel” Paige?

Use Reading Skills

Author’s Purpose How does the author describe Paige’s childhood?

Build Vocabulary

Idioms What does the idiom taken for granted mean? How do fans of baseball take for granted the presence of African Americans in the major leagues?

7. semipro. Shortened form of semiprofessional—a player who participates in baseball officially, but not as a full-time professional.
Players in the Negro leagues crowded into broken-down cars and bumped over rutted roads to makeshift ball fields with lights so bad that every pitch was a potential weapon. Then they drove all night for an afternoon game three hundred miles away. On good days they played before big, appreciative crowds in parks they’d rented from the major league teams in Chicago, New York, or Pittsburgh. On bad days they learned that the team they were playing for was too broke to finish the season, and they would have to look for a healthier team that could use them, or else find a factory job.

It took talent, hard work, and a sense of humor to survive in the Negro leagues, and Satchel Paige had a lot of all three. But he didn’t just survive. He prospered. Everybody knows about the fastball, the curve, and the slider. But Satchel threw a “bee” ball, which, he said, “would always be where I wanted it to be.” He featured a trouble ball, which, of course, gave the hitters a lot of trouble. Even the few who could see it couldn’t hit it. Sometimes he’d come at them with his hesitation pitch, a delivery so mysterious that the man at the plate would sometimes swing before the ball left Satchel’s hand.

Nor was pitching his sole triumph. Early in his career Satchel Paige began building a reputation as a storyteller, a spinner of tall tales as well as shutouts. He particularly liked to recall an occasion upon which he was asked to come on in relief of a pitcher who’d left men on first and third with nobody out. “It was a tight situation,” Satchel would say.

*We only had a one-run lead, and that was looking mighty slim. But I had an idea. When I left the bench, I stuck a baseball in my pocket, so when the manager gave me the game ball on the mound, I had two. I went into my stretch just like usual. Then I threw one ball to first and the other to third.*

---

8. *rutted.* Bumpy and marked by tracks made by wheels
9. *makeshift.* a rough and temporary substitute
It was a good pickoff move, you see, and it fooled the batter, too. He swung, even though there was no ball to swing at. Those boys at first and third were both out, of course, and the umpire called strike three on the batter, so that was it for the inning. It’s always good to save your strength when you can.

Major-leaguers today make enough money so that they don’t have to work over the winter, but it hasn’t always been so. Big-leaguers and Negro-leaguers alike used to make extra money after their regular seasons ended by putting together makeshift teams and playing each other wherever they could draw a paying crowd. This practice was called barnstorming, and Satchel Paige was the world champion at it. For thirty years, from 1929 to 1958, he played baseball summer and winter. When it was too cold to play in the Negro league cities, he played in Cuba, Mexico, and the Dominican Republic. In Venezuela he battled a boa constrictor in the outfield, or so he said, and in Ciudad Trujillo he dodged the machine-gun fire of fans who’d bet on the losing team.

Throughout the early years of these adventures, the years of Satchel’s prime, he often barnstormed against the best white ballplayers of his day. St. Louis Cardinal great Dizzy Dean once told him, “You’re a better pitcher than I ever hope to be.” Paige beat Bob Feller and struck out Babe Ruth. And when Joe DiMaggio, considered by some the most multitalented ballplayer ever, beat out an infield hit against Paige in 1936, DiMaggio turned to his teammates and said, “Now I know I can make it with the Yankees. I finally got a hit off of ol’ Satch.”

Everywhere these confrontations took place, Satchel Paige would hear the same thing: “If only you were white, you’d be a star in the big leagues.” The fault, of course, was not with Satchel. The fault and the shame were with major league baseball, which stubbornly, stupidly clung to the same prejudice that characterized many institutions in the United States besides baseball. Prejudice has not yet disappeared from the game.

Black players are far less likely than their white counterparts\textsuperscript{10} to be hired as managers or general managers. But today’s black players can thank Robinson, Paige, and a handful of other pioneers for the opportunities they enjoy.

\textsuperscript{10} counterpart. One having the same function or characteristics as another.
Though the color line prevented Satchel Paige from pitching in the company his talent and hard work should have earned for him, he was not bitter or defeated. Ignorant white fans would sometimes taunt \footnote{taunt. Jeer; mock; tease} him, but he kept their insults in perspective. “Some of them would call you [names],” he said of his early years on the road, “but most of them would cheer you.” Years later he worked to shrug off the pain caused by the restaurants that would not serve him, the hotels that would not rent him a room, the fans who would roar for his bee ball but would not acknowledge him on the street the next day. “Fans all holler the same at a ball game,” he would say, as if the racists and the racist system had never touched him at all.

### DURING READING

**Think and Reflect**

What was Satchel Paige’s reaction to how some people treated him badly, just because he was an African-American man? How would you react if you were treated this way?

When he finally got the chance to become the first black pitcher in the American League at age forty-two (or forty-six, or forty-eight), he made the most of it. On that first day in Cleveland, Satchel Paige did the job he’d never doubted he could do. First he smiled for all the photographers. Then he told the butterflies in his stomach to leave off their flapping around. Then he shut down the St. Louis Browns for two innings before being lifted for a pinch hitter. And still there were doubters. “Sure,” they said to each other the next day when they read the sports section. “The old man could work two innings against the Browns. Who couldn’t?” But Satchel Paige fooled ’em, as he’d been fooling hitters for twenty-five years and more. He won a game in relief six days later, his first major league win. Then on August 3 he started a game against the Washington Senators before 72,000 people. Paige went seven innings and won. In his next two starts he threw shutouts \footnote{shutout. A game or contest in which one side fails to score} against the Chicago White Sox, and through the \textit{waning} months of that summer, his only complaint was that he was “a little tired from underwork.” The routine on the

### Analyze Literature

**Fact vs. Opinion**

*Opinion: Prejudice has not yet disappeared from baseball, as in other institutions, during Satchel Paige’s time.* What facts did the author mention to support this opinion? Record both opinion and facts in your Fact or Opinion Chart.

### Use Reading Skills

**Author’s Purpose**

The author quotes Paige as feeling “a little tired from underwork” in the years he played in the major league. Why does the author include quotes from Paige?

---

\textit{waning} (wən′iŋ) adjective, approaching the end
major league level must have been pretty leisurely for a fellow
who’d previously pitched four or five times a week.

Satchel Paige finished the 1948 season with six wins and only
one loss. He’d allowed the opposing teams an average of just
over two runs a game. Paige was named Rookie of the Year, an
honor he might well have achieved twenty years earlier if he’d
had the chance. The sportswriters of the day agreed that without
Satchel’s contribution, the Indians, who won the pennant,
would have finished second at best. Many of the writers were
dismayed when Satchel appeared for only two-thirds of an
inning in the World Series that fall. Paige, too, was disappointed
that the manager hadn’t chosen to use him more, but he was
calm in the face of what others might have considered an insult.
The writers told him, “You sure take things good.” Satchel
smiled and said, “Ain’t no other way to take them.”

Satchel Paige outlasted the rule that said he couldn’t play
in the big leagues because he was black. Then he made fools
of the people who said he couldn’t get major league hitters out
because he was too old. But his big league numbers over several
years—twenty-eight wins and thirty-two saves—don’t begin to
tell the story of Paige’s unparalleled career. Playing for teams
that no longer exist in leagues that came and went with the
seasons, Satchel Paige pitched in some 2,500 baseball games.
Nobody has ever pitched in more. And he had such fun at it.
Sometimes he’d accept offers to pitch in two cities on the same
day. He’d strike out the side for three innings in one game, then
fold his long legs into his car and race down the road toward
the next ballpark. If the police could catch him, they would stop
him for speeding. But when they recognized him, as often as
not they’d escort him to the second game with sirens howling,
well aware that there might be a riot in the park if Satchel Paige
didn’t show up as advertised. Once he’d arrived, he’d instruct
his infielders and outfielders to sit down for an inning, then
he’d strike out the side again.

For his talent, his energy, and his showmanship, Satchel
Paige was the most famous of the Negro league players, but
when he got some measure of recognition in the majors, he
urged the writers to remember that there had been lots of other
great ballplayers in those Negro league games. He named them,
and he told their stories. He made their exploits alive and real
for generations of fans who’d never have known.

13. dismay. Afraid because of a fear of danger or trouble
14. unparalleled. Having no equal or match
15. escort. Accompany.
In 1971, the Baseball Hall of Fame in Cooperstown, New York, inducted Satchel Paige. The action was part of the Hall’s attempt to remedy baseball’s shame, the color line. The idea was to honor Paige and some of the other great Negro league players like Josh Gibson and Cool Papa Bell, however late that honor might come. Satchel Paige could have rejected that gesture. He could have told the baseball establishment that what it was doing was too little, too late. But when the time came for Satchel Paige to speak to the crowd gathered in front of the Hall of Fame to celebrate his triumphs, he told the people, “I am the proudest man on the face of the earth today.”

Satchel Paige, whose autobiography was entitled Maybe I’ll Pitch Forever, died in Kansas City in 1982. He left behind a legend as large as that of anyone who ever played the game, as well as a long list of achievements celebrated in story and song—and in at least one fine poem, by Samuel Allen:

*To Satch*

Sometimes I feel like I will never stop
Just go on forever
Till one fine mornin’
I’m gonna reach up and grab me a handful of stars
Swing out my long lean leg
And whip three hot strikes burnin’ down the heavens
And look over at God and say
How about that!

Satchel Paige was dedicated to promoting other Negro League players. What does this tell you about the kind of man Paige was?
AFTER READING

READING CHECK

Circle the letter of the correct answer.

1. Where did Leroy Paige first get called “Satchel”?
   A. at a railroad station  
   B. at a canning factory  
   C. at a baseball stadium

2. At what age did Satchel Paige start playing major league baseball?
   A. before 18  
   B. in his late 20’s  
   C. in his early 40’s

3. What was Paige’s position in a baseball team?
   A. He was a batter.  
   B. He was a pitcher.  
   C. He was an infielder.

4. Why did Paige join the Negro leagues before going to the major leagues?
   A. African Americans were not allowed to play in the major leagues during Paige’s time.  
   B. Paige could travel a lot more if he joined the Negro leagues first.  
   C. There were a lot more talented baseball players in the Negro leagues.

5. What award did Satchel Paige receive in his first year of the major leagues?
   A. Pitcher of the Year  
   B. Rookie of the Year  
   C. Hall of Fame award

VOCABULARY CHECK

Circle the letter of the correct answer.

1. Baseball fans nowadays take for granted the African-American players in the major leagues. To take for granted means
   A. to fail to appreciate something.  
   B. to consider something priceless.  
   C. to believe that a wish is granted.

2. While life was difficult in the Negro leagues, Satchel Paige found away to prosper. The word prosper can best be replaced with
   A. survive.  
   B. succeed.  
   C. celebrate.

3. Satchel Paige had many confrontations with the best major-league players. The word confrontation implies that Paige
   A. played with major-league players.  
   B. mocked the major-league players.  
   C. argued with the major-league players.

4. The waning months of summer is when
   A. summer is at its peak.  
   B. summer nears its end.  
   C. summer is about to begin.

5. Paige recalled the exploits of other legends in the Negro leagues. The word exploits means
   A. arguments  
   B. adventures  
   C. achievements

ANALYZE LITERATURE: Fact vs. Opinion

1. Evaluate the facts in “Satchel Paige” that you have recorded in the chart. How do you know that these are facts, and not opinions?

2. What was Bill Littlefield trying to tell readers about Satchel Paige? Based on the opinions he gave, how do you think Bill Littlefield sees Satchel Paige?
USE READING SKILLS: Author’s Purpose

Review the Cluster Chart you completed during your reading noting the author’s portrayal of Satchel Paige. Then answer the following questions.

1. Why do you think Littlefield wrote about Satchel Paige?

2. Do you agree with the opinion that Satchel Paige is the “greatest pitcher ever”? Why or why not?

BUILD LANGUAGE SKILLS: Past Tense

The past tense of a verb shows that the action happened in the past. Regular verbs can be written in the past tense by adding -ed or -d to the end of the verb. For irregular verbs, however, there are different ways to write the verb.

<table>
<thead>
<tr>
<th>REGULAR VERBS</th>
<th>IRREGULAR VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present Tense</strong></td>
<td><strong>Past Tense</strong></td>
</tr>
<tr>
<td>join</td>
<td>joined</td>
</tr>
<tr>
<td>talk</td>
<td>talked</td>
</tr>
<tr>
<td>climb</td>
<td>climbed</td>
</tr>
<tr>
<td>study</td>
<td>studied</td>
</tr>
</tbody>
</table>

Correct the sentences by changing the verb provided to past tense. Write the correct verb in the blank.

1. Satchel Paige (play) ___________ baseball almost all his life.
2. Satchel Paige (travel) _______________ to Mexico and Venezuela just to play baseball.
3. Bill Littlefield (think) _____________ that Satchel Paige is the greatest pitcher ever.
4. Samuel Allen (write) ____________ a poem dedicated to Satchel Paige.

SPEAKING & LISTENING SKILLS: Discussion

Think about the person whom you admire the most. Discuss this person with a partner, and include both facts and opinions as you speak. Your discussion should answer the following guide questions:

Use facts for:
- Who is the person I admire the most? What does he or she do?
- What skills or talents do I admire in this person?

Use opinions for:
- Why do I think that this person should be admired by me and others?
- What have I learned from this person about how I want to live my life?

You can use pictures, music, props, and digital technology during your discussion to provide interesting details for your partner.
BEFORE READING

About the Nonfiction

In this excerpt from the nonfiction work "Gorillas in the Mist," Dian Fossey discusses her experiences with the group of gorillas she studied. Read the text to learn about her first "acceptance" into the gorilla group, and her first physical contact with one of the gorillas.

Make Connections

How can people communicate with animals?

Analyze Literature: Anecdote

An anecdote is a short essay about something that happened in the author's life. As you read, look for facts and descriptions that describe the anecdotes in Fossey's life.
**USE READING SKILLS: Investigate Author’s Perspective**

In an anecdote, an author might state a fact, and then write his or her own opinions and feelings about that fact. To distinguish fact from opinion, you determine which information in the text actually happened, and which information is the author’s view on a subject. As you read, look for facts and opinions in the text, and sort them in your Fact and Opinion Chart below. A sample has been done for you.

**Fact and Opinion Chart**

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dian researched gorillas in Karisoke.</td>
<td>Peanut’s expression was unfathomable.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
# PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>intangible</strong></td>
<td>The dog stopped chasing us as though an intangible fence prevented it from following.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
</tr>
<tr>
<td>in • tan • gi • ble</td>
<td>adjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in['] tan’ já bəl)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>unfathomable</strong></td>
<td>The project seemed unfathomable; we had no idea how we were going to get everything done.</td>
<td></td>
<td>An unfathomable problem can be solved by...</td>
</tr>
<tr>
<td>un • fath • om • a • ble</td>
<td>adjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(an fa´ tha má bəl)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>vegetation</strong></td>
<td>The thick vegetation around our house was the perfect place for toads to hide.</td>
<td>An animal’s habitation should have some vegetation because...</td>
<td></td>
</tr>
<tr>
<td>veg • e • ta • tion</td>
<td>noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ve´ ja tá´ shən)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>meander</strong></td>
<td>We meandered through the shop and spent over an hour looking at everything.</td>
<td>If you meander to your next class, you might...</td>
<td></td>
</tr>
<tr>
<td>me • an • der</td>
<td>verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(mē an´ dar)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>foliage</strong></td>
<td>The tree’s foliage provided welcome shade from the hot sun.</td>
<td>An animal you might see in the foliage is...</td>
<td></td>
</tr>
<tr>
<td>fo • li • age</td>
<td>noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(fō´ lé´ i)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Often I am asked about the most rewarding experience I have ever had with gorillas. The question is extremely difficult to answer because each hour with the gorillas provides its own return and satisfaction. The first occasion when I felt I might have crossed an intangible barrier between human and ape occurred about ten months after beginning the research at Karisoke. Peanuts, Group 8’s youngest male, was feeding about fifteen feet away when he suddenly stopped and turned to stare directly at me. The expression in his eyes was unfathomable. Spellbound, I returned his gaze—a gaze that seemed to combine elements of inquiry and of acceptance. Peanuts ended this unforgettable moment by sighing deeply, and slowly resumed feeding. Jubilant, I returned to camp and cabled Dr. Leakey—
I'VE FINALLY BEEN ACCEPTED BY A GORILLA.*

Two years after our exchange of glances, Peanuts became the first gorilla ever to touch me. The day had started out as an ordinary one, if any day working from Karisoke might be considered ordinary. I felt unusually compelled to make this particular day outstanding because the following morning I had to leave for England for a seven-month period to work on my doctorate. Bob Campbell and I had gone out to contact Group 8 on the western-facing Visoke slopes. We found them feeding in the middle of a shallow ravine of densely growing herbaceous vegetation. Along the ridge leading into the ravine grew large Hagenia trees that had always served as good lookout spots for scanning the surrounding terrain. Bob and I had just settled down on a comfortable moss-cushioned Hagenia tree trunk when Peanuts, wearing his “I want to be entertained” expression, left his feeding group to meander toward us. Slowly I left the tree and pretended to munch on vegetation to reassure Peanuts that I meant him no harm.

---

1. jubilant. With great joy  
2. Dr. Leakey. Louis B. Leakey (1903–1972), anthropologist working in Africa who encourage Fossey  
3. herbaceous. Nonwoody, annual or perennial plants rather than shrubs or trees
Peanuts’ bright eyes peered at me through a latticework of vegetation as he began his strutting, swaggering approach. Suddenly he was at my side and sat down to watch my “feeding” techniques as if it were my turn to entertain him. When Peanuts seemed bored with the “feeding” routine, I scratched my head, and almost immediately, he began scratching his own. Since he appeared totally relaxed, I lay back in the foliage, slowly extended my hand, palm upward, then rested it on the leaves. After looking intently at my hand, Peanuts stood up and extended his hand to touch his fingers against my own for a brief instant. Thrilled at his own daring, he gave vent to his excitement by a quick chestbeat before going off to rejoin his group. Since that day, the spot has been called Fasi Ya Mkoni, “the Place of the Hands.” The contact was among the most memorable of my life among the gorillas.

*Nine years after Dr. Leakey’s death in 1972 I learned that he had carried the cable in his pocket for months, even taking it on a lecture tour to America. I was told that he read it proudly, much as he once spoke to me of Jane Goodall’s outstanding success with chimpanzees.

Note the Facts

Which gorilla was the first to accept Dian as part of its group?

Use Reading Skills

Investigate Author’s Perspective What is Fossey’s opinion about that day she and Peanuts first touched? Record your answer in your Fact and Opinion Chart.

What are the dangers of interacting with wild animals? What are the benefits?

4. gave vent to. Expressed
5. Jane Goodall. Biologist (b. 1934) best known for studying chimpanzees in Tanzania
**READING CHECK**

Circle the letter of the correct answer.

1. Who is the speaker in this story?
   A. Dr. Leaky
   B. Dian Fossey
   C. Jane Goodall

2. How does the speaker know that she is accepted by the gorillas?
   A. The young females tried grooming her.
   B. The male sitting near her touched her hand.
   C. The male sitting near her watches then ignores her.

3. Which gorilla touched Dian?
   A. Leakey
   B. Peanuts
   C. Karisoke

4. Why did the gorilla sit by Dian?
   A. He heard her call him over.
   B. He was interested in what she was doing.
   C. He thought she might be a threat to his family.

5. What did Dr. Leakey keep in his pocket?
   A. Dian’s telegraph
   B. a picture of the gorillas
   C. leaves gathered by Group 8

**VOCABULARY CHECK**

Circle the letter of the correct answer.

1. We could sense the intangible wall, even if we couldn’t touch it. Something intangible
   A. does not exist.
   B. is visible, but untouchable.
   C. cannot be defined with your senses.

2. The ocean depths were unfathomable. No one
   A. knew how deep they were.
   B. could survive that far down.
   C. would risk going into the water.

3. The deer munched on the leafy vegetation in our garden. Vegetation is
   A. trees.
   B. seeds.
   C. plants.

4. The group meandered along the path. When you meander, you
   A. run quickly.
   B. walk stealthily.
   C. wander slowly.

5. The foliage hid the other team. We couldn’t see them in the
   A. dense fog.
   B. thick bushes.
   C. dark shadows.

**ANALYZE LITERATURE: Anecdote**

1. What are the two anecdotes described in this nonfiction work?

2. How do the details and descriptions the author included enhance the story?
USE READING SKILLS: Investigate Author’s Perspective

Review your Fact and Opinion Chart with a partner. What were some of the opinions in the text? How could you tell that this information was based on the author’s opinions?

BUILD LANGUAGE SKILLS: Capitalization

Capitalization is writing the first letter of a word in capital letters. Proper nouns and proper adjectives must be capitalized at the first letter. The first letter of the first word in a sentence must also be capitalized. The pronoun I is always capitalized.

Examples
1. The animals lived amongst the trees. (first letter of the first word of a sentence)
2. The family of gorillas was called Group 8. (proper noun)
3. The researchers sat in the Hagenia tree. (proper adjective)
4. Someday, I would like to see the gorillas. (pronoun I)

Rewrite the sentences below with correct capitalization.

1. the gorillas lived in the karisoke wildlife preserve.
   ____________________________________________________________

2. i am not sure how many gorillas live there.
   ____________________________________________________________

3. the gorillas accepted dian into their group.
   ____________________________________________________________

4. dr. leakey was very proud of dian’s accomplishments.
   ____________________________________________________________

5. the first gorilla dian touched was peanuts.
   ____________________________________________________________

WRITING SKILLS: Creative Writing

Write a one-page anecdote about a time that you communicated with an animal. What kind of animal was it? What did you want to communicate? Explain how you communicated that idea. Then, describe the animal’s reaction. As you write, remember to include your own opinions on what happened.
A Breath of Fresh Air?
An Article by Alexandra Hanson-Harding

ABOUT THE ARTICLE
“A Breath of Fresh Air” describes one of the events that led the government to form the U.S. Environmental Protection Agency (EPA). The article mainly discusses air pollution, a major problem in the United States and in many other areas of the world. Air pollution can lead to breathing problems for many people and other problems for animals and plants. Read on to learn more about EPA’s efforts to control air pollution.

MAKE CONNECTIONS
What does a polluted place look like? What can you do about pollution?

ANALYZE LITERATURE: Visual Media
We do not just rely on written text for information. Pictures in books and magazines, photographs in billboards and newspaper articles, the television, the Internet—these are all examples of visual media. As you read, look at the pictures in the text and think about how they relate to the text.
**USE READING SKILLS: Find Main Ideas**

The **main idea** is a brief statement of what you think the author wants you to know, think, or feel after reading the text. In this article, the author has divided the text into sections using headings. Each section has its own main idea that relates to that heading.

As you read the text, study the headings and look for details that relate to the main idea of each section. Record your findings in the Main Idea and Details Chart below. An example is provided.

### Main Idea and Details Chart

<table>
<thead>
<tr>
<th>SUBTOPIC</th>
<th>DETAILS</th>
<th>MAIN IDEA</th>
</tr>
</thead>
</table>
| Introduction           | • Donora, Pennsylvania: week of October 25, 1948; dark, soupy haze in the sky left 5,900 people ill; 20 dead  
                          | • New York City: smog caused 700 more deaths than normal in 1953, 1963, and 1966 combined  
                          | • 1950s: schools and businesses in Los Angeles were closed on a regular basis because of Stage 3 “smog alerts.” | At one time in some parts of the U.S., the air was so polluted that thousands of people got sick and died. |
| Cleaning Up Our Act    |                                                                         |                                                                                               |
| Not Clean Enough       |                                                                         |                                                                                               |
| The Culprits           |                                                                         |                                                                                               |
| Are Changes Needed?    |                                                                         |                                                                                               |
| Too Strict?            |                                                                         |                                                                                               |
| Setting Tough Standards|                                                                         |                                                                                               |
| A Fierce Battle Ahead  |                                                                         |                                                                                               |
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<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>regulate</strong>&lt;br&gt;reg • u • late&lt;br&gt;(ˈrɛɡ ə lət)&lt;br&gt;verb</td>
<td>Buyers asked the government to regulate food prices to avoid overpricing.</td>
<td></td>
<td>If you were a government official, you would regulate...</td>
</tr>
<tr>
<td><strong>aggravation</strong>&lt;br&gt;ag • gra • va • tion&lt;br&gt;(ə g्र ə və shən)&lt;br&gt;noun</td>
<td>The cold weather caused the aggravation of her cough.</td>
<td></td>
<td>An aggravation of a quarrel can happen when...</td>
</tr>
<tr>
<td><strong>first hand</strong>&lt;br&gt;idiom</td>
<td>John knows first hand how to row a drift boat because he had done it before.</td>
<td></td>
<td>When you have tried something first hand, you have...</td>
</tr>
<tr>
<td><strong>emission</strong>&lt;br&gt;e • mis • sion&lt;br&gt;(ə mi shən)&lt;br&gt;noun</td>
<td>A poisonous chemical emission from the factory has caused the trees to wither and die.</td>
<td></td>
<td>Environmental groups encourage vehicles to have clean emissions because...</td>
</tr>
<tr>
<td><strong>provision</strong>&lt;br&gt;pro • vi • sion&lt;br&gt;(pro vi ə shən)&lt;br&gt;noun</td>
<td>We need to follow the provisions of this law, or else we could be sued.</td>
<td></td>
<td>A school policy has many provisions like...</td>
</tr>
</tbody>
</table>
It started with a dark, soupy haze that hung in the sky during the week of October 25, 1948. When it left, 5,900 people were seriously ill. Twenty more were dead.

It was not a horror movie. It really happened in Donora, Pennsylvania. Back then, many people in the U.S. were struck down by polluted air. In New York City, smog caused 700 more deaths than normal in 1953, 1963, and 1966 combined. Throughout the 1950s, schools and businesses in Los Angeles were closed on a regular basis because of Stage 3 “smog alerts.”

The air was so dirty, said Edward Camerena, a Los Angeles chemist, “You’d blow your nose and it would be black.”

Cleaning Up Our Act
The U.S. has come a long way since then. In 1970, Congress passed the Clean Air Act. This law required private businesses and state and local governments to make changes to decrease air pollution. Carmakers had to build cars that leaked fewer harmful gases. Power plants were required to put special “scrubbers” in their smokestacks. These changes—and those required by later laws—have made the air we breathe much cleaner.

Not Clean Enough
Is the air today clean enough to protect people’s health? The Environmental Protection Agency (EPA), the government agency that regulates air pollution, says no. Last November, Carol Browner, head of the EPA, announced that the EPA plans to set even tougher standards. After examining hundreds of studies, the EPA found that U.S. standards for two major pollutants were not tough enough. It also says that these two pollutants are costing the U.S. billions of dollars in hospital visits and days lost from work and school. Even worse, the EPA estimates that more than 40,000 people a year die prematurely (earlier than normal) because of dirty air.

The Culprits
What are the two pollutants? The first is ground-level ozone; the second, something called fine particulates.

Ground-level ozone is an odorless, colorless gas that is formed when sulfates react with sunlight. (Sulfates are chemicals released when coal is burned.) Ozone that occurs naturally in the upper atmosphere helps to protect Earth, but ground-level ozone, which is worse on hot days, makes it harder for people to breathe. If people inhale too much of it over time, it can damage their lungs. Children are more likely to be harmed by ozone than adults, because their lungs are growing at a faster rate. People with lung problems also are at high risk.

The second pollutant, fine particulates, are tiny particles that hang in the air. Some larger particulates are solid pieces of dust or soot. But the EPA is more concerned about the tiniest particulates, which can be inhaled more deeply into the lungs, damaging them. These particulates also contribute to haziness in the air. At some national parks, haze has decreased visibility by more than 77 percent on some days.

Together, ozone and fine particulates cause more than 1.5 million incidents of major breathing and lung problems a year, says the EPA. Such problems include the loss of lung capacity and the aggravation of asthma in both adults and children.

Adam Buchoff, 10, knows the problem first hand. He has asthma, and has to use inhalers (devices used to convey medicine to the lungs). “Sometimes it feels like a gorilla is on your chest,” he told JS. “It can be tough.”

Are Changes Needed?
The EPA has called for tougher standards for both pollutants. Ozone comes mostly from car exhausts and smokestack emissions on hot, sunny days. Particulate matter is caused mostly by power plants and large incinerators.

© EMC Publishing, LLC  Differentiated Instruction for ELL

2. ground-level ozone. A colorless gas just above the ground that is formed usually by a silent electrical discharge
3. fine particulates. Extremely small fragments or pieces
4. JS. Abbreviation for Junior Scholastic Magazine
5. incinerators. Furnaces or other devices for burning trash
The EPA says that the proposed new standards would reduce serious breathing problems in children by 250,000 cases per year. “The EPA proposal would give new protection to nearly 133 million Americans, including 40 million children,” says Carol Browner. “We will use the very best science to do what is necessary to protect public health in commonsense, cost-effective ways.”

Too Strict?

However, more than 500 organizations are fighting the new regulations, including many carmakers, oil companies, and power-plant owners. More than a hundred members of Congress are siding with them.

Why? Some opponents say that the new regulations will be expensive, and that companies will pass the costs on to consumers. The Automobile Manufacturers Group, for instance, estimates that the price of putting additional air-pollution controls on cars will be $2,000 per car. Low-pollutant gasoline could cost an extra five to ten cents a gallon, according to Al Mannato of the American Petroleum Institute (API).

Mannato says that we need to give the latest Clean Air Act, passed in 1990, time to work. Some provisions of the law have not yet taken effect, such as new standards on diesel vehicles and reformulated gas. “Pollution will go down in the future because of regulations that are already in place,” he told JS.

Most of all, he says that scientists do not agree on the effects of these pollutants. Also, says Mannato, there have not been enough studies of fine particulates to make a fair conclusion.
“The science isn’t there, and air pollution will continue to go down in the future,” Mannato says. “Therefore, the cost associated with these proposals is unjustified.”

**Setting Tough Standards**

Dave Ryan of the EPA disagrees. He says that the vast majority of studies agree with the EPA’s conclusions. “The weight of scientific evidence is with us,” he says. “Science is always evolving. The EPA has a mandate [requirement] from Congress to make a decision every five years based on the best science available. That’s what we’ve done.”

Ryan says that the benefits of the new standards will drastically outweigh the costs. “In the year 2007,” says Ryan, “the cost of implementing this for each American will be in a range from $26 to $34 per person. The total price tag will be between $6.5 and $8.8 billion a year. But the benefits per year will range from $70 to $120 billion. Obviously, that’s an incredible payback.”

**A Fierce Battle Ahead**

What will happen next? The EPA will complete its regulations in June. Then, Congress will review the new rules. If Congress decides that the plan is too expensive, it can reject it. The battle between opponents and supporters of the new standards is expected to be fierce.

But it is not just up to Congress, says Ryan. Individuals also can make a difference. Turning down the thermostat in cold weather, using cars less often, and recycling are just three ways people can use less energy and send fewer pollutants into the air. That will help kids like Adam Buchoff to breathe more easily.

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6. *thermostat.* An apparatus for regulating temperature

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**Use Reading Skills**

**Find Main Ideas** What are the important details in the subtopic “Setting Tough Standards”? Based on these details, what is the main idea? Put your answers in the Main Idea and Details Chart.

**Analyze Literature**

**Visual Media** What visual media can be used to make the text more meaningful?

---

**MIRRORS & WINDOWS**

How can you make a difference in cutting pollution?

---
AFTER READING

READING CHECK

Circle the letter of the correct answer:

1. What did the Clean Air Act of 1970 require the government and private businesses to do?
   A. create laws to build new hospitals
   B. make changes to decrease air pollution
   C. plant trees to beautify homes and offices

2. What problem does ground-level ozone cause?
   A. liver failure
   B. eye irritation
   C. lung damage

3. Which of the following is a major cause of air pollution?
   A. inhalers
   B. water vapor
   C. car emissions

4. What does the Environmental Protection Agency regulate?
   A. air pollution
   B. water supply
   C. land transportation

5. Why does Adam Buchoff feel like “a gorilla” is on his chest?
   A. He has asthma.
   B. He has chest hair.
   C. He has heart disease.

VOCABULARY CHECK

Circle the letter of the correct answer:

1. The government wants to regulate the price of oil. They want to
   A. raise the price.
   B. lower the price.
   C. control the price.

2. The aggravation of the boy’s asthma means that his asthma
   A. gets worse.
   B. improves.
   C. loses strength.

3. A first hand account of something is told by someone who
   A. studied the event.
   B. heard about the event.
   C. experienced the event.

4. Dirty emissions cause different respiratory ailments. Emissions are gases that are
   A. let out.
   B. kept safe.
   C. pumped in.

5. One provision of school policy prohibits students from smoking. A provision is
   A. a part of a rule.
   B. a condition to a rule.
   C. an enforcement of a rule.

ANALYZE LITERATURE: Visual Media

1. How do visual aids like photographs add to your understanding of the text?

2. If you were going to publish this article online, what types of media would you include to enhance readers’ understanding of the text?
USE READING SKILLS: Find Main Ideas

1. How do the subheadings help a reader to understand the article?

2. Review the Main Idea and Details Chart you made. What is the main idea of the whole article? How did the chart help you understand the main idea?

BUILD LANGUAGE SKILLS: Interrupters

An interrupter can be a word, clause, or phrase that breaks the flow of a sentence. In general, a comma is used to separate an interrupter from the rest of the sentence.

Example:
The second pollutant, fine particulates, are tiny particles that hang in the air.

Read the following sentences and add the necessary commas to separate the interrupters. Then, underline the interrupter.

1. Kindly throw out this banana peeling Kirk and don’t forget to put it in the green bin.
2. Mr. Gibbons an environmentalist gives lectures on recycling.
3. Tamara a member of the Earth Savers’ Club likes to join tree-planting activities.
4. The Clean Air Act if strictly followed would benefit many people.
5. All my siblings including myself have asthma.

WORK TOGETHER: Research and Report

At your school or local library, collaborate with two other students to look for information about air pollution, using the following reference materials: encyclopedias, almanacs, yearbooks, and atlases. What specific information about air pollution can you find in each of these sources? Use the information to write a report. Then, with your group, present the main idea of your findings, including details that support them.
BEFORE READING

ABOUT THE POEM

“Life Doesn’t Frighten Me” is a lyric poem that explores the idea of living without fear. Read on to find out what the narrator is not afraid of, and what does frighten her.

MAKE CONNECTIONS

Try to remember something that scared you when you were younger. What happened to change the way you felt so that you are not afraid anymore?

ANALYZE LITERATURE: Repetition

Repetition is the use of a sound, word, or group of words over and over. As you read the poem, look for examples of repetition in the poem, and think about how repetition affects the poem.
USE READING SKILLS: Scan for Repetition

When you **scan** a text, you quickly move your eyes over a page or section to find words, patterns, or information. Before reading, scan the poem for repeated words and phrases. Complete the Repetition Chart below with the word or phrase and where it appears in the line or stanza. After reading, fill in the third column with the effect that the repetition has on the meaning of the poem. An example is provided.

Repetition Chart

<table>
<thead>
<tr>
<th>Repeated word or phrase</th>
<th>Where It Appears</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>life</td>
<td>in the title and at the beginning of several lines</td>
<td></td>
</tr>
</tbody>
</table>

| | | |
| | | |
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| | | |
| | | |
# PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
</table>
| **on the loose**
*idiom*
| I did not feel safe, knowing there was a thief on the loose. | When there are wild animals on the loose... | |
| **boo**
*boo* *(bū)*
*exclamation*
| I wanted to scare my sister, so I jumped out from behind the door and yelled, “Boo!” | I say boo when... | |
| **shoo**
*shoo* *(shū)*
*exclamation*
| When our cat jumps on the dinner table, my mom yells, “Shoo!” | I say shoo when... | |
| **make fun of**
*idiom*
| Please don’t make fun of her just because her clothes are old. | I told my friends not to make fun of... | |
| **charm**
*charm* *(chārm)*
*noun*
| I keep a penny in my pocket as a good luck charm | I know someone who carries a charm that they think will... | |
Life Doesn’t Frighten Me

A Lyric Poem by Maya Angelou

Shadows on the wall
Noises down the hall
Life doesn’t frighten me at all
Bad dogs barking loud
Big ghosts in a cloud
Life doesn’t frighten me at all.

Mean old Mother Goose¹
Lions on the loose
They don’t frighten me at all
Dragons breathing flame
On my counterpane²
That doesn’t frighten me at all.

I go boo
Make them shoo
I make fun
Way³ they run
I won’t cry
So they fly
I just smile
They go wild
Life doesn’t frighten me at all.

Tough guys in a fight
All alone at night
Life doesn’t frighten me at all.

Panthers in the park
Strangers in the dark
No, they don’t frighten me at all.

¹. Mother Goose. Supposed author of well-known children’s stories and nursery rhymes dating back to the seventeenth century
². counterpane. Bedspread
³. way. Shortened form of away
That new classroom where
Boys all pull my hair
(Kissy little girls
With their hair in curls)
They don’t frighten me at all.

Don’t show me frogs and snakes
And listen for my scream.
If I’m afraid at all
It’s only in my dreams.

I’ve got a magic **charm**
That I keep up my sleeve,
I can walk the ocean floor
And never have to breathe.

Life doesn’t frighten me at all
Not at all
Not at all.
Life doesn’t frighten me at all.

---

**Note the Facts**

Is there a time when the author feels afraid?

---

**charm** (charm) *noun*, a small object believed to have special powers

---

**MIRRORS & WINDOWS**

How do you act when you are afraid?
Does the way that you handle fear change as you get older?
REVIEW CHECK

Circle the letter of the correct answer.

1. The author of the poem is afraid of
   A. life.
   B. nothing.
   C. dragons.

2. When the author sees something scary, she
   A. cries.
   B. stares.
   C. smiles.

3. Where is the author afraid?
   A. in her dreams
   B. in the park at night
   C. in a new classroom

4. What does the author keep up her sleeve?
   A. a frog
   B. a snake
   C. a charm

5. Which line is repeated in the poem?
   A. Panthers in the park.
   B. Life doesn’t frighten me at all.
   C. Kissy little girls with their hair in curls.

VOCABULARY CHECK

Circle the letter of the correct answer.

1. The tiger on the loose was
   A. outside of its cage.
   B. wild and untamed.
   C. playing in the water.

2. My little brother said, “Boo!” because he was trying to
   A. make me laugh.
   B. make me angry.
   C. make me scared.

3. Jessica said, “Shoo!” to the dog because she wanted it to
   A. go away.
   B. lie down.
   C. fall asleep.

4. It’s not nice to make fun of others because it
   A. hurts them.
   B. confuses them.
   C. makes them scared.

5. My grandmother gave me a silver charm to
   A. put on the table.
   B. hang on the wall.
   C. wear on a necklace.

ANALYZE LITERATURE: Repetition

How does the repetition of words and phrases affect the feeling of the poem? Do you think the author’s method is effective? Why?
USE READING SKILLS: Scan for Repetition
Review the chart you created while reading the poem. Share your results with a classmate, and discuss any differences.

BUILD VOCABULARY SKILLS: Rhyming Words
Rhymes are sounds that are repeated in words, like tall/fall. Poets will often rhyme the last words in a sentence to give the poem a musical sound. Look at the list of words below, and write down as many rhymes as you can for each of the following words. Then, choose a pair of rhyming words to write your own rhyming lines.

1. hand

2. fun

3. night

4. go

5. see

SPEAKING & LISTENING SKILLS: Read Aloud
With a partner, take turns reading the poem “Life Doesn’t Frighten Me at All” out loud. Use the punctuation to guide you as you read the poem aloud, and notice where the author ends each line. As your partner reads, listen for words or phrases that rhyme and repeat. Together, discuss why you read the poem a certain way, and what you noticed as you read.
ABOUT THE STORY
The poem "The Walrus and the Carpenter" is a humorous poem set in a dreamworld. The Walrus and the Carpenter go for a walk along the beach, and they invite the oysters they meet to come along. Find out what happens when the group stops to rest.

MAKE CONNECTIONS
Think about your dreams. Have you ever had a dream that took place in a strange and wonderful place? How are the settings of your dreams different than places in real life?
**ANALYZE LITERATURE: Alliteration**

When an author repeats the consonant sounds at the beginning of words or symbols, this is called **alliteration**. Poets often use alliteration to make poems musical and more interesting to the reader or listener.

As you read, look for examples of alliteration and think about how it contributes to the poem’s effect.

**USE READING SKILLS: Use Context Clues**

When you use **context clues**, you search for hints in the text to help you determine the meaning of unfamiliar words or phrases. These hints are usually found in the same sentence as the unfamiliar word or phrase.

As you read, skim for unfamiliar words and write them in your Context Clues Chart. Record any context clues you find, and write the definition in the last column of the chart.

<table>
<thead>
<tr>
<th>Unfamiliar Word or Phrase</th>
<th>Context Clues</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>overhead</td>
<td>“No birds were flying...”</td>
<td>up in the air; in the sky</td>
</tr>
</tbody>
</table>
### PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Beseech</strong></td>
<td>We beseeched our teacher to give us one more day to study for the test.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
</tr>
<tr>
<td>be • seech (bi sēch’) verb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We beseeched our teacher to give us one more day to study for the test.</td>
<td></td>
<td>You might beseech your friends for…</td>
</tr>
<tr>
<td><strong>Briny</strong></td>
<td>The soup tasted briny after adding all of that salt.</td>
<td>Food might be briny if you accidentally…</td>
<td></td>
</tr>
<tr>
<td>bri • ny (brī nēl) adjective</td>
<td>The soup tasted briny after adding all of that salt.</td>
<td>You might beseech your friends for…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The top of the milkshake was frothy with bubbles.</td>
<td>The ocean might become frothy if…</td>
<td></td>
</tr>
<tr>
<td><strong>Frothy</strong></td>
<td>The top of the milkshake was frothy with bubbles.</td>
<td>Food might be briny if you accidentally…</td>
<td></td>
</tr>
<tr>
<td>fro • thy (frō thē) adjective</td>
<td>The top of the milkshake was frothy with bubbles.</td>
<td>The ocean might become frothy if…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The dismal weather kept everyone inside for most of the day.</td>
<td>A person’s mood may be dismal if…</td>
<td></td>
</tr>
<tr>
<td><strong>Dismal</strong></td>
<td>The dismal weather kept everyone inside for most of the day.</td>
<td>Food might be briny if you accidentally…</td>
<td></td>
</tr>
<tr>
<td>dis • mal (diz’ mel) adjective</td>
<td>The dismal weather kept everyone inside for most of the day.</td>
<td>A person’s mood may be dismal if…</td>
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</tr>
<tr>
<td></td>
<td>I can sympathize with Eric; all of that homework would make me sad, too.</td>
<td>You can sympathize with a character in a story when…</td>
<td></td>
</tr>
<tr>
<td><strong>Sympathize</strong></td>
<td>I can sympathize with Eric; all of that homework would make me sad, too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sym • pa • thize (sim’ pa thīz’) verb</td>
<td>I can sympathize with Eric; all of that homework would make me sad, too.</td>
<td></td>
<td>You can sympathize with a character in a story when…</td>
</tr>
</tbody>
</table>
The sun was shining on the sea,
    Shining with all his might:
He did his very best to make
    The billows1 smooth and bright—
And this was odd, because it was
    The middle of the night.

The moon was shining sulkily,2
    Because she thought the sun
Had got no business to be there
    After the day was done—
“IT’s very rude of him,” she said,
    “To come and spoil the fun!”

The sea was wet as wet could be,
    The sands were dry as dry.
You could not see a cloud because
    No cloud was in the sky:
No birds were flying overhead—
    There were no birds to fly.

The Walrus and the Carpenter
    Were walking close at hand:
They wept like anything to see
    Such quantities of sand:
“It this were only cleared away,”
    They said, “IT would be grand!”

---

1. billows. Waves
2. sulkily. In a brooding, pouting, or glum and silent manner
25  “If seven maids with seven mops
    Swept it for half a year,
Do you suppose,” the Walrus said,
    “That they could get it clear?”
“I doubt it,” said the Carpenter,
    And shed a bitter tear.

“O Oysters, come and walk with us!”
The Walrus did beseech.
“A pleasant walk, a pleasant talk,
    Along the briny beach:
We cannot do with more than four,
    To give a hand to each.”

The eldest Oyster looked at him,
    But never a word he said:
The eldest Oyster winked his eye,
    And shook his heavy head—
Meaning to say he did not choose
    To leave the oyster-bed.

But four young Oysters hurried up,
    All eager for the treat:
Their coats were brushed, their faces washed,
    Their shoes were clean and neat—
And this was odd, because, you know,
    They hadn’t any feet.

Four other Oysters followed them,
    And yet another four;
And thick and fast they came at last,
    And more, and more, and more—
All hopping through the frothy waves,
    And scrambling to the shore.

Why does the old oyster refuse to go with the Walrus and the Carpenter? Why do the younger oysters follow the two friends?

DURING READING

Analyze Literature

Alliteration Read lines 25–30. Where did the author use alliteration?

be • seech (bi séch’)<br>verb, beg; ask in a begging or urgent way

bri • ny (brí’ ní)<br>adjective, salty

Read Aloud

Read lines 43–54 aloud. Who decides to go with the Walrus and the Carpenter?

fro • thy (fró’ the)<br>adjective, foamy; full of bubbles
The Walrus and the Carpenter  
Walked on a mile or so,  
And then they rested on a rock  
Conveniently low:  
And all the little Oysters stood  
And waited in a row.

“The time has come,” the Walrus said,  
“To talk of many things:  
Of shoes—and ships—and sealing-wax—  
Of cabbages—and kings—  
And why the sea is boiling hot—  
And whether pigs have wings.”

“But wait a bit,” the Oysters cried,  
“Before we have our chat;  
For some of us are out of breath,  
And all of us are fat!”

“No hurry!” said the Carpenter.  
They thanked him much for that.

“A loaf of bread,” the Walrus said,  
“Is what we chiefly need:  
Pepper and vinegar besides  
Are very good indeed—  
Now, if you’re ready, Oysters dear,  
We can begin to feed.”

---

Note the Facts
What does the Walrus want to talk about?

Use Reading Skills
Context Clues What is *vinegar*? Use your Context Clues Chart to write your ideas.

3. *sealing-wax.* Melted candle wax used to seal envelopes.
“But not on us!” the Oysters cried,
Turning a little blue.
“After such kindness, that would be
A dismal thing to do!”
“The night is fine,” the Walrus said.
“Do you admire the view?”

“It was so kind of you to come!
And you are very nice!”
The Carpenter said nothing but
“Cut us another slice.
I wish you were not quite so deaf—
I’ve had to ask you twice!”

“It seems a shame,” the Walrus said,
“To play them such a trick.
After we’ve brought them out so far,
And made them trot so quick!”
The Carpenter said nothing but
“The butter’s spread too thick!”

“I weep for you,” the Walrus said:
“I deeply sympathize.”
With sobs and tears he sorted out
Those of the largest size,
Holding his pocket-handkerchief
Before his streaming eyes.

“O Oysters,” said the Carpenter,
“You’ve had a pleasant run!
Shall we be trotting home again?”
But answer came there none—
And this was scarcely odd, because
They’d eaten every one.

Do you feel sorry for the oysters?
Why or why not?
AFTER READING

READING CHECK

Circle the letter of the correct answer.

1. What time of day is it?
   A. night  
   B. morning  
   C. afternoon

2. How do the Walrus and the Carpenter get the oysters to go with them?
   A. They take the oysters from the ocean.  
   B. They promise the oysters a special treat.  
   C. They show the oysters a large banquet table.

3. What does the Walrus say he wants to do?
   A. He wants to go to the sea.  
   B. He wants to eat the oysters.  
   C. He wants to sit down and talk.

4. What does the Walrus say they need?
   A. more chairs  
   B. food for a feast  
   C. help preparing dinner

5. What happened to the oysters?
   A. They are eaten by the Walrus and the Carpenter.  
   B. They have a feast with the Walrus and the Carpenter.  
   C. They return to the home of the Walrus and the Carpenter.

VOCABULARY CHECK

Circle the letter of the correct answer.

1. The oysters beseech the Walrus and Carpenter to stop. Another word for beseech is
   A. beg.  
   B. whine.  
   C. command.

2. The briny sea tasted bitter and
   A. sour.  
   B. salty.  
   C. sweet.

3. What would a frothy sea look like?
   A. shiny and calm  
   B. windy and slow  
   C. foamy and rough

4. The oysters thought the Walrus and the Carpenter were dismal. They thought the two friends were
   A. smart.  
   B. terrible.  
   C. interesting.

5. The Walrus said he sympathized with the oysters. What did he do?
   A. He laughed at their worries.  
   B. He understood how they felt.  
   C. He asked them to forgive him.

ANALYZE LITERATURE: Alliteration

Think about the alliteration you noticed while reading the poem. How did the author’s use of alliteration enhance the poem?
USE READING SKILLS: Use Context Clues

Review your Context Clues Chart, and check your definitions in a dictionary. How accurate were your definitions? How did using context clues help you understand the poem? Discuss your ideas with a partner.

BUILD LANGUAGE SKILLS: Syntax

The way words are arranged in a sentence is called syntax. Put these sentences about the poem in the correct order. Use every word given and add the correct punctuation.

1. the nighttime was sun although shining was it

2. were Walrus Carpenter good the and the friends

3. on they them asked to the walk oysters with go a

4. the unaware on young walk the danger oysters of the young went

5. however oysters all would the Walrus the Carpenter the oysters eaten had said and they take home back the been

WRITING SKILLS: Creative Writing

Write a one- to two-page poem about one of your more detailed dreams. Use “The Walrus and the Carpenter” as a guide as you write. Remember to include alliteration and descriptive details in your poem. Study and analyze the syntax of your sentences to achieve rhyme. When you are done, read your poem aloud to the class.
BEFORE READING

page 517

THE SIDEWALK RACER, OR
ON THE SKATEBOARD

A Concrete Poem by Lillian Morrison

ABOUT THE POEM

The poem “The Sidewalk Racer, or On the Skateboard” is a short piece in
which a narrator describes skateboarding. Read the poem to see what the narrator
compares skateboarding to.

MAKE CONNECTIONS

What are some activities that make you feel free and in control?

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USE READING SKILLS: Evaluate Cause and Effect

Poets often use literary devices such as figurative language and sensory details to create an effect for the reader. As you read, fill in these details in the Cause-and-Effect Chart below. A sample has been done for you.

Cause-and-Effect Chart

<table>
<thead>
<tr>
<th>Effect</th>
<th>Literary Devices (Cause)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel as though I’m on a skateboard with the speaker.</td>
<td>words used describe action, such as <em>skimming, swerve, curve, sway, whirring.</em></td>
</tr>
</tbody>
</table>
### PREVIEW VOCABULARY

<table>
<thead>
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<th>Words and Phrases in Context</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>skimming</strong> skim · ming (skim´ ming) verb</td>
<td>The birds were flying so low that they were <strong>skimming</strong> the water with their wings.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
</tr>
<tr>
<td><strong>asphalt</strong> as · phalt (as´ f0lt) noun</td>
<td>The <strong>asphalt</strong> was too hot to touch after being in the sun for several hours.</td>
<td>Some sports that you might play on <strong>asphalt</strong> are...</td>
<td></td>
</tr>
<tr>
<td><strong>swerve</strong> swerve (swürv) verb</td>
<td>We had to <strong>swerve</strong> to the right to avoid hitting the tire in the road.</td>
<td>When you <strong>swerve</strong> in a crowded area, you might...</td>
<td></td>
</tr>
<tr>
<td><strong>whirring</strong> whir · ring (wür´ rin) adjective</td>
<td>The <strong>whirring</strong> sound of a computer told us Hannah was still working on her project.</td>
<td>The sound of a <strong>whirring</strong> machine could mean that...</td>
<td></td>
</tr>
<tr>
<td><strong>automobile</strong> au · to · mo · bile (äu to mô bèl) noun</td>
<td>The loud <strong>automobile</strong> rumbled down the road without slowing down.</td>
<td>An <strong>automobile</strong> can be used for...</td>
<td></td>
</tr>
</tbody>
</table>
**THE SIDEWALK RACER, OR ON THE SKATEBOARD**
A Concrete Poem by Lillian Morrison

**Skimming**

an **asphalt** sea

I **swerve**, I curve, I sway; I speed to **whirring** sound an inch above the ground; I’m the sailor and the sail, I’m the driver and the wheel I’m the one and only single engine human **automobile**.

---

**What are some activities you’ve experienced in which you felt like “the driver and the wheel”? Why was this experience exciting?**

---

**Use Reading Skills**

**Cause and Effect** List the things the speaker compares himself to in your Cause-and-Effect Chart.

---

**Note the Facts**

What does the narrator compare skateboarding to?

---

**skimming** (skim’ mín) *verb*, going along the surface

**as • phalt** (as’ fòlt) *noun*, paving material on the surface of roads

**swerve** (swérv) *verb*, turn away from a direct course

**whir • ring** (wür’ rin) *adjective*, whizzing or buzzing

**au • to • mo • bile** (āu tō mō bél) *noun*, a vehicle used to carry passengers; a car
AFTER READING

READING CHECK
Circle the letter of the correct answer.

1. Where does the poem take place?
   A. in a gym
   B. on the road
   C. around a park

2. What is the “asphalt sea”?
   A. a road
   B. a puddle
   C. a skateboard

3. How does the narrator move on the skateboard?
   A. in a small circle
   B. in a straight line
   C. in a twisting path

4. How high is the skateboard?
   A. a foot
   B. an inch
   C. five inches

5. Which of the following is not something the narrator compares skateboarding to?
   A. sailing
   B. driving
   C. running

VOCABULARY CHECK
Circle the letter of the correct answer.

1. Rocks that go skimming across the water travel
   A. deep underwater.
   B. on top of the water.
   C. just under the surface.

2. Isaac forgot the ball on the asphalt. He left it
   A. on a bench.
   B. on the road.
   C. in the water.

3. When you swerve away from something, you are moving
   A. backward.
   B. in a straight path.
   C. off the direct path.

4. The machines moved quickly, making whirring noises. Whirring sounds like
   A. buzzing.
   B. knocking.
   C. grumbling.

5. Mr. Smith fixed automobiles for a living. He was very good at repairing objects such as
   A. radios.
   B. trucks.
   C. computers.

ANALYZE LITERATURE: Concrete Poem

1. Describe the shape of the poem.

2. Do you think this shape helps convey the poem’s main idea? Why or why not?
USE READING SKILLS:
Evaluate Cause and Effect

Review the Cause-and-Effect Chart that you completed while reading the poem. With a partner, discuss the literary devices the author uses in the poem. What effect does the use of figurative language have on the reader?

BUILD LANGUAGE SKILLS:
Subject-Verb Agreement

The **subject** of a sentence—who or what the sentence is about—must agree with its **verb**. This means that if the subject is singular, or only one, the verb must be in singular form. If the subject is plural, or more than one, the verb must be plural.

**Examples:**
The boy **plays** in the garden. (singular)
The boys **play** in the garden. (plural)

Sometimes the subject and the verb are separated in a sentence by other words or phrases. Even in such cases, the subject and verb must agree.

**Examples:**
The boy with the black bag **plays** in the garden. (singular)
The boys from Brooklyn **play** in the garden. (plural)

Write the correct form of the verb in the following sentences.

1. My sister ______ several different sports.
   (play)

2. They ______ up and down to get her attention. (jump)

3. The bike, shared by the twins, ______ like it needs new tires. (look)

4. They ______ walking around the park when the trees ______ in bloom. (enjoy, be)

5. Alex ______ skateboarding while his friend ______ the game. (go, watch)

WORK TOGETHER: Video Presentation

With a partner, create a video presentation of the poem “The Sidewalk Racer, or On the Skateboard.” You may choose to have one partner act out the poem while the other partner reads. Or you may choose to analyze the poem, and discuss its shape and your interpretation of its meaning.

Your video should be 1 to 2 minutes long. Use props, costumes, and music to design a creative presentation. You will present the video to your classmates.
BEFORE READING

The Wreck of the Hesperus
A Narrative Poem by Henry Wadsworth Longfellow

ABOUT THE POEM

“The Wreck of the Hesperus” is a narrative poem that describes an unfortunate shipwreck during a terrible winter storm. Read to find out more about how the skipper tries to save the ship from disaster.

MAKE CONNECTIONS

Why is a hurricane dangerous? Why would a hurricane be more dangerous on a boat?

ANALYZE LITERATURE: Ballad

A ballad is a type of narrative poem that tells a story. Ballads are written to sound musical, and are often written to be spoken or sung aloud. Most ballads have an abcb rhyme scheme. This means that every first and third line of every stanza rhyme.

As you read, look for the rhyme scheme and listen to the rhythmic music of the poem. Think about how the sound and the story work together.
USE READING SKILLS: Retell a Sequence of Events

The sequence of events is the order in which different scenes or events happen in the story. As you read the poem, search for important events or actions in the story. Write these events down in the Sequence of Event Chart below. A sample has been done for you.

Sequence of Events Chart

The Captain of the *Hesperus* takes his daughter on the boat with him.

[Diagram showing sequence of events with placeholders for additional events]
# PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>veering</strong> veer•ing</td>
<td>The <em>veering</em> bike rider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vir&gt; iŋ) adjective</td>
<td>nearly caused an accident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>whiff</strong> whiff</td>
<td>When the refrigerator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(wif) noun</td>
<td>door opened, I felt a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>whiff</em> of cold air.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>scornful</strong> scorn•ful</td>
<td>Heath was <em>scornful</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(sk0rn” fəl) adjective</td>
<td>toward Uli after she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>betrayed him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>distress</strong> dis•tress</td>
<td>Keri’s day was full of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(di´stres) noun</td>
<td><em>distress</em>; her car broke</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>down, she forgot her lunch,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and she missed the bus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>aghast</strong> a•ghast</td>
<td>Simon was <em>aghast</em> as he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ə´gast) adjective</td>
<td>watched the magician saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the woman in half.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 2 3  

A *veering* car can be dangerous because…

When I walk past a restaurant, I smell a *whiff* of…

A *scornful* person would…

One time I was in *distress* was…

I would be *aghast* if I saw…
The Wreck of the Hesperus
A Narrative Poem by Henry Wadsworth Longfellow

It was the schooner¹ Hesperus,
That sailed the wintry sea;
And the skipper had taken his little daughter,
To bear him company.

5 Blue were her eyes as the fairy-flax,
Her cheeks like the dawn of day,
And her bosom white as the hawthorn buds
That ope in the month of May.

The skipper he stood beside the helm,
His pipe was in his mouth,
And he watched how the veering flaw² did blow
The smoke now West, now South.

Then up and spake an old Sailor,
Had sailed the Spanish Main,³
“I pray thee, put into yonder port,
For I fear a hurricane.”

“Last night the moon had a golden ring,
And tonight no moon we see!”
The skipper he blew a whiff from his pipe,
And a scornful laugh laughed he.

Colder and colder blew the wind,
A gale from the North-east;
The snow fell hissing in the brine,⁴
And the billows frothed like yeast.

Down came the storm, and smote⁵ amain,
The vessel in its strength;
She shuddered and paused, like a frightened steed,
Then leaped her cable’s length.⁶

1. schooner. Fast sailing ship
2. flaw. Sudden wind
3. Spanish Main. Area of the Caribbean Sea sailed by Spanish ships when the colonies were first settled
4. brine. Sea water
5. smote. Hit hard
6. cable’s length. Length of rope attached to a ship’s anchor

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“Come hither! come hither! my little Daughter,
                      And do not tremble so;
                      For I can weather the roughest gale,
                          That ever wind did blow.”

He wrapped her warm in his seaman’s coat
     Against the stinging blast;
35  He cut a rope from a broken spar,7
     And bound her to the mast.

“O father! I hear the church-bells ring.
     O say, what may it be?”
“Tis a fog-bell on a rock-bound coast!”
40     And he steered for the open sea.

“O father! I hear the sound of guns,
     O say, what may it be?”
“Some ship in distress, that cannot live
     In such an angry sea!”

45  “O father! I see a gleaming light,
     O say, what may it be?”
But the father answered never a word,
     A frozen corpse8 was he.

Lashed to the helm, all stiff and stark,
50     With his face turned to the skies,
The lantern gleamed through the gleaming snow
     On his fixed and glassy eyes.

Then the maiden clasped her hands and prayed
     That savèd she might be;
55     And she thought of Christ, who stilled the wave,
         On the Lake of Galilee.

And fast through the midnight dark and drear,
     Through the whistling sleet and snow,
Like a sheeted ghost, the vessel swept
60     Towards the reef of Norman’s Woe.

7. spar. Thick pole that supports sails on a ship
8. corpse. Dead body
And ever the fitful\(^9\) gusts between
   A sound came from the land;
It was the sound of the trampling surf,
   On the rocks and the hard sea-sand.

65 The breakers were right beneath her bows,
   She drifted a dreary wreck,
And a whooping billow swept the crew
   Like icicles from her deck.

She struck where the white and fleecy waves
70  Looked soft as carded wool,
But the cruel rocks, they gored\(^10\) her side
   Like the horns of an angry bull.

Her rattling shrouds, all sheathed in ice,
   With the masts went by the board;
75 Like a vessel of glass, she stove\(^11\) and sank,
   Ho! ho! the breakers roared!

At daybreak, on the bleak sea-beach,
   A fisherman stood \textit{aghast},
To see the form of a maiden fair,
80  Lashed close to a drifting mast.

The salt sea was frozen on her breast,
   The salt tears in her eyes;
And he saw her hair, like the brown sea-weed,
   On the billows\(^12\) fall and rise.

85 Such was the wreck of the Hesperus,
   In the midnight and the snow!
Christ save us all from a death like this
   On the reef of Norman’s Woe!

\(^9\) fitful. Characterized by starting and stopping
\(^10\) gored. Pierced with something pointed
\(^11\) stove. Broke
\(^12\) billows. Waves
AFTER READING

READING CHECK

Circle the letter of the correct answer.

1. What is the daughter most likely a symbol of?
   A. the fragility of life
   B. the fierceness of winter
   C. the vengeance of the sea

2. Which was a sign of bad weather?
   A. the cold water
   B. the hawthorn buds
   C. the moon’s disappearance

3. Why does the skipper tie his daughter to the mast?
   A. to teach her
   B. to punish her
   C. to protect her

4. What happened to the crew?
   A. They froze to death.
   B. They swam to shore.
   C. They saved the daughter.

5. Why did the skipper head toward open sea?
   A. to miss the storm
   B. to avoid the rocks
   C. to get to his destination

VOCABULARY CHECK

Circle the letter of the correct answer.

1. Because the ship was veering, it
   A. was running late.
   B. moved gracefully.
   C. rocked side to side.

2. The sailor blew a whiff from his pipe. It looked like
   A. water.
   B. smoke.
   C. tobacco.

3. The sailor laughed a scornful laugh because
   A. the skipper was too proud to listen.
   B. he thought the daughter was funny.
   C. he had just told a joke about the moon.

4. The daughter heard a boat in distress. It was
   A. haunted.
   B. in danger.
   C. near the shore.

5. A fisherman was aghast. The sight of the wreck
   A. terrified him.
   B. relieved him.
   C. energized him.

ANALYZE LITERATURE: Ballad

When you read the ballad aloud, you listened to the way the words sounded. What mood did that create? Why?
USE READING SKILLS: Retell a Sequence of Events

Review your Sequence of Events Chart with a partner. Briefly retell the story and describe how the mood changed as the story progressed.

BUILD LANGUAGE SKILLS: Pronouns and Antecedents

Remember that a pronoun is a word that replaces a noun in a sentence. The noun it replaces is called an antecedent. The pronoun and antecedent must agree in number, gender, and person.

Example:
The skipper brought his daughter to keep him company.

In each of the following, underline the antecedent, and write in a correct pronoun.

1. The old sailor knew about hurricanes because _______ had a lot of experience.
2. There had been a gold ring around the moon and now _______ was not visible.
3. The poet uses a metaphor to describe the churning waves. He says _______ look like yeast.
4. The sailor cut a length of rope and used _______ to tie his daughter to the mast.
5. The entire crew perished in the storm when _______ were swept “like icicles” from the deck.

SPEAKING & LISTENING SKILLS: Persuasive Speech

Imagine that you were a scientist long ago, and you knew that a storm was coming. You decided to gather all your evidence and warn people down at the pier not to go sailing. Write a speech that you would deliver to the sailors to convince them not to sail. Use details from the poem, such as what the old sailor says about the moon, to support your argument.
BEFORE READING

Do You Think I’m Crabby?
A Play by Clark Gesner

ABOUT THE STORY

“Do You Think I’m Crabby” is a play that is based on characters from a popular American comic strip, “Peanuts.” Lucy takes a survey to find out if she is a crabby person. Read on to learn what her survey results tell her.

MAKE CONNECTIONS

A survey is a set of questions designed to find out how people feel about something, or to tell people something about themselves. Sometimes surveys appear in magazines or on television shows. Have you ever taken a survey about yourself? Did you agree with the results?

ANALYZE LITERATURE: Conflict

Conflict is the tension or struggle between characters or forces in a written work. Struggles that take place between a character and an outside force, such as nature, society, or another character, are called external conflicts. Struggles that take place inside a character’s mind are called internal conflicts. As you read, pay attention to the conflicts. Think about whether they are internal or external conflicts.
USE READING SKILLS: Use Context Clues

Context clues are words and phrases near a difficult word that give hints about its meaning. You can use usually use context clues to figure out the meaning of unfamiliar words.

As you read, look for words that are unfamiliar to you. Use the Context Clues Chart to help you determine the meaning of unfamiliar words that you find.

<table>
<thead>
<tr>
<th>Word</th>
<th>Context Clues</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>rate</td>
<td>“a scale of zero to one hundred”</td>
<td>measure something against something else</td>
</tr>
</tbody>
</table>
## PREVIEW VOCABULARY

<table>
<thead>
<tr>
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<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>crabby</strong></td>
<td>Nobody likes to be around my sister when she's in a <strong>crabby</strong> mood.</td>
<td>I get <strong>crabby</strong> when I…</td>
<td></td>
</tr>
<tr>
<td><strong>survey</strong></td>
<td>The cook took a <strong>survey</strong> to find out his customers favorite kind of soup.</td>
<td>I want to conduct a class <strong>survey</strong> to find out…</td>
<td></td>
</tr>
<tr>
<td><strong>exceptional</strong></td>
<td>Adam is an <strong>exceptional</strong> musician for someone so young.</td>
<td>My family had an <strong>exceptional</strong> dinner at…</td>
<td></td>
</tr>
<tr>
<td><strong>foundation</strong></td>
<td>Most very tall buildings have a concrete <strong>foundation</strong>.</td>
<td>The <strong>foundation</strong> of a statue might be made of…</td>
<td></td>
</tr>
<tr>
<td><strong>candor</strong></td>
<td>When I ask for Charlie's opinion, he always answers with complete <strong>candor</strong>.</td>
<td>Please answer with complete <strong>candor</strong> when I ask you…</td>
<td></td>
</tr>
<tr>
<td><strong>waver</strong></td>
<td>Catrina felt her courage <strong>waver</strong> when she looked over the edge of the tall building.</td>
<td>I feel my confidence <strong>waver</strong> when…</td>
<td></td>
</tr>
<tr>
<td><strong>resentment</strong></td>
<td>Ramon felt <strong>resentment</strong> when he didn't get invited to the birthday party.</td>
<td>I feel <strong>resentment</strong> when…</td>
<td></td>
</tr>
</tbody>
</table>
**Do You Think I’m Crabby?**

A Play by Clark Gesner

**LUCY.** Oh, Linus, I’m glad you’re here. I’m conducting a survey, and there are a few questions I’d like to ask you.

**LINUS.** Sure, go ahead.

**LUCY.** The first question is: on a scale of zero to one hundred, with a standard of fifty as average, seventy-five as above average, and ninety as exceptional, where would you rate me with regard to crabbiness?

**LINUS.** [Slowly turns his head to look at her, then turns back to the TV.] You’re my big sister.

**LUCY.** That’s not the question.

**LINUS.** No, but that’s the answer.

**LUCY.** Come on, Linus, answer the question.

**LINUS.** [Getting up and facing Lucy.] Look, Lucy. I know very well that if I give any sort of honest answer to that question you’re going to slug me.

**LUCY.** Linus, a survey that is not based on honest answers is like a house that is built on a foundation of sand. Would I be spending my time to conduct this survey if I didn’t expect complete candor in all the responses? I promise not to slug you.

Now what number would you give me as your crabbiness rating?

**LINUS.** [After a few moments of interior struggle.] Ninety-five.

**LUCY.** Sends a straight jab to his jaw which lays him out flat.

**LUCY.** No decent person could be expected to keep her word with a rating over ninety. [S she stalks off, busily figuring away on her clipboard.]

There, it’s all done. Now, let’s see what we’ve got.

---

1. **slug.** Hit someone hard with a fist.
DURING READING

wa • ver (wey ver) verb, act uncertain; sway back and forth

cra • bby (’krabə) adjective, irritable; grouchy, in a bad mood

re • sent • ment (rē zent’ment) noun, feeling of anger at something considered unfair or offensive

Analyze Literature

Conflict Why does Lucy feel so bad? Is this an internal or an external conflict?

Note the Facts

How does Linus help Lucy to feel better?

30 wavers, then crumbles.] It’s true. I’m a crabby person. I’m a very crabby person, and everybody knows it. I’ve been spreading crabiness wherever I go. I’m a supercrab. It’s a wonder anyone will still talk to me. It’s a wonder I have any friends at all—[she looks at the figures on the paper] or even associates. I’ve done nothing but make life miserable for everyone. I’ve done nothing but breed unhappiness and resentment. Where did I go wrong? How could I be so selfish? How could….

LINUS has been listening. He comes and sits near her.

LINUS. What’s wrong, Lucy?

LU CY. Don’t talk to me, Linus. I don’t deserve to be spoken to. I don’t deserve to breathe the air I breathe. I’m no good, Linus. I’m no good.

LINUS. That’s not true, Lucy.

LU CY. Yes it is. I’m no good, and there’s no reason at all why I should go on living on the face of this earth.

LINUS. Yes there is.

LU CY. Name one. Just tell me one single reason why I should still deserve to go on living on this planet.

LINUS. Well, for one thing, you have a little brother who loves you. [LU CY looks at him. She is silent. Then she breaks into a great, sobbing “Wah!” ] Every now and then I say the right thing. ♦

Do you know anyone who is very crabby? How do you act around that person?
REVIEW CHECK
Circle the letter of the correct answer.

1. Linus is Lucy's
   A. twin brother.
   B. older brother.
   C. younger brother.

2. Linus does not want to answer Lucy's question because
   A. he is afraid she will hit him.
   B. he doesn't know the answer.
   C. he is too busy watching TV.

3. According to Linus, Lucy is
   A. very crabby.
   B. a little crabby.
   C. not crabby at all.

4. After looking at the survey, how does Lucy feel about herself?
   A. She feels like the survey is wrong.
   B. She feels like smiling and laughing.
   C. She feels like she is selfish and unfriendly.

5. How does Linus help Lucy feel less crabby?
   A. He lets her hit him again.
   B. He tells her that he loves her.
   C. He changes his answer to the survey.

VOCABULARY CHECK
Circle the letter of the correct answer.

1. The crabby man was always very
   A. sad.
   B. tired.
   C. grumpy.

2. We are conducting a survey to see what students eat for lunch. Everyone should
   A. answer the questions.
   B. finish their classwork.
   C. remember their lunch money.

3. This is an exceptional book report. You really did
   A. a fine job.
   B. a great job.
   C. a terrible job.

4. I expect complete candor when you answer me. Please
   A. tell the truth.
   B. be nice to me.
   C. act like you care.

5. Try not to feel any resentment about my decision. I don't want you to
   A. be angry at me.
   B. change my mind.
   C. show me other options.

ANALYZE LITERATURE: Conflict
What is Lucy's greatest conflict in “Do You Think I’m Crabby?” Is this an internal or an external conflict?
USE READING SKILLS: Use Context Clues

Review the Context Clues Chart you created while reading the play. Check each word in a dictionary to see if your guesses were correct. Revise the chart as needed.

BUILD LANGUAGE SKILLS

Use context clues from each sentence to create definitions for each italicized word or phrase.

1. I am conducting a survey to find out who wants to wear uniforms to school.

2. The average score on the test was 85, but some people scored 70, and others scored 100.

3. I was afraid that my sister was going to slug me when I told her I broke her favorite CD.

4. My father always taught me to keep my word when I tell someone I will do something for them.

5. My mother is very popular. She has many friends, and even more associates.

SPEAKING & LISTENING SKILLS: Write a Survey

In “Do You Think I’m Crabby?” Lucy conducts a survey to find out if people think she is a crabby person. Think of something that you would like to find out about your classmates, such as what type of music they like, what foods they like, or their favorite sports. Write a survey of three to five questions. Then, ask two to three people to answer the questions in your survey. Present your findings to the class.
The Twelve Labors of Hercules
A Greek Myth retold by Walker Brents

ABOUT THE GREEK MYTH

“The Twelve Labors of Hercules” is a Greek myth. Hercules was the son of the Greek God Zeus. He was stronger and braver than regular men. King Eurystheus asked Hercules to do twelve very difficult things. Read to learn more about the adventures of Hercules.

MAKE CONNECTIONS

Were you ever asked to do something that you thought was impossible? What did you do?

__________________________________________________

__________________________________________________

__________________________________________________

ANALYZE LITERATURE: Characterization

Characterization is the way that an author creates or describes a character. Writers create characters in three ways:

• by showing what the characters do, say, or think
• by showing what other characters say or think about them
• by describing the way that the characters look and dress

As you read the myth, look for the ways that the author describes Hercules and the other characters.
USE READING SKILLS: Identify Chronological Order

**Chronological order** refers to events that are arranged in the order in which they happened. As you read, keep track of the chronological order of events by creating a time line like the one below. List important events as they happen, and draw a picture to show what happened in this event.

Hercules is born
# PREVIEW VOCABULARY

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<thead>
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<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>remorse</strong> re·morse (rɪˈmɔːrs) noun</td>
<td>Jose felt <strong>remorse</strong> when he broke his mother’s favorite glass.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>I felt <strong>remorse</strong> when I…</td>
</tr>
<tr>
<td><strong>confluence</strong> con·fluent (kəˈnfljuəns) noun</td>
<td>My family has a picnic every year at the <strong>confluence</strong> of the Laramie and North Platte rivers.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
<td>At the <strong>confluence</strong> of the two rivers, there is…</td>
</tr>
<tr>
<td><strong>foliage</strong> fo·li·age (fəˈli ē ij) noun</td>
<td>Carly loves the colors of <strong>foliage</strong> in the fall.</td>
<td></td>
<td>My favorite type of <strong>foliage</strong> is…</td>
</tr>
<tr>
<td><strong>assent</strong> as·sent (əˈsənt) verb</td>
<td>He did not think she would <strong>assent</strong> to carry all of the heavy bags.</td>
<td></td>
<td>I did not <strong>assent</strong> when I was asked to…</td>
</tr>
<tr>
<td><strong>serene</strong> se·rene (səˈrēn) adjective</td>
<td>My sister’s baby looked so <strong>serene</strong> when she was sleeping.</td>
<td></td>
<td>I feel the most <strong>serene</strong> when I…</td>
</tr>
</tbody>
</table>
The goddess Hera hated Hercules from the moment of his birth. In his infancy she sent two giant serpents to kill him as he slept, but Hercules strangled them instead. His parents rushed into the room to find the baby shaking the dead bodies of the snakes as if they were rattles. This was an early indication of his great strength, but this strength was not always used well.

Once Hera sent madness and insanity into the consciousness of Hercules. His thoughts became scrambled. Under the delusion that he was at war, he mistook his nephews and nieces for enemies, and killed them. When the madness passed and he saw what he had done he was overwhelmed with grief and guilt. Terrible remorse drove him to the oracle of the god Apollo at Delphi, and he asked the priestesses there what he could do to expiate his terrible deed. They told him, “Go to King Eurystheus, and undertake the labors he will put upon you.”

Hercules went to Tiryns, the land ruled by King Eurystheus. He stood before the throne. Eurystheus said to him, “Go to Nemea, where a fierce lion terrorizes the people. No weapon can pierce through its terrible skin. Kill this lion, remove its skin, carry it here and show it to me.” Eurystheus was shrewd, calculating, cunning, and cowardly. Each task he was to set before Hercules was designed to be impossible, but the determination of Hercules was to overcome the impossible. He followed the lion’s tracks to a deep dark cave hidden in a hillside. He saw the bones strewn at the cave’s entrance, and entered in. In such a darkness he could not see his hand before his face, the dank air was filled with the smell of blood. The lion had just killed, and had carried its prey to this place which

1. delusion. Persistent and false psychotic belief
2. oracle. Shrine where a god shares knowledge
3. expiate. Make amends for
4. dank. Unpleasantly moist

re • morse (ri mōrs’) noun, gnawing distress over guilt
was its very den. Hercules leapt upon the lion and wrestled with it. His tremendous club and sharp knife were of no use, for the lion’s hide was too thick. Hercules grasped the lion’s neck with his hands, and held it against the cave wall until the lion’s thrashings ceased, and it was dead. Then he dragged the lion into the light of day, skinning it with one of its own claws. He draped the skin over his shoulders, its head over his head like a helmet, and hurried back to the palace of King Eurystheus, who saw him approach from a distance and was so frightened at the sight that he hid in a giant olive jar. He sent his servants to Hercules to tell him of the next task. “Go to the swamp of Lerna and defeat the hydra, who lives at the confluence of the three springs.”

Hercules and one of his surviving nephews, Iolaus, found the monster in the depths of the swamp, at the confluence of three springs. Hercules shot his arrows at the monster so as to anger it enough to attack, and come close enough for him to fight it with his oaken club. The monster had nine heads, and came toward them screaming with rage, belching great gouts of poison bloody mud. Hercules began to knock off the creature’s heads, but saw that three heads grew back from where one was knocked off! Iolaus lit the branch of a tree with fire, and held this torch against the neck-stubs where Hercules knocked the heads off. The burnt blood prevented the heads from growing back. With this the tide of the battle turned. The creature was weakening. Finally, Hercules tore off the central head, the primary one. He carried it away and buried it in the ground with a great rock over it, so that it could not rejoin the body and come alive again. Then Hercules dipped his arrow points in the poison blood of the hydra, which lay in pools all around, so as to make them deadly.

Other labors followed, and they took Hercules far and wide. In the forest of Ceryneia he chased a deer with golden

---

**Note the Facts**

How does Hercules kill the lion?

**Use Reading Skills**

**Chronological Order** Use the Time Line to record the first two labors of Hercules. Include a simple drawing with each event.

---

5. **hydra.** Serpent monster with regenerating heads
6. **gouts.** Masses of fluid
DURING READING

antlers for an entire year, caught it and carried it alive to King Eurystheus, then returned to Ceryneia and let the deer go. Earlier, he had gone to the land of King Augeias, who kept a stable filled with thousands upon thousands of cattle, which had never been cleaned. Eurystheus, gleefully imagining Hercules carrying baskets and baskets of dung, had ordered him to clean those stables. But Hercules diverted the course of two rivers and sent them through the stables so that they were entirely cleaned in one day.

Think and Reflect

Why do you think King Eurystheus asked Hercules to clean the stables?

On Mount Erymanthus there lived a great boar. Searching amid the lower slopes of this mountain Hercules met an old friend of his, Pholos the centaur, who lived in a village of centaurs. Hercules shared a meal with his friend, but accidentally spilled a drop or two of wine upon the ground. The smell of the wine drove the centaurs insane, and they attacked Hercules, who responded with a volley of arrows tipped with the hydra’s poison blood. Many were killed. Pholos was burying their bodies when an arrow came loose from one of them, fell down and pierced the flesh near his hoof. The poison entered his veins and killed him. By this time, Hercules was on the upper part of the mountain hunting for the boar but when he heard of his friend’s death he returned to the centaur village and in great sadness helped with the funeral. But he had made enemies with some of the centaurs, and one of them, Nessus, swore revenge. Hercules returned to the hunt for the boar and chased it into deep snowdrifts, where he caught it. After that he went to the land of Thrace and fought against Diomedes, killing him and his man-eating horses.

Another labor brought Hercules to the marshes of Stymphalus. Somewhere in these vast marshes there lived grotesque vicious birds that shot their feathers like arrows into people. Then they tore the people into pieces and carried their chunks of flesh away into the marshes where they devoured them. No one could get to the place from which they came.

7. centaur. Creature that is half-man and half-horse

Read Aloud

Read aloud lines 91–97. What does this say about Hercules’s character?
Hercules came very close to their lair, but not close enough. The foliage was so thick not even he could hack through it with his sword, so that his forward motion was stopped, and he sat upon the ground in despair. Here an ally came to him, the goddess Athena. She helped him. She caused a set of brazen cymbals to appear upon the ground next to his feet, and spoke these words into his consciousness: “Strike the cymbals together. The sound of their brassy clashing will startle the birds from their branches and nests. They will fly into the air and become targets for your arrows.” Hercules followed her instructions. As fast as the birds flew up his arrows pierced them. Most were killed and those who lived flew away and never returned.

He came to Themiscyra, where the river Thermodon flowed into the sea, in a place of many cliffs and rocky hiding places. This was the land of the Amazons, woman-warriors, whose queen, Hippolyte, had a sword-belt made of bronze and iridescent glass, given to her by the god of war, Ares. Hercules was to take this belt from them. Expecting a battle, he was surprised when Hippolyte gave it to him freely, but outside their meeting place, the goddess Hera filled the minds of the Amazons with rumors of war, so that as Hercules left he was suddenly attacked by battalions of Amazons. Once more his poison arrows did their deadly work, and, with the belt, he made his escape.

In Crete he carried away the bull Poseidon gave to King Minos. On the island of Erytheia, he killed Geyron, a giant man-monster with one head and three bodies, and his two-headed dog, Orthrus. He took the herd of cattle they guarded—cattle whose hides were red as the rays of the setting sun. Helios the sun-god caused a floating golden cup to appear in the sea, and Hercules drove the bull of Crete and the red cattle onto this cup and floated back to Tiryns.

“Your next to last task requires that you find the garden beyond the world. There, in the Garden of the Hesperides, grow the golden apples upon the branches of a tree guarded by the serpent that never sleeps. Bring back those apples.” Hercules had no sooner heard these orders than he was off. At the world’s edge he met Atlas, the giant who holds up the sky. “The three sisters who live there are my own daughters. Let me bring back the apples. I am the only one they will let have them. But you must hold up the sky while I am gone.” So Atlas

---

8. lair. Resting place
9. iridescent. Displaying colors that produce a rainbow effect
said as he waited for Hercules to climb atop the high mountain preparatory to taking upon himself the burden of the sky. Once the load was transferred, Hercules stood with the sky upon his back, watching Atlas stride away, already waist-deep in the ocean that encircles the world. Some few moments, hours, days, or months later Atlas returned, holding a branch with three golden apples. “Let me take the apples back to Eurystheus. You go on holding up the sky, for I am tired of it.” Atlas was getting ready to go when Hercules said, “Friend, let me do just one thing before you’re off. That lion’s skin lying there—I carry it with me wherever I go. It would make a good pad to cushion my shoulders against this mighty burden. Kindly take up the sky again for a moment as I gather it up. Then you can return the load to me.” Atlas agreed to do so, but once the sky was returned to his keeping Hercules took the branch and walked away, ignoring Atlas’ angry cries for him to return.

Think and Reflect

Why do you think Hercules asks for his lion skin?

The final labor required Hercules to go down to the world of the dead and bring back Cerberus, the fierce three-headed dog. The gods Hermes and Athena met him at the river between the two worlds and helped him. He carried Cerberus back to Tiryns and showed it to King Eurystheus. The three heads barked at him and bared their teeth, and Eurystheus died of fright.

Hercules had many other adventures besides these twelve labors. He did many terrible things and many wonderful things. His earthly father was Amphitryon, but his father in the skies was Zeus. As time went on, the events in his life brought that to clear realization. Hercules was returning from the land of Calydonia with his bride Deianeira when they were faced with a rain-swollen raging river. Hercules was unconcerned about his own ability to swim across this river, but how Deianeira would cross was another matter. Just then the centaur Nessus approached them. He spoke to them very courteously: “Ah Hercules, I congratulate your marriage.
185 Do you remember me? I am Nessus. I was there in the village at Mount Erymanthos that awful day. It is a wonder your deadly arrows did not kill me, though I was wounded. I apologize on behalf of all us centaurs, for our deranged10 behavior then. Please allow me to carry Deianeira across this river. I am a most excellent swimmer.” Hercules assented to this, and as Nessus clattered down into the water, with Deianeira on his back, he threw his bow and arrows across the water, and vaulted in. Reaching the other side he was startled by cries. He turned and saw Nessus farther down the riverbank crossing onto land, attempting to carry Deianeira away. “Nessus,” he uttered as he placed an arrow against the bowstring and drew it back, “haven’t you felt enough of the hydra’s poison?” With that he let the arrow fly. It pierced Nessus’ back as he fled and the point protruded11 through his chest. Coughing up blood he tumbled to the ground as Deianeira, an experienced rider, rolled free. He staggered up again but lost his footing and fell down the riverbank into the shallow waters, gasping and choking. With his dying words he requested that Deianeira take a few drops of his blood spilled onto the sand and save it. “Let my death keep your love strong. Take this blood and rub it into anything your husband wears. My blood is charmed. It will renew his love whenever and wherever he puts such clothes on as have been touched with this blood.” He died just before Hercules arrived upon the scene. Deianeira told him nothing about what had been said. Little did either one know of the actual reasons behind Nessus’ bequest.12

Years later, Hercules went to a distant land and conquered it. He sent a message back home after the final battle was won. “Send me my best robe to wear for the sacrifices I will make to the gods, in gratitude for our victory here.” Among the captives that had earlier arrived was a woman, Iole, whose love, once long before, Hercules had tried to win. When Deianeira saw her she was reminded of that time, and began to worry. She resolved to put the blood-charm of Nessus into the robe she would send him. She gave it to the messenger, who carried it to Hercules, waiting upon a high mountain to begin the ceremony.

It was just a few moments after Hercules had donned13 the robe and begun the sacrifice that the true nature of the charm revealed itself. A terrible burning began to spread through

10. deranged. Disturbed
11. protruded. Stuck out
12. bequest. Item given by will to another
13. donned. Put on
his limbs all the way into his heart. The hydra’s blood had returned to the one who had sent it out on so many arrows before. He clutched at the robe to pull it off, but it stuck fast in some places and in others great chunks of skin clung to it as it was torn free, revealing his bones. He screamed in rage and pain, stumbling through the forest, farther up the mountain. At the summit, a semblance of calm came to him, and he began to build his own funeral pyre. When it was finished he commanded someone among those around him to set it alight. No one would. Hercules offered a shepherd’s son passing by, Philoctetes, his bow and arrows if he would ignite the pyre. Philoctetes agreed to, and Hercules climbed to its very top, placed upon it the skin of the Nemean Lion as a blanket, and the oaken club as a pillow, and laid himself down there in a state of serene composure. The torch was lit and handed to Philoctetes, who put it to the bier, which was soon engulfed. As the flames did their work, the earthly form of Hercules disintegrated, but his godly form became more clear. The skies opened up and a chariot came down and took him away. In the heavens, Hera reconciled herself to him, and he took his place amid the company of the gods.

Build Vocabulary

What does the word serene mean?

Why did Hercules look serene on his funeral pyre?

Serene (səˈrēn) adjective, calm

14. semblance. Appearance
15. pyre. Place for burial fire
16. composure. Self-controlled mind or appearance
17. bier. Coffin stand

What makes Hercules a hero? Was he a leader? What traits, besides courage, would Hercules need to be a good leader?
READING CHECK

Circle the letter of the correct answer.

1. Why does Hercules have to do the twelve labors?
   A. He wants to be the next king.
   B. He wants to win the love of Deianeira.
   C. He accidentally killed his family members.

2. How does Hercules make his arrows deadly?
   A. He dips them in the blood of the hydra.
   B. He carves them out of the golden antlers.
   C. He has them blessed by the oracle at Delphi.

3. How does Hercules clean the stables in the land of King Augeias?
   A. The goddess Athena comes to help him.
   B. He moves two rivers to run through the stables.
   C. He carries thousands of buckets at the same time.

4. How does Hercules get Hippolyte’s sword-belt?
   A. She gives it to him freely.
   B. He fights her without weapons.
   C. He steals it while she is sleeping.

5. Why does Deianeira put the blood of Nessus onto Hercules’s robe?
   A. She believes that the blood will cause Hercules to die.
   B. She believes that the blood will make Hercules stronger.
   C. She believes that the blood will renew Hercules’s love for her.

VOCABULARY CHECK

Circle the letter of the correct answer.

1. To feel remorse is to feel
   A. guilt.
   B. hunger.
   C. happiness.

2. A confluence is the place where two things
   A. disappear.
   B. move apart.
   C. come together.

3. The woods near my family’s house have beautiful foliage. There are many types of
   A. rocks, moss, and soil.
   B. birds, animals, and insects.
   C. leaves, flowers, and branches.

4. I don’t know if my mother will assent. I need to talk to her to see if she will
   A. react to our idea.
   B. agree to our idea.
   C. challenge our idea.

5. The lake looks serene because the waters are
   A. calm.
   B. dirty.
   C. dangerous.

ANALYZE LITERATURE: Characterization

How does the author characterize Hercules and Eurystheus? Do you think the author’s method is effective? Why or why not?
USE READING SKILLS: Identify Chronological Order

Review the Time Line you created while reading the myth. Briefly retell the twelve labors of Hercules in the order in which they occur. Share your answer with a classmate.

BUILD LANGUAGE SKILLS: Use Context Clues

Complete the following sentences using clues from the text to determine each word’s meaning.

1. One indication of Hercules’s strength was…

2. When Hera sent madness into the consciousness of Hercules, she sent madness into his…

3. Hercules would try any labor. He could do any…

4. King Eurystheus thought that capturing the deer with the golden antlers was impossible, but Hercules thought it was…

5. When Atlas transferred the sky to Hercules, he…

WORK TOGETHER: Think-Pair-Share

Work with a partner to do a Think-Pair-Share activity about the character traits of a hero, and the character traits of a leader. First, think about qualities that you would find in a hero or heroine. Discuss these qualities with a partner and make a list of your responses. Next, think about qualities that you would find in a leader. Discuss your ideas with your partner, and list your responses. Then, circle the qualities from both lists that Hercules showed in the myth. Was Hercules a hero, a leader, or both? Share your answers with the class.
About the Tale

“The Cow of No Color” is a Ghanaian folk tale about a village chief who wants to test Nunyala, the village’s wise woman. He gives her the task of finding a cow of no colors in three days. Read to find out what Nunyala does.

Make Connections

What would you do if someone asked you to do something impossible?

Analyze Literature: Suspense

Suspense is a feeling of worry or curiosity about what is going to happen next in the story. Writers use suspense in their writing to make their stories interesting and create an emotional response in their readers. As you read “The Cow of No Color,” look for places where the author creates suspense.
USE READING SKILLS: Evaluate Cause and Effect

A **cause** is an action or event that makes something else happen. Any action or event that results from a cause is an **effect**. By analyzing causes and effects, you will better understand the plot, characters, and theme of the story. As you read, create a cause-and-effect chart for “The Cow of No Color.”

<table>
<thead>
<tr>
<th>Cause: The chief is jealous of Nunyalas's fame.</th>
<th>Effect: The chief asks an impossible task of her.</th>
<th>Summary: The chief is jealous of Nunyala, so he decides to test her with an impossible tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause:</td>
<td>Effect:</td>
<td>Summary:</td>
</tr>
<tr>
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<tr>
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</tr>
</tbody>
</table>
**PREVIEW VOCABULARY**

<table>
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<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>execute</strong> ex • e • cute (ek’ si kyü t) verb</td>
<td>The prisoner was to be <strong>executed</strong> unless evidence proved him innocent.</td>
<td>The spy was going to be <strong>executed</strong> unless...</td>
<td></td>
</tr>
<tr>
<td><strong>delay</strong> de • lay (di lá’) noun</td>
<td>The traffic jam caused a <strong>delay</strong> that made us late to practice.</td>
<td>A <strong>delay</strong> in a tight schedule might...</td>
<td></td>
</tr>
<tr>
<td><strong>ponder</strong> pon • der (pän’ der) verb</td>
<td>He sat down to <strong>ponder</strong> the sphinx’s difficult riddle.</td>
<td>Something you might <strong>ponder</strong>...</td>
<td></td>
</tr>
</tbody>
</table>
Once among the Ewe people of Ghana there lived a wise woman named Nunyala. For miles around, people would come to her asking for advice, and she always found a way to help them. Her fame spread till it reached the ears of the chief, who became very jealous. He called her to the palace, and when she appeared, he said to her, through his spokesman:

“I hear you are Nunyala, the wise woman.”

“That may be, and that may not be,” she replied. “It is what some people say.”

“If you are so wise,” said the chief, “surely I can ask you to do one simple thing for me.”

“If it is simple or not,” she replied, “I will do my best.”

“All you have to do to prove how wise you are,” the chief said to her, “is to bring me a cow.”

Nunyala thought to herself: “A cow. That is not difficult. My village is full of cows.”

And she was just about to leave when the chief added, “Now listen well. Yes, I wish you to bring me a cow. But this cow cannot be black, and it cannot be white. It cannot be brown, or yellow, or spotted, or striped. In fact, this cow cannot be of any color at all! Bring me a cow of no color in three days’ time—or you will be executed without delay!”

Nunyala returned to her village and sat in her hut. She thought to herself: Should I be executed because some people say I am wise as the chief? Should I lose my own life for his jealousy? Is this a wise leader’s approach to justice? She had to answer the chief’s impossible request, but how?

Nunyala sat and thought for three days and three nights, and at the end of that time, she sent a child from her village to the chief with a message. The chief sat on his stool, waiting to hear what the child had to say. These were his words: “O Chief, Nunyala, the wise woman of our village, has sent me to repeat
these words to you. This is her message. She has said, ‘I have your
cow of no color. It is in my house. You can come and take it.

“But don’t come in the morning. Don’t come in the
evening. Don’t come at dawn. Don’t come at twilight. Don’t
come at midnight. Don’t come any time. You can have your
cow of no color—at no time at all!’”

The boy turned and left the palace, while the chief sat
speechless on his stool, to ponder the words of Nunyala, wise
woman of the Ewe.

When is it more important to be clever
than it is to be wise?

Read Aloud
Read Nunyala’s response aloud
in lines 33–38. How has
Nunyala outsmarted the chief?

pon•der (pən′ dər) verb, think
about quietly and deeply
AFTER READING

READING CHECK
Circle the letter of the correct answer.

1. Who is Nunyala?
   A. a cow herder
   B. a wise woman
   C. a village chief

2. What does the chief ask Nunyala to do?
   A. to find a cow of no color
   B. to care for his cows for three days
   C. to choose the best cow in their village

3. Why is Nunyala upset by the chief’s task?
   A. He gave her only three days’ time.
   B. She knows that it is an impossible task.
   C. The cow lives far away in another village.

4. What does Nunyala do?
   A. She walks the cow to the chief’s hut.
   B. She refuses to do what the chief says.
   C. She sends a boy to tell the chief her reply.

5. How does the chief react?
   A. He is angry that she failed.
   B. He has to think about her reply.
   C. He laughs at her clever response.

VOCABULARY CHECK

1. The chief said that Nunyala would be executed if she did not find the cow. Nunyala was worried, because she did not want to be
   A. killed.
   B. wrong.
   C. bothered.

2. The chief warned her not to delay, because he did not want to
   A. see her again.
   B. examine the cow.
   C. wait for her response.

3. The chief pondered Nunyala’s response. He had to
   A. think about what she said.
   B. visit her to ask a question.
   C. ask others for their opinions.

ANALYZE LITERATURE: Suspense
How does the author build suspense in the story?

USE READING SKILLS: Evaluate Cause and Effect
Review your Cause-and-Effect Chart. What were some of the cause and effect incidents you found? Share your responses with a partner.
BUILD LANGUAGE SKILLS: Passive and Active Voice

A verb is in the **passive voice** when the subject of the verb receives the action. It is the counterpart of the **active voice**, where the subject of the verb performs the action.

When changing the active voice to passive voice, the verb is turned into a past participle and is preceded by an **auxiliary verb**. The **object of the sentence** becomes the subject in the passive voice. Passive voice also often uses *by*.

**Examples**

1. Active Voice: The puppy *chewed on* the brand new shoes.
   Passive Voice: The brand new shoes *were chewed on* by the puppy.

2. Active Voice: Eric *made* a robot out of kitchen utensils.
   Passive Voice: The robot made of kitchen utensils *was made* by Eric.

Revise each sentence from passive voice to active voice.

1. Knowledge and wisdom from Nunyala was sought after by many.

2. Nunyala was called for by the chief.

3. A cow of many colors was desired by the chief.

4. Challenging for Nunyala was this task given to her.

5. Nunyala’s reply was told to the chief by a young boy.

WRITING SKILLS: Advice Letter and Response

There are often advice columns in newspapers and magazines. A reader will write for advice, and an editor will respond to his or her letter. Think about what people might ask Nunyala, and what her replies would be. Write a short three- to five-sentence letter to Nunyala asking for advice.

Then, change papers with a partner. You will write Nunyala’s reply to his or her letter. Your reply should be about a page long. When you are done, share your letters and responses with the rest of the class.
BEFORE READING

The Creation
An Iroquois Myth retold by Joseph Bruchac

ABOUT THE MYTH
In “The Creation,” Joseph Bruchac retells the Iroquois myth about how the world was created. The wife of the Sky-World chief falls through a hole in the sky. Read to find out how the animals try to make some land for her.

MAKE CONNECTIONS
If a new family moved into your neighborhood, what would you do to make them feel welcome?

ANALYZE LITERATURE: Personification
Personification is when something that is not human, such as an animal or a plant, is described as having human characteristics, like talking. In folktales and myths like “The Creation,” animals are often characters that act like humans. As you read the myth, think about what the personification of the animals in this myth can tell you about the Iroquois people.
USE READING SKILLS: Draw Conclusions

When you **draw conclusions**, you gather pieces of information and decide what that information means. As you read, write the important details you find in the Draw Conclusions Chart below. Decide what the key ideas and details in the text mean, and write your conclusion in the chart. A sample has been done for you.

**Draw conclusions Chart**

<table>
<thead>
<tr>
<th>I read that...</th>
<th>My conclusion is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>… there was a large white tree in the center of the Sky-World. ... all good things grew on that tree.</td>
<td>... the people who live in the Sky-World get their food from the tree.</td>
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<tbody>
<tr>
<td><strong>uprooted</strong>&lt;br&gt;up • root • ed&lt;br&gt;(up rút ed)&lt;br&gt;verb</td>
<td>There was a giant hole where the tree was <strong>uprooted</strong> from the violent storm.</td>
<td>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</td>
<td>Practice using the key words and phrases by completing the following sentences.</td>
</tr>
<tr>
<td><strong>clutched</strong>&lt;br&gt;clutched&lt;br&gt;(klúcht)&lt;br&gt;verb</td>
<td>The young student <strong>clutched</strong> his umbrella as the rain came down harder.</td>
<td>If someone <strong>clutched</strong> a book in his or her hands, he or she might…</td>
<td></td>
</tr>
<tr>
<td><strong>speck</strong>&lt;br&gt;speck&lt;br&gt;(spek)&lt;br&gt;noun</td>
<td>The car was a tiny <strong>speck</strong> when we looked down at it from the 30th floor.</td>
<td>A large boat might look like a tiny <strong>speck</strong> if…</td>
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The Creation
An Iroquois Myth retold by Joseph Bruchac

Before this world came to be, there lived in the Sky-World an ancient chief. In the center of his land grew a beautiful tree which had four white roots stretching to each of the four directions: North, South, East and West. From that beautiful tree, all good things grew.

Then it came to be that the beautiful tree was uprooted and through the hole it made in the Sky-World fell the youthful wife of the ancient chief, a handful of seeds, which she grabbed from the tree as she fell, clutched in her hand. Far below there were only water and water creatures who looked up as they swam. “Someone comes,” said the duck. “We must make room for her.”

The great turtle swam up from his place in the depths.

“There is room on my back,” the great turtle said.

“But there must be earth where she can stand,” said the duck.
and so he dove beneath the waters,
but he could not reach the bottom.
“I shall bring up earth,”
the loon then said and he dove too,
but could not reach the bottom.

“I shall try,” said the beaver
and he too dove but
could not reach the bottom.

Finally the muskrat tried.
He dove as deeply as he could, swimming
until his lungs almost burst.
With one paw he touched the bottom,
and came up with a tiny speck of earth
clutched in his paw.

“Place the earth on my back,”
the great turtle said,
and as they spread
the tiny speck of earth it grew
larger and larger and larger
until it became the whole world.
Then two swans flew up
and between their wings
they caught the woman
who fell from the sky.
They brought her gently
down to the earth
where she dropped her handful
of seeds from the Sky-World.

Then it was that the first plants grew
and life on this new earth began.

Note the Facts
Who was able to reach the
earth on the bottom of the
waters?

Note the Facts
Where did the first plants on
Earth come from?

speck (spek) noun, something that is
very tiny; a very small object

How does this myth compare to your
own ideas about how the world began?
READING CHECK

Circle the letter of the correct answer.

1. What is in the center of the Sky-World?
   A. a large white tree with many types of seeds
   B. a giant turtle with a speck of dirt on his back
   C. a deep ocean that stretches for miles in every direction

2. How does the sky-woman leave the Sky-World?
   A. She asks her husband to help her.
   B. She falls through a hole in the sky.
   C. She swims to the bottom of the waters.

3. What do the animals do when they see the sky-woman?
   A. They try to make some earth for her.
   B. They send swans to help her back into the sky.
   C. They gather as a group to welcome her to the earth.

4. Which animal reaches the bottom?
   A. the duck
   B. the turtle
   C. the muskrat

5. How does the sky-woman reach the earth?
   A. She jumps onto the turtle.
   B. Swans fly her to the ground.
   C. The great tree branches catch her.

VOCABULARY CHECK

Circle the letter of the correct answer.

1. The great white tree uprooted, leaving a large hole in the sky. The tree
   A. was chopped down.
   B. was left to rot in place.
   C. was lifted out of the ground.

2. The woman clutched the seed in her hand. Her grip was
   A. tight.
   B. loose.
   C. slippery.

3. The muskrat grabbed a speck of earth. He grabbed
   A. a large piece.
   B. a tiny amount.
   C. a muddy rock.

ANALYZE LITERATURE: Personification

The Iroquois and other Native American tribes have great respect for nature. How could personification in this story show this respect?
USE READING SKILLS: Draw Conclusions

Review the Draw Conclusions Chart you filled in while reading the myth. What conclusion can you make about the sky-woman’s arrival on the earth?

BUILD LANGUAGE SKILLS: Syntax

The way words are arranged in a sentence is called syntax. Read the sentences about the creation myth and rearrange the words in the correct order. Use every word given and add the correct punctuation.

1. The Sky-World of chief the had wife beautiful a

2. seeds great of white many tree the grew types

3. said let’s make for the duck room the woman

4. The touch only muskrat was bottom the animal to the

5. The world from sky-woman’s of plants the world grew the seeds.

SPEAKING & LISTENING SKILLS: Dialogue

After the sky-woman fell to the earth, she planted the seeds she had taken from the great white tree in the sky. In groups of four, create a dialogue between the woman and the animals who came to greet her. Make sure that everyone has an equal part in the dialogue, and that your dialogue lasts three to five minutes. Practice your dialogue for ten minutes, then present your work to the class.
ABOUT THE TALE

“How Robin Hood Saved the Widow’s Three Sons” is a folk tale that takes place in Nottingham, England, during the Middle Ages. Robin Hood hears that three men are to be hanged for something that he doesn’t think is a crime. He wears a disguise and decides to help them. Read on to find out how.

MAKE CONNECTIONS

Have you ever heard of a rule that was unfair? What did you do about it?

________________________

________________________

________________________

________________________

ANALYZE LITERATURE: Folk Tale

Folk tales are stories that have been passed down through generations. These stories were told orally long before they were written down. As you read, think about how reading the story aloud would affect your understanding of the story.
USE READING SKILLS: Take Notes

As you read, take notes about the problems in the folk tale by writing down important ideas and supporting details. Then, look for ways that the characters try to fix those problems. Use the Take Notes Outline below to help you organize the important ideas and supporting details that you find as you read.

Take Notes Outline

I. Robin Hood meets the widow in the road.
   A. _______________________________________________________
   B. _______________________________________________________

II. _________________________________________________________
   A. _______________________________________________________
   B. _______________________________________________________

III. _________________________________________________________
   A. _______________________________________________________
   B. _______________________________________________________

...
## PREVIEW VOCABULARY

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Words and Phrases in Context</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>punishment</strong></td>
<td>The punishment for stealing a car is going to jail.</td>
<td>The punishment for being late for school is...</td>
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<tr>
<td>punishment</td>
<td>noun</td>
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<td>(pun • ish • ment)</td>
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<td>1 I don’t know it at all.</td>
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<td>2 I’ve seen it before.</td>
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<td>3 I know it and use it.</td>
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<tr>
<td><strong>disguise</strong></td>
<td>No one will know that it is you wearing that disguise.</td>
<td>You can disguise yourself by...</td>
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<td>disguise</td>
<td>noun</td>
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<td>3 I know it and use it.</td>
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<td><strong>villains</strong></td>
<td>The whole town is looking for the villains who robbed the bank.</td>
<td>The villains in a movie that I like are...</td>
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<tr>
<td>villains</td>
<td>noun</td>
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<tr>
<td><strong>poke fun at</strong></td>
<td>Please don’t poke fun at your little sister!</td>
<td>It’s not nice to poke fun at other people because...</td>
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<tr>
<td>poke fun at</td>
<td>idiom</td>
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<td>3 I know it and use it.</td>
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<td><strong>souvenir</strong></td>
<td>I will keep this rock as a souvenir to remember our trip to the lake.</td>
<td>My favorite souvenir is...</td>
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<td>souvenir</td>
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How Robin Hood Saved the Widow’s Three Sons

A Folk Tale by Sara Hyry Barry

One fine morning, Robin Hood was walking down a lane toward Nottingham town. He was dressed in the colors of green and brown. A fine figure he made as he wandered down. But as he continued, he heard a terrible wailing. Turning a corner, he found a widow weeping.

“What, pray tell, is troubling you?” Robin asked the woman. He knew her well, for he had often dined at her hearth1 with her sons, who were counted among his followers.

“Down the way, my three sons are to be hanged today,” she replied.

“What have they done to deserve such a punishment? Have they stolen? Have they killed a priest? Have they burned down a church?”

“No, none of those have they done. They are to be killed because they killed the king’s deer. Following your ways, they shot it with their longbows2 and ‘twas their bad fortune that the sheriff should happen by,” she cried.

“That’s no crime as I see it,” said Robin. “You have told me just in time. If they are to be hanged today, I must be along quickly now.” And he hurried off, towards the site of gallows.3

As he walked, he pondered how to save the widow’s sons.

“I need some sort of disguise, to get me in to the town without the sheriff knowing,” he thought. At that moment, he happened upon an old man dressed in rags, a palmer4 back from his journey to the Holy Land.5 “What news have you?” Robin asked the man.

“There’s to be a hanging today—three hangings to be exact. And a shame it is. For the three who are to be hanged are no villains, I say.”

“Why then are they to be hanged?” asked Robin.

---

1. hearth. An open fireplace in a home
2. longbows. A weapon; a large bow used for shooting arrows
3. gallows. A place where people are hanged
4. palmer. A pilgrim or person who has traveled to a sacred place
5. the Holy Land. The region of what is now Israel and Palestine that is considered sacred to Christians, Muslims, and Jews
“The sheriff finds killing the king’s deer to be a crime. He wishes to make an example, for he is charged with stopping the hunting of the king’s beasts. Yet, he sees nothing wrong with the likes of me and the likes of the three going hungry for want of meat, when a bit of venison would be a treat.”

Robin looked at the man shrewdly. “Thank you for the news, good man. And for your troubles, I propose a trade. I will give you my clothes and thirty silver coins in exchange for your clothes. What say you?”

“Don’t poke fun at an old man, who has but little in this life,” he protested.

“I am in earnest. Come, come, I haven’t all day,” urged Robin. “I’ll give you these pieces of gold for your hat and your cloak, and your tattered old breeches.”

“’Tis not a fair trade,” thought the man, “but it will do me a world of good.” So he did not protest when Robin plucked the hat from his head and placed it on his own. Robin dressed himself in the patched breeches and the threadbare cloak. He tucked his arrows under his clothes, unstrung his bow and leaned upon it as a staff. He had his disguise, and, he thought, perhaps, a plan.

Think and Reflect

Why do you think that Robin Hood trades his clothes for the old man’s?

Robin continued down the road, looking for all the world like the worn, old palmer he pretended to be. He reached the town and found that quite a crowd had gathered in the square. He asked some of those near him what all the hubbub was about.

---

6. venison. Meat from a deer
7. hubbub. Noise made from a crowd of people
“The sheriff is to hang three men today.”

“For what crime?” asked Robin.

“For poaching on the king’s land,” came the reply.

“And this is a spectacle for all the town to see. Does nobody protest such action? For shame!” Robin cried.

“We dare not protest the sheriff, for he would have our heads as well. Besides, the fellows did break the law. And there’s the sheriff now.”

Robin caught sight of the sheriff and began to move through the crowd. He neared the gallows and approached the sheriff. “What price do you pay your hangman today?” Robin asked. “Might you permit this old man to do the job?”

“Clothes of the hanged, of course, and by the looks of it you could use them,” said the sheriff with a laugh. “Plus sixpence, two pence per man—the usual hangman’s price. The job is yours if you do it right quick.”

“Allow me first to take the last confessions of the men; they should not die without that.”

“Very well, but be speedy, old man,” said the sheriff impatiently.

“And mind you if I string up my bow that I might end their misery once they begin to swing from the ropes?”

“Fine, but again I say be quick about it.”

So Robin prepared his bow and approached the widow’s sons. The prisoners were bound at the hands with the nooses ready round their necks. Robin leaned in to the first man, as though to hear his confession and give him absolution. But what he said was this: “Stand still, my good man, as I cut your hands free. When I throw off my cloak, pull the noose from your neck and run quickly to the forest.”

To each man in turn Robin did the same. Then turning from the last, he faced the crowd and the sheriff and shouted, “I’m no hangman, nor do I wish to be!” He pulled a horn from under his rags and blew it long and loud. Then with a flourish, he tossed off his cloak. At this sign, the three men pulled the nooses from their necks and scrambled for the forest.

“After them,” ordered the sheriff.

“Halt!” shouted Robin. He had an arrow ready on his bow. “The first man to approach will have my arrow for a souvenir. And any who have seen me shoot know I can hit my mark.”
“Yet, even you cannot shoot all at once,” laughed the sheriff. “I have you now, Robin Hood.” But at that moment, a hundred men in green streamed into the square, for Robin’s men had heard the blast of his horn.

“Stop them,” the sheriff shouted into the confusion. But the sheriff’s men could not stop the men in green. Robin leapt down into the crowd. He and his men let off a shower of arrows as they edged backward out of the town. They disappeared into the forest, as the widow’s sons had done before them.

And that is how Robin saved three of his men from wrongly losing their lives.

**MIRRORS & WINDOWS**

If you were one of the three men, what would you say to Robin Hood if you saw him again? Do you think there are people like Robin Hood in the world today?

**DURING READING**

Read lines 106–109 aloud.

Who comes to help Robin Hood?
REVIEWING CHECK

Circle the letter of the correct answer.

1. Why were the widow’s sons going to be hanged?
   A. They killed a priest.
   B. They burned down a church.
   C. They killed one of the king’s deer.

2. How does the palmer help Robin Hood?
   A. He tells Robin Hood who will be hanged.
   B. He trades his clothes for Robin Hood’s clothes.
   C. He gives Robin Hood something to eat and drink.

3. Who does the hangman’s job?
   A. the sheriff
   B. the palmer
   C. Robin Hood

4. How does Robin Hood save the three men?
   A. He shoots the sheriff with his bow.
   B. He cuts the ropes around their hands.
   C. He talks to the sheriff and the hangman.

5. How does Robin Hood escape the sheriff?
   A. The widow helps Robin Hood hide.
   B. The three men help Robin Hood escape.
   C. A hundred men with bows and arrows arrive.

VOCABULARY CHECK

Circle the letter of the correct answer.

1. The principal will decide the punishment for students who
   A. cheat on tests.
   B. pass their tests.
   C. eat their lunch.

2. I wore a disguise to the party. I looked
   A. very nice.
   B. like a different person.
   C. the same as everyone else.

3. The villains in that movie were so
   A. kind.
   B. evil.
   C. brave.

4. Please don’t poke fun at my old shirt. I don’t like it when people
   A. tease me.
   B. borrow my shirts.
   C. poke holes in my clothes.

5. He brought back a large seashell as a souvenir. He kept it to
   A. sell back at home.
   B. remind him of his vacation.
   C. encourage others to go to the beach.

ANALYZE LITERATURE: Folk Tale

This story takes place a long time ago. Why can this story still be enjoyable today?
USE READING SKILLS: Take Notes
Review the notes that you took in your Take Notes Outline while reading the story. Use your notes to summarize the main events. Share your answers with a partner.

BUILD LANGUAGE SKILLS
Complete the following sentences.
1. A palmer is a…

2. Venison is meat that comes from a…

3. A gallows is a place where people are…

4. A longbow is a tool used for…

5. A hearth is a place in a home where families gathered around a…

WORK TOGETHER: Persuasive Letter
Imagine that you are Robin Hood, safely away from the gallows. Imagine that you want to write a letter to the king about changing the unfair law. Work with a partner to write a persuasive letter to the king that explains why the law and the punishment should be changed. When you are finished, you and your partner will read your letter to the class.
ANSWER KEY

Eleven

BEFORE READING

Use Reading Skills: Analyze Text Structure: Repetition
Repeated Details: “you’re also ten, nine, eight, seven, six, five, four, three, two, and one”; “but I wish I was one hundred and two”; “Not mine, not mine, not mine”; “I am eleven, eleven. Today I’m eleven. I’m eleven today”; “Mama is making a cake for me and when Papa comes home, everybody will sing happy birthday, happy birthday to you.” The author repeats these details for emphasis. Rachel feels younger than eleven and is mortified that the teacher embarrassed her in front of the class and ruined her birthday. She tries to make herself feel better by remembering that her family will celebrate her birthday that night.

DURING READING

Page 4  Note the Facts
The narrator comforts her mother when she cries by telling her that maybe she’s feeling three.
Page 4  Analyze Literature: Imagery
The narrator uses the imagery in her description of growing old: “The way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other.” These images are similar to growing old because they have an accumulative effect.

Page 5  Use Reading Skills: Analyze Text Structure: Repetition
Rachel repeatedly refuses to claim the sweater because it is ugly and “all raggedy and old.” She is in disbelief that Mrs. Price could be putting her through such an ordeal on her birthday.

Page 6  Culture Note
Responses will vary.

Page 6  Mirrors & Windows
Responses will vary.

AFTER READING

Reading Check
1. A 4. A
2. B 5. B
3. A

Vocabulary Check
2. A 4. B

Analyze Literature: Imagery
Students’ sketches will vary.

Use Reading Skills: Analyze Text Structure: Repetition
1. Repeated words include “you’re also ten, nine, eight, seven, six, five, four, three, two, and one” and “Not mine, not mine, not mine.” The author repeats the words for emphasis.
2. The theme of the story is that as a person grows older, he or she may still feel and behave younger at times. Rachel repeats her idea that she is all ages at once throughout the story.

Build Vocabulary: Compound Words
Responses will vary. Possible answers are given.
1. something; someone, somebody, nothing
2. lunchtime; lunchroom, lunchbox, sometime, summertime
3. schoolyard; schoolroom, schoolhouse, backyard
4. waterfall; nightfall, windfall, waterway

Grammar & Style: Using Hyphens
1. The long-forgotten sweater was maybe a thousand years old.
2. Rachel felt like a three-year-old kid when her teacher told her to wear the sweater.
3. Our kind-hearted English teacher has been teaching for twenty-five years.
4. The five-month-old baby could not talk yet.

All Summer in a Day

BEFORE READING

Use Reading Skills: Draw Conclusions
Students should have their charts filled out with details from the text and the conclusions they draw.
Details: Margot is very pale, thin, and washed-out looking. Conclusion: I think that Margot has grown frail because she is so unhappy without the sun.

DURING READING

Page 12  Analyze Literature: Setting
The story takes place on Venus, where it is always raining, and the sun only comes out for an hour every seven years.

Page 12  Note the Facts
seven years ago

Page 13  Read Aloud
Margot has lost most of her color and looks like the constant rain has washed away almost everything about her.

Page 13  Note the Facts
Margot was born on Earth and lived there for four years, so she remembers and misses the sun.

Page 14  Note the Facts
He is trying to play a mean trick on Margot.

Page 15  Analyze Literature: Setting
Everything is quiet, and it gets warm and inviting outside when the sun is out.
Page 15  Use Reading Skills: Draw Conclusions
Responses may vary. Possible response: The students laugh and shout and run around, enjoying themselves. I think that they all love the sunlight and will be sad when it disappears again.

Page 16  Think and Reflect
Responses may vary. Possible response: I think I would be amazed and maybe a little afraid, but after I realized how nice the sunlight is, I would run outside and enjoy it for as long as possible.

Page 16  Note the Facts
They ran around and explored the outside, laughing and enjoying every minute of sunlight.

Page 16  Use Reading Skills: Draw Conclusions
The rain is starting again, and no one is ready for the sunlight to disappear.

Page 17  Read Aloud
The children feel awful about their trick. They realized how much Margot was looking forward to seeing the sunlight, and how much missing this chance to see the sun will make her unhappy.

Page 17  Mirrors & Windows
Some students may say that Margot would probably refuse to talk to any of them again, while other students might say that Margot would sit down and cry.

AFTER READING

Reading Check
1. B  4. C
2. B  5. A
3. A

Vocabulary Check
1. C  4. A
2. A  5. B
3. B

Analyze Literature: Setting
1. The story takes place on Venus, where it rains all the time, and the sun only shines for an hour every seven years. The colony on Venus has sunlamps, and the area is filled with a tumbling grey jungle of plants and stones. Responses may vary for the similarities and differences. Possible response: On Earth, there are no places that rain all of the time; we have varying weather. But there are some places on Earth where it rains often, especially in the rainforests.
2. Responses for how the setting affects the events may vary. Possible response: The setting sets up the whole premise of the story: because it rains so much, the prank the students play on Margot is very insensitive. The setting is basically what moves the story.

Use Reading Skills: Draw Conclusions
Most students will probably say that living on Venus is difficult for people who are used to living on Earth. Other students may say that people who grew up on Venus are not affected by the weather because it is what they are used to.

Build Language Skills: Diagramming Sentences
Students should write and diagram two sentences that are similar to the sample sentences.

Writing Skills: Creative Writing

Creative Writing Rubric

3 – Excellent  The student’s journal entries were creative and showed a good understanding of Margot’s character. The student used facts and events from the text to add descriptive details to the entries. Journal entries were free of grammatical and spelling errors.

2 – Satisfactory  The student’s journal entries were creative and showed an understanding of Margot’s character. The student included some descriptive details. Journal entries had few grammatical and spelling errors.

1 – Poor  The student’s journal entries lacked creativity and showed an insufficient understanding of Margot’s character. The student included few descriptive details. Journal entries were full of errors.

The Bracelet

BEFORE READING

Use Reading Skills: Evaluate Author’s Purpose
Students should complete their Author’s Purpose Charts with details from the text and evaluations of the information they find. Sample response: Author’s Purpose: to inform; Details: “Every Japanese family had to register and get a number.”; My Evaluation: The author included this information to tell readers about what Japanese Americans had to do during the war. I think she included this information to show how cruelly the families were treated, and to make readers understand how unfair this treatment was.

DURING READING
Page 23  Use Reading Skills: Evaluate Author’s Purpose
The author describes the empty house because it reflects how the narrator feels: alone, abandoned, and sad. The description should help us relate to how Ruri feels.

Page 23  Analyze Literature: Theme
She is very sad, and remembers many happy memories in her home.; The theme is about treasuring memories of people and things you have lost; her memories are something she will remember for the rest of her life.
than objects because even though you can’t touch memories, they cannot be taken away from you.

Page 28  Mirrors & Windows
Students may say that they feel terrible about the way the Japanese Americans were treated. They may say that reading historical fiction such as this story helps them understand what it meant to live during this time as a Japanese American.

AFTER READING

Reading Check
1. B
2. A
3. B
4. C
5. B

Vocabulary Check
1. A
2. A
3. C
4. B
5. B

Analyze Literature: Theme
1. The theme of the story is keeping memories of what is important to you in your heart, so that you never lose them, no matter where you go.
2. Possible response: I think the author is trying to pass Mama’s advice on to readers; memories are more important than physical objects.

Use Reading Skills: Evaluate Author’s Purpose
1. Students may say that the author wrote the story to inform readers by relating her own experiences during the war in a fictional setting. Other students may say that the author is trying to teach a lesson about keeping memories of what is important to you in your heart.
2. Students may say that the details about the historical context make the story more believable. Other students may say that the details made them empathize with the Japanese Americans and the unfair way they were treated.

Build Language Skills: Diagramming Sentences
Students should write two sentences that are similar to the sample and diagram them. Students should select a sentence from the text to diagram as well.

Speaking & Listening Skills: Topic Discussion

Topic Discussion Rubric
3 – Excellent  Students remain focused on the discussion topic. Partners are good listeners and speakers, asking questions and responding to each other appropriately. Students use eye contact and appropriate body language, facial expressions, and gestures. Discussions are free of grammatical errors.
2 – Satisfactory  Students remain focused on the discussion topic. Partners ask questions and respond to each other. Students use eye contact,
body language, facial expressions, and gestures. Discussions have few grammatical errors.

1 – Poor Students do not remain focused on the discussion topic. Partners are poor listeners and speakers. Students do not use proper eye contact and appropriate body language, facial expressions, and gestures. Discussions have many grammatical errors.

**Ta-Na-E-Ka**

**BEFORE READING**

*Use Reading Skills: Analyze Cause and Effect*

Students should complete their Cause-and-Effect Charts with causes and events from the text. Sample Answer:

**Cause:** Mary did not want to rough it in the wild.

**Effect:** She borrowed $5 from her teacher and went to find a boat to sleep in.

**DURING READING**

Page 34  *Use Reading Skills: Analyze Cause and Effect*

Mary is afraid of participating in Ta-Na-E-Ka.

Page 34  *Build Vocabulary*

war

Page 34  *Read Aloud*

Eleven is the age of Ta-Na-E-Ka, a time when Kaw boys and girls become adults.

Page 35  *Note the Facts*

Mrs. Richardson told the narrator to look at Ta-Na-E-Ka as a chance for her to compete on equal terms with boys.

Page 35  *Build Vocabulary*

make equal

Page 35  *Think and Reflect*

Mary thinks the women’s liberation movement came from the Kaw because the tribe treated men and women equally, allowing women to eat with men, to refuse marriage, and to participate in Ta-Na-E-Ka.

Page 36  *Analyze Literature: Conflict*

The conflict introduced in this part of the passage is that boys and girls who will go through Ta-Na-E-Ka must endure the hardship associated with this rite of passage.

Page 36  *Build Vocabulary*

clever

Page 36  *Use Reading Skills: Analyze Cause and Effect*

Mary felt sick and Roger turned green because they learned from their grandfather that they had to eat grasshoppers during the Ta-Na-E-Ka.

Page 37  *Note the Facts*

Mrs. Richardson, her teacher

Page 38  *Use Reading Skills: Analyze Cause and Effect*

Mary thought the effect of sleeping in a boat would be that she would have an easier Ta-Na-E-Ka experience.

Page 38  *Note the Facts*

during the spring

Page 38  *Read Aloud*

Mary realized that she was no longer afraid.

Page 39  *Build Vocabulary*

depressed

Page 39  *Note the Facts*

Mary took a glass of milk and a piece of pie.

Page 40  *Read Aloud*

Mary becomes angry and defends her tribe’s custom.

Page 40  *Build Vocabulary*

pleasant reception

Page 40  *Note the Facts*

Mary taught Ernie about the legends of the Kaw.

Page 41  *Think and Reflect*

Some may say that unlike Roger who experienced how it was to survive in the wilderness, Mary was able to find a way not to spend all of her time in the forest because she found a restaurant where she slept every night.

Page 41  *Build Vocabulary*

a strong ill feeling toward another person

Page 41  *Use Reading Skills: Analyze Cause and Effect*

Some students may say that Mary’s grandfather was shocked because the girl did not undergo Ta-Na-E-Ka in a traditional way.

Page 42  *Read Aloud*

Some students may say that grandfather thinks Mary should have completed the Ta-Na-E-Ka like her cousin did, but he believes that she would have passed the test under any situations. He also thinks that she won’t have any trouble surviving.

Page 42  *Mirrors & Windows*

Traditions make a certain group of people unique. People like the Kaws continue to practice their traditions because they are proud of their roots. Some may add that if they were Mary, they would also do the same because some traditions should adapt to the modern time and present environment. Mary used what she saw around her in order to survive Ta-Na-E-Ka.

**AFTER READING**

*Reading Check*

1. C
2. C
3. A
4. B
5. C

*Vocabulary Check*

1. B
2. C
3. A
4. A
5. B

*Analyze Literature: Conflict*

The main conflict in the story centers on the rite of passage called “Ta-Na-E-Ka.” Mary resolves this conflict by handling this tradition her own way and survives it by making use of available resources around her.

*Use Reading Skills: Analyze Cause and Effect*

Mary had awful nightmares, which are caused by her worries about turning eleven and experiencing Ta-Na-E-Ka.
Analyze Literature: Mood
Zlateh’s mood becomes upset and fussy. The snow and exhaustion from walking makes Zlateh change her mood.

Build Vocabulary: Idioms
to see
Aaron makes out a haystack in the snow that he uses for shelter.

Use Reading Skills: Analyze Sequence of Events
Aaron goes off the path because of the snow. Aaron and Zlateh are lost and Zlateh can no longer walk. Aaron finds a haystack and hollows out a nest.

Use Reading Skills: Analyze Sequence of Events
Aaron and Zlateh hide out in the haystack for three days. On the fourth day, Aaron and Zlateh return home to the village.

Read Aloud
Zlateh is telling Aaron that it is awful what has happened to them, that they were very lucky to find the haystack, that it would be hard to stay there longer, and that she understands what Aaron is saying.

Think and Reflect
Sample Response: I would try to find some shelter and try to wait for the storm to pass.

Analyze Literature: Mood
At the end of the story, the mood is joy. Aaron’s family is happy to have him and Zlateh safely return home.

Use Reading Skills: Analyze Sequence of Events
Aaron’s family greets him and Zlateh back home. Aaron’s family decides to keep Zlateh. The family is able to celebrate Hanukkah happily.

Mirrors & Windows
Some students will say that Zlateh is a wise goat. She understands winter and seems to question why she and Aaron are out in the storm. Other students may say that Aaron puts words into Zlateh’s mouth, like when he interprets her “maaaa” to mean different things.

Zlateh the Goat

BEFORE READING
Use Reading Skills: Analyze Sequence of Events
See After Reading section for answer.

DURING READING
Page 48  Analyze Literature: Mood
The mood of the story starts out sad and gloomy because Aaron’s father decides to sell Zlateh the goat.

Page 48  Use Reading Skills: Analyze Sequence of Events
Aaron’s father, Reuven, decides to sell Zlateh the goat. Reuven tells his son, Aaron, to take Zlateh to town. Aaron left the village with Zlateh.

Page 48  Think and Reflect
When the story says “Aaron understood what taking the goat to Feyvel meant”, it means that Aaron knew that Zlateh was going to be killed. I think that that made Aaron feel disappointed and sad.

AFTER READING
Reading Check
1. C 4. A
2. A 5. C
3. B

Vocabulary Check
1. B 4. B
2. A 5. C
3. B

Build Language Skills: Pronouns

<table>
<thead>
<tr>
<th>Noun</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>she, her</td>
</tr>
<tr>
<td>Roger</td>
<td>he, him</td>
</tr>
<tr>
<td>Grandfather</td>
<td>he, him</td>
</tr>
<tr>
<td>Mary and Roger’s Uncle</td>
<td>he, him</td>
</tr>
<tr>
<td>Mrs. Richardson</td>
<td>she, her</td>
</tr>
<tr>
<td>Ernie</td>
<td>he, him</td>
</tr>
<tr>
<td>Native American Kaw people</td>
<td>they</td>
</tr>
</tbody>
</table>

Speaking & Listening Skills: Role-Play

Role-Play Rubric
3 – Excellent  The partners followed the directions. They excelled in their creative efforts to describe the Ta-Na-E-Ka experiences of Mary and Roger. The presentation went smoothly, with minimal to no unnecessary gaps in conversation.

2 – Satisfactory  The partners followed the directions. They showed creative effort in describing the Ta-Na-E-Ka experiences of Mary and Roger. The presentation went smoothly, with few unnecessary gaps in conversation.

1 – Poor  The partners did not follow the directions. They showed little to no creative effort in describing the experiences of Mary and Roger. The presentation had many unnecessary breaks, showing unpreparedness.

AFTER READING
Reading Check
1. C 4. A
2. A 5. C
3. B

Vocabulary Check
1. B 4. B
2. A 5. C
3. B

Zlateh the Goat

BEFORE READING
Use Reading Skills: Analyze Sequence of Events
See After Reading section for answer.

DURING READING
Page 48  Analyze Literature: Mood
The mood of the story starts out sad and gloomy because Aaron’s father decides to sell Zlateh the goat.

Page 48  Use Reading Skills: Analyze Sequence of Events
Aaron’s father, Reuven, decides to sell Zlateh the goat. Reuven tells his son, Aaron, to take Zlateh to town. Aaron left the village with Zlateh.

Page 48  Think and Reflect
When the story says “Aaron understood what taking the goat to Feyvel meant”, it means that Aaron knew that Zlateh was going to be killed. I think that that made Aaron feel disappointed and sad.
Analyse Literature: Mood
When Aaron and Zlateh are outside during the storm, they are both anxious and fearful that they’ve lost their way and they may not survive the storm without shelter. However, when Aaron and Zlateh are inside the haystack, their mood changes to peaceful and warm.

Use Reading Skills: Analyze Sequence of Events
Aaron’s father, Reuven, decides to sell Zlateh the goat. Reuven tells his son, Aaron, to take Zlateh to town. Aaron left the village with Zlateh. Aaron goes off the path because of the snow. Aaron and Zlateh are lost and Zlateh can no longer walk. Aaron finds a haystack and hollows out a nest for him and Zlateh. Aaron and Zlateh hide out in the haystack for three days. On the fourth day, Aaron and Zlateh return home to the village. Aaron’s family greets him and Zlateh back home. Aaron’s family decides to keep Zlateh. The family is able to celebrate Hanukkah happily.

Build Language Skills: Prepositions
1. through
2. from
3. beside
4. from
5. after

Writing Skills: Personal Narrative

Personal Narrative Rubric
3 – Excellent The student used many details and precise language in his or her narrative. The student created a vivid mental image of the person or thing described. The student spoke with proper enunciation and effective pace and volume. The student’s voice was expressive. The student established proper eye contact and used appropriate body language.
2 – Satisfactory The student used sufficient details and language in his or her narrative. The student created a mental image of the person or thing described. The student spoke satisfactorily, and with some expression. The student used proper eye contact and at times used appropriate body language.
1 – Poor The student did not use a variety of details and used unimaginative language in his or her narrative. The student failed to create a mental image of the person or thing described. The student spoke poorly, with little to no variation. The student failed to establish proper eye contact and did not use appropriate body language.

Pompeii

BEFORE READING

Use Reading Skills: Skim and Scan
Students should complete their Skim and Scan Charts with details from the text. Sample answer: Skim:

Visitors today cannot take their cars into Pompeii. Scan: The roads are too narrow, and people had to change chariots once they came into the city.

DURING READING

Page 59 Use Reading Skills: Skim and Scan
Pompeii is in Italy, near Naples. Only crickets, beetles, and lizards live in Pompeii.

Page 59 Note the Facts
The eruption of Mount Vesuvius destroyed Pompeii.

Page 59 Analyze Literature: Point of View
Third person; the essay is told from a narrator’s point of view.

Page 60 Build Vocabulary
Excavations before the discovery of Pompeii were haphazard because they were not done in a systematic, scientific manner.

Page 60 Note the Facts
Some students may argue that it is because the Pompeii ruins allow the people of today to see and appreciate what a city of the Roman Empire was like then.

Page 60 Read Aloud
The author describes the vivid life in Pompeii through these descriptions: the clatter of horses’ hoofs on the narrow streets is almost heard; the cries of children; the loud, hearty laughter of the shopkeepers; the smell of meat sizzling over a charcoal fire; the cloudlessly blue sky; the grassy slopes of great Vesuvius; and the ships which are in port.

Page 61 Note the Facts
Gladiator contests were to take place in the arena that evening. Pompeiians used carts to transport things.

Page 61 No, no one in Pompeii knew that something unusual was about to happen.

Page 61 Build Vocabulary: Idioms
A boiling fury of molten lava had gradually been gathering strength inside Mount Vesuvius.

Page 61 Use Reading Skills: Skim and Scan
Mount Vesuvius erupted at one o’clock in the afternoon on the twenty-fourth of August, AD 79.

Page 62 Note the Facts
During the eruption, Pliny described the clouds in his notebook, which the archaeologists later found. According to Pliny, “In fact it was projected into the air like an enormous trunk and then spread into many branches, now white, now black, now spotted, according to whether earth or ashes were thrown up.”

Page 62 Think and Reflect
Some students may say that they would feel scared and wouldn’t know what to do.

Page 63 Use Reading Skills: Skim and Scan
The pumice stones are called lapilli.

Page 63 Analyze Literature: Point of View
Students should describe running away from the volcano from a first-person point of view.

Page 64 Note the Facts
A rain of hot ashes fell on the town, adding to the people’s fear.
Differentiated Instruction for ELL

they would want to know where Shakespeare got the inspiration to write those stories and plays.

AFTER READING

Reading Check
1. A 4. C
2. C 5. B
3. A

Vocabulary Check
1. A
2. B
3. C
4. B
5. A

Analyze Literature: Point of View
1. Third person
2. Changing the point of view could make the essay less formal and more like a story than a factual text.

Use Reading Skills: Skim and Scan
The historical account explains that while the natural disaster caused the lives of many, it gave the city of Pompeii a kind of immortality.

Build Language Skills: Synonyms
1. rich
2. died
3. together
4. confused
5. well-built

Work Together: Pompeii Posters
Pompeii Posters Rubric
3 – Excellent  The pair showed cooperation, creativity, and resourcefulness throughout the activity. The pair successfully integrated the descriptions provided by the essay in their posters. The choice of drawing materials effectively matched the overall look of the posters.

2 – Satisfactory  The pair showed cooperation, creativity, and resourcefulness throughout the activity. The pair integrated important descriptions provided by the essay in their posters. The choice of drawing materials matched the overall look of the posters.

1 – Poor  The pair failed to show cooperation, creativity, and resourcefulness throughout the activity. The pair failed to integrate the descriptions provided by the essay in their posters. The choice of drawing materials did not match the overall look of the posters.

Dragon, Dragon

BEFORE READING

Use Reading Skills: Identify Author’s Approach
Students should include important details about the characters, setting, and plot in their charts.

Page 65  Note the Facts
Diomedes led his family into the basement of his villa. His plan failed because the family was overcome by poisonous gas.

Page 65  Read Aloud
Carbon monoxide gas keeps the body from absorbing oxygen. Victims of carbon monoxide poisoning get sleepier and sleepier until they lose consciousness.

Page 66  Use Reading Skills: Skim and Scan
At midday on August 25, exactly twenty-four hours after the beginning of the holocaust, the volcano erupted for the second time.

Page 66  Think and Reflect
Some students may describe Pompeii as quiet, frightening, and devastated.

Page 66  Note the Facts
Pompeian chariots were narrower than other chariots to ensure that people were able to travel the narrow roads of the city.

Page 67  Note the Facts
The author says that since the biggest shops were along the Street of Abundance, it must have been the Fifth Avenue of its day.

Page 67  Read Aloud
The earthquake that occurred in Pompeii sixteen years before the eruption had damaged the Forum, and the people of Pompeii did not rebuild it. Therefore, even though the city was preserved by the ash from the eruption, the Forum had already been toppled before the ash covered it.

Page 67  Read Aloud
They took a cast of him and discovered that he was very short and that his bones were deformed. They know that these features are the result of that disease.

Page 68  Note the Facts
It is the only European temple of Isis, an Egyptian goddess, to remain from the ancient world.

Page 68  Note the Facts
The houses in Pompeii are known by the names of the people who lived in them.

Page 69  Note the Facts
From signs on the villa’s gate, researchers know that Giulia allowed people to use her private baths to make some extra money and that she eventually couldn’t afford the villa because she put it up for rent.

Page 69  Read Aloud
The author shows his attitude toward Pompeii by using a qualifying word, fascinating.

Page 70  Use Reading Skills: Skim and Scan
Pompeii allows people to take a close look at the intimate details of an ancient city. The people of Pompeii seem real and vivid because so many personal, everyday items were recovered.

Page 70  Mirrors & Windows
Some students may share that they would love to know how life was during the Middle Ages, especially during the time of Shakespeare. They may argue that
should use these details to describe the author’s approach toward the story. Sample response: Page: 235. Details: “She glared at the king. ‘Oh dear,’ said the king, hurrying toward the door.” Author’s Approach: The author included this part to end the story with something funny to laugh about.

DURING READING
Page 76  Analyze Literature: Plot
The kingdom has a dragon causing mischief.
Page 76  Note the Facts
He frightened women, clogged chimneys, broke windows, set clocks back, made dogs bark, etc.
Page 76  Use Reading Skills: Identify Author’s Approach
The cobbler is described as wise, old, and humble. The author describes him this way because he wants to show that the cobbler and his family did not seek fame or fortune; they just came because they were ordered to.
Page 77  Build Vocabulary: Idioms
in a moment/very quickly
Students should write their own sentences using the idiom in a jiffy.
Page 77  Read Aloud
The cobbler thinks the meeting is a waste of time.
Page 78  Analyze Literature: Plot
The king offers half the kingdom or his daughter’s hand in marriage.
Page 78  Note the Facts
the cobbler’s eldest son
Page 78  Analyze Literature: Plot
The cobbler advises his son to recite a poem to the dragon when he meets the dragon.
Page 79  Build Vocabulary
to out-smart or to trick
Students may come up with several ways the son will try to trick the dragon.
Page 79  Note the Facts
He gets eaten by the dragon.
Page 80  Note the Facts
He will fight the dragon, not trick it, and use his strength to kill it.
Page 80  Use Reading Skills: Identify Author’s Approach
The author includes the princess’s comments about each son to show what the princess is like, and to show that she is not the sweet and charming girl most princesses are depicted as in fairytales.
Page 81  Think and Reflect
Responses may vary. Possible response: I would be afraid of going to kill the dragon because I knew that my brothers had failed before me. But I would want to try to rescue them, so I would go and face the dragon.
Page 81  Note the Facts
The youngest son does not act like his brothers. He does not call out to the dragon at the mouth of the cave.

Page 82  Use Reading Skills: Identify Author’s Approach
The youngest son says he’s going to kill the dragon, and the dragon begins laughing at him. The author probably included this to set up how the young boy will kill the dragon, but also to show what the two characters are like.
Page 82  Read Aloud
He lifts his sword and flips it tip over point. The sword falls on the dragon’s neck and slices the dragon’s head off.
Page 83  Analyze Literature: Plot
The youngest son gets the princess and half of the kingdom, so they live happily ever after.
Page 83  Mirrors & Windows
Students may relate personal stories about times they asked someone for help. They may say that asking for help will help you because you might get a new idea or a tip that will make your job easier.

AFTER READING

Reading Check
1. C    4. B
2. A    5. C
3. A

Vocabulary Check
1. B    4. B
2. A    5. B
3. C

Analyze Literature: Plot
The kingdom is plagued by a dragon, so the king offers half his kingdom or his daughter’s hand in marriage to whoever can stop the dragon. The cobbler’s three sons try, the first two failing. The youngest son heeds his father’s advice, recites a poem, and kills the dragon. Everyone lives happily ever after.

Use Reading Skills: Identify Author’s Approach
1. The author was playful and light, and he made a lot of jokes and funny situations in the story.
2. Sample response: I think that he wants his readers to enjoy and have fun with his story when they read it. So, he made it funny and interesting to engage his readers.

Build Language Skills: Connotation and Denotation
Responses will vary. Possible responses:
pleased/wanted: Pleased implies being happy to do something, while wanted implies a desire to do something
bargain/deal: A bargain is something that you might argue over, while a deal is something you agree on.
quest/journey: A quest implies going somewhere to accomplish something, while a journey can simply mean going somewhere else.
gulp/swallow: A gulp is faster than a swallow, and gulp implies a larger amount is taken in.
clever/smart: Someone clever can think quickly on his or her feet, while someone smart may have knowledge from books.

**Work Together: Skit**

**Skit Rubric**

3 – Excellent  The language of the script had no grammatical errors and flowed smoothly. Students successfully used dialogue and acting to portray the unique personalities of the characters. The presenters used props in a creative way.

2 – Satisfactory  The language of the script had few grammatical errors and flowed smoothly. The presentation adequately portrayed the unique personalities of the characters.

1 – Poor  The language of the script had many grammatical errors. The group failed to follow instructions properly.

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**Satchel Paige**

**BEFORE READING**

**Analyze Literature: Fact vs. Opinion**

Students should complete their Fact or Opinion Charts with details from the text. Sample answer:

Fact: Leroy “Satchel” Paige came out of the Negro leagues. Opinion: Leroy “Satchel” Paige (was) perhaps the greatest pitcher ever.

**DURING READING**

Page 89  Use Reading Skills: Author’s Purpose

In the author’s opinion, Satchel Paige was “perhaps the greatest pitcher ever.”

Page 89  Analyze Literature: Fact vs. Opinion

They thought he was too old, too slow, and too beat up to get anybody out. They were remarkable and flamboyant.

Page 90  Note the Facts

He used to carry bags and satchels on a pole for people at a railroad station. This made him look like a “satchel tree.” This is how he got the nickname “Satchel” Paige.

Page 90  Use Reading Skills: Author’s Purpose

He says Paige grew up being able to throw hard and accurately. Not much is known about when Paige was born, just that he always wanted to play baseball.

Page 90  Build Vocabulary: Idioms

To be taken for granted means “to be valued lightly.” It was only in the late 1940’s that African Americans were allowed to enter the major leagues. However, since African Americans are part of most major sports today, this fact is taken for granted.

Page 91  Think and Reflect

Students may give their personal reaction to the first question. Some may also admit to being unaware that such an idea has never crossed their minds. Some students may say that this obstacle will not deter them from their dreams, though others may use it to justify changing their life goals to fit more practical conditions.

Page 91  **Analyze Literature: Fact vs. Opinion**

Students may cite any of the following: The players crowded into broken-down cars. They traveled over rutted roads. They played in makeshift ball fields with poor lighting, which could have turned the sport into a dangerous game. Their teams were sometimes too broke to finish the season. Players would then be forced to switch teams or to take a factory job.

Page 91  **Use Reading Skills: Author’s Purpose**

Responses may vary. Possible response: Since Littlefield mentioned that Satchel had this reputation for spinning tall tales, I am less likely to believe what Satchel says about himself.

Page 92  **Note the Facts**

Barnstorming is when Negro leaguers and major leaguers put together makeshift teams and play each other for paying crowds.

Page 92  **Build Vocabulary**

Satchel Paige and these major-league players played on opposing teams during barnstorming games. These major leaguers likely served as batters while Paige pitched.

Page 93  **Analyze Literature: Fact vs. Opinion**

African-American players were far less likely than their white counterparts to be hired as managers or general managers of baseball teams. Some restaurants would not serve Paige. Nor would some hotels rent him a room. Some fans who would cheer for him in the stadium would ignore him in the street.

Page 93  **Think and Reflect**

Paige didn’t let the prejudice affect him. He kept the insults he received in perspective. Students may agree or disagree with this reaction. They may suggest either a proactive or pacifist attitude to a similar experience.

Page 93  **Use Reading Skills: Author’s Purpose**

The author includes quotes so that readers can tell what kind of person Paige was. Quotes give more details about the kind of person he was and how he talked.

Page 94  **Analyze Literature: Fact vs. Opinion**

The author thought that Paige should have received this award twenty years earlier.

Page 94  **Note the Facts**

He urged them to remember other great ballplayers from the Negro leagues. He told people their names and their stories.

Page 95  **Analyze Literature: Fact vs. Opinion**

The author thought that Paige could have rejected the award. He thought that Paige could have said that the recognition was too little and too late.

Page 95  **Read Aloud**

Some students may say that the poem gives them the impression that Paige was “larger than life” or a legend among baseball players. Others may point out Paige’s undying commitment to baseball.
1 – Poor  The student demonstrated poor knowledge of grammar and language skills. The discussion lacked facts to support the student’s opinions. He or she was unable to communicate ideas clearly.

2 – Satisfactory  The student demonstrated sufficient knowledge of grammar and language skills. The discussion contained facts that supported the student’s opinions. He or she was able to communicate ideas clearly. The student showed creative effort in presenting his or her discussion.

from Gorillas in the Mist

BEFORE READING

Use Reading Skills: Investigate Author’s Perspective
Students should have several facts and opinions in their charts. Facts: the location where Dian watches the gorillas; the name of one of the gorillas, Peanuts; what happens between Dian and Peanuts. Opinions: being accepted by a gorilla; the moment that Dian and Peanuts touch is the most memorable experience of all.

DURING READING

Page 101  Analyze Literature: Anecdote
The first anecdote is about the first time Dian is “accepted” into the group by a gorilla.

Page 101  Use Reading Skills: Investigate Author’s Perspective
Facts include where Dian was studying the gorillas; the fact that Peanuts was watching her; and that Peanuts sighed, then ignored her. Opinions include the statement “I’ve finally been accepted by a gorilla.”

Page 102  Note the Facts
Peanuts

Page 102  Use Reading Skills: Investigate Author’s Perspective
She thinks it was the most memorable day of her life among the gorillas.

AFTER READING

Reading Check
1. B
2. C
3. B
4. A
5. B

Vocabulary Check
1. A
2. B
3. C
4. B
5. C

Analyze Literature: Fact vs. Opinion
1. Students should give a variation of this response: Facts are direct observations. They do not contain value words, such as great or remarkable. When I look for facts, I ask myself if it can be confirmed by a reliable source, such as a reference book or an unbiased expert.

2. Bill Littlefield obviously admired Satchel Paige as a sportsman and as a person. He looked up to Paige’s philosophy. He praised not only his hard work and dedication, but also his humor and positive outlook in life.

Use Reading Skills: Author’s Purpose
1. Students may say that the author wrote this biography because he is a big fan of Satchel Paige and he wants to share his enthusiasm with readers.

2. Some students may indicate that they were impressed with Satchel Paige’s accomplishments that Bill Littlefield mentioned in the biography. They may say that they agree with Littlefield’s opinion. However, others may suggest that the biography contained too many opinions and hearsay, which might be entertaining, but does not prove Satchel Paige’s greatness.

Build Language Skills: Past Tense
1. played
2. traveled
3. thought
4. wrote

Speaking & Listening Skills: Discussion

Discussion Rubric
3 – Excellent  The student demonstrated mastery of grammar and language skills. The student presented a balance of facts and opinions. He or she was able to communicate ideas clearly. The student performed the speech in a creative manner.

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**Vocabulary Check**

1. C
2. A
3. C
4. C
5. B

**Analyze Literature: Anecdotes**

1. The two anecdotes are when Dian first was “accepted” by the gorillas, and then when she first touched one of the gorillas.
2. Dian’s own feelings and thoughts are added into the story, which makes it more realistic and easier to relate to.

**Use Reading Skills: Investigate Author’s Perspective**

Students may cite different thoughts and insights Fossey included in the text. Students may say that they could tell these were opinions because of the way the sentence was written, or key words like *most* or *finally* were used.

**Build Language Skills: Capitalization**

1. The gorillas lived in the Karisoke Wildlife Preserve.
2. I am not sure how many gorillas live there.
3. The gorillas accepted Dian into their group.
4. Dr. Leakey was very proud of Dian’s accomplishments.
5. The first gorilla Dian touched was Peanuts.

**Writing Skills: Creative Writing**

**Creative Writing Rubric**

- **3 – Excellent** The student wrote an anecdote that creatively described a time he or she communicated with an animal. The essay was descriptive and well organized, and it showed an understanding of what an anecdote is. The essay was free of grammatical and spelling errors.
- **2 – Satisfactory** The student wrote an anecdote that described a time he or she communicated with an animal. The essay was descriptive and organized. The essay had few errors.
- **1 – Poor** The student wrote an anecdote, but used poor descriptions to describe what happened. The essay was full of errors.

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**DURING READING**

**Page 108  Note the Facts**

Schools in Los Angeles would regularly be closed because of “smog alerts.”

**Page 108  Analyze Literature: Visual Media**

The illustration shows what dirty air looks like. A picture of a child coughing would make the text more interesting.

**Page 108  Read Aloud**

The Clean Air Act of 1970 required private businesses and state and local governments to make changes to decrease air pollution.

**Page 109  Think and Reflect**

Responses will vary. Possible response: I feel upset when I see smoky vehicles or skies that turn dark with smog.

**Page 109  Note the Facts**

Ground-level ozone and fine particulates are the focus of EPA action.

**Page 109  Build Vocabulary: Idioms**

Adam Buchoff knows first hand the problem of having asthma. His experience is first hand because he himself has asthma.

---

**Use Reading Skills: Find Main Ideas**

- EPA has called for tougher standards for ground-level ozone and fine particulates.
- The EPA says that the proposed new standards would reduce serious breathing problems in children by 250,000 cases per year.
- According to Carol Browner, it would protect “nearly 133 million Americans, including 40 million children.”

(Main idea) EPA believes that stricter standards for the two pollutants would protect the health of millions of Americans, especially children.

**Page 110  Note the Facts**

Over five hundred organizations—carmakers, oil companies, and power plants—are fighting EPA’s measures.

**Page 111  Use Reading Skills: Find Main Ideas**

Sample responses:

- EPA has called for tougher standards for ground-level ozone and fine particulates.
- The EPA says that the proposed new standards would reduce serious breathing problems in children by 250,000 cases per year.
- According to Carol Browner, it would protect “nearly 133 million Americans, including 40 million children.”

(Main idea) EPA believes that stricter standards for the two pollutants would protect the health of millions of Americans, especially children.

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**Analyze Literature: Visual Media**

Students may suggest a picture showing the three ways to help control air pollution by using less energy. Some may suggest a video clip about saving energy.

---

**BEFORE READING**

**Use Reading Skills: Find Main Ideas**

Students should have details and main ideas for each section in their Main Idea Charts. Sample response: Cleaning Up Our Act: (Details) In 1970, the Clean Air Act was passed; there were regulations for government and businesses. (Main Idea) The people making the mess were required to clean up their act or get heavily fined and/or closed.

---

**A Breath of Fresh Air?**
Pages 111-118

**Mirrors & Windows**

Students may say that they will reuse old notebooks or plant trees. Some may encourage their families and friends to use bikes instead of cars.

**AFTER READING**

**Reading Check**

1. B  
2. C  
3. C

**Vocabulary Check**

1. C  
2. A  
3. C

**Analyze Literature: Visual Media**

1. Students may say that photographs help them understand what the air was like before the Clean Air Act, and help them understand why people were so upset.  
2. Students may suggest interactive media, as well as additional photographs, videos, sound clips, and games.

**Use Reading Skills: Find Main Ideas**

1. The subheadings organize the text’s important details. They make the article easier to read. The main idea of the article is that many organizations like the EPA are working to control air pollution, a problem which damages the environment and people’s health.  
2. Responses may vary for how chart helped students. Possible response: The chart helped me to focus on one subtopic at a time and to understand its content. It easily showed me the most important message of the article.

**Build Language Skills: Interrupters**

1. Kindly throw out this banana peeling, Kirk, and don’t forget to put it in the green bin.  
2. Mr. Gibbons, an environmentalist, gives lectures on recycling.  
3. Tamara, a member of the Earth Savers’ Club, likes to join tree-planting activities.  
4. The Clean Air Act, if strictly followed, would benefit many people.  
5. All my siblings, including myself, have asthma.

**Work Together: Research and Report**

**Research and Report Rubric**

3 – Excellent  The student participated in the activity completely and offered complete support. The student presented the main ideas and supporting details clearly. His or her report was clear and informative.  
2 – Satisfactory  The student participated in the activity and offered support. The student presented the main ideas and supporting details clearly. His or her report was clear and informative enough.  
1 – Poor  The student hardly participated in the activity and did not offer support. The student presented the main ideas and supporting details poorly. His or her report was unclear and repetitive.

---

**Life Doesn’t Frighten Me**

**BEFORE READING**

Use Reading Skills: Scan for Repetition  
Students should include “life doesn’t frighten me at all,” “they don’t frighten me at all,” and so on.

**DURING READING**

**Analyze Literature: Repetition**  
Words that repeat: “Life doesn’t frighten me at all.”

**Note the Facts**  
Students should note one of the following: mean, old Mother Goose; lions; dragons.

**Read Aloud**  
boo/shoo; fun/run; cry/fly; smile/wild

**Note the Facts**  
The author only feels afraid in her dreams.

**Mirrors & Windows**  
Some students may say that they act nervous when they are afraid. As they get older, they may be able to look more carefully at their fears.

**AFTER READING**

**Reading Check**

1. B  
2. C  
3. C  
4. C  
5. B

**Vocabulary Check**

1. C  
2. A  
3. C  
4. A  
5. B

**Analyze Literature: Repetition**  
Students may say that the repetition of words shows the author’s confidence and fearlessness. The author’s method is effective because the choice of words and images show that there is nothing to fear in life.

**Use Reading Skills: Scan for Repetition**  
Charts should include “Life doesn’t frighten me at all,” and so on. Students should note that the repetition of the lines makes it clear that the author is not afraid.

**Build Language Skills: Rhyming Words**

1. hand: sand, land, planned, band, canned  
2. fun: sun, ton, none, gun, run  
3. night: fight, white, light, right, tight  
4. go: show, snow, low, throw, row  
5. see: three, bee, we, she, key
Think and Reflect
The old oyster is wise and knows that the Walrus and the Carpenter are up to no good. The young oysters are foolish, however, and do not realize that they are walking into a trap.

Note the Facts
shoes, ships, sealing-wax, cabbages, kings, why the sea is boiling hot, if pigs have wings

Use Reading Skills: Context Clues
vinegar: “A loaf of bread / …Pepper / …We can begin to feed”; vinegar is some sort of food

Analyze Literature: Alliteration
seven/seven/swept/suppose/said/ shed; maids/mops; could/clear/Carpenter

The Walrus and the Carpenter ate all of the oysters.

AFTER READING

Reading Check
1. A 4. B
2. B 5. A
3. C

Vocabulary Check
1. A 4. B
2. B 5. B
3. C

Analyze Literature: Alliteration
Students may say that the alliteration used in the poem makes the poem sound more musical. Other students may say that the repeated consonant sounds help connect the different lines in the poem.

Use Reading Skills: Context Clues
Students may say that their definitions were close to those in the dictionary because the context clues gave them an understanding of how the words fit in the sentence. They may also say that using context clues helped them figure out what was going on in the story when they read specific words or phrases.

Build Language Skills: Syntax
1. Although it was nighttime, the sun was shining.
2. The Walrus and the Carpenter were good friends.
3. They asked the oysters to go on a walk with them.
4. The young oysters, unaware of the danger, went on the walk.
5. The Walrus and the Carpenter said they would take the oysters back home; however, the oysters had all been eaten!

Example: I see the flickering candlelight;
A pumpkin grinning in the night.

Speaking & Listening Skills: Read Aloud

Read Aloud Rubric
3 – Excellent As a speaker, the student followed pronunciation and line breaks. The flow of the poem sounded natural. The student spoke with proper enunciation and effective pace and volume. The student’s voice was expressive with varying pitch, stress, and tone. The student established proper eye contact and used appropriate body language, facial expressions, and gestures. As a listener, the student was responsive and attentive.

2 – Satisfactory As a speaker, the student followed some pronunciation and line breaks. The flow of the poem sounded natural in places. The student spoke with satisfactory enunciation, pace, and volume. The student’s voice was sometimes expressive with varying pitch, stress, and tone. The student used proper eye contact and at times used appropriate body language, facial expressions, and gestures. As a listener, the student was somewhat responsive and attentive.

1 – Poor As a speaker, the student did not follow pronunciation and line breaks. The flow of the poem sounded unnatural. The student spoke with incorrect enunciation and ineffective pace and volume. The student’s voice was monotonous with little to no variation in pitch, stress, and tone. The student failed to establish proper eye contact and did not use appropriate body language, facial expressions, and gestures. As a listener, the student was unresponsive and inattentive.

The Walrus and the Carpenter
BEFORE READING

Use Reading Skills: Use Context Clues
Students should fill out their charts with several different words, context clues from the poem, and a brief description for each word.

DURING READING
Page 124 Note the Facts
It’s nighttime, but the sun and moon are both shining. The story takes place by the sea.

Page 124 Use Reading Skills: Context Clues
sulkily: “The moon was shining sulkily / …she thought the sun / Had got no business to be there”; unhappily or angrily

Page 125 Analyze Literature: Alliteration
seven/seven/swept/suppose/said/ shed; maids/mops; could/clear/Carpenter

Page 125 Read Aloud
The young oysters follow the Walrus and the Carpenter.
Writing Skills: Creative Writing

Creative Writing Rubric

3 – Excellent  The student used creativity, alliteration, and descriptive details to create a long poem about a dream. The student presented his or her poem in an expressive manner and spoke smoothly and without hesitation. The poem was free of grammatical and spelling errors.

2 – Satisfactory  The student used creativity, alliteration, and descriptive details to create a poem about a dream. The student presented his or her poem well. The poem had few grammatical and spelling errors.

1 – Poor  The student did not use creativity, alliteration, or details in his or her poem. The student did not present his or her poem in an expressive manner and spoke poorly. The poem was full of grammatical and spelling errors.

The Sidewalk Racer, or On the Skateboard

BEFORE READING

Use Reading Skills: Evaluate Cause and Effect
Students should complete their Cause-and-Effect Charts noting literary devices used in the text, such as figurative language and sensory details. Sample answer: Effect: I can visualize the top of the parking lot pavement as a black sea all around me. Cause: “skimming an asphalt sea.”

DURING READING

Page 133  Note the Facts
sailing and driving

Page 133  Use Reading Skills: Cause-and-Effect
Sample answer: Cause: The author uses metaphors that use parallelism (I’m the __ and the __). Effect: This is to emphasize the comparison of the two activities to skateboarding.

Page 133  Mirrors & Windows
Students may discuss other sports they play, or describe a trip or vacation they went on in which they felt like they became part of the action. They may say that the experience was exciting because they felt like they were really involved with everything going on and that they made a difference in that scenario.

AFTER READING

Reading Check
1. B  4. B
2. A  5. C
3. C

VOCABULARY CHECK
1. B  4. A
2. B  5. B
3. C

Analyze Literature: Concrete Poem

Students may mention that the poem is one sentence long and that the lines break in such a way as to create a rounded oval shape, probably meant to look like a skateboard. Possible response: I think that the poem’s shape does not really convey much of the main idea because you can’t tell for sure that it is a skateboard; the shape is just a rounded image.

Use Reading Skills: Cause and Effect

1. The first five lines contain words that describe action, such as skimming, swerve, curve, sway, whirring. This may cause the reader to feel that he or she is riding on the skateboard with the speaker. The author also uses several metaphors: “I am the sailor / and the sail, I’m the / driver and the wheel / I’m the one and only / single engine human auto / mobile.” These comparisons cause the reader to experience the oneness that the speaker feels with the skateboard. They may also say that the use of these poetic devices makes the poem musical and easier to read.

Build Language Skills: Subject and Verb Agreement

1. plays
2. jump
3. looks
4. enjoy, are
5. goes, watch

Work Together: Video Presentation

Video Presentation Rubric

3 – Excellent  The partners have chosen to act out or analyze the poem. The presentation is 1 to 2 minutes long, and students used props, costumes, and music creatively. The presentation is free of grammatical errors.

2 – Satisfactory  The partners act out or analyze the poem. The presentation is 1 to 2 minutes long, and students showed some creativity. The presentation has few grammatical errors.

1 – Poor  The partners did not act out or analyze the poem. The presentation is less than 1 minute long, and students did not show creativity. The presentation has many grammatical errors.

The Wreck of the Hesperus

BEFORE READING

Use Reading Skills: Retell a Sequence of Events
See After Reading section for summary of the story events.

DURING READING

Page 139  Use Reading Skills: Retell a Sequence of Events
The captain refuses to return to harbor and ignores the sailors’ requests.

After Reading Check
1. B  4. B
2. A  5. C
3. C

VOCABULARY CHECK
1. B  4. A
2. B  5. B
3. C
The girl prays for God to save the ship. The storm gets even worse, and the ship is drifting without someone to guide it. The ship wrecks on a reef, and everyone dies. The wreck is found the next morning. The narrator prays that no one else would suffer the same sort of fate. The mood changed from confident when the boat first set out to alarmed when the storm blew up. The mood changed to terror when the skipper died, and pity when the wreck was discovered the next day. The changing mood helps readers sympathize with the emotions of the characters, which makes them more realistic and interesting.

Build Language Skills: Pronouns and Antecedents
1. underline "The old sailor"; write in he
2. underline "moon"; write in it
3. underline "churning waves"; write in they
4. underline "length of rope"; write in it
5. underline "The entire crew"; write in they

Speaking & Listening Skills: Persuasive Speech

Persuasive Speech Rubric
3 – Excellent The speech was very persuasive and logical, and was well supported by scientific evidence. The student spoke with proper enunciation and effective pace and volume. The student established proper eye contact and used appropriate body language, facial expressions, and gestures.
2 – Satisfactory The speech was persuasive and supported by scientific evidence. The student spoke with satisfactory enunciation, pace, and volume. The student used proper eye contact and at times used appropriate body language, facial expressions, and gestures.
1 – Poor The speech was bland and unsupported by evidence. The student spoke with little enunciation and ineffective pace and volume. The student failed to establish proper eye contact and did not use appropriate body language, facial expressions, and gestures.

Do You Think I’m Crabby?

BEFORE READING

Use Reading Skills: Use Context Clues
Students should include words from the text in the second column to come up with a plausible definition in the third column.

DURING READING

Page 147 Analyze Literature: Conflict
Linus’s conflict is that if he answers honestly, he thinks that Lucy will punch him. The conflict is external, because it is between Linus and Lucy.

Page 147 Use Reading Skills: Use Context Clues
Context Clues: "Lucy sends”; “to his jaw”; “lays him out flat.” Meaning: a punch.
Page 147  **Note the Facts**
Lucy says that she does not need to keep her word since he gave her a rating of over 90.

Page 148  **Analyze Literature**
Some students may say that Lucy feels bad for being so crabby to everyone around her. This is an internal conflict because Lucy is struggling with herself.

Page 148  **Note the Facts**
Linus helps Lucy to feel better when he tells her that he loves her.

Page 148  **Mirrors & Windows**
Some students may say that they know crabby people who are hard to deal with.

**AFTER READING**

**Reading Check**
1. C  4. C
2. A  5. B
3. A

**Vocabulary Check**
1. C  4. A
2. A  5. A
3. B

**Analyze Literature: Conflict**
Students may say that Lucy’s conflict is about how to act toward other people when she realizes that she is crabby. This is an internal conflict.

**Use Reading Skills: Use Context Clues**
Students should use a dictionary to check meanings and revise their charts as needed.

**Build Language Skills**
1. asking many people the same questions
2. the normal standard
3. hit
4. keep a promise
5. people who someone knows, not as close as a friend

**Speaking & Listening Skills: Write a Survey**

**Survey Rubric**
3 – **Excellent** The student used precise language in survey. The survey asked targeted questions to arrive at specific conclusions. The student’s voice was expressive with varying pitch, stress, and tone. The student established proper eye contact and used appropriate body language, facial expressions, and gestures.

2 – **Satisfactory** The student used some original language. The survey asked questions to arrive at broad conclusions. The student’s voice was sometimes expressive with varying pitch, stress, and tone. The student used proper eye contact and at times used appropriate body language, facial expressions, and gestures.

Page 154  **Analyze Literature: Characterization**
Some students may say that Hercules felt guilty about killing his family members and wanted to do something to make up for it.

Page 155  **Note the Facts**
Hercules kills the lion by grabbing its neck and strangling it with his bare hands.

Page 155  **Use Reading Skills: Chronological Order**
Students should note the killing of the lion at Nemea and the killing of the hydra in the swamp of Lerna. Students should draw pictures to accompany each note.

Page 156  **Think and Reflect**
Some students may say that King Eurystheus asked Hercules to clean the stables because it was a dirty, impossible job that would take him a very long time.

Page 156  **Read Aloud**
Some students may say that Hercules did not mean to kill his friend, and that he helped with the funeral because he wanted to show that he cared. He also immediately returned to hunting the boar, which shows his focus and determination.

Page 157  **Note the Facts**
Athena helps Hercules by causing a set of cymbals to appear, and by telling him how to use them to scare the birds out of the branches.

Page 157  **Use Reading Skills: Chronological Order**
Students should note the killing of the lion at Nemea, the killing of the hydra in the swamp of Lerna, the cleaning of the stables, the chasing of the deer with golden antlers, the hunting of the boar, the killing of the birds, the taking of Hippolyte’s sword-belt, the carrying away of the bull, the killing of Geyron and his dog, and the taking of the cattle. Students should draw pictures to accompany each note.

Page 158  **Think and Reflect**
Some students may say that Hercules asked for the lion skin to trick Atlas into taking the sky back.

Page 158  **Use Reading Skills: Chronological Order**
Students should note the killing of the lion at Nemea, the killing of the hydra in the swamp of Lerna, the
cleaning of the stables, the chasing of the deer with golden antlers, the hunting of the boar, the killing of the birds, the taking of Hippolyte’s sword-belt, the carrying away of the bull, the killing of Geyron and his dog, the taking of the cattle, the bringing of the three golden apples, and the bringing of Cerberus. Students should draw pictures to accompany each note.

Page 159  **Analyze Literature: Characterization**
Some students may say that Deianeira was jealous that Hercules would love another woman.

Page 160  **Build Vocabulary**
calm
Hercules looked serene because he was not afraid to die.

Page 160  **Mirrors & Windows**
Some students may say that Hercules was a hero because he was brave. He was not a leader because he often acted alone. A good leader always considers others.

**AFTER READING**

**Reading Check**
1. C  4. A
2. A  5. C
3. B

**Vocabulary Check**
1. A  4. B
2. C  5. A
3. C

**Analyze Literature: Characterization**
Have students cite details from the text to support their answers. Sample response: The author portrays Eurystheus as weak and cowardly, but Hercules is portrayed as strong and fearless. I think this method is effective because it shows how different the two men are.

**Use Reading Skills: Identify Chronological Order**
Students must follow the order of events as they retell. Challenge students to include details as they share their time lines.

**Build Language Skills: Use Context Clues**
Responses will vary. Possible responses:
1. One *indication* of Hercules’s strength was when he killed the lion with only his hands.
2. When Hera sent madness into the *consciousness* of Hercules, she sent madness into his mind.
3. Hercules would try any *labor*. He could do any job.
4. King Eurystheus thought that capturing the deer with the golden antlers was *impossible*, but Hercules thought it was a job that could be done.
5. When Atlas *transferred* the sky to Hercules, he put the sky on Hercules’s shoulders.

**Work Together: Think-Pair-Share**

**Think-Pair-Share Rubric**

3 – Excellent  The student used a variety of details that demonstrated understanding of the text. The student used precise and original language in his or her lists and presentation. The lists created a vivid mental image of the qualities described. The student spoke with proper enunciation and effective pace and volume. The student’s voice was expressive with varying pitch, stress, and tone. The student established proper eye contact and used appropriate body language, facial expressions, and gestures.

2 – Satisfactory  The student used sufficient details. The student only sometimes used precise and original language in his or her lists and presentation. The lists created a mental image of the qualities described. The student spoke with satisfactory enunciation, pace, and volume. The student’s voice was only sometimes expressive with varying pitch, stress, and tone. The student used proper eye contact and at times used appropriate body language, facial expressions, and gestures.

1 – Poor  The lists lacked a variety of details. The student used unimaginative language in his or her lists and presentation. The lists failed to create a mental image of the qualities described. The student spoke with incorrect enunciation and ineffective pace and volume. The student’s voice was monotonous with little to no variation in pitch, stress, and tone. The student failed to establish proper eye contact and did not use appropriate body language, facial expressions, and gestures.

**The Cow of No Color**

**BEFORE READING**

**Use Reading Skills: Evaluate Cause and Effect**
Responses will vary. Possible response: Cause: Nunyala was a wise woman. Effect: People from all over asked for her help.

**DURING READING**

Page 166  **Use Reading Skills: Evaluate Cause and Effect**
Nunyala’s fame caused the chief to become jealous.

Page 166  **Note the Facts**
He asks Nunyala to find a cow.

Page 166  **Analyze Literature: Suspense**
The author creates suspense by describing an impossible task and the terrible consequences Nunyala will face if she cannot find the cow.

Page 167  **Read Aloud**
Nunyala knew the task was impossible, so she told the chief he could come get the cow, but she made it impossible for him to come and get it. She showed him that if you ask for something impossible, you’ll get an impossible response.
Page 167  Mirrors & Windows
It is more important to be clever than to be wise when you need to be able to think of a solution to a problem quickly. Being clever is being able to think on your feet, while being wise is more about knowing facts.

AFTER READING

Reading Check
1. B  4. C
2. A  5. B

Vocabulary Check
1. A
2. C
3. A

Analyze Literature: Suspense
Students may mention the internal conflict that Nunyala faces when she hears the chief’s impossible task. Other students may mention the build up of suspense with the characters’ backgrounds and the chief’s jealous behavior.

Use Reading Skills: Evaluate Cause and Effect
Students should share cause and effect evaluations with their partners.

Build Language Skills: Passive and Active Voice
1. Many people sought Nunyala’s knowledge and wisdom.
2. The chief called for Nunyala.
3. The chief wanted a cow of many colors.
4. The task was challenging for Nunyala.
5. A young boy told the chief Nunyala’s reply.

Writing Skills: Advice Letter and Response
Advice Letter and Response Rubric

3 – Excellent The student’s letter for advice stated a problem and asked for advice. The student’s reply to the letter provided helpful advice and tips. The student showed creativity and critical thinking in both works. Both letters were free of grammatical and spelling errors.

2 – Satisfactory The student’s letter for advice stated a problem and asked for advice. The student’s reply to the letter provided some advice and tips. The student showed some creativity and critical thinking in both works. Both letters had few grammatical and spelling errors.

1 – Poor The student’s letter for advice did not state a problem or ask for advice. The student’s reply to the letter provided little helpful advice. The letters lacked creativity and critical thinking and were full of grammatical and spelling errors.

The Creation

BEFORE READING

Use Reading Skills: Draw Conclusions
Responses will vary. Possible response: I read that the water creatures saw the woman and decided to make some earth for her. My conclusion is that they knew she needed land to walk on, and that she was not a water creature like them.

DURING READING

Page 173  Draw Conclusions
She grabbed on to the tree as she fell through the hole, and the seeds fell into her hand as she tried to stay in the sky.

Page 174  Note the Facts
the muskrat

Page 174  Note the Facts
The plants came from the seeds that the woman brought from the tree in the sky.

Page 174  Mirrors & Windows
Some students might describe a religious creation of the world, while other students might describe the Big Bang theory.

AFTER READING

Reading Check
1. B
2. A
3. B
4. C
5. B

Vocabulary Check
1. A
2. C
3. A

Analyze Literature: Personification
Some students may say that the animals in the myth are personified because the Iroquois believe that animals are just as important as humans, so they are treated like humans in the story.

Use Reading Skills: Draw Conclusions
Some students may say that she received a warm welcome when she landed on the earth, while other students may say she became friends with the animals who had helped her.

Build Language Skills: Syntax
1. The chief of the Sky-World had a beautiful wife.
2. The great white tree grew many types of seeds.
3. “Let’s make room for the woman,” said the duck.
4. The muskrat was the only animal to touch the bottom.
5. The plants of the world grew from the sky-woman’s seeds.

Speaking & Listening Skills: Dialogue
Students should work together in groups of four to create a dialogue between the sky-woman and the animals who came to greet her when she landed on the earth. Use the rubric below to score students’ work.
Analyze Literature: Folk Tale

Some students may say that even today, there are unfair laws, and that people need to speak out against them.

Use Reading Skills: Take Notes

Responses will vary. Responses should include:
Robin Hood hears of the punishment of the three sons, Robin Hood meets the palmer, Robin Hood goes to the gallows, and Robin Hood saves the three sons.

Build Language Skills

1. pilgrim
2. deer
3. hanged
4. shooting arrows
5. fire

Work Together: Persuasive Letter

Persuasive Letter Rubric

3 – Excellent The students showed understanding of the situation and used creativity to explain the issues in detail. The students used descriptive words and phrases to show Robin Hood’s feelings about the law and the punishment. The student reading the letter spoke with proper enunciation and effective pace and volume. The student’s voice was expressive with varying pitch, stress, and tone. The student established proper eye contact and used appropriate body language, facial expressions, and gestures.

2 – Satisfactory The students showed a general understanding of the situation and used some creativity to explain the issues. The student used some descriptive words and phrases to show Robin Hood’s feelings about the law and the punishment. The student reading the letter spoke with satisfactory enunciation, pace, and volume. The student’s voice was only sometimes expressive with varying pitch, stress, and tone. The student used proper eye contact and at times used appropriate body language, facial expressions, and gestures.

1 – Poor The students showed little understanding of the situation and did not creatively explain the issues. The students used few descriptive words and phrases to show Robin Hood’s feelings about the law and the punishment. The student reading the letter spoke with incorrect enunciation and ineffective pace and volume. The student’s voice was monotonous with little to no variation in pitch, stress, and tone. The student failed to establish proper eye contact and did not use appropriate body language, facial expressions, and gestures.

How Robin Hood Saved the Widow’s Three Sons

BEFORE READING

Use Reading Skills: Take Notes

Students should include in their notes information about the widow, the widow’s sons, the palmer, the crime, and how Robin Hood saves the three sons.

DURING READING

Page 180 Use Reading Skills: Take Notes
The widow’s problem is that her sons will be hanged
Page 181 Note the Facts
The three sons are going to be hanged because they killed a deer on the king’s land.
Page 181 Think and Reflect
Some students may say that Robin Hood needed the old man’s clothes for a disguise.
Page 182 Use Reading Skills: Take Notes
When he gets to the gallows, Robin Hood asks the sheriff if he can do the hangman’s job.
Page 183 Read Aloud
One hundred men dressed in green help Robin Hood.
Page 183 Mirrors & Windows
Some students may say that they would thank Robin Hood, and that there are not many people like Robin Hood alive in the world today.

AFTER READING

Reading Check
1. C
2. B
3. C
4. B
5. C

Vocabulary Check
1. A
2. B
3. B
4. A
5. B
LITERARY CREDITS

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