



**8th Grade**

**4/20/20-5/1/20**

**Distance Learning Activities**



Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.



## Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps



## Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps



Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases.

Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:



## Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones



## Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

**DESTINATION EXCELLENCE**

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## Grade 8 ELA

### Week of April 20

Choose one text of the two below.

Read, annotate, and answer questions as directed in the document.

Option 1	"Debate on the Frame-Work Bill"
Option 2	"Memories of a Former Migrant Worker"

After you've read one of the pieces above, imagine a class discussion about the text. Think about how you would answer the following questions and what evidence you would use from the text to support your answers.

- Think about how people react to unfair conditions at their jobs. Do you agree or disagree with the actions taken by the people in this text? What other tactics could they have used to resolve the conflict?
- How does this text help you explore the idea of resilience?

### Week of April 27

Choose one text of the two below.

Read, annotate, and answer questions as directed in the document.

Option 1	"Introducing Ada"
Option 2	"Math Isn't Just for Boys"

After you've read one of the pieces above, imagine a class discussion about the text. Think about how you would answer the following questions and what evidence you would use from the text to support your answers.

- Think about the preconceived expectations of children's interests. Are people sometimes still excluded from certain activities based solely on their gender? Should all people be able to participate in all of the same kinds of activities, regardless of their gender identification?
- How does this text help you explore the idea of resilience?



Read the excerpt and respond to the following questions.

**“Debate on the Frame-Work Bill, in the House of Lords”** by Lord Byron

My Lords,

The subject now submitted to your Lordships, for the first time, though new to the House, is, by no means, new to the country. I believe it had occupied the serious thoughts of all descriptions of persons long before its introduction to the notice of that Legislature whose interference alone could be of real service.

As a person in some degree connected with the suffering county, though a stranger, not only to this House in general, but to almost every individual whose attention I presume to solicit, I must claim some portion of your Lordships’ indulgence, whilst I offer a few observations on a question in which I confess myself deeply interested.

To enter into any detail of these riots would be superfluous; the House is already aware that every outrage short of actual bloodshed has been perpetrated, and that the proprietors of the frames obnoxious to the rioters, and all persons supposed to be connected with them, have been liable to insult and violence. During the short time I recently passed in Notts, not twelve hours elapsed without some fresh act of violence ; and, on the day I left the county, I was informed that forty frames had been broken the preceding evening as usual, without resistance and without detection.

Such was then the state of that county, and such I have reason to believe it to be at this moment. But whilst these outrages must be admitted to exist to an alarming extent, it cannot be denied that they have arisen from circumstances of the most unparalleled distress. The perseverance of these miserable men in their proceedings, tends to prove that nothing but absolute want could have driven a large and once honest and industrious body of the people into the commission of excesses so hazardous to themselves, their families, and the community.

1. Read paragraph 1 of Lord Byron's speech. Whom does Lord Byron seem to be speaking to? Substantiate your guess with textual evidence.
2. Read paragraph 3 of Lord Byron's speech. Byron is referring to some events that had happened in England. What seems to have happened? Substantiate your guess with textual evidence.

3. Who are the two parties involved in the conflict Byron is describing? Substantiate your guess with textual evidence.
4. Read paragraph 4 of Lord Byron's speech. Does it seem like Byron sympathizes more with one side of the conflict than the other? Substantiate your opinion with textual evidence.

Read the summary and respond to the following question.

### **Background to Lord Byron's Debate on the Frame-Work Bill**

The Industrial Revolution was a time of great technological innovation. Some of these innovations drastically changed the way people lived and worked. Many people worked in factories like textile mills, where they made fabrics by weaving together threads using machines called looms.

Byron made this speech after a series of events involving textile mills. A new form of loom had just been invented, which used wooden frames to weave textiles faster than before. This technological innovation meant that fewer people were needed to do the work, and so many of the workers lost their jobs. Some of the unemployed mill workers protested by rioting and breaking the frames that operated the new looms.

In response to these riots, the mill owners went to the House of Lords—a body of government in England—and asked them to pass a law that would make breaking frames into a felony, a crime punishable by death.

This speech, which Lord Byron delivered to the House of Lords in 1812, is the first time Lord Byron ever formally addressed the government. He spoke on behalf of the rioting mill workers because he thought that it would be unjust to sentence them to death for destroying the machinery that had cost them their jobs.

1. Review your answers to the previous questions. Did you manage to determine some of this background from your close read of Lord Byron's speech?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Memories Of A Former Migrant Worker

By Felix Contreras  
2010

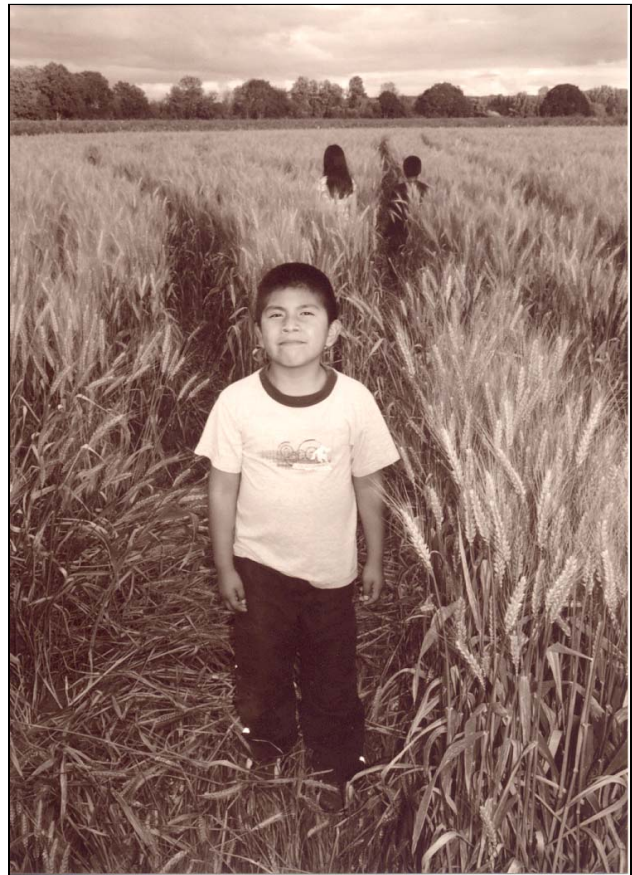
*Migrant workers are people who move from place to place to complete seasonal work, usually difficult labor in the fields. Due to the United States' proximity to Mexico, and Mexico's previous ownership of California, many of these workers are of Mexican descent. In this interview, Felix Contreras asks his father about his experiences as a former migrant worker. As you read, take notes on what Luis Contreras experienced as a child migrant worker, and what eventually improved the conditions of migrant workers.*

- [1] **Felix Contreras: You were raised in a migrant farm worker environment. Can you describe what that was like?**

Luis Contreras: First of all, we didn't have a permanent residence. We traveled in a truck and we lived mostly in a tent on the road between California and Kansas.

Because we were migrants, our schooling was incomplete. We would arrive in a town after school started and leave before the school year was over. We didn't always have the basic necessities of life, like being able to take a bath regularly.

Because we often had to set up our tent in the country, we ate a lot of what we found growing in the wild — fruits, some vegetables. If we were in one place long enough we could plant a garden and eat what we grew. Later, after we stopped moving and settled down in Sacramento (California) my mother would sometimes complain that our diet was better in the country with access to fresh food.



*"migrant boy 3" by jksphotos is licensed under CC BY 2.0.*

- [5] We also worked very long hours, often from sun up until sun down. The entire family, children included. As a child you think it's just normal life, nothing out of the ordinary. We didn't think we were working especially hard. It was just a normal life for us.

### **So things like child labor laws didn't exist back then?**

There were child labor laws, but here's how migrant families worked it: When we were out in the fields you could see a child labor officer driving up along those dirt roads from at least a mile away. Plus they were usually driving a government car, so it was easy to spot them. The kids would leave the fields, gather around the family truck, then go back to work after the child labor officer left the area.

Looking back, I think it was in the interests of the ag.<sup>1</sup> industry to not have the child labor laws enforced because we did a lot of work as children. It was a different time. It was a different way of thinking among people who did agriculture work — meaning, there wasn't much of an interest in the welfare<sup>2</sup> of the field worker.

**Flash forward 40 years or so. How did you first hear of Cesar Chavez's<sup>3</sup> efforts to organize farm workers?**

- [10] I read about in newspapers and also reports on television. News of the UFW [United Farm Workers] march from Salinas to Sacramento in 1966 was carried in the paper and on TV. (Editor's note: The 340 mile march started in Salinas, Calif. and ended on the steps of the state capitol building in Sacramento.)

I thought, "Finally someone is doing something!" I thought it was a very good thing, especially regarding child labor. What he was doing was right. It was about time someone was doing something about that. Before Chavez and the UFW, they didn't show any of that, you know, how migrants lived and worked. I never saw that on TV or in the newspaper.

**What did you think about the UFW's tactic of establishing picket lines<sup>4</sup> at supermarkets in urban areas to raise the awareness of their fight?**

I think those publicity tactics<sup>5</sup> brought out a lot of popular support from people who experienced that kind of life. And even among those who thought it was just wrong.

**Did you feel any emotional connection to their work to organize farm workers?**

- [15] Yes, of course, I felt a very strong emotional connection to that organizing. I felt they were doing a good job. They were right.

**How would your family's life have been different had there been a Cesar Chavez and the UFW when you were a kid?**

I don't know. My father was a person that — I don't know if he cared if we were educated. My mother, on the other hand, had strong feelings about education. She was illiterate and she didn't know how to guide us in that direction, so we went to school no matter what — when we could.

After my father died in 1941 in Sacramento, we stopped moving, settling there. After that, we worked only in the summer and started the next school year on time for the first time. My younger sisters and I had a lot of catching up to do because we missed so much school by working.

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1. short for "agriculture"

2. the health, happiness, and fortunes of a person or group

3. **an American labor leader and civil rights activist who co-founded the National Farm Workers Association, later known as the United Farm Workers union**

4. **a boundary made by workers on strike**

5. **Tactic (noun):** an action or method that is planned and used to achieve a particular goal

I think that if my father had been the kind of person who thought we needed an education we could have done well in school. We were not dumb; we could learn things. My younger sisters all graduated from high school. For field workers, graduating from high school was an accomplishment. In my age group you very seldom<sup>6</sup> saw Mexicans graduation from high school.

- [20] For example, in my high school graduating class of 1948 there were 300 students and there were only 5 Mexican boys. So maybe things would have been much different had someone organized farm workers back in the 1930s and '40s.

**In the 1970's, Chavez and the union became identified with a younger generation of Mexican Americans who started calling themselves Chicanos. Did any of that resonate<sup>7</sup> with you?**

I think that happened because they saw what the older generation, their parents or grandparents, went through. I think they thought, "Why, my parents went through this. There has to be a change!"

**Do you think the youngest generation, your grandchildren for example, have any appreciation for what Cesar Chavez tried to do?**

I don't think the grandkids are too much aware of what Cesar Chavez was doing. It would be up to my children, you and your brothers, to tell their kids about Cesar Chavez.

- [25] I don't think most of the offspring of the generation that lived that life — I think they knew about that plight,<sup>8</sup> they knew what was happening, but they didn't take any interest, because we made efforts to avoid having our children live that life. I think most parents didn't tell them unless they were asked. Or it was presented in school as part of history or social studies.

**Any final thoughts or feelings I haven't asked you about?**

I want to add that after reading this some people may say: The parents, my parents, should have been more attentive to the kids to get ahead. I try to tell people who ask about it: Don't put that kind of blame on them. You have to put things into historical and social context.

We, my brothers and sisters and I, were never taken to an orphanage, or foster home and left there. My parents, and so many other migrant families, stuck it out and kept the family unit together. Now that I'm older I can see that that was the only way they could survive those kinds of living conditions.

It was survival, plain survival, they taught their kids how to survive and they did a d--- good job. My siblings and I did not become drug addicts, alcoholics, people who cheat and steal, those kinds of things that some poor people often fall victim to. My mother and father put us on straight and narrow<sup>9</sup> and we stayed that way.

- [30] And besides, I'm 81 years old and I'm still in fairly good physical shape. Maybe all that hard work did some good after all.

**Thanks, Pop.**

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6. rarely

7. **Resonate (verb):** to have particular meaning or importance for someone

8. **Plight (noun):** a difficult or unfortunate situation

9. a phrase referring to the proper, honest, and moral path of behavior

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the interview?
  - A. Luis Contreras believes he would have a better life today, if he had been allowed to go to school rather than forced to work in the fields.
  - B. Luis Contreras understands that he lacked an ordinary childhood, yet he appreciates his parents' efforts to support his family's survival.
  - C. Luis Contreras resents younger generations who don't fully understand or appreciate the experiences of early migrant workers.
  - D. Luis Contreras feels that most people's understandings of migrant workers' conditions are often exaggerated.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "We also worked very long hours, often from sun up until sun down. The entire family, children included. As a child you think it's just normal life, nothing out of the ordinary." (Paragraph 5)
  - B. "I think that if my father had been the kind of person who thought we needed an education we could have done well in school." (Paragraph 19)
  - C. "I don't think the grandkids are too much aware of what Cesar Chavez was doing. It would be up to my children, you and your brothers, to tell their kids about Cesar Chavez." (Paragraph 24)
  - D. "We, my brothers and sisters and I, were never taken to an orphanage, or foster home and left there. My parents, and so many other migrant families, stuck it out and kept the family unit together." (Paragraph 28)
  
3. PART A: How do Luis Contreras' final thoughts contribute to the interview as a whole (Paragraphs 27-30)?
  - A. He reveals that he harbors no ill-feelings towards his parents or how they raised him.
  - B. He shows that his parents taught him valuable skills that most children of migrant workers didn't learn.
  - C. He emphasizes how uncommon it was for families of migrant workers to stay together.
  - D. He explains how his experiences as a child migrant worker differed from the experiences of other young migrant workers.
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "I want to add that after reading this some people may say: The parents, my parents, should have been more attentive to the kids to get ahead." (Paragraph 27)
  - B. "Now that I'm older I can see that that was the only way they could survive those kinds of living conditions." (Paragraph 28)
  - C. "My parents, and so many other migrant families, stuck it out and kept the family unit together." (Paragraph 28)
  - D. "My siblings and I did not become drug addicts, alcoholics, people who cheat and steal, those kinds of things that some poor people often fall victim to." (Paragraph 29)

5. How does Luis Contreras address the effect that migrant work may have on a child's education?

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## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. In the interview, Luis Contreras explains that being a migrant worker had an impact on the consistency of his schooling. How do you think this type of work impacts childhood and growing up? Why?
2. In the context of the text, who is responsible for changing the working conditions of farm workers in the United States? What additional changes, if any, are still needed today in agricultural industry, especially in regards to migrant work? Cite examples from the text, your own experience, and other literature, art, or history in your answer.
3. Luis Contreras describes how he overcame some of the obstacles presented to him as a migrant worker. How does he view those struggles today? Think of a challenge that you have overcome. How did overcoming adversity change you?



Prealgebra for the week of 20 Apr - 24 Apr

## Lesson 6: Solutions of a Linear Equation

### Classwork

#### Exercises

Find the value of  $x$  that makes the equation true.

1.  $17 - 5(2x - 9) = -(-6x + 10) + 4$

2.  $-(x - 7) + \frac{5}{3} = 2(x + 9)$



3.  $\frac{4}{9} + 4(x - 1) = \frac{28}{9} - (x - 7x) + 1$

4.  $5(3x + 4) - 2x = 7x - 3(-2x + 11)$

5.  $7x - (3x + 5) - 8 = \frac{1}{2}(8x + 20) - 7x + 5$

6. Write at least three equations that have no solution.

## Lesson 7: Classification of Solutions

### Classwork

#### Exercises

Solve each of the following equations for  $x$ .

1.  $7x - 3 = 5x + 5$

2.  $7x - 3 = 7x + 5$

3.  $7x - 3 = -3 + 7x$



Give a brief explanation as to what kind of solution(s) you expect the following linear equations to have. Transform the equations into a simpler form if necessary.

4.  $11x - 2x + 15 = 8 + 7 + 9x$

5.  $3(x - 14) + 1 = -4x + 5$

6.  $-3x + 32 - 7x = -2(5x + 10)$

7.  $\frac{1}{2}(8x + 26) = 13 + 4x$

8. Write two equations that have no solutions.
9. Write two equations that have one unique solution each.
10. Write two equations that have infinitely many solutions.

# PROJECT!

1. Show and describe these different Earth processes:
  - ☐ Melting
  - ☐ Sedimentation
  - ☐ Crystallization
  - ☐ drive matter cycling (i.e., from one type of Earth material to another) through observable chemical and physical changes
2. Show/ explain that the movement of energy that originates from the Earth's hot interior and causes the cycling of matter through the Earth processes of melting, crystallization, and deformation.
3. Show how energy flows from the sun and causes matter cycling via processes that produce weathering, erosion, and sedimentation (e.g., wind, rain).
4. Show the temporal (amount of time) and spatial (amount of space) scales over which the relevant Earth processes operate.

1. Describe how energy from the Earth's interior and the sun drive Earth processes that together cause matter cycling through different forms of Earth materials.
2. Explain how the Earth's internal heat energy drives processes such as melting and crystallization.

3. Describe how energy from the sun drives the movement of wind and water that causes the erosion, movement, and sedimentation of weathered Earth materials.
4. Given the right setting, any rock on Earth can be changed into a new type of rock by processes driven by the Earth's internal energy or by energy from the sun. Explain why this is true.
5. Explain why landforms appear stable to humans even though they are changing.

*Reflection:*

Review the learning objectives at the beginning of this lesson. What level of understanding do you feel you have of the standard?

Standard	Level of Understanding (Mastery-proficient-progressing-rudimentary)	Reason for Level Chosen, be specific about the things you know well and what you struggle with.
MS-ESS 2-1		
Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process		

**END OF MODULE 1! Good work!**



# Physical Science Module 1: Energy Conversion

Distance Learning for April 13- April 29

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Instructions for Parents and Students:** Students should spend about 30 minutes per day learning material in this packet, reviewing material, working on projects, and explaining content to others at home to make sure students meet their learning objectives.

**If you have questions: email your teacher or email Dr. Jennifer Miller ([milleje3@tulsaschools.org](mailto:milleje3@tulsaschools.org)) for help. You may also call your teacher or 918.925.1118 if you need help and do not have internet access.**

**Goal:** Given constraints, construct a machine that will convert one form of energy to another.

**Big Question:** How can energy be transferred to do work and complete a task?

**Standard:**

HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

**Learning Outcomes:**

At the end of this module you should be able to:

- ☐ Explain that at the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
- ☐ Understand that energy cannot be destroyed, it can be converted to less useful forms — for example, to thermal energy in the surrounding environment
- ☐ Explain how changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
- ☐ Understand that modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks.
- ☐ Design a device that converts one form of energy into another form of energy given constraints
- ☐ Demonstrate an understanding of Energy Conversion in regards to energy transfer and loss using your own experimental data and discussion of design plans and revisions.

WEEK 1: April 13-17

## WHAT IS ENERGY?

Energy is a word which tends to be used a lot in everyday life. Though it is often used quite loosely, it does have a very specific physical meaning.

Energy is a measurement of the ability of something to do work. It is not a material substance. Energy can be stored and measured in many forms. Energy is measured in units called Joules (J). There are a lot of different kinds of energy in the universe, and that energy can do different things. Energy helps you walk across the street, throw a ball into the air, vacuum your house,

watch television and ride the bus to school. Some of the above are possible because we have figured out how to convert energy from one form into another and use it to do our work.

### Types of Energy

There are many forms of energy, but they can be categorized into 2 types:

## POTENTIAL ENERGY and KINETIC ENERGY

Potential Energy is the energy of position, or stored energy. It has 4 forms:

1. Chemical energy – the energy stored in the bonds between atoms that holds molecules together
2. Nuclear energy – the energy stored in the nucleus of the atom that holds the nucleus together
3. Gravitational energy (the potential energy part of mechanical energy) – the energy an object has because of its position or height
4. Elastic energy – or stored mechanical energy, is energy stored in an object by the application of force

Kinetic Energy is the energy of particles in motion. It has 5 forms:

1. Mechanical energy – or motion, is the movement of objects or substances from one place to another
2. Electrical energy – the energy from flow of electric charge (electricity)
3. Thermal energy – or heat energy
4. Radiant energy – or light energy, or electromagnetic energy
5. Sound energy – the movement of energy through substances to produce a sound

Check for Understanding:

1. What is energy?
2. Define the 2 main types of energy.
3. Gravitational energy is the potential energy part of Mechanical Energy. Read the definitions for each of these. How are they connected to each other? Write down one example where you can think of an object showing gravitational and mechanical energy.
4. Create a diagram or flowchart organizing the forms of energy into the two main types

of energy.

5. Pick any 2 forms of energy that are kinetic and any 2 forms of energy that are potential. Give one example for each of the forms you chose.

Let's Examine:



Gary Clark Jr. is playing an electric guitar in a concert. He plucks the strings of the guitar with skill, and the sounds of the music thrill the crowd. The bright stage lights in the otherwise dark concert hall add to the excitement, although they make it hot on stage. This scene represents energy in several different forms. Do you know what they are?

### Comparing Forms of Energy

Energy, or the ability to do work, can exist in many different forms. The photo in Figure above represents six of the eight different forms of energy that are described in this lesson. The guitarist gets the energy he needs to perform from chemical energy in food. He uses mechanical energy to pluck the strings of the guitar. The stage lights use electrical energy and give off both light energy and thermal energy, commonly called heat. The guitar also uses electrical energy, and it produces sound energy when the guitarist plucks the strings.

### Mechanical Energy

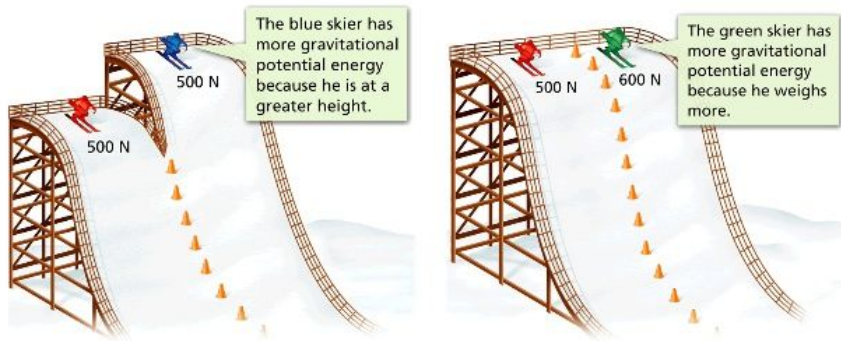
Mechanical energy is the energy of an object that is moving or has the potential to move. It is the sum of an object's kinetic and potential energy. In Figure below, the basketball has mechanical energy because it is moving. The arrow in the same figure has elastic energy that will turn into mechanical energy because it has the potential to move due to the elasticity of the bow.



Energy associated with the movement and potential movement of objects is called mechanical energy.

### Gravitational Energy

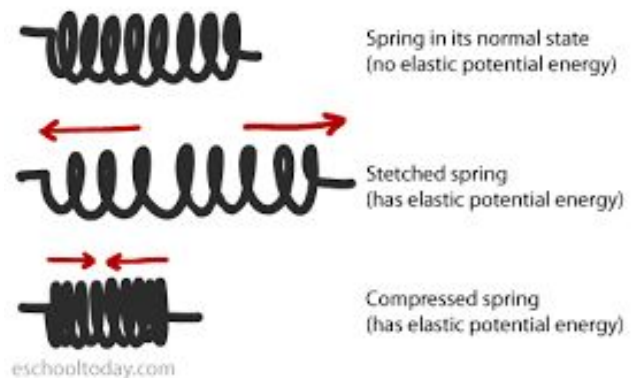
Gravitational potential energy is the energy stored in an object as the result of its vertical position or height. The energy is stored as the result of the gravitational attraction of the Earth for the object.



$$\text{GPE} = \text{Mass} \times \text{Gravity (9.8m/s}^2\text{)} \times \text{Height (mgh)}$$

### Elastic Energy

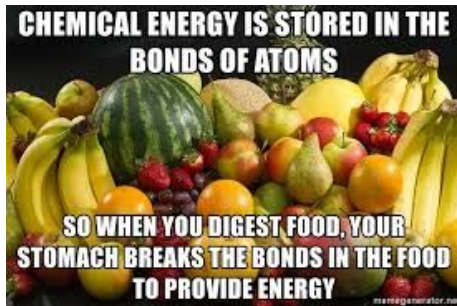
Elastic potential energy is the energy stored in elastic materials as the result of their stretching or compressing. Elastic potential energy can be stored in rubber bands, bungee cords, trampolines, springs, an arrow drawn on a bow string, etc. The amount of elastic potential energy stored in such a device is related to the amount of stretch of the device - the more stretch, the more stored energy. Springs are a special instance of a device that can store elastic potential energy due to either compression or stretching. A force is required to compress a spring; the more compression there is, the more force that is required to compress it further.



### Chemical Energy

Energy is stored in the bonds between atoms that make up compounds. This energy is called chemical energy, and it is a form of potential energy. If the bonds between atoms are broken, the energy is released and can do work. The wood in the fireplace in Figure below has chemical energy. The energy is released as thermal energy when the wood burns.





People and many other living things meet their energy needs with chemical energy stored in food. When food molecules are broken down, the energy is released and may be used to do work.

### Electrical Energy

Electrons are negatively charged particles in atoms. Moving electrons have a form of kinetic energy called electrical energy. If you've ever experienced an electric outage, then you know how hard it is to get by without electrical energy. Most of the electrical energy we use is produced by power plants and arrives in our homes through wires. Two other sources of electrical energy are pictured below.



An average lightning bolt has about 500 million joules of electrical energy!



Over its lifetime, an AA battery may provide about 9000 joules of electrical energy.

### Nuclear Energy

The nuclei of atoms are held together by powerful forces. This gives them a tremendous amount of stored energy, called nuclear energy. The energy can be released and used to do work. This happens in nuclear power plants when nuclei fission, or split apart. It also happens in the sun and other stars when nuclei fuse, or join together. Some of the sun's energy travels to Earth, where it warms the planet and provides the energy for photosynthesis.

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In the sun, hydrogen nuclei fuse to amount of energy, some of which

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form helium nuclei. This releases a huge reaches Earth.

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## Thermal Energy

The atoms that make up matter are in constant motion, so they have kinetic energy. All that motion gives matter thermal energy. Thermal energy is defined as the total kinetic energy of all the atoms that make up an object. It depends on how fast the atoms are moving and how many atoms the object has. Therefore, when an object with more mass it has greater thermal energy than the object with less mass, even if their individual atoms are moving at the same speed.

You can see an example of this in Figure below.



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Atoms are moving at the same speed in the soup on the spoon as they are in the soup in the pot. However, there are more atoms of soup in the pot, so it has more thermal energy.

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## Electromagnetic Energy (Light)

Energy that the sun and other stars release into space is called electromagnetic energy. This form of energy travels through space as electrical and magnetic waves. Electromagnetic energy is commonly called light. It includes visible light, as well as radio waves, microwaves, and X rays (Figure below).



A radio tower (left) sends radio waves through the air. Radios in the area can pick up the energy and convert it to sound.



A microwave oven (above right) sends microwaves through food, causing it to cook quickly.

An X-ray machine sends out X rays that pass through soft tissues such as skin but not through hard tissues such as teeth. The X rays create an image on film (bottom right).

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Radio waves, microwaves, and X rays are examples of electromagnetic energy.

---

## Sound Energy

The drummer, Meg White, is hitting the drum heads with drumsticks. This causes the drumheads to vibrate. The vibrations pass to surrounding air particles and then from one air particle to another in a wave of energy called sound energy. We hear sound when the sound waves reach our ears. Sound energy can travel through air, water, and other substances, but not through empty space. That's because the energy needs particles of matter to pass it on.



---

Meg White from The White Stripes. Vibrating objects such as drumheads produce sound energy.

---

### Check for Understanding:

6. Fill in the table for each form of energy:

[illegible]

## THE LAW OF CONSERVATION OF ENERGY

Although we often hear people talking about energy consumption, energy is never really destroyed. It is just transferred from one form to another, doing work in the process. Some forms of energy are less useful to us than others.

In physics, the term conservation refers to something which doesn't change. This means that the variable in an equation which represents a conserved quantity is constant over time. It has the same value both before and after an event. Let's explore an example:

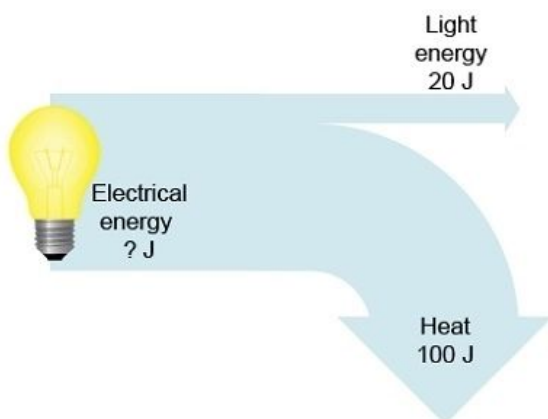
Figure 2



In this example, electrical energy is the energy input into the lightbulb. The lightbulb acts as an energy conversion device to produce light energy and heat energy. The light is the useful energy since we use it to illuminate our homes, but heat is the wasted energy dissipated to the surroundings. We want the light, but not the heat so the light is useful energy and the heat is dissipated energy.

Remember that the law of conservation of energy states that energy can not be created or destroyed, but only transferred.

Figure 3



In the lightbulb, we see that 20 Joules of energy is light energy at 100 Joules of energy is given off as heat energy. What is the total amount of electrical energy that was put into the light bulb?

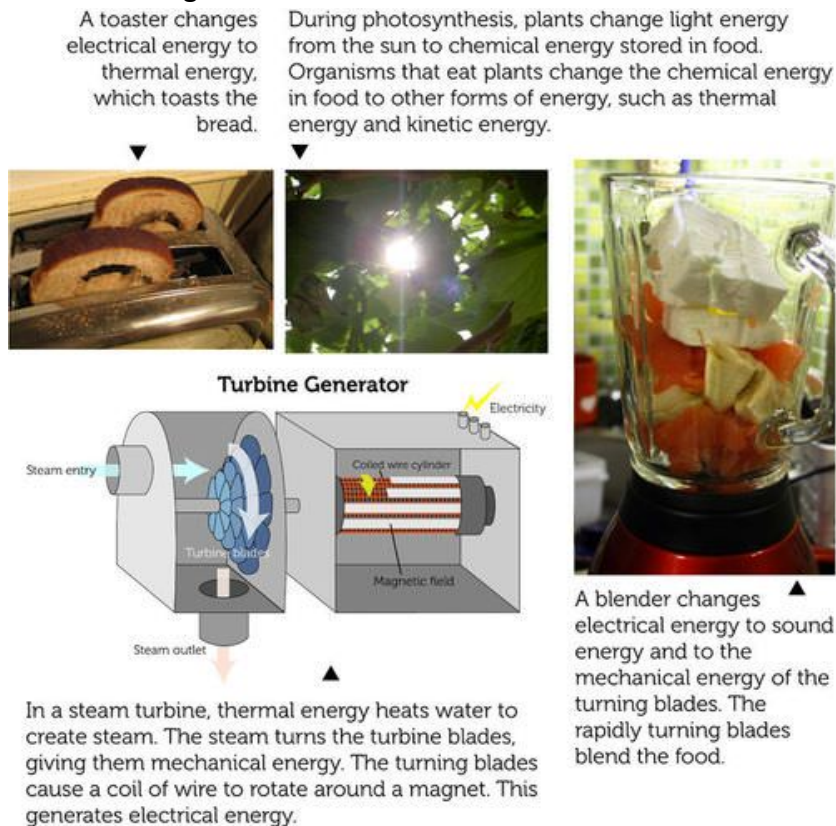
Since energy is conserved, the energy put into the system **MUST** be **EQUAL** to the energy released.  $20\text{J (light)} + 100\text{J (heat)} = \mathbf{120\text{ J into}}$



## How Energy Changes Form

Energy often changes from one form to another. For example, the mechanical energy of a moving drumstick changes to sound energy when it strikes the drumhead and causes it to vibrate.

Any form of energy can change into any other form. Frequently, one form of energy changes into two or more different forms. For example, when wood burns, the wood's chemical energy changes to both thermal energy and light energy. Other examples of energy conversions are described in Figure below.

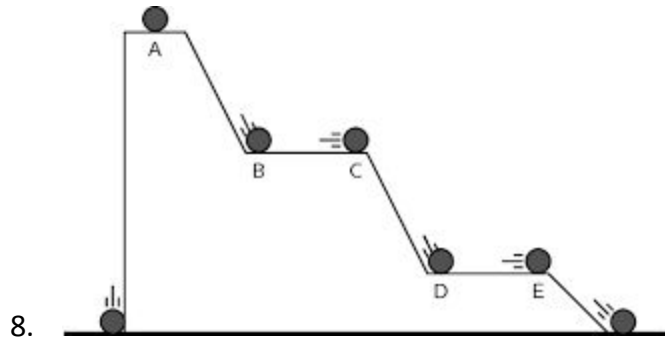


Energy is conserved in energy conversions. No energy is lost when energy changes form, although some may be released as thermal energy due to friction. For example, not all of the energy put into a steam turbine in Figure above changes to electrical energy. Some changes to thermal energy because of friction of the turning blades and other moving parts. The more efficient a device is, the greater the percentage of usable energy it produces. Appliances with an "Energy Star" label like the one in Figure below use energy more efficiently and thereby reduce energy use.



Check for Understanding:

7. In your own words, what does the Law of Conservation of Energy mean?



- At which letter does the ball have the LEAST gravitational potential energy? \_\_\_\_
- At which letter does the ball have NO kinetic energy? \_\_\_\_
- This system has 50J of energy total. How much gravitational potential energy does it have at point A? \_\_\_\_
- At point E, the ball has 5 J of potential energy. How many Joules of kinetic energy will it have? \_\_\_\_

9. Give an example of each of the energy conversions listed in the table below. You may NOT use the same examples given previously.

Energy transfer:	Example:
Example: Nuclear to Thermal	Energy released in an atomic bomb
Elastic to Mechanical	
Electromagnetic (Light) to Electrical	
Gravitational to Mechanical	
Electrical to Thermal	
Mechanical to Sound	

8<sup>th</sup> Grade US HistoryWeek of April 20<sup>th</sup> - April 24<sup>th</sup>

For this week, students should read the introduction through Section 4 of the reading, then complete the student notebook for Section 1, 2, 3, and 4.

Week of April 27<sup>th</sup> - May 1<sup>st</sup>

Students will need to finish the remaining sections of the reading (Sections 5-8) and complete Sections 5, 6, 7, 8, and the processing portion of the student notebook.

## A Dividing Nation

*Which events of the mid-1800s kept the nation together, and which events pulled it apart?*

## P R E V I E W

In 1858, Abraham Lincoln warned, "A house divided against itself cannot stand."

Answer the following questions on a *separate* piece of paper.

1. What do you think the "house" in Lincoln's statement represents?
2. What might be dividing this house?
3. What do you think Lincoln meant by his statement?

## R E A D I N G N O T E S

**Social Studies Vocabulary**

As you complete the Reading Notes, use these terms in your answers.

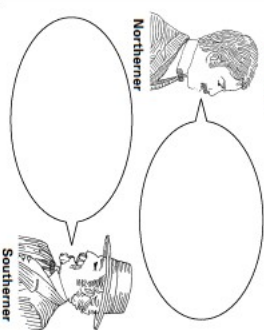
Union	Wilmot Proviso
Missouri Compromise	Compromise of 1850
fugitive	Kansas-Nebraska Act

**Section 1**

1. Label the map to show how the Northwest Ordinance regulated slavery.



2. Fill in the speech bubbles to show two arguments in the debate over Missouri statehood.



3. Why was it important to Southerners to keep an equal number of senators from free states and slave states in Congress? Mention the defeat of the Tallmadge Amendment in your answer.

## Section 2

1. What were the three decisions in the Missouri Compromise?

2. Rewrite John Quincy Adams's diary entry to explain how he felt about the Missouri Compromise.

*I have favored this Missouri compromise, believing it to be all that could be effected (accomplished) under the present Constitution, and from extreme unwillingness to put the Union at hazard (risk). If the Union must be dissolved, slavery is precisely the question on which it ought to break. For the present, however, the contest is laid asleep.*

**March 3, 1820**

## Section 3

1. What was John Quincy Adams's 1839 antislavery proposal? What was the gag rule, and how did it affect his proposal?

*Without Proviso:*

2. How did the fugitive slave issue and the Wilmot Proviso pull the nation apart?
- Fugitive slave issue:*

3. Why did Northerners in Congress accept California's application for statehood while Southerners rejected it?

## Section 4

1. List four details of Henry Clay's plan to end the deadlock over the issue of California statehood.

2. Write a new sentence to correct the errors in this sentence: *Northerners and Southerners easily accepted the terms of the Compromise of 1850 and put their suspicions to rest once it had been passed.*

## Section 5

List two key details to describe each event in the chart. Also explain how each event pulled the nation apart.

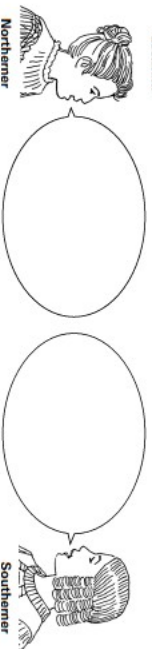
Events After the Compromise of 1850	Two Key Details	How the Event Pulled the Nation Apart
Fugitive Slave Act passed		
<i>Uncle Tom's Cabin</i> published		
Kansas-Nebraska Act passed		
Raid on Lawrence, Kansas		
Beating of Senator Sumner		

## Section 6

1. Why did Dred Scott argue that he should be freed from slavery?

2. Choose and explain the two most important decisions that came out of the Supreme Court's Dred Scott decision.

3. Fill in the speech bubbles to show two different reactions to the Dred Scott decision.



1. Besides helping Stephen Douglas win the 1858 Senate race in Illinois, what were two other results of the Lincoln-Douglas debates?
2. Why did John Brown attempt to seize the federal arsenal at Harpers Ferry, Virginia?

## Section 8

1. Create a newspaper headline to show how most Southerners reacted to the election of Lincoln in 1860.

**THE CHARLESTON MERCURY**

November 8, 1860

2. What happened in the South on each of these dates?

December 20, 1860

February 1861

## PROCESSING

A letter to the editor is a statement of your opinion on an issue about which you feel strongly. Choose the event that you believe pulled the nation furthest apart in the mid-1800s. On a separate sheet of paper, write a letter to the editor about that event. Your letter should be written from the time period of your event and should:

- have an appropriate date.
- include your (fictitious) name and where you live.
- be one or two paragraphs long.
- briefly describe the event in one or two sentences.
- explain why you believe this event pulled the nation apart and eventually led to civil war.
- be free of grammatical and spelling errors.

3. What did Lincoln state about secession in his inaugural address on March 4, 1861? What was his appeal to the rebellious Southern states?

4. Create a newspaper headline to show how most Northerners reacted to the events at Fort Sumter in Charleston, South Carolina.

**The New York Tribune**

April 14, 1861

**A Dividing Nation**

*Which events of the mid-1800s kept the nation together, and which events pulled it apart?*

**Introduction**

The 1860 election was one of the strangest in the nation's history. An Illinois lawyer named Abraham Lincoln was elected president. On learning of his victory, Lincoln said to the reporters, "Well, boys, your troubles are over; mine have just begun."

It became clear how heavy those troubles would be within weeks. By the time Lincoln took office, the nation had split apart over the issue of slavery. And it was preparing for civil war. The survival of the country and the fate of 4 million slaves rested in Lincoln's hands.

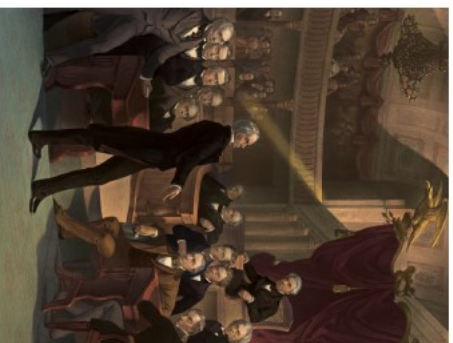
The issues Lincoln faced could be traced back to 1619. That is when the first slave ship arrived in Virginia. Slavery had ended in half of the United States. The question was whether the nation could continue being half-slave and half-free.

Americans tried to avoid this question for decades. Many hoped slavery would die out on its own. Slavery began to expand into new areas instead. The question could no longer be ignored.

Between 1820 and 1860, Americans tried to fashion several deals on the issue of slavery. But these bargains created new problems and new divisions. Slavery was not simply a political issue to be worked out through a bargain. It was a deeply moral issue. Lincoln understood that. As he wrote in a letter to a friend, "If slavery is not wrong, nothing is wrong."

In this lesson, you will learn how Americans tried to keep the States united despite their deep divisions over slavery. Some events during this period kept the nation together. Others pulled it apart. You will also find out how Americans answered the question of whether a nation founded on the idea of freedom could endure half-slave and half-free.



**Social Studies  
Vocabulary**

Compromise of 1850  
Dred Scott decision  
fugitive  
Kansas-Nebraska Act  
Lincoln-Douglas debates  
Missouri Compromise  
Union  
Wilmot Proviso

**1. Confronting the Issue of Slavery**

A traveler heading west across the Appalachians after the War of 1812 wrote, "Old America seems to be breaking up and moving westward." It was true. Settlers had formed seven new states west of the Appalachians by 1819.

In the Northwest Ordinance of 1787, Congress had outlined a process for forming new states. This law also banned slavery north of the Ohio River. As a result, three states were formed north of the river became free states. These were Ohio, Indiana, and Illinois. Four states were formed south of the Ohio River allowed slavery. These were Kentucky, Tennessee, Louisiana, and Mississippi.

Alabama and Missouri applied to Congress for statehood as slave states in 1819. No one in Congress questioned admitting Alabama as a slave state. It was located far south of the Ohio River and was surrounded by other slave states.

Congress had another reason for admitting Alabama with no debate. There had been an unspoken agreement in Congress to keep the

number of slave states and free states equal. This balance had been upset by adding Illinois as a free state in 1818. By accepting Alabama with slavery, Congress was able to restore the balance. Missouri was another matter.

**Questions About Missouri** Some Northerners in Congress questioned whether Missouri should be admitted as a slave state because most of Missouri lay north of the point where the Ohio River flows into the Mississippi. Slavery was banned north of that point on the eastern side of the Mississippi. Should this ban not also be applied west of the Mississippi?

This question led to another one. If Missouri were allowed to enter the Union as a slave state, what would keep slavery from spreading across all of the Louisiana Territory? The vision of a block of new slave states stretching from the Mississippi to the Rocky Mountains was gave some Northerners nightmares.

**The Tallmadge Amendment** The bill to make Missouri a state came before Congress. Representative James Tallmadge of New York proposed an amendment to the bill. The amendment said that Missouri could join the Union. But it could join as a free state.

Southerners in Congress protested Tallmadge's amendment. What right did Congress have to decide whether a new state should be slave or free? Many Southerners favored the theory of states' rights. Congress had no power to impose its will on a state, old or new.



Southerners argued that the people of each state should decide whether to permit slavery. The fight over slavery forced a basic question about the powers of the federal and state governments under the Constitution.

**A Deadlocked Congress** Southerners' protests were based on their view that if Congress were allowed to end slavery in Missouri, it might try to end slavery elsewhere. The North already had more votes in the House of Representatives than the South. But the two sections had equal voting power in the Senate. Southern senators could beat any try to interfere with slavery as long as the number of free and slave states were equal. The South would lose its power to block antislavery bills in the Senate if Missouri entered as a free state. This would mean disaster for the South.

The Tallmadge Amendment awakened strong feelings against slavery in the North. Many people sent petitions to Congress. They condemned slavery as immoral and unconstitutional. New Hampshire representative Arthur Livemore spoke for many Northerners when he said,

*An opportunity is now presented . . . to prevent the growth of a sin which sits heavy on the souls of every one of us. By embracing this opportunity, we may retrieve the national character, and, in some degree, our own.*



The House voted to approve the Tallmadge Amendment. Southerners were able to defeat it in the Senate. The two houses were now deadlocked over the issue of slavery in Missouri. And they would remain so as the 1819 session of Congress drew to a close.

The United States in 1819

Slave States	Free States
Delaware	Pennsylvania
Maryland	New Jersey
Virginia	Connecticut
North Carolina	Massachusetts
South Carolina	New Hampshire
Georgia	New York
Kentucky (1792)	Rhode Island
Tennessee (1796)	Vermont (1791)
Louisiana (1812)	Ohio (1803)
Mississippi (1817)	Indiana (1816)
Alabama (1819)	Illinois (1818)

☐ Original 13 states  
☐ States admitted to the Union, 1791–1819

## 2. The Missouri Compromise

Congress returned to Washington in 1820. And it took up the question of Missouri statehood once again. The situation had changed by then. Maine was now asking to enter the Union as a free state.

Congress struggled to find a way out of its deadlock over Missouri for weeks. The debate dragged on and tempers wore thin. Then Southerners began using such words as secession and civil war.

"If you persist," Thomas Cobb of Georgia warned supporters of the Tallmadge Amendment, "the Union will be dissolved. You have kindled a fire which . . . a sea of blood can only extinguish."

"If disunion must take place, let it be so!" thundered Tallmadge in

reply, "If civil war . . . must come, I can only say, let it come!"

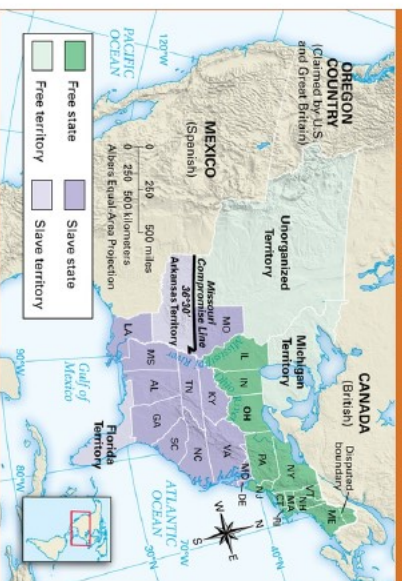
**A Compromise Is Reached** Congress finally agreed to a compromise by Representative Henry Clay of Kentucky. The **Missouri Compromise** of 1820. It admitted Missouri to the Union as a slave state and Maine as a free state. This maintained the balance of power between slave and free states.

Congress also drew an imaginary line across the Louisiana Purchase at latitude 36°30'. North of this line, slavery was to be banned forever. This applied to all except in Missouri. South of the line allowed slaveholding.

**Reactions to the Compromise** The Missouri Compromise kept the Union together. But it pleased few people. In the North, Congressmen in the North who voted to accept Missouri as a slave state were called traitors. Slaveholders in the South resented the ban on slavery in areas that might later become states.

Secretary of State John Quincy Adams knew that the deal had not settled the future of slavery in the United States. "I have favored this Missouri compromise, believing it to be all that could be effected [accomplished] under the present Constitution, and from extreme unwillingness to put the Union at hazard [risk]," wrote Adams in his diary. "If the Union must be dissolved, slavery is precisely the question on which it ought to break. For the present, however, the contest is laid asleep."

## The Missouri Compromise, 1820



### 3. The Missouri Compromise Unravels

The "contest" over slavery was settled for a time as John Quincy Adams said. But a force was building that soon pushed the issue into the open again: the Second Great Awakening. Leaders of this early-1800s religious revival promised that God would bless those who did the Lord's work. Abolishing slavery was the Lord's work for some Americans.

**The “Gag Rule”** Abolitionists flooded Congress with antislavery petitions during the 1830s. But they were told that Congress had no power to interfere with slavery in the states. Abolitionists wondered about the District of Columbia: did Congress have the power to ban slavery in the nation’s capital?

Rather than **confront** this question, Congress voted in 1836 to table—or set aside indefinitely—all antislavery petitions. Abolitionists called this action the “gag rule.” It gagged, or silenced, all debate over slavery in Congress.

The gag rule stopped discussion of an antislavery idea by John Quincy Adams in 1839. He was now a member of Congress. He knew that the country would not agree on abolishing slavery. So Adams suggested an amendment. This change said that no one could be born into slavery after 1842. Congress refused to consider his proposal.

**Southern Fears** Abolitionists were not silenced by Congress's refusal to debate slavery. They continued to attack slavery in books, in newspapers, and at public meetings.

White Southerners resented the abolitionists' attacks. They saw them as an assault on their way of life. Resentment turned to fear after Nat Turner's slave rebellion in 1831. Southern states adopted strict new laws to control slaves. Many tried to keep these writings from reaching slaves. Mississippi even offered a reward. People would \$5,000 for the arrest and conviction of any person "who shall utter, publish, or circulate" abolitionist ideas.



**Fugitive Slaves** Nat Turner's rebellion was one of the largest slave revolts. But single slaves continued to rebel by running away to

freedom in the North. These **fugitives** were often helped in their escape by people in the North.

To slaveholders, these Northerners were no better than bank robbers. They saw a slave as a piece of property. It was like seeing their land vanish into thin air every time a slave escaped. Slaveholders demanded that Congress pass a fugitive slave law to help them recapture their property.

**Slavery in the Territories** The gag rule kept the slavery issue out of Congress for ten years. Then President James Polk sent a bill to Congress. He asked for funds for the war with Mexico in 1846.

Pennsylvania representative David Wilmot added an amendment to the bill. It is known as the **Wilmot Proviso**. (A proviso is a condition added to an agreement.) The Wilmot Proviso stated that “neither slavery nor involuntary servitude shall ever exist” in any part of the territory that might be acquired from Mexico as a result of the war.

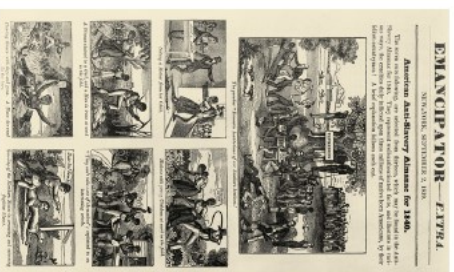
Southerners in Congress strongly opposed Wilmot’s amendment. They said that Congress had no right to decide where slaveholders could take their property. The Wilmot Proviso passed the House. But it was rejected by the Senate.

**Statehood for California** Congress debated what to do about slavery in the land gained from Mexico for the next three years. Southerners wanted all of the Mexican Cession open to slavery. Northerners wanted all of it closed.

Southerners proposed a bill that would extend the Missouri Compromise line all the way to the Pacific. Slavery would be banned north of that line and allowed south of it. Northerners in Congress rejected this proposal.

Then, California applied for admission to the Union as a free state in 1849. Northerners in Congress welcomed California with open arms. Southerners rejected California’s request. Making California a free state would upset the balance between slave and free states. The result would be unequal representation of slave states and free states in Congress.

The year ended with Congress deadlocked over California’s request for statehood. Southerners spoke openly of withdrawing from the Union again. And Northerners denounced slavery as a crime against humanity.



#### 4. The Compromise of 1850

On January 21, 1850, Henry Clay trudged through a Washington snowstorm to call on Senator Daniel Webster of Massachusetts. Clay was now a senator from Kentucky. He was also the creator of the Missouri Compromise. Clay had a new plan to end the deadlock over California. But he needed Webster’s support to get his plan through Congress.

**Something for Everyone** Clay’s compromise had something to please just about everyone. It began by admitting California to the Union as a free state. This would please the North. It allowed the New Mexico and Utah lands to decide whether to allow slavery. This would please the South.

Clay’s plan also ended the slave trade in Washington, D.C. Slaveholders in Washington could keep their slaves. But human beings would no longer be bought and sold there. Clay and Webster agreed that this bargain would win support from abolitionists without threatening slaveholders’ rights.

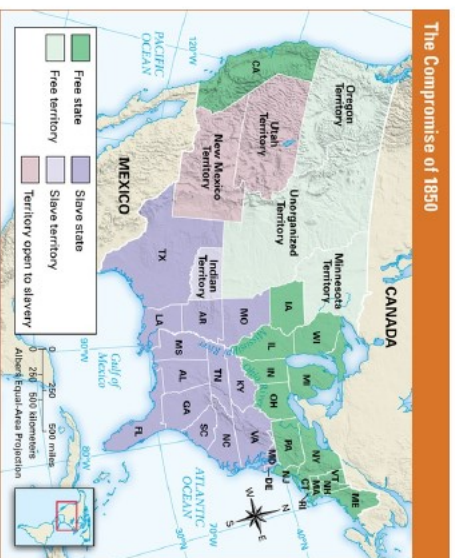


## A DIVIDING NATION

Finally, Clay's plan called for passage of a strong fugitive slave law. Slaveholders had long wanted such a law. This law would make it easier to find and reclaim runaway slaves.

**The Compromise Is Accepted** Webster agreed to help it get passed in Congress because he hoped it would end the crisis. Despite Webster's support, Congress debated the **Compromise of 1850** for nine months. Southerners talked of simply leaving the Union peacefully. Webster dismissed such talk as foolish. "Peaceable secession!" he exclaimed. "Your eyes and mine are never destined to see that miracle . . . I see it as plainly as I see the sun in heaven—I see that [secession] must produce such a war as I will not describe."

A war over slavery was something few Americans wanted to face. Congress finally adopted Clay's plan in September 1850. Most Americans were happy to see the crisis end. But, some Southerners remained wary. The bargain also led to the end of one of the country's main political parties. Clay and Webster's party, the Whig Party had moral objections to slavery.



## 2. THE COMPROMISE OF 1850: A WAR

## A DIVIDING NATION

Henry Clay and Daniel Webster hoped the Compromise of 1850 would quiet the slavery controversy for years to come. In fact, it pleased almost no one. And the debate grew louder each year.

**The Fugitive Slave Act** People in the North and the South were unhappy with the Fugitive Slave Act. They were unhappy for different reasons. Northerners did not want to enforce the act. Southerners felt the act did not do enough to **ensure** the return of their property.

A person arrested as a runaway slave had almost no legal rights under the Fugitive Slave Act. Many runaways fled all the way to Canada. They would rather do that than risk being caught and sent back to their owners. Others decided to stand and fight. Reverend Jeremiah Loguen, a former slave living in New York, said, "I don't respect this law—I don't fear it—I won't obey it . . . I will not live as a slave, and if force is employed to re-enslave me, I shall make preparations to meet the crisis as becomes a man."

The Fugitive Slave Act also said that any person who helped a slave escape or refused to aid slave catchers could be jailed. People complained that this rule would force many Northerners to become slave catchers.

Disapproval to the act was widespread in the North. Slave catchers who came to Boston were hounded by crowds shouting, "Slave hunters—there go the slave hunters." Most slave catchers decided to leave after a few days of this.

Northerners' refusal to support the act angered slaveholders. Enforcement of the act was almost impossible. There were tens of thousands of fugitives living in the North during the 1850s. But only about 300 were caught and returned to their owners during this time.

**Uncle Tom's Cabin** Nothing brought the horrors of slavery home to Northerners more than *Uncle Tom's Cabin*. This was a novel by Harriet Beecher Stowe. The novel grew out of a vision Stowe had while sitting in church on a wintery Sunday morning in 1851. The vision began with a saintly slave, known as Uncle Tom. His cruel master, Simon Legree, had the old slave whipped to death. Before Uncle Tom's soul slipped out of his body, he opened his eyes. He whispered to Legree, "Ye poor miserable critter! There ain't no more ye can do. I forgive ye, with all my soul!"

Stowe raced home and scribbled down what she had imagined. Her

**Bloodied in Kansas** Settlers poured into Kansas after the act was passed. Most were peaceful farmers looking for good farmland. Some settlers moved to Kansas either to support or to oppose slavery. Southern towns sent their young men to Kansas. And Northern abolitionists raised money to send weapons to antislavery settlers. Kansas had two governments in the area before long. One for slavery and one against it.

The struggle over slavery soon turned violent. On May 21, 1856, proslavery settlers and so-called "border ruffians" from Missouri invaded Lawrence, Kansas. This was the home of the antislavery government. Armed invaders burned a hotel, looted several homes, and tossed the printing press of an abolitionist newspaper into the Kaw River. One of the invaders boasted, "Gentlemen, this is the happiest day of my life."

The raid on Lawrence provoked outrage in the North. People raised money to replace the destroyed presses. Then more "Free-Soilers," as antislavery settlers were called, prepared to move to Kansas.

An abolitionist named John Brown plotted his own revenge. Days after the Lawrence raid, Brown and seven followers stormed the proslavery town of Pottawatomie, Kansas. They dragged five men they thought supported slavery from their homes. Then they hacked them to death with swords.

**Violence in Congress** The violence in Kansas bothered Senator Charles Sumner of Massachusetts. It was proof of what he had long thought. Senator Stephen Douglas had plotted with Southerners to make Kansas a slave state.

Sumner voiced his worries in a speech called "The Crime Against Kansas" in 1856. Sumner described the "crime against Kansas" as a violent assault on an innocent territory, "compelling it to the hateful embrace of slavery."

He dismissed Douglas as "a noisome [offensive], squat, and nameless animal." Sumner also heaped abuse on many Southerners like Senator Andrew P. Butler of South Carolina.

Just what Sumner hoped to do was not clear. Copies of his speech were printed up in the North. New England poet Henry Wadsworth Longfellow congratulated Sumner on the "brave and noble speech you made, never to die out in the memories of men."

The speech was not about to die out in Southerners' memories. Two

days after the speech, South Carolina representative Preston Brooks attacked Sumner in the Senate. This relative of Senator Butler beat Sumner with his metal-tipped cane until it broke in half. The other senators pulled Brooks away. By then Sumner had collapsed, bloody and unconscious.

Reactions to the attack on Sumner showed how divided the country had become. Many Southerners applauded Brooks for defending his family and the South. Supporters sent Brooks new canes to replace the one he had broken on Sumner's head.

Most Northerners viewed the beating as another example of Southern brutality. One Connecticut student was so upset that she wrote to Sumner about going to war. "I don't think it is of very much use to stay any longer in the high school," she wrote. "The boys would be better learning to hold muskets, and the girls to make bullets."







## 6. The Dred Scott Decision

The slavery issue shifted from Congress to the Supreme Court in 1857. The court was about to decide a case about a Missouri slave named Dred Scott. Scott had traveled with his owner to Wisconsin. Slavery was banned in that state by the Missouri Compromise. Scott went to court to win his freedom when he returned to Missouri. He said that his stay in Wisconsin had made him a free man.

**Questions of the Case** There were nine justices on the Supreme Court in 1857. Four justices were from the South. Four were from the North. Chief Justice Roger Taney was from Maryland, a border state that permitted slavery. The justices had two key questions to decide. First, as a slave, was Dred Scott a citizen who had the right to bring a case before a federal court? Second, did his time in Wisconsin make him a free man?

Chief Justice Taney hoped to use the Scott case to settle the slavery controversy once and for all. He asked the Court to ask two more questions: Did Congress have the power to make any laws about slavery in the territories? And, if so, was the Missouri Compromise a constitutional use of that power?

Taney was opposed to slavery. He had publicly said as a young lawyer that "slavery is a blot upon our national character and every lover of freedom confidently hopes that it will be . . . wiped away." Taney had freed his own slaves. Many wondered whether he and the other justices would free Dred Scott as well.

**Two Judicial Bombshells** On March 6, 1857, Chief Justice Taney gave the **Dred Scott decision**. The chief justice reviewed the facts of Dred Scott's case. Then he gave the first of two judicial bombshells. By a vote of seven to two, the Court decided that Scott could not sue for freedom in a federal court. He could not sue because he was not a citizen. Taney also said Scott could not become a citizen. No African American, slave or free, was an American citizen. And no African American could ever become one.

Second, Taney declared that the Court had rejected Scott's argument that his stay in Wisconsin had made him a free man. The reason was simple. The Missouri Compromise was unconstitutional.

Impact of the Dred Scott Decision, 1857



Taney said that slaves were property. The Fifth Amendment said that property could not be taken from people without due process of law like a proper court hearing. Banning slavery in a territory was the same as taking property from slaveholders who took their slaves there. And that was unconstitutional. Rather than banning slavery, Congress had to protect the property rights of slaveholders in a territory.

The Dred Scott decision made slaveholders happy. They hoped that the issue of slavery in the territories had been settled.

Many Northerners were stunned and enraged by the Court's ruling. The New York Tribune called the decision a "wicked and false judgment." The New York Independent expressed outrage in a bold headline:

NEW YORK, MARCH 7, 1857

**The Decision of the Supreme Court  
Is the Moral Assassination  
of a Race and Cannot Be Obeyed!**



## 7. From Compromise to Crisis

Antislavery activists from the Free-Soilers and the once-popular Whig Party formed a new political organization called the Republican Party. They started this during the debate over the Kansas-Nebraska Act. Republicans were united by their beliefs that "no man can own another man . . . That slavery must be prohibited in the territories . . . That all new States must be Free States . . . That the rights of our colored citizen . . . must be protected."

Republicans in Illinois nominated Abraham Lincoln to run for the Senate in 1858. In his acceptance speech, Lincoln pointed out that all attempts to reach compromise on the slavery issue had failed. Quoting from the Bible, he warned, "A house divided against itself cannot stand." Lincoln went on: "I believe this government cannot endure, permanently half-slave and half-free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other."

**The Lincoln-Douglas Debates** Lincoln's opponent in the Senate

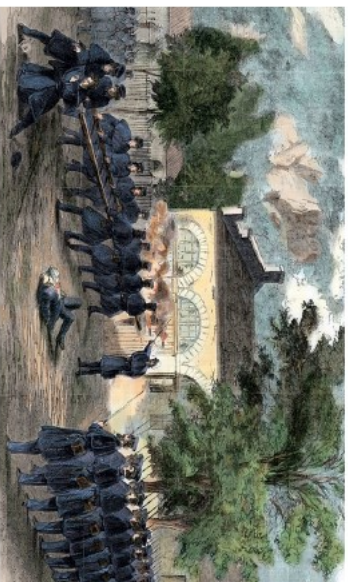


race was Senator Stephen Douglas. Douglas was an Illinois senator who saw no reason why the nation could not go on half-slave and half-free. When Lincoln challenged him to debate the slavery issue, Douglas agreed.

During the **Lincoln-Douglas debates**, Douglas said that the Dred Scott decision had put the slavery issue to rest. Lincoln disagreed. Slavery was a moral, not a legal, issue. He said, "The real issue in this controversy . . . is the sentiment of one class [group] that looks upon the institution of slavery as a wrong, and of another class that does not look upon it as a wrong."

Lincoln lost the election. But, the debates were reported. They helped make him a national figure. His argument with Douglas also brought the moral issue of slavery into focus. Compromises over slavery were becoming impossible.

**John Brown's Raid** Lincoln fought to stop the spread of slavery through politics. Abolitionist John Brown adopted a more extreme approach. He didn't want to wait for Congress to act. So Brown planned to seize the federal arsenal at Harpers Ferry, Virginia. An arsenal is a place where weapons and ammunition are stored. Brown wanted to use the weapons to arm slaves for a rebellion that would end slavery.



Brown launched his raid in 1859. Many of his men were either killed or captured. Brown himself was convicted of treason and sentenced to die.

On the day of his hanging, he left a note. "I John Brown am now quite certain that the crimes of this guilty land will never be purged away but with Blood."

Such words filled white Southerners with fear. It was Southern blood that would be spilled if a slave rebellion began. The fact that many Northerners viewed Brown as a hero also left white Southerners uneasy.



## 8. The Election of 1860 and Secession

The 1860 presidential race showed just how divided the nation had become. Republicans were united behind Lincoln. Democrats had split between Northern and Southern **factions**. Northern Democrats nominated Stephen Douglas for president. Southern Democrats supported John C. Breckinridge of Kentucky. The election got more confusing when a group called the Constitutional Union Party nominated John Bell of Tennessee.

**Abraham Lincoln Is Elected President** With his opposition divided



three ways, Lincoln sailed to victory. But it was an odd victory. Lincoln won the presidential election with just 40 percent of the votes. And all of them were cast in the North. He was not even on the ballot in ten Southern states.

The 1860 election delivered a message for white Southerners. The South was now in the minority. It no longer had the power to shape national events or policies. Southerners feared that Congress would try to abolish slavery. And that, wrote a South Carolina newspaper, would mean “the loss of liberty, property, home, country—everything that makes life worth having.”

**The South Secedes from the Union** Talk of secession filled the air in the weeks following the election. Senators formed a committee for another compromise that might hold the nation together. They knew that finding one would not be easy. But they still had to do something to stop the rush toward disunion and disaster.

The Senate committee held its first meeting on December 20, 1860. As the senators began their work, events in two cities dashed their hopes.

A senator named Lyman Trumbull asked President-Elect Abraham Lincoln whether he could support a compromise on slavery. Lincoln’s answer was clear. He would not interfere with slavery in the South. He would also support enforcement of the Fugitive Slave Act. However, Lincoln drew the line at letting slavery extend into the territories. He said, “Let there be no compromise.”

In Charleston, South Carolina, delegates attending a state convention voted to leave the Union that day, December 20, 1860. The city went wild. Church bells rang and crowds filled the streets roaring of approval. A South Carolina newspaper boldly proclaimed, “The Union is Dissolved!” Six more states soon followed South Carolina’s lead. Those states joined together as the Confederate States of America in February 1861.

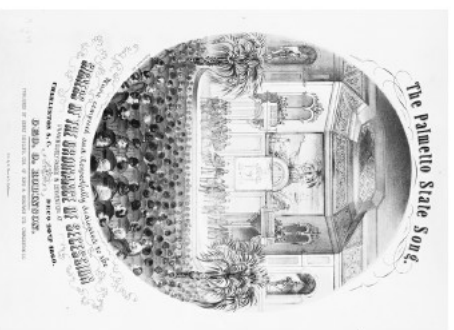
**The Civil War Begins** On March 4, 1861, Lincoln became president of the not-so-united United States. Lincoln stated his belief that secession was wrong and unconstitutional in his inaugural speech. He appealed to the rebellious states to return in peace. “In your hands, my disappointed fellow countrymen, and not in mine,” he said, “is the momentous issue of civil war.”



On April 12, 1861, Confederates in Charleston, South Carolina, opened fire on Fort Sumter. This fort was a federal fort in Charleston Harbor. The defenders of the fort surrendered after 30 hours of heavy shelling.

News that the Confederates had fired on the American fort unleashed a wave of patriotic fury in the North. All the doubts that people had about using force to save the Union vanished. A New York newspaper reported, “There is no more thought of bribing or coaxing the traitors who have dared to aim their cannon balls at the flag of the Union . . . Fort Sumter is temporarily lost, but the country is saved.”

The time for compromise was over. The issues that had divided the nation for so many years would now be decided by a civil war.



### Lesson Summary

In this lesson, you learned how a series of compromises failed to keep the United States from splitting in two over the issue of slavery.

**Confronting the Issue of Slavery** The issue of granting Missouri statehood threatened to upset the balance of free and slave states. Northerners were concerned that if Missouri entered the Union as a slave state, other areas would also be admitted as slave states. Southerners worried that if Congress banned slavery in Missouri, it would try to end slavery elsewhere.

**The Missouri Compromise** In 1820, the Missouri Compromise resolved the issue by admitting Missouri as a slave state and Maine as a free state. It also drew a line across the Louisiana Territory. In the future, slavery would be permitted only south of that line.

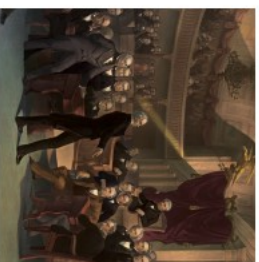
**The Compromise of 1850** The furor over slavery in new territories erupted again after the Mexican-American War. The Compromise of

1850 admitted California as a free state and allowed the New Mexico and Utah territories to decide whether to allow slavery. It also ended the slave trade in Washington, D.C., and included a stronger fugitive slave law. Attitudes on both sides were hardened by Harriet Beecher Stowe's novel *Uncle Tom's Cabin* and the Kansas-Nebraska Act.

**The Dred Scott Decision** In 1857, the Supreme Court issued a decision in the Dred Scott case: African Americans were not citizens and the Missouri Compromise was unconstitutional.

**From Compromise to Crisis** Antislavery activists formed a new political party: the Republican Party. The party nominated Abraham Lincoln for the Illinois Senate. Slavery was the focus of debates between Lincoln and opponent Stephen Douglas. Lincoln lost the election, but the debates brought slavery into sharp focus. A raid launched by abolitionist John Brown raised fears of a slave rebellion.

**The Election of 1860 and Secession** Lincoln won the presidency in 1860. Soon afterward, South Carolina and six other Southern states seceded from the Union and formed the Confederate States of America. In early 1861, Confederate troops fired on Fort Sumter in Charleston, South Carolina, marking the beginning of the Civil War.



### Investigating Primary Sources

How Did Slavery Create Tension Among the States Prior to the Civil War?

By 1854, the United States consisted of 32 states with more on the way. While this growth seemed promising, there were



**differences among the states that created tension so strong, they threatened to tear the nation apart. You will examine four primary sources about the biggest issue facing the nation—slavery—and then write a claim about how slavery created tension among the states.**

People in the North lived differently from people in the South. The natural resources and new railroad lines in the North led people there to work in factories. The soil and warm climate of the South led most people there to make their living by farming. Large farms in the South were called plantations. These farms needed the labor of slaves. These people were captured in Africa and transported to the South.

Southerners believed that without these slaves, their farms and way of life could not exist. About 4 million slaves worked in the South in 1860. There were many abolitionists in the North who believed that slavery was immoral. They thought it had to be stopped.

In 1850, 17 states had outlawed slavery and 14 states permitted it. As the nation added western territories, there was always a question of whether slavery would be permitted in these new areas. Southerners wanted to allow slavery in the new territories, but Northerners disagreed. When it was time for Kansas to become a territory, the argument grew more heated. Abolitionists recruited settlers from the East to live in Kansas and keep out slaveholders. These recruits were called Free-Soilers.

Examine this political cartoon titled “Forcing Slavery Down the Throat of a Free-soiler.” Use the caption to identify the people in the picture and the artist’s message. How does this image demonstrate the tension between free states and slave states? What reaction does the artist want the audience to have?

### The Fugitive Slave Act

Tensions remained high in the eastern states as new territories in the West joined the nation. Northern and Southern legislators tried to address the slavery issue by making new laws.

Congress passed a Fugitive Slave Act as part of the Compromise of 1850. The new law punished anyone in the North or South who helped a slave escape or did not assist the slave catchers. The law tried to weaken the abolitionists’ ability to help slaves. It angered and emboldened Northern opposition to slavery because it made people defend it.

Look at this picture titled *Effects of the Fugitive-Slave-Law* that was published in 1850. Notice the six armed white men in the corn field who have ambushed four black men. Below the image on the left is a quote from the Bible saying:

*Thou shalt not deliver unto the master his servant which has escaped from his master unto thee. He shall dwell with thee. Even among you in that place which he shall choose in one of thy gates where it liketh him best. Thou shalt not oppress him.*

On the right is a quote from the Declaration of Independence. “We hold that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.”

How are the white men and black men portrayed in this picture? How would abolitionists have reacted to this picture considering the time? How do you think the artist felt about the Fugitive Slave Law? How do the image and quotations help persuade the audience?

### The Dred Scott Decision

Tensions between abolitionists and slave holders boiled up to an all-time high by . The Supreme Court case of *Scott v. Sanford* added fuel to the arguments. Dred Scott was a slave owned by a man named John Emerson from the slave state Missouri. Emerson relocated to Wisconsin in the late 1830s. And he took Scott with him. The Wisconsin territory prohibited slavery. So Dred Scott considered himself a free man there and in Missouri upon his return. Scott filed numerous lawsuits to try to prove his freedom.

The case made its way all the way to the Supreme Court. The court made a monumental decision. It decided that Scott could not sue for his freedom. He was not a U.S. citizen, and he could never become one. This was a personal blow to Dred Scott. It also had harmful results for the abolitionist movement.

An Illinois politician named Abraham Lincoln gave a speech three months before the Court made its decision. As you read this excerpt from Lincoln’s speech, consider: What does Lincoln believe will happen if the Court decides against Dred Scott?

### Speech Fragment on Dred Scott Case

*What would be the effect of this, if it should ever be the creed of a dominant party in the nation? Let us analyze, and consider it—*

*It affirms that whatever the Supreme Court may decide as to the Constitutional restrictions on the power of a territorial Legislature, in regard to slavery in the territory, must be obeyed, and enforced by all the departments of the federal government—*

*Now, if this is sound, as to this particular constitutional question, it is equally sound of all constitutional questions, so that the proposition substantially is: Whatever decision the Supreme Court makes on any constitutional question, must be obeyed, and enforced by all the departments of the federal government—*

*Again, it is not the full scope of this creed, that if the Supreme Court, having the particular question before them, shall decide that Dred Scott is a slave, the executive department must enforce the decision against Dred Scott. . . . But in this narrow scope, there is no room for the Legislative department to enforce the decision, while the creed affirms that all the departments must enforce it—The creed, then, has a broader scope, and what is it? It is this: that so soon as the Supreme Court decides that Dred Scott is a slave, the whole community must decide that not only Dred Scott, but that all persons in like condition, are rightfully slaves*

—Abraham Lincoln, 1856

### States Leave the U.S.A.

After much argument and attempts at legal solutions, the slavery issue eventually ripped the nation apart. From December 20, 1860, through June 8, 1861, eleven Southern states seceded from the United States. One by one, these states formed a new nation, the Confederate States of America, with its own president and capital city.

One of these states was Mississippi, which seceded on January 9, 1861. Here are excerpts from *An Address: Setting forth the declaration of the immediate causes which induce and justify the secession of Mississippi from the Federal Union and the ordinance of secession*. The full document includes 18 reasons why Mississippi chose to leave. What does this part of the secession document declare about Mississippi's reasons for leaving the Union? How might this statement have been received by abolitionists in the North and pro-slavery people in the South?

### Secession of Mississippi

*In the momentous step which our State has taken of dissolving its connection with the government of which we so long formed a part, it is but just that we should declare the prominent reasons which have induced our course.*

*Our position is thoroughly identified with the institution of slavery—the greatest material interest of the world. Its labor supplies the product which constitutes by far the largest and most important portions of commerce of the earth. These products are peculiar to the climate resting on the tropical regions, and by an impetuous law of nature, none but the black race can bear exposure to the tropical sun. These products have become necessities of the world, and a blow at slavery is a blow at commerce and civilization. . . . There was no choice left us but submission to the mandates of abolition, or a dissolution of the Union, whose principles had been subverted to work out our ruin. . . .*

*It rejects the admission of new slave States into the Union, and seeks to extinguish it by confining it within its present limits, denying the power of expansion. . . .*

*It advocates negro equality, socially and politically, and promotes insurrection and incivism in our midst.*

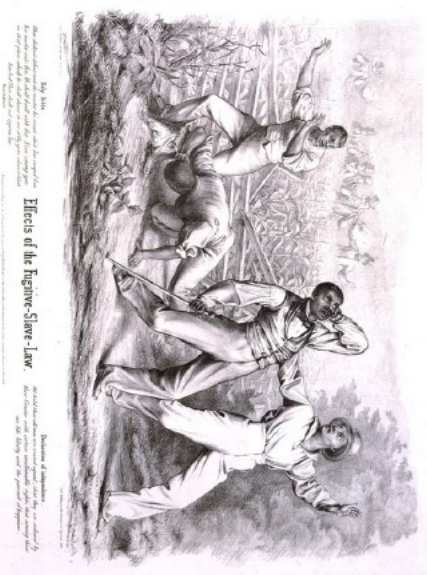
*It has enlisted its press, its pulpit and its schools against us, with the whole popular mind of the North is excited and inflamed with prejudice.*

—Mississippi Convention, 1861

**Review the primary sources presented here. Write a claim to describe what they reveal about how the North and the South felt about slavery and how slavery created tension prior to the Civil War.**



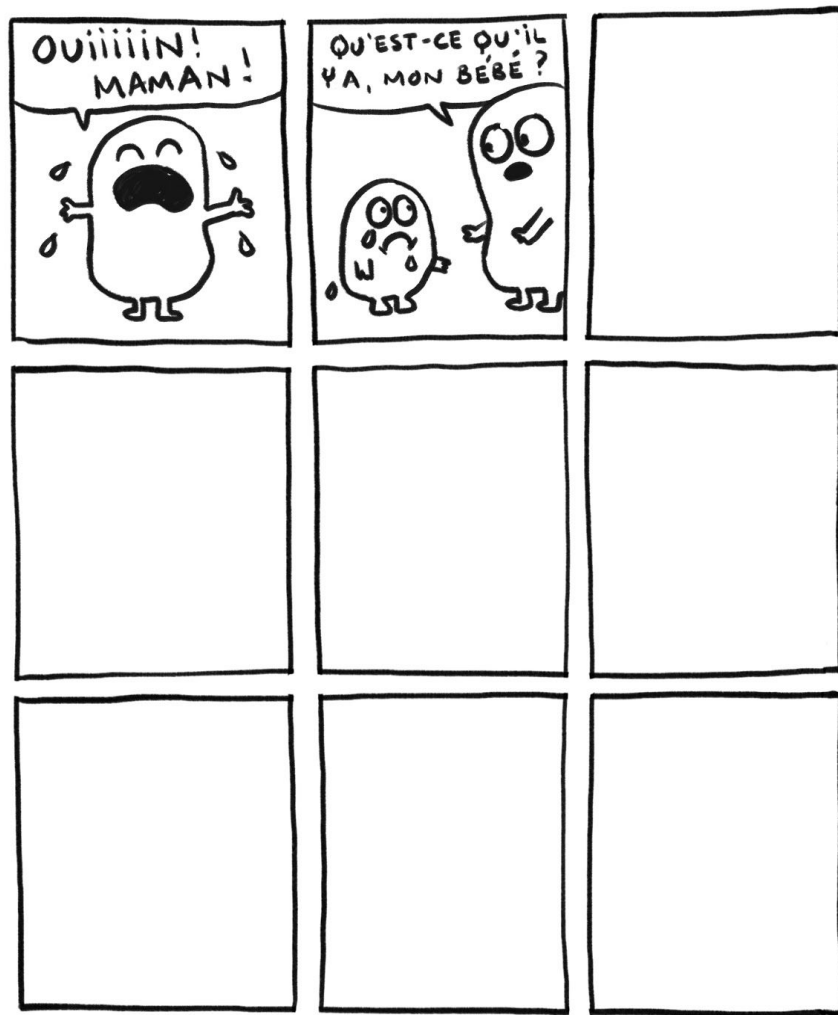
Reading Level B coming soon.  
Reading Level B coming soon.  
Reading Level B coming soon.



## World Languages - At Home Activities

- Teach 8 words from the language you are studying to someone you live with. They must be connected to each other...like 8 adjectives, or foods, or people words.
- Research a legend from a country where the language you are studying is spoken. Draw a picture or build a sculpture of the legendary creature. In the language you are studying, retell a summary of the legend and share your thoughts about it.
- Choose a country that speaks the language you are studying, and prepare a mini-poster of info about the country. Include at least 10 interesting factoids. Make your mini-poster attractive and eye-catching.
- Complete the cartoon below. (If French is not the language that you are studying, change the 2 speech bubbles to say: "Waaah! Mom!" "What's wrong, my baby?" in your language.)

☆ CONTINUE CETTE BÉDÉ ☆





## At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

## Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.



# Color Matters

“When multiple colors dance across the same scene, the result can be a carnival.”

—Annie Griffiths

1. Name all of the different colors that you see in the photo. Which is your favorite?
2. Would you like to be at the place in the photo? Why or why not?
3. Imagine this photo in black and white. What would you think of it? What would be lost?



**1** Your brain can see 7 million colors. How many of them can you name? What do different colors make you think of? Discuss. Then listen and read. [TR:2](#)



**RED** is a symbol of **good luck** in many cultures. It is the traditional color for **wedding** dresses in China and India. But many cultures associate red with **danger**. This is why we see it on **emergency** vehicles and warning signs. Eight percent of the population is red-green **colorblind**: they can't clearly see the difference between red and green.

**ORANGE** gets its name from the fruit. The word originally described the taste of the fruit's peel, but by the sixteenth century, *orange* was also the name of this **bright** color.



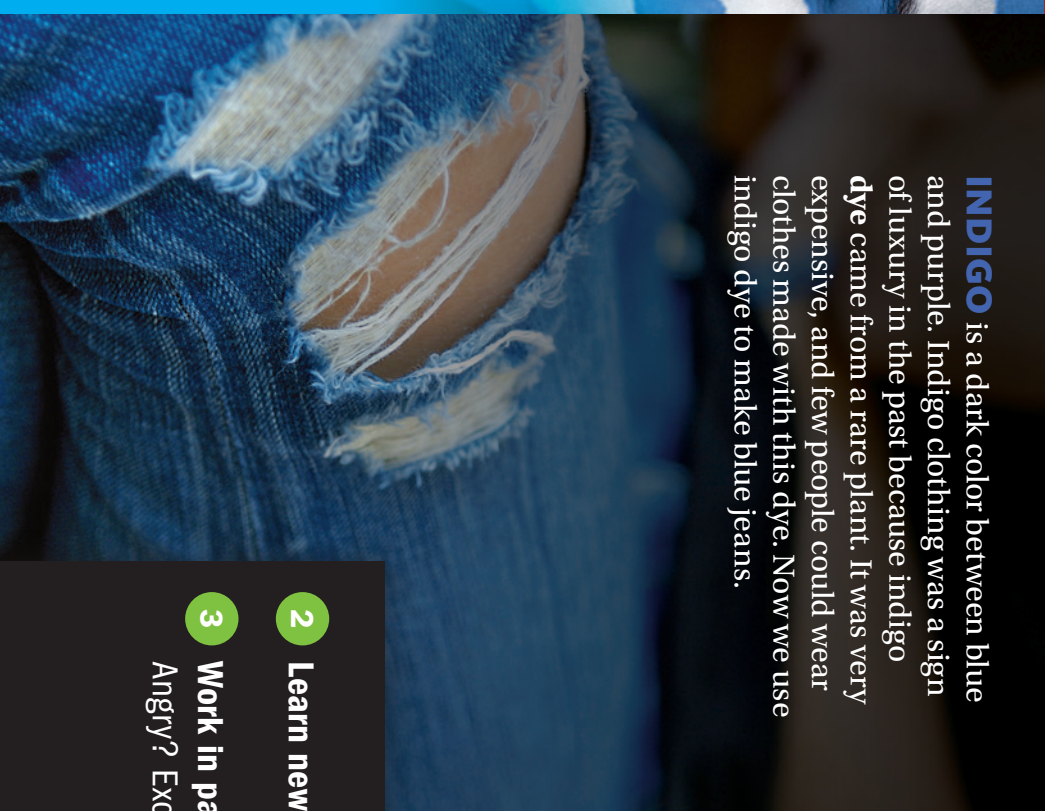
**YELLOW** is the color of taxis and school buses because it's the most **visible** color on the road. Like red, yellow is also used to **warn** people of dangerous situations. Because it attracts attention, yellow is used for highlighter pens. The bright color activates different parts of the brain that help the reader remember the highlighted text.

**GREEN** is a color that makes people feel at peace because it's the most common color in nature. The green in leaves and grass comes from something called *chlorophyll*. This word comes from the Greek *khloros* (green) and *phyllon* (leaf).

Green also symbolizes **safety**. Because of this, it's used in traffic lights to signal when it's safe to go.

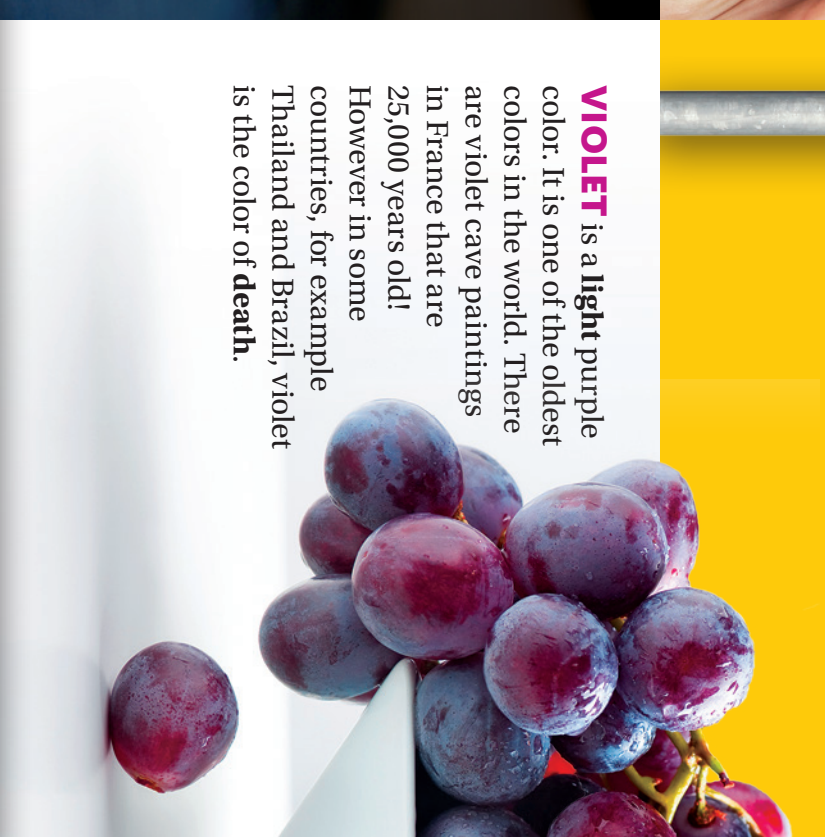


**BLUE** is the most popular color in the world. More than half the world's flags have blue in them. Blue is also the most common color used by businesses. Many businesses use the color blue to **represent** them in logos and advertisements. This is because blue helps us feel like we can **trust** them.



**INDIGO** is a dark color between blue and purple. Indigo clothing was a sign of luxury in the past because indigo dye came from a rare plant. It was very expensive, and few people could wear clothes made with this dye. Now we use indigo dye to make blue jeans.

**VIOLET** is a **light** purple color. It is one of the oldest colors in the world. There are violet cave paintings in France that are 25,000 years old! However in some countries, for example Thailand and Brazil, violet is the color of **death**.



- 2** Learn new words. Listen and repeat. [TR: 3](#)
- 3** Work in pairs. Which colors make you feel happy? Sad? Angry? Excited?



4 **Read and write the words from the list.** Make any necessary changes.

bright	danger	light	represent
safety	visible	war	wedding

Photographer Annie Griffiths has traveled all around the world. In many of the places she's visited, Annie has seen \_\_\_\_\_.



However, Annie chooses to focus on the beauty of the places and the people she meets. This photo is one of her favorites. It shows her son resting next to her friend. She took it after a \_\_\_\_\_ celebration in Jordan. For Annie, the photograph expresses her son's feeling of \_\_\_\_\_ and happiness.

Annie loves to use \_\_\_\_\_ colors in her photos. She says, "It's difficult to photograph a very dark thing, for example the black fur of a panther, or a very \_\_\_\_\_ thing, for example a snowy field. But one spot of color in a picture can make it look amazing."

5 **Learn new words.** Listen to these words and match them to the definitions. Then listen and repeat. **TR: 4 and 5**

common	flag	luxury	to signal
--------	------	--------	-----------

- \_\_\_\_\_ to give a sign or a warning
- \_\_\_\_\_ happening often
- \_\_\_\_\_ a special thing
- \_\_\_\_\_ the symbol of a country

Photographer  
Annie Griffiths

6 **Choose an activity.**

- Work independently.** Choose a favorite photograph, and show it to the class. Describe the photo, and talk about its colors. Explain why you like it so much.
- Work in pairs.** Discuss the saying: *A picture is worth a thousand words.* What do you think this means? Do you agree with it? Why or why not?
- Work in groups.** Your teacher asks you to paint your classroom. Which colors will you choose for the walls, ceiling, desks, and chairs? Why? Create a design suggestion together.



**SPEAKING STRATEGY** **TR: 6**  
**Correcting information**

The sky is blue.                      Actually, it isn't blue.  
As a matter of fact, the light from the sun is lots of colors.  
In fact, we see blue because blue light rays are shorter than light rays of other colors.  
After all, the sky changes from blue to red when the sun sets in the evening.

7 **Listen.** How do the speakers correct information? Write the words and phrases you hear. **TR: 7**

8 **Read and complete the dialogue.**

Jaime: White is the most popular color for wedding dresses.

Ana: \_\_\_\_\_, it isn't a popular color everywhere.

Jaime: Really?

Ana: Yes. \_\_\_\_\_, white is the color of death in China, Korea, and other Asian countries.

Jaime: Wow, I didn't know that.

Ana: \_\_\_\_\_, red is the color of weddings and celebrations in India and China.

Jaime: Interesting! I think red is a great color for wedding dresses. \_\_\_\_\_, it is a symbol of love in many cultures!



9 **Work in pairs.** Place all of the cards on the desk with the photos facing up. Both students take cards with matching photos. One partner reads information, and the other corrects it.

**Correct by saying:**  
A polar bear's fur isn't white. It's clear. It reflects the light and this makes it look white.



Polar bears have white fur.

As a matter of fact, their fur isn't white. It's clear, but it reflects the light. This makes it look white.

**Go to p. 153.**

10 **Work in groups.** When is it important to correct information? What do you need to consider when correcting what someone else says? How do the words and phrases above help you to communicate better?



GRAMMAR TR: 8

Comparatives and superlatives: Comparing two or more things

Adjective	Comparative	Superlative
Purple is a <b>popular</b> color.	Green is <b>more popular than</b> purple.	Blue is <b>the most popular</b> color in the world.
Green peppers are <b>tasty</b> .	Red peppers are <b>tastier than</b> green peppers.	Yellow peppers are <b>the tastiest</b> peppers.
Red grapes are <b>good</b> .	Red grapes are <b>better than</b> green grapes.	Red grapes are <b>the best</b> .

1.1 Read. Choose the correct word or phrase to complete the paragraph.

hungrier	larger	most delicious	sweeter	worse
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When you see your favorite food on a red plate, you probably feel hungry. But you feel \_\_\_\_\_ when it’s on a white plate. Why? Research shows that colors can really affect our feelings about food. For example, when you add red dye to water, it tastes \_\_\_\_\_ than normal water, as if you’ve added sugar. The food that you think is the \_\_\_\_\_ will probably taste \_\_\_\_\_ to you if you change its color to blue. This is because blue is a very unnatural color for food.

Color can also affect how much we eat. In one experiment, people were asked

to serve themselves some pasta with white sauce. The people with red plates took a small portion, while the people with white plates took a much \_\_\_\_\_ portion. Can you guess why this happens?



1.2 Read. Complete the sentences with the correct comparative or superlative forms. Then listen and check your answers. TR: 9

1. Dark green vegetables are \_\_\_\_\_ (high/low) in vitamin C than light green vegetables.
2. Yellow bananas are \_\_\_\_\_ (salty/sweet) green bananas, but green bananas are \_\_\_\_\_ (good/bad) for you.
3. Blue is \_\_\_\_\_ (common/unusual) color for food.
4. \_\_\_\_\_ (healthy/popular) diet includes foods of many different colors.

1.3 Work in pairs. Make a list of your five favorite foods.

Then share your list. Make comparisons about those foods.

Apples are better for you than cookies, but cookies are sweeter!

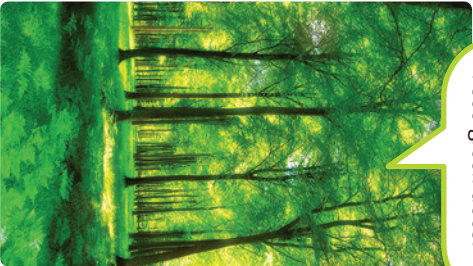
1.4 Learn new words. Listen and read to find out about colors and moods. Then listen and repeat. TR: 10 and 11

We make strong connections between colors and feelings.



1.5 Work in pairs. Discuss how you feel when you see these things.

I feel relaxed when I see green trees.



I feel nervous when I see red lights on a car.

1.6 Work in groups. Compare your answers to Activity 15 with another pair. Then choose two other colors and say how they make you feel.

Me, too! But I feel more relaxed when I look at blue artwork.



# PURPLE POWER

## THE HISTORY OF ONE OF THE MOST POPULAR COLORS

Purple is one of the most popular colors today. There are purple clothes, purple handbags, purple bicycles, purple furniture, even purple computers! But in the past, purple was a very expensive and unusual color.

Let's take a look at the rich and sometimes dangerous history of the color purple.

### THE VERY BEGINNING

Some scientists believe that the first organisms to appear on Earth over 500 million years ago probably looked purple, not green. Plants today are green because they use green chlorophyll to produce energy. But these early organisms probably used something called *retinal*, which is a dark purple color.



### 500 YEARS AGO

In sixteenth-century England, purple was only for royalty. Queen Elizabeth I's clothes were purple, but ordinary people were not allowed to wear the color.



### 150 YEARS AGO

In 1856, William Perkin, an 18-year-old science student, noticed something strange while conducting an experiment. The chemicals he used to clean his equipment combined with the chemicals he used in his experiment, and produced a bright purple color. This discovery led Perkin to start a company using this chemical combination to make purple dye. The dye was much cheaper than



the sea-snail dye. Thanks to Perkin, now anyone can wear purple clothes.

### 3,000 YEARS AGO

During the time of the Roman Empire, it was very difficult to make purple dye. The dye came from sea snails. But 10,000 dead sea snails got you just one gram of purple dye . . . as well as a very bad smell! This special purple dye was called *Tyrian purple*, and it was the preferred color of emperors.



**17 Before you read, discuss in pairs.** Look at the photos and the timeline. What do you think the reading is about?

**18 Learn new words.** Find these words in the text. Use the other words in the sentences to guess each word's meaning. Then listen and repeat. **TR: 12**

company	to notice	ordinary	royalty
---------	-----------	----------	---------

**19 While you read, think about the order of the events.** **TR: 13**

**20 After you read, discuss in pairs.**

1. Why do scientists think that the earliest organisms were purple?
2. Why was the color purple so expensive during the Roman Empire?
3. Who usually wore purple in England in the sixteenth century?
4. How did William Perkin discover a way to make purple dye? What advantage did his discovery have?

**21 Read the text again.** Number the events in the order that they happened.

- \_\_\_\_\_ Only Queen Elizabeth I wears purple clothes.
- \_\_\_\_\_ Sea snails are used to make purple clothes for emperors.
- \_\_\_\_\_ Many of the Earth's plants appear to be purple, not green.
- \_\_\_\_\_ Anyone can wear purple clothes.
- \_\_\_\_\_ William Perkin discovers how to make purple dye.

**22 Discuss in groups.**

1. What color clothes do you like to wear? Why?
2. In Roman and Elizabethan times, purple was a sign of luxury. What color means luxury to you? Does the color purple have any special meaning in your culture?
3. Why do some people like to have luxury items, such as clothing? Are luxury items important to you? Why or why not?



## GRAMMAR TR: 14

## The: Identifying general and specific things

There's a coat in my closet. **The** coat is red.

The sun is shining in **the** sky.

People often feel depressed when they see **the** color black.

- 29 Read.** Circle the correct word.

# The / A Colors of Success

Imagine you're at a shopping mall. You want to go to *the / a* café and get *the / a* drink and *the / a* snack. There are two different cafés in the mall. How do you choose *the / a* café you want to visit? You probably look at the prices and the menus. But *the / a* colors that *the / a* café uses are also very important.



Do you want to feel calm and relaxed? Then you will probably choose The Coffee Place. *The / A* green color makes you think of nature and peace.

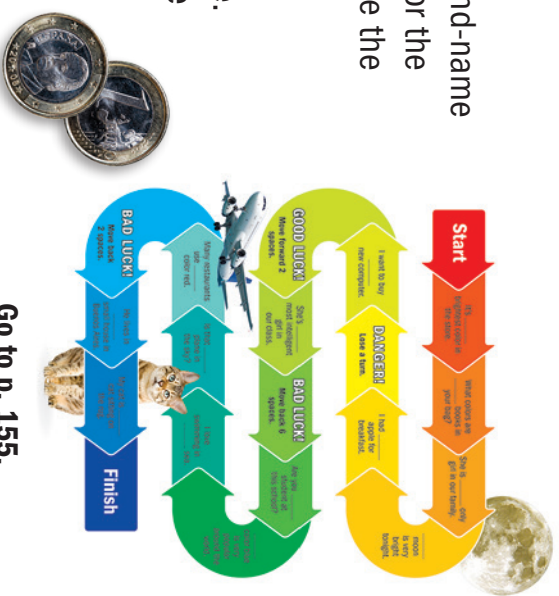
Do you want to go someplace exciting and lively? Then you will probably choose The Coffee Machine. Many companies use *the / a* color red because it seems bright and fun, and it attracts young people.



Think about your favorite brands. Which colors do they use? What do those colors mean to you?

- 30 Work in pairs.** Take turns naming familiar brand-name products. Can your partner name the colors for the brand? Why do you think the companies chose the colors for each product?

- 31 Work in pairs.** Take turns. Use a coin to move. (Heads = 1 space; tails = 2 spaces) Complete each sentence with *the* or *a / an*.



## WRITING

A topic sentence introduces the main idea of a paragraph. The topic sentence is usually the first sentence of the paragraph. It explains:

- why you are writing
- what you want to say

Look at these examples of topic sentences:

*In this article, I'm going to discuss the history of the color orange.*

When taking a photograph, it's important to think about light and color.

- 32 Read the announcement and the response.** Underline the topic sentence.

I would like to tell you about my favorite color and explain why I think it's perfect for this season. My favorite color is orange. I think it's a warm and bright color, and it makes me feel happy and safe. When I see this color, I think of fall. Although it gets cooler and the days are much shorter, I love the fall. When I go outside, I enjoy walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this color. It's great to be at home and sit by the warm fire with my family. Orange is also the color of my favorite food—pumpkin soup. It's so delicious! This warm and beautiful color should be everywhere this season—outside, in our homes, and even on our plates!

# COMPETITION

**Write and tell us about your favorite color.**

What color do you want  
to see at home and  
around town this season?  
Tell us what the color  
means to you.

- 33 Work in pairs.** Make a list of the things that the writer connects with his/her favorite color. Do you think his/her ideas are effective? Why or why not?
- 34 Write.** Write a paragraph about your favorite color and what you associate with this color. Use a strong topic sentence.



## Magazine Article

Most magazine articles are nonfiction. Many have **headings** to divide the text into readable parts. Articles also use **photos** and **captions** to make the text more interesting and to help readers understand more about the topic.

Magazine articles can be written about an author's experiences, using **I** and **me**. They can be written to entertain or to inform. Match tone and purpose as you read. **Specific language** and **punctuation** are clues to how the author feels about the events.

### Look Into the Text

#### *My Collection* heading

I collect masks, so my house is filled with them. I have about 150.

Masks amaze me with their power. They change how people look and act!



photo

◀ In ancient Greece, actors wore masks like this one. They played different characters by changing their masks.

caption

As you read, bring together different ideas to create generalizations.



# Prepare to Read

## Learn Key Vocabulary

**Study the Words** Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

### Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

### Key Words

**belief** (bu-lēf) *noun*

► page 505



A **belief** is a feeling that something is true or right. One **belief** is that your wish comes true if you break a wishbone and get the bigger part.

**carve** (karv) *verb*

► page 505



To **carve** means to cut shapes from a material like stone or wood. The artist uses sharp tools to **carve** this sculpture.  
**Synonym:** cut

**collect** (ku-lekt) *verb*

► page 504



To **collect** means to gather things of interest. This boy **collects** stamps.

**costume** (kos-tüm) *noun*

► page 512



A **costume** is a set of clothes that someone wears to look like another person. You can dress up in a **costume** for a special occasion.

**decorate** (de-ku-rāt) *verb*

► page 506



To **decorate** means to add things to make something look better. The baker **decorates** the fancy dessert.

**design** (di-zīn) *noun*

► page 511



A **design** is a drawing or a pattern. The tiles are placed so they form a colorful **design**.

**mask** (mask) *noun*

► page 504



A **mask** is something a person wears to hide his or her face. The girl will wear a **mask** to a dress-up party.

**perform** (pur-form) *verb*

► page 508

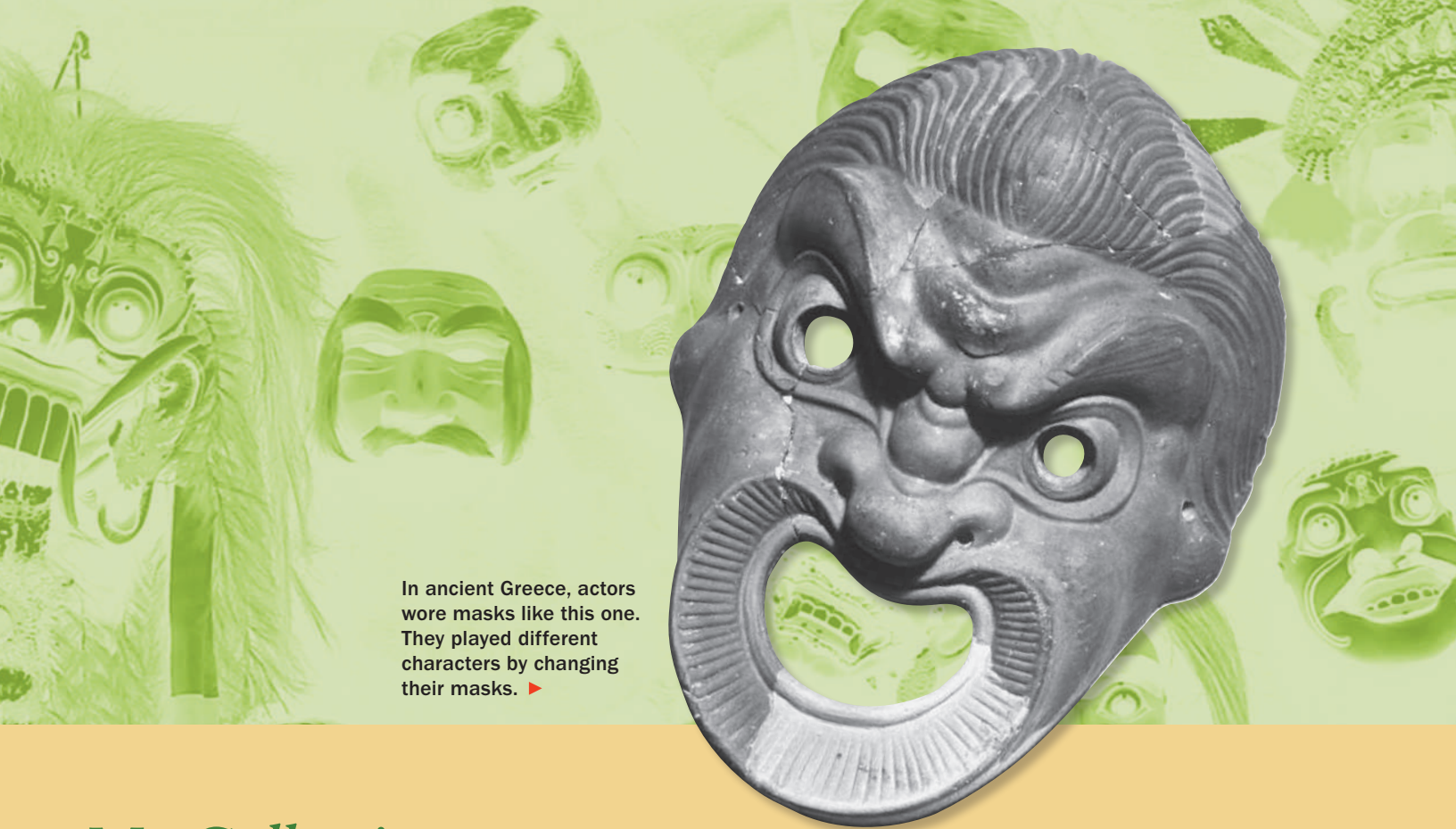


To **perform** means to dance, sing, act, or play music for an audience. Students **perform** on stage for special events.

**Practice the Words** Work with a partner. Write a question using two Key Words. Answer your partner's question using a different Key Word. Keep going until you have used all of the words twice.

Questions	Answers
Where will you wear the <u>mask</u> that you <u>carved</u> from wood?	I will wear it to <u>perform</u> .





In ancient Greece, actors wore masks like this one. They played different characters by changing their masks. ►

## My Collection

My young neighbor was shocked. It was her first visit to my house, and everywhere she **turned**, another strange face stared back at her. There were big faces and small faces. Some were bright, and others were plain. At last, she said, “You really have an interesting place here!”

I **collect masks**, so my house is filled with them. I have about 150. Masks amaze me with their power. They change how people look and act!

I take trips to study masks. In Greece, I watched people make masks that were just like masks used **in ancient times**. Back then, actors wore masks in plays. Different masks helped actors play more than one part.

My trip to Romania was great, too. There I saw masks change people into hairy, wild men. To celebrate the start of spring, people put on these masks and then run through the streets.

### Key Vocabulary

**collect** *v.*, to gather things of interest

**mask** *n.*, something a person wears to hide his or her face

### In Other Words

**turned** looked  
**in ancient times** a long time ago



# Full of *Spirit*

One of my favorite trips was to Bali. It is an island in Indonesia that is famous for its wooden masks. There I learned how to **carve** wooden masks.

Carving masks is hard work. After the masks are carved, artists paint them with many colors. They use 15 to 20 **coats** of paint to get each mask just right. Some artists add hair or jewels.

The masks are used in plays about good and evil. People in Bali believe that the character's **spirit** lives in each mask. Wearing masks helps people act as those characters.

Many cultures have similar **beliefs** about the power of masks.

An actor from Bali wears a mask in a play. The mask helps the actor show the spirit of the character. ►



## Key Vocabulary

**carve** *v.*, to cut shapes from a material like stone or wood

**belief** *n.*, a feeling that something is true or right

## In Other Words

**coats** layers  
**spirit** life force

## Look Into the Text

1. **Author's Point of View** Why does the author think that **masks** have power?
2. **Steps in a Process** How does an artist in Bali make a wooden **mask**? List three steps in order.

# Festival Faces

People in Bhutan, a small **nation** in Asia, use masks to tell stories, too. The people there hold festivals to keep evil spirits away and bring good **fortune**.

At the festivals, dancers wear masks that show spirits, **demons**, and other characters. The masks are carved out of wood, and then they are painted and **decorated**.

The audience knows each character by its mask. That helps people follow the stories. These dances tell favorite tales from their religion, known as Buddhism. These stories tell how to lead a good life.

A masked dancer from Bhutan performs a jumping dance. ►



Festival dancers in Bhutan wear masks that help the audience follow the story. ►



## Key Vocabulary

**decorate** *v.*, to add things to make something look better

## In Other Words

**nation** country  
**fortune** luck  
**demons** evil creatures, monsters

## Cultural Background

Buddhism is a religion and a set of beliefs. A Buddhist is someone who follows the ideas of Siddhartha Gautama, a prince and teacher who lived in India and Nepal about 2500 years ago. Buddhism spread through Asia and the rest of the world.



# Facing *Change*

The Dogon people live in West Africa. They make many different kinds of masks that **differ** from village to village. Some masks are twice as tall as a man. Others look like cloth bags covered with shells. Some have tall, thin wood pieces on top. Some are simple wooden faces.

Masks are especially important for rituals that honor the dead. Dancers

**perform** in masks when someone dies.

They dance on the roof of the person's house to show respect for the dead person.

The Dogon also wear masks to dance at festivals. Doing so helps keep Dogon traditions alive. That's important to many Dogon, since the world keeps changing, and they don't want their ways to die out.

The Dogon wear masks at festivals. The masks are an important part of their tradition. ▶



## Key Vocabulary

**perform** *v.*, to dance, sing, act, or play music for an audience

## In Other Words

**differ** are different

# Wearing the Wolf

Masks are not the only way that people make faces. Some people put paint or ink on their faces to change the way they look.

The Northern Arapaho people in Wyoming do that. They wear paint and **headgear** to look like wolves.

The wolf is special to them because the Northern Arapaho see wolves as teachers.

Watching wolves taught them to hunt and showed them how to share food.

Now the Arapaho honor wolves with dances they perform at **gatherings** called powwows. Face paint helps dancers **look the part**.

▼ A Northern Arapaho man wears a wolf headdress and face paint. He is ready for a powwow, or gathering.



## In Other Words

**headgear** special hats

**gatherings** meetings

**look the part** seem like wolves

## Look Into the Text

1. **Summarize** How does a Dogon dancer show respect for someone who dies?
2. **Viewing** Look at the photo of the Northern Arapaho man. Describe how he has made himself look like a wolf.



▼ Face paint helps the Karo people stand out from neighboring groups.



## Standing Out

The Karo are a people from the East African country of Ethiopia who also paint themselves.

They live near a larger group of people. Since both groups speak similar languages, the Karo could easily blend into the larger group and lose their culture.

Instead, they want to **stand out**. To do so, they **smear** white and yellow paint on their faces. Sometimes they add dots and lines. Their face paint says, “Look at me. I am proud to be Karo!”

### In Other Words

**stand out** be different  
**smear** spread, wipe

# Read My Face

The Maori are a people in New Zealand. To them, **designs** on a face tell a story. One side of a man's face tells about his father's family, and the other side tells about his mother's family. Women also wear these designs. But they do not have as many as men.

Maori face decorations **are permanent**. Artists cut the designs into the skin. Then they put color into the cuts to make blue-black marks.

The process takes a long time and is very painful, yet the Maori accept the pain because the designs are signs **of belonging to** the group.

▼ The Maori wear permanent designs on their faces. The designs tell about a person's family.



## Key Vocabulary

**design** *n.*, a drawing or pattern

## In Other Words

**are permanent** do not come off  
**of belonging to** that they are a part of

## Look Into the Text

1. **Compare and Contrast** How are face painting **designs** similar for the Karo and Maori? How are they different?
2. **Analyze** What clues tell you that face **designs** are important to the Maori people?



# Familiar Faces

I travel far and wide to see masks, but I can also find masks and decorated faces here at home, too. Kids wear masks with **costumes**, and sports fans paint their faces in the colors of their team.

All over the world, a new face is a chance to act like a new person. That is why making faces has such power! ♦

The author **poses** with some of the masks **from his collection**. ▼

## Key Vocabulary

**costume** *n.*, clothes that someone wears to look like another person

## In Other Words

**poses** has his picture taken **from his collection** that he collected

## Look Into the Text

1. **Details** According to the text, what are some reasons that people wear masks here in the U.S.?
2. **Word Choice** What does the author mean by the phrase “a new face” in the first sentence of the last paragraph?

# Connect Reading and Writing

## Vocabulary

beliefs

carve

collect

costumes

decorated

design

masks

perform

## CRITICAL THINKING

- SUM IT UP** Discuss your Author's Purpose Chart with a partner. Use your chart to summarize the article.

Word Choice	Tone	Purpose
shocked; strange face	friendly	to entertain

Author's Purpose Chart

- Analyze** Why do you think many people make **masks** to express their **beliefs** about important matters like good and evil and death?
- Draw Conclusions** The author **collects masks** from around the world. What does this activity say about him?
- Explain** The Karo and the Maori **decorate** their faces with **designs** for a special reason. What is it?

## READING FLUENCY

**Intonation** Read the passage on page 580 to a partner. Assess your fluency.

- I did not pause/sometimes paused/always paused for punctuation.
- What I did best in my reading was \_\_\_\_\_.

## READING STRATEGY

What strategy helped you understand this selection?  
Tell a partner about it.

## VOCABULARY REVIEW

**Oral Review** Read the paragraph aloud. Add the vocabulary words.

Some Native American groups in the Northwest make \_\_\_\_\_ to wear on their faces and \_\_\_\_\_ to wear as special clothing. One dance they \_\_\_\_\_ is called the Winter Dance. The masks are \_\_\_\_\_ with different colors. Artists cut, or \_\_\_\_\_, masks inside of masks. The \_\_\_\_\_ on the outside is an animal and on the inside is a human. The masks are based on the powerful \_\_\_\_\_ of the Native Americans. Because the masks are unusual, many people \_\_\_\_\_ them.

**Written Review** Choose a **belief** you have, such as a belief in friendship or hard work. Draw a **mask** that expresses your belief. Then write a description of the mask. Use five vocabulary words.



## Explore Artful Expressions

What did you learn about the **beliefs** of some mask makers from reading this selection? Include examples from the selection in your response.



# Connect Across the Curriculum

## Vocabulary Study

### Analyze Idioms

#### Academic Vocabulary

- **communicate** (ku-myū-nu-kāt) *verb*  
When you **communicate**, you share information.

An **idiom** is a group of words that, together, **communicates** a meaning that is different from what the words mean by themselves.

*My brother makes a face when he has to come inside to do his homework.*

The context explains that “to make a face” means to change expression.

**Interpret Idioms** Use context clues to determine what each underlined phrase **communicates**. Then use the idiom to express your own ideas.

1. When the author travels, he keeps an eye out for interesting masks.
2. He looks for unusual masks that stand out from others.
3. It costs him an arm and a leg to buy a rare and valuable mask.
4. Once he lost a mask, and he turned his place upside down to find it.

## Research/Speaking

### Explore Ancient Greek Drama

#### Academic Vocabulary

- **element** (e-lu-munt) *noun*  
An **element** is a basic part of a whole.

Many ancient Greek plays written 2,500 years ago are still performed today. Movies and TV use **elements** of ancient Greek drama.

**Research a Topic** Choose a question to find out more about this connection:

- What characters in movies or TV shows are based on characters from ancient Greek drama? How are the stories similar and different?
- What was the *chorus* in ancient Greek drama? How is this **element** used today?
- What were ancient Greek stages, costumes, and props like? How are these **elements** different today? Use the text features in books, magazines, and on the Internet to locate information. Find reviews of plays, movies, and TV. Watch TV episodes and movies that have **elements** of ancient Greek drama to answer the question you chose.

**Plan and Give Your Report** Gather information for an oral report. Include facts and details that will interest listeners. Find or create visuals, such as pictures, maps, or charts. Use them as you deliver your report.



HISTORY

## Use Appropriate Language

**Act It Out** With a group, create a short play to present to the class. Use the masks you made on page 513. Present your play, and then discuss it with the audience. Use appropriate language for each occasion. Use some compound sentences.

We wrote this play "The Sisters," and we hope you enjoy it.

## Writing and Grammar

### Write About Your Interests

**Study the Models** When you write about something you enjoy doing, you can make your writing more interesting by using a blend of short and long sentences.

#### NOT OK

Masks are beautiful, and I love to make them, and I enjoy wearing them. I wear my own masks in parades or at parties, I let other kids wear them, too. My friends love my masks, and sometimes they try to make their own masks, and they ask me what to do. I show them the materials they will need, I explain all the steps to them.

The sentences go on and on. The reader thinks: "I can't understand this."

#### OK

Masks are beautiful. I love to make them, and I enjoy wearing them. I wear my own masks in parades or at parties, and I let other kids wear them, too. My friends love my masks. Sometimes they try to make their own masks, but they always ask me what to do. I show them the materials they will need, and I explain all the steps to them.

The sentences are different lengths, and the text flows smoothly. There are no run-on sentences.

**Revise It** Work with a partner to revise this passage. Fix run-on sentences or overly long sentences.

I collect stamps and I have relatives in South America and they send me letters and postcards. They always choose the most interesting stamps, some of the stamps have photos of famous people on them, some show famous buildings. I also belong to a stamp club and we meet once a month and we share our stamp collections with one another.

#### REMEMBER

- A **conjunction** joins the two clauses in a compound sentence.
- Usually, a comma (,) comes before the conjunction:

I have a hat collection, **and** my brother collects rocks.

 **WRITE ON YOUR OWN** Write about something you do that expresses your personality and interests. Include short and long sentences. Watch out for run-on sentences.

## Analyze Plot

**How Is Writing Sequenced?** The **plot** of a story is the **series** of events or episodes that happen. The story often starts with an **exposition, or introduction**. Often the plot involves a problem to be solved. The events build up to the **climax**, or most intense part. The final events finish the story and resolve the problem.

As you read, identify important events that move a story forward and help you analyze the plot.

### Look Into the Text

## Wings

“Look at that strange boy!”

Everyone from the neighborhood is pointing fingers and watching the sky.

“How’s he doing that?”

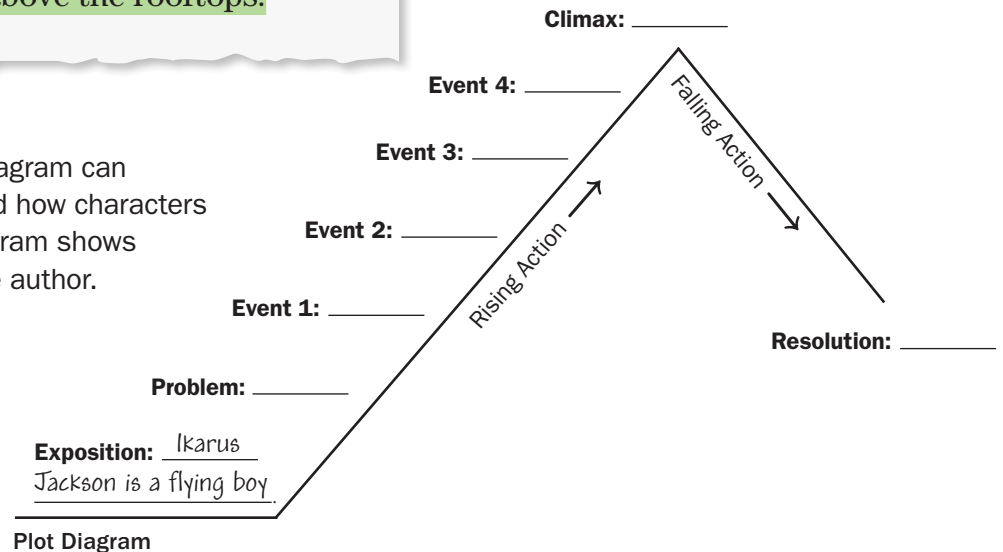
They stretch their necks and shake their heads.

Ikarus Jackson, a new boy on my block, is flying above the rooftops.

The author states the exposition, or introduction, to the story.

## Practice Together

**Begin a Plot Diagram** A Plot Diagram can help you analyze plot events and how characters respond in a text. This Plot Diagram shows the exposition introduced by the author.



### Academic Vocabulary

- **series** (sear-ēz) *noun*  
A **series** is a group of related things that are put in a certain order.

### Reading Strategies

- Plan
- Monitor
- Make Connections
- Visualize
- Ask Questions
- Determine Importance
- Make Inferences

**Synthesize** Bring together ideas gained from texts and blend them into a new understanding.

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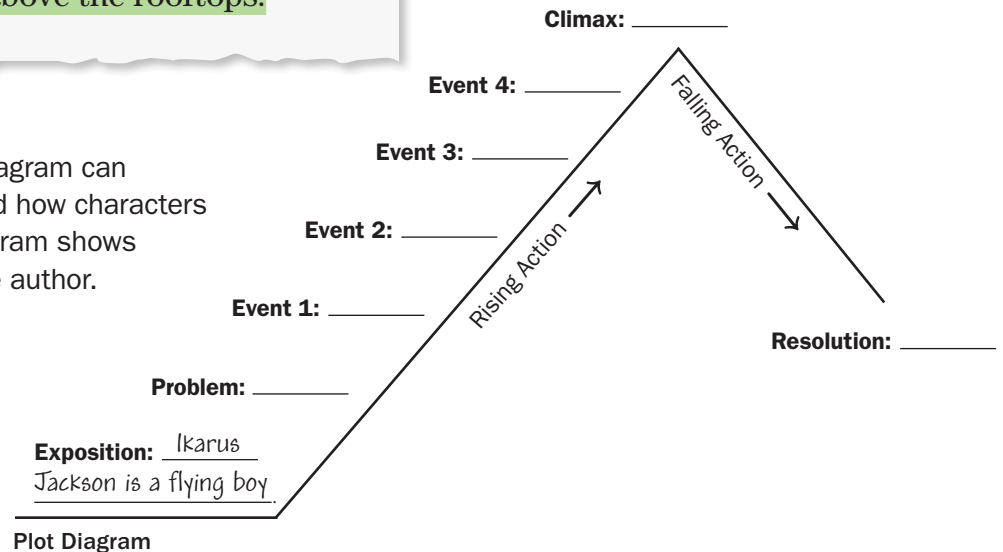
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# Connect Across the Curriculum

## Vocabulary Study

### Analyze Similes

#### Academic Vocabulary

- **compare** (kum-pair) *verb*

When you **compare** two things, you think about how they are alike and different.

A **simile** is one kind of figurative language. It **compares** two unlike things, usually with the words *like*, *as*, or *than*.

**EXAMPLE** He swept through the schoolyard like a slow-motion instant replay.

This simile **compares** the way Ikarus moves to a sports replay. This helps you imagine how Ikarus moves with slow, repeated movements.

**Interpret Similes** Find similes with a partner. Complete the chart.

Simile	What It Compares	How They're Alike
like the spirals on a seashell, p. 530		
like a leaf playing in the wind, p. 531		
like snow, p. 531		

Simile Chart

## Literary Analysis

### Compare Characters

#### Academic Vocabulary

- **interpret** (in-tur-prut) *verb*

To **interpret** means to explain or tell what something means.

When writers refer to a person, place, or thing that is not described in the text, it is called an **allusion**. Readers have to **interpret** the allusion.

**EXAMPLE** Dillon, a real Superman, finished his homework, walked the dog, and made dinner all before seven o'clock.

The author alludes to Superman to tell about Dillon's character.

**Compare Characters** The name of the main character in "Wings" is an allusion to the myth about Icarus. **Interpret** the allusion:

- How are the two characters, Ikarus and Icarus, alike?
- What does the allusion communicate about the theme?
- How is the theme approached differently in the story and in the myth?
- How does the allusion help you understand the story?

## Retell a Story

**Partner Story Exchange** With a partner, take turns retelling the myth. Speak clearly. Use gestures and facial expressions. Tell events in order. Include some complex sentences.

Daedalus and Icarus were locked in a tower because Daedalus made the king angry.

## Writing and Grammar

### Write About Myths

**Study the Models** When you write a myth, keep your readers interested by using a variety of sentences. Mix short, simple sentences with compound and complex sentences.

#### NOT OK

Ajit read about Icarus and Daedalus. He wanted to read another myth. He went online. He found a Web site with myths from all over the world. He printed out a story about a flying horse named Pegasus. He loved the story. He wanted to read an illustrated version of it. He hurried to the library. It was still open.

The writer uses too many short sentences.

#### OK

**After** Ajit read about Icarus and Daedalus, he wanted to read another myth. He went online **and** found a Web site with myths from all over the world. He printed out a story about a flying horse named Pegasus. He loved the story, **but** he wanted to read an illustrated version of it. He hurried to the library **since** it was still open.

The writer uses conjunctions to combine sentences.

**Revise It** Work with a partner to revise the following passage. Fix fragments. Use conjunctions to combine sentences.

Mount Olympus is in the sky. It is beautiful. Because the Greek gods live there. One day, a man named Bellerophon tried to ride Pegasus to Mount Olympus. When the mighty god Zeus saw Bellerophon. He became angry. Zeus made an insect sting Pegasus. Bellerophon fell off Pegasus's back.



▲ Pegasus

#### REMEMBER

- Use conjunctions to combine sentences.
- A compound sentence uses the conjunctions **and**, **but**, or **or**.  
Daedalus made wings, **and** he escaped.
- A complex sentence uses conjunctions like **because**, **since**, or **when**.  
Daedalus made wings **because** he wanted to escape.

**WRITE ON YOUR OWN** Think of a myth you have read, or create your own. Write it, using short and long sentences.



Name \_\_\_\_\_

**A.** Study each word. Circle a number to rate how well you know it. Then complete the chart.



▲ This Japanese actor will **perform** in a **costume**.

Key Words	Check Understanding	Deepen Understanding
<b>1 belief</b> (bu-lēf) <i>noun</i>  Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	A <b>belief</b> is a feeling that you are wrong.  Yes <input type="checkbox"/> No <input type="checkbox"/>	List other words that describe <i>belief</i> : _____ _____ _____ _____ _____
<b>2 carve</b> (karv) <i>verb</i>  Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	A woodworker uses a saw to <b>carve</b> wood.  Yes <input type="checkbox"/> No <input type="checkbox"/>	List other words that describe <i>carve</i> : _____ _____ _____ _____ _____
<b>3 collect</b> (ku-lekt) <i>verb</i>  Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Someone who <b>collects</b> baseball cards does not have any baseball cards.  Yes <input type="checkbox"/> No <input type="checkbox"/>	List other words that describe <i>collect</i> : _____ _____ _____ _____ _____
<b>4 costume</b> (kos-tüm) <i>noun</i>  Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	A <b>costume</b> can make you look like somebody else.  Yes <input type="checkbox"/> No <input type="checkbox"/>	List other words that describe <i>costume</i> : _____ _____ _____ _____ _____

Key Words	Check Understanding	Deepen Understanding
<b>5 decorate</b> (de-ku-rät) <i>verb</i> Rating: <b>1</b> <b>2</b> <b>3</b>	You can <b>decorate</b> your room to make it look nicer. Yes No	List other words that describe <i>decorate</i> : _____ _____ _____ _____
<b>6 design</b> (di-zin) <i>noun</i> Rating: <b>1</b> <b>2</b> <b>3</b>	The <b>design</b> of a costume does not affect the way it looks. Yes No	List other words that describe <i>design</i> : _____ _____ _____ _____
<b>7 mask</b> (mask) <i>noun</i> Rating: <b>1</b> <b>2</b> <b>3</b>	You usually wear a <b>mask</b> on your feet. Yes No	List other words that describe <i>mask</i> : _____ _____ _____ _____
<b>8 perform</b> (pur-form) <i>verb</i> Rating: <b>1</b> <b>2</b> <b>3</b>	When you <b>perform</b> , you do something in front of an audience. Yes No	List other words that describe <i>perform</i> : _____ _____ _____ _____

- B.** Use at least two of the Key Vocabulary words. Write about how you like to celebrate a tradition.

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# Selection Review

Name \_\_\_\_\_

## Making Faces

### A. Read the paragraph.

Write a Key Vocabulary word in each blank.

Reread the paragraph to make sure the words make sense.

#### Key Vocabulary

beliefs

decorated

carve

designs

collects

masks

costumes

perform

Dear Grandpa,

I went to visit my neighbor. His name is Ronald and he \_\_\_\_\_ things from his travels.

He has many face \_\_\_\_\_ from all over the world. Artists \_\_\_\_\_ beautiful

\_\_\_\_\_ from wood to make masks. Some of the masks are \_\_\_\_\_ with beads and

feathers. People wear them to \_\_\_\_\_ traditional dances. Ronald also told me about

\_\_\_\_\_ people wear in the dances. He can tell you all about the customs and

\_\_\_\_\_ behind the things he collects. Ronald is the most interesting person I know!

Love,

Janet

### B. Write complete sentences to answer these questions about "Making Faces."

1. What animal **design** would you choose to make a **mask** that shows your personality? Why?

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2. How can **masks** make people feel fear or courage or joy?

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# Academic Vocabulary

Name \_\_\_\_\_

## Making Faces: Academic Vocabulary Review

### Academic Vocabulary

belief

element

communicate

identify

create

select

A. Write the Academic Vocabulary word next to the correct definition.

Definition	Word
1. to find out or to show what something is	
2. to choose something	
3. to share information	
4. a feeling that something is true or right	
5. to make something new	
6. a basic part of a whole	

B. Respond to each item with a complete sentence.

1. Describe a face mask you would like to **create**.

\_\_\_\_\_

2. What is one way to **identify** the most popular music among your friends?

\_\_\_\_\_

3. Think about your favorite movie. Which **element** do you like best, characters or setting? Why?

\_\_\_\_\_

4. Is it your **belief** that more students like soccer or basketball? Support your opinion.

\_\_\_\_\_

5. **Select** three colors to paint your classroom. Tell why you chose those colors.

\_\_\_\_\_

6. If you had to tell friends about an event, how would you **communicate** the information?

\_\_\_\_\_



# Vocabulary Study

Name \_\_\_\_\_

## Analyze Idioms

▶ Follow the steps below to figure out the meaning of each idiom.

1. Read the sentence. Look for context clues that help you figure out the meaning of the underlined phrase.
2. Write the meaning of the underlined idiom.
3. Then use the idiom in a sentence to express your own ideas.

1. I forgot to study because it slipped my mind that I had a math test.

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

2. My mother told me I was trying her patience when I asked her again for a new pair of jeans.

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

3. When I spilled my lunch on my lap, I wished the ground would swallow me.

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

4. My sister pulled a fast one on me when she did not return my money.

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

5. I gave my teacher the answers, but he said I was on the wrong track.

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

6. The college student knew how to write an essay inside and out.

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

7. I went into the store to buy some crackers, but one thing led to another and I ended up buying a bottle of juice and some apples, too.

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Welcome to the JUNGLE

A Jumanji inspired workout

All you need is yourself and a dice! Don't have a dice? Write 1-6 on a piece of paper and put it into a hat to draw!

The workout is:

10 ROUNDS and each round you are going to roll the dice 3 times.

Each number represents a movement you must do.

- 1 = 20 mountain climbers
- 2 = 10 jumping jacks
- 3 = 5 burpees
- 4 = 5 Jaguar crawls
- 5 = 10 Body weight squats
- 6 = 20 Seated Rotation

Between rounds RUN FOR YOUR LIFE for 20 seconds. Don't have room to run? Run in place as fast as you can!

Example of what a round could look like:

I roll a 5, that means I must do 10 body weight squats.  
Then I roll a 3, that means 5 burpees.  
Lastly, I roll a 1 so I need to do 20 mountain climbers.  
Once I finished, I must run for my life for 20 seconds!  
REPEAT THIS 10 TIMES!

Rules:

1. If you need to take a rest, try and take it after you have completed a round and ran for your life. Try not to rest more than 30-45 seconds.
2. If you roll a number twice in a round you get a do over! Roll again!

## NOW ROLL THE DICE AND UNLEASH THE EXCITEMENT!

