Name ____________________________________________

1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 1
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 2
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 3
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 4
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 5
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
The Price of Freedom

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

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

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

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

One newspaper in Maryland offered a $100 reward for her capture. But to the scores of people Harriet Tubman helped to reach freedom, she was priceless!
Gather Evidence On page 82, underline text details that explain why Harriet was willing to help enslaved people escape at the risk of her own freedom.

Answers may vary but might include I was free; there was no one to welcome me to the land of freedom, and Harriet’s goal became to help those she had left behind.

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

Answers may vary, but could include: Harriet’s dedication to helping others shows that she has strong beliefs and character.

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

Answers may vary, but could include: Who were other conductors on the Underground Railroad? Was Harriet Tubman ever caught?

Ask Questions: Extend Your Ideas Choose one of the two questions you have about slavery and the Underground Railroad. Scan the text on page 82 and circle any details that might suggest an answer to your question. Then use that circled text to write another question.

Answers may vary.

Make Your Case On page 82, circle descriptive details that the author uses to describe the Underground Railroad. Which ones are related? Write them below.

Answers may vary, but students might circle secret network, risked the consequences of breaking the law, railroad terms, secrecy, routes, stations, sympathetic families, lines, Conductors, packages, freight. Related: railroad terms, routes, stations, lines, Conductors, packages.
Lesson 1
Capital, p. 9 Sentences should demonstrate contextual understanding.

Foundation, p. 10 Sentences should demonstrate contextual understanding.

Lesson 2
Vowed, p. 15 Sentences should demonstrate contextual understanding.

Import, p. 15 Sentences should demonstrate contextual understanding.

Lesson 3
Profits, p. 23 Sentences should demonstrate contextual understanding.

Compromise, p. 26 Sentences should demonstrate contextual understanding.

Lesson 4
Union, p. 30 Sentences should demonstrate contextual understanding.

Surrender, p. 34 Sentences should demonstrate contextual understanding.

Lesson 5
Cultivate, p. 43 Sentences should demonstrate contextual understanding.
Lesson 1  Reread Chapter 1. The narrator says that there were many slaves that fought in the Revolutionary War, but many of them “chose the wrong side” (p. 10). Do you agree or disagree? State your opinion and support it with details from the text. Write your response on a separate sheet of paper.

Lesson 2  Suppose you were to draw a picture of a prayer meeting, such as the ones described in the first paragraph on p. 21. What visual elements and features would you include? How would this image help the reader to understand slavery better? Write your response on a separate sheet of paper.

Lesson 3  The narrator refers to the “white gentlemen running the country” (p. 23). The word *gentlemen* is usually considered to be polite. Why do you think the narrator chose this term? Write an opinion paragraph to explain your answer. Use evidence from the text to support your opinion. Write your response on a separate sheet of paper.

Lesson 4  Explain why Lincoln decided to free the slaves in the Confederate states. Use information from the text to support your explanation. Write your response on a separate sheet of paper.

Lesson 5  Reread Chapter 5. Use details from the text to write an opinion paragraph explaining why you think Reconstruction did not work well for African Americans. Write your response on a separate sheet of paper.
Lesson 1 Point of View

Using evidence from the text, answer the following questions about the Prologue from *Heart and Soul*. Use this information to complete your web graphic organizer.

1. How can you tell that the text is written in first-person point of view?
   the words *my, we, Our, I, us, I’m*

2. What is the narrator’s perspective on the past?
   “Sometimes it’s just too hard to talk about.”

3. What reasons does the narrator give for this perspective?
   “No parent wants to tell a child that he was once a slave” or that “she had to swallow her pride” even when situations were unfair.

4. How does the narrator think stories from the past will make readers feel?
   The stories will make readers “cringe, or feel angry” but also “proud or even laugh a little.”

5. Why does the narrator finally decide to tell “our story”?
   The narrator is getting older and thinks “it’s time to make some things known before they are gone for good.”

6. What is the effect on readers of the use of first-person in this passage?
   It helps the readers connect to the narrator on a more personal level than if the passage were in third person.
Lesson 3 Craft and Structure

Read Chapter 3 from *Heart and Soul*. Use text evidence to answer the questions.

1. On page 23, note the metaphor “You see, America grew up on slavery” in the first paragraph. Also recall that slavery was the “mother’s milk” that helped the United States develop and thrive. What is the effect of this comparison?
   
   The comparison between milk and slavery is unsettling and ironic. Slavery helped part of the country thrive, but only by directly harming African American people.

2. Look at the phrase “Southern planters had lined their pockets with profits” at the end of the first paragraph on the same page. How is this an example of figurative language? What is the effect on readers?
   
   The imagery emphasizes the wealth made from slavery. It adds a vivid description to the “grew up on slavery” metaphor and highlights the unfairness.

3. Connect “grew up on slavery,” “mother’s milk,” and “lined their pockets with profits.”

   "Mother’s milk” of slavery helped the U.S. become stronger at the expense of enslaved African Americans. Southern planters profited from the system, not the people doing the work.

4. Look at the sentence “It was a hard row to hoe” on page 24. What job does this idiom refer to? What do you think it means?

   It refers to working in a field on difficult land. Abolishing slavery was going to be difficult.

5. What does the simile “tied together like horses to a wagon” on page 24 compare?

   It compares enslaved people to horses.

6. Is this an effective comparison? Why or why not?

   Yes, it shows the injustice and cruelty of slavery.
Lesson 1 Gerunds  Circle the gerund in each sentence.

1. Taxing the American colonies angered many.
2. Fighting for freedom was important to the colonists.

Lesson 2 Participles  Circle the participle in each sentence.

1. He heard the singing men finish a spiritual.
2. They found an attic with forgotten toys.

Lesson 3 Infinitives  Complete the chart below, filling in the blank spaces with the proper verb forms.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Gerund</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to speak</td>
<td>speaking</td>
<td>speaking, spoken</td>
</tr>
<tr>
<td>to vote</td>
<td>voting</td>
<td>voting, voted</td>
</tr>
</tbody>
</table>

Lesson 4 Prepositions  Circle the prepositions in each sentence.

1. Those fancy homes came at the high price of blood and sweat of people who never knew liberty.
2. The papers said that black soldiers made all the difference in the war, helping finish off the Rebels about a year early.

Lesson 5 Prepositional Phrases  Circle the prepositions each sentence. Then underline the prepositional phrases.

1. Much of the South, while destroyed, remained loyal to the Confederacy.
2. Sharecropping could be a hard way of making a living.
Lesson 1 Analyze Point of View  On a separate sheet of paper, write 3–5 paragraphs about how point of view influences your understanding of the story. First, choose a passage from the Prologue or Chapter 1 that shows the narrator’s point of view. Consider how this passage would be different if told from a different person’s point of view. Then, analyze how the narrator (an elderly African American woman) offers an insightful point of view on the subject. Finally, use text evidence to support your analysis.

Answers will vary, but should identify a passage that shows the narrator’s point of view and explain how the point of view offers distinctive insights on the subject. Answers should also include text evidence that supports the analysis.

Lesson 2 Analyze Visual Elements  Choose one or two visuals from the text. On a separate sheet of paper, write three paragraphs analyzing how the visuals contribute to the meaning, tone, and beauty of the text. First, determine which sentences or paragraphs in the text directly relate to the visual. Consider how the visual emphasizes ideas or descriptive details in the text. Next, analyze the way the visual relates to the text’s mood or tone. Finally, explain how the visual deepens your overall understanding of the text.

Answers will vary, but should include mention of one or two specific visuals from the text. Paragraphs should contain an analysis of how the visuals relate to specific passages from the text, how the visuals emphasize certain aspects of the text, how the images relate to mood and tone of the text, and how the visuals enhance readers’ understanding of the text.
Lesson 3 Analyze Author’s Style  Choose a 5–10 line passage from *Heart and Soul* that represents the author’s style. On a separate sheet of paper, write 3 or more paragraphs analyzing the author’s style. Identify different sentence lengths, interesting or unusual word choices, uses of dialect, and idiomatic expressions in the passage. Explain how these choices demonstrate the author’s style. Analyze how the author’s style contributes to the meaning of the text.

**Answers will vary, but should include examples of author’s style and analysis of how the style contributes to the meaning of the text.**

Lesson 4 Opinion Essay: Develop an Opinion Statement and Introduction  On a separate sheet of paper, write an introductory paragraph that states an opinion about a topic in the text. Choose a topic related to African American history from the text. Formulate an opinion about the topic. Write a paragraph that introduces your topic and clearly states your opinion. Use strong verbs and adjectives to express your ideas.

**Answers will vary, but should include a topic, an opinion statement, and precise language.**

Lesson 5 Opinion Essay: Gather Evidence  Gather evidence, such as facts, details, quotations, and other information, to support your opinion statement from Lesson 4. Use evidence from *Heart and Soul* if possible. Use the evidence to develop at least three reasons that support your opinion statement. On a separate sheet of paper, organize the reasons in a logical order and then write 2–3 body paragraphs.

**Answers will vary, but should include 2–3 paragraphs featuring logically ordered reasons based on text evidence.**
Name ____________________________________________

1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 6
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 7
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 8
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 9
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 10
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Lesson 6 Theme

Using evidence from the text, answer the following questions Chapter 6 of *Heart and Soul*. Use this information to complete your webs.

1. One of the topics of *Heart and Soul* is *freedom*. Another topic is *challenges*. Where does the topic of challenges appear in this chapter?

   It appears when talking about African Americans moving to the West from the South after the Civil War.

2. Does this topic appear earlier in the text as well? If so, where?

   Yes, in Chapters 1–5. African Americans faced the challenges of choosing sides during the Revolutionary War, slavery, the dangers of the Underground Railroad, Civil War, and Reconstruction.

3. What details does the narrator use to describe this topic in Chapter 6?

   “The white soldiers and townsfolk didn’t always give them the credit they deserved,” “fighting over slavery,” “barred from going to public schools” “not allowed to vote or buy land,” “tried to stop black folks from settling altogether,” “Life on the frontier was rough,” “fight to survive”

4. What do you think the narrator is trying to say about this topic?

   Slavery had ended and the Civil War was over, but African Americans continued to face challenges as they tried to live and work in a place where they felt free and safe.

5. What lesson about life should the readers be learning from the text?

   Even though living in the West was very challenging for African Americans, it was better than being enslaved.
Lesson 8 Craft and Structure

Read Chapter 8 from *Heart and Soul*. Use text evidence to answer the questions.

1. Read the first sentence of the second full paragraph on page 65: “On the weekend we would paint the town, red, honey, dancing all night at the Savoy in Chicago, wearing holes in the floor.” Use context clues to help you define the idiom “paint the town red.”

   *It means to have a great time, especially late at night.*

2. What effect does the figure of speech “wearing holes in the floor” have? What phrase in the sentence does the figure of speech emphasize?

   *“dancing all night” It gives the impression that people danced a lot, with enthusiasm.*

3. Read the first sentence after the break on page 65: “Black folks were as busy as a swarm of honeybees uptown in Harlem, and downtown was abuzz too.” What does the simile in this sentence compare?

   *The simile compares the people in Harlem to a swarm of honeybees.*

4. What does the author want to convey with the simile in this sentence?

   *Honeybees are always busy and industrious, which describes life in Harlem at the time.*

5. Onomatopoeia imitates a sound in words. Which word in the sentence is an example of onomatopoeia? What does this add to the sentence?

   *abuzz; it connects the sound of honeybees and continues the metaphor in the sentence.*

6. How does the phrase “Women had decided to step out of the kitchen and get the vote” on page 65 connect to a larger theme?

   *They were expected to be wives and mothers, “keep house,” and obey their husbands. Leaving “the kitchen” was the first “step” in the journey for equal rights.*
Name _________________________________

Lesson 6

exotic, p. 47  Sentences should demonstrate contextual understanding.

reservations, p. 48  Sentences should demonstrate contextual understanding.

Lesson 7

opportunities, p. 54  Sentences should demonstrate contextual understanding.

independent, p. 56  Sentences should demonstrate contextual understanding.

Lesson 8

combination, p. 63  Sentences should demonstrate contextual understanding.

mission, p. 65  Sentences should demonstrate contextual understanding.

Lesson 9

economic, p. 72  Sentences should demonstrate contextual understanding.

invaded, p. 77  Sentences should demonstrate contextual understanding.

Lesson 10

innovation, p. 79  Sentences should demonstrate contextual understanding.
Lesson 6  Reread the first two full paragraphs on page 48. Use details from the text to write an informative paragraph explaining how the government’s treatment of Native Americans was like its treatment of African Americans. Write your response on a separate sheet of paper.

Lesson 7  Write an opinion paragraph that answers the following question: Do you think that World War I helped African Americans succeed in the North? Use the information from the text and consider the author’s tone in your answer. Write your response on a separate sheet of paper.

Lesson 8  What is the most effective example of figurative language in the chapter? Explain what the phrase means and tell why you find it so effective. Write your response on a separate sheet of paper.

Lesson 9  If you could choose just one word to describe the narrator’s voice, what would that word be? Why? Give at least one example from the text of the narrator’s voice matching the word you chose. Write your response on a separate sheet of paper.

Lesson 10  Find the image “as empty as a poor man’s pockets” at the top of page 89. Write a paragraph explaining what the meaning of this image is and how it affects the reader’s understanding of the empty buses in Montgomery. Write your response on a separate sheet of paper.
Lesson 9 Voice

Using evidence from the text, answer the following questions about page 74 from Chapter 9 from Heart and Soul. Use this information to complete your T-chart.

1. What are some examples of formal language in the first and second full paragraphs?
   “They had taken over Germany by assassinating political leaders”; “By the middle of 1941, the Nazis had occupied much of Europe”; “on Sunday, December 7, 1941, Japanese planes flew over to Hawaii”; “President Franklin Roosevelt declared war on Japan”

2. Find examples of informal language used by the narrator in the third and fourth full paragraphs.
   Contractions: couldn’t, they’d, we’d, man’s, didn’t, wasn’t; “mind you,” “Lord knows,” use of “white folks” and “black folks”

3. List some examples of the narrator’s personal voice as used as this page.
   “We followed what was happening in Europe”; “We couldn’t stay out of it anymore”; “I couldn’t go as I had to take care of my own children”; “my two younger brothers went off to that war”

4. Why do you think the author changes from a formal voice to an informal one? How does this affect the reader?
   Answers will vary.
Lesson 10 Craft and Structure

Read the paragraph that begins “Busing was a problem in Alabama, too” on page 86 from Chapter 11 of *Heart and Soul*. Use evidence from the text to answer the following questions.

1. Identify the question found in this paragraph. What is its purpose? How does it reflect the style of the story?
   “Excuse me?” interrupts the story and adds to the disbelief of the sentence before it. The question reminds the reader of the story's informal style.

2. Recall that sentence fragments are incomplete sentences. Look at the sentence fragment “Tired of being treated like a second-class citizen.” Why do you think the author used this fragment here?
   Informal language indicates an upcoming change and emphasizes the importance of what follows.

3. What phrase is repeated in the paragraph? What is it describing?
   The phrase “sick and tired” describes Rosa Parks's attitude as “a second-class citizen” “like every other black person in America.”

4. Why do you think the author chose to repeat this phrase? How does the repetition affect the style and meaning of the story?
   Repeating “sick and tired” emphasizes the injustices that African Americans faced. The double repetition “sick and tired of being sick and tired” highlights that even more. Repetition also builds tension.

5. Look at the sentence that begins “She was sick and tired of giving up her seat” and ends with “when she shouldn’t have to.” How does this sentence differ from others in the paragraph? What is its effect?
   The sentence is longer and uses two semicolons. It creates a long, rhythmic pattern that differs from the short question and sentence fragment.
Lesson 6 Prepositions and Pronouns  Circle the correct form of the pronoun to complete the prepositional phrase.

1. African Americans moving from the South to the West took their belongings with (they/them).

2. In my small town, the profits from the fall harvest belonged to all of (we/us).

Lesson 7 Preposition or Adverb? On the line next to each sentence, write whether the underlined word is a preposition or an adverb.

1. At the road block, the officer let us drive through. **adverb**

2. We traveled **through** several states to reach our home. **preposition**

Lesson 8 Coordinating Conjunctions  Circle the coordinating conjunction that would best combine the two sentences.

1. Chicago was something special. (**and**/ **but**) We always felt at home there.

2. African American women wanted voting rights. (**so**/**yet**) Some white women didn’t want them at the march.

Lesson 9 Interjections  Underline the interjection that shows the most excitement.

1. White officers believed that black men weren’t smart enough or brave enough. (Nonsense. / Nonsense!)

2. (Please. / Please!) I know that courage has nothing to do with the color of a man’s skin.

Lesson 10 Correlative Conjunctions  On the line, write the correlative conjunction that pairs correctly with the boldfaced word in the sentence.

1. Either African Americans would fight for desegregation or they would remain separate from whites.

2. ________ Mahatma Gandhi nor Dr. Martin Luther King Jr. believed in violent protests.
Lesson 6 Opinion Essay: Organize Ideas  Continue to develop your opinion essay. Look at the paragraphs you have already written. Choose the organizational structure that will be most effective. On a separate sheet of paper, write an outline that organizes your introduction and body paragraphs. Finally, draft your paragraphs. Reorganize them based on your chosen organizational structure and outline. Last, add transitions to link ideas and clarify organization.

Answers will vary.

Lesson 7 Opinion Essay: Strengthen Reasons and Evidence  Revise your opinion essay by strengthening your reasons and evidence. Make a clean copy of your opinion essay, including the work you did in Lesson 6. Work with a partner to identify weaknesses in reasons or insufficient evidence. Based on your partner’s feedback, delete any irrelevant evidence. Add relevant evidence, such as facts, precise details, quotations, and transitions, to your essay. Make connections between evidence and your opinion clear to the reader.

Answers will vary.

Lesson 8 Opinion Essay: Add Transitions  Work with a different partner than in the previous lesson and peer review essays to determine how transitions can be added to strengthen your essay. Look at your partner’s essay and determine the essay’s overall structure. On a separate sheet of paper, suggest transitions to clarify organization and purpose. Identify your partner’s opinion statement and suggest transitions to connect it to evidence and reasons. Finally, use your partner’s feedback to revise your own opinion essay. Focus on using transitions to make sure the writing is as persuasive as possible.

Answers will vary.
Lesson 9 Formative Assessment: Opinion Essay: Develop a Conclusion
Review the essay that you began in Lesson 4. On a separate sheet of paper, write a concluding paragraph. Include a brief summary of the essay’s main ideas or points. Add at least one new insight, reflection, or “call to action.”

Answers will vary, but should include a concluding paragraph with a summary of main points and an insight, reflection, or “call to action.”

Lesson 10 Analyze Multiple Perspectives
On a separate sheet of paper, write a social media message that uses multiple perspectives. Choose a historical milestone or event described in Heart and Soul. Write a social media message that describes the impact of the event from multiple perspectives. Write about how the event affected an individual family. Write about how a particular racial group in the community responded to the event. Write about how the event affected the country as a whole. Use text evidence to support your ideas.

Answers will vary, but should include a description of one milestone or event from Heart and Soul presented from multiple perspectives.
1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 11

1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 12

1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 13

1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 14

1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 15

1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
On Loyalty to Country

Yesterday I walked the historic Freedom Trail in Boston. The Trail starts at the oldest park in the country, Boston Common, where British soldiers camped before the Revolutionary War. It ends at Bunker Hill, the site of the first major battle. The American Patriots worked hard for independence from England. Seeing Benjamin Franklin’s statue, Paul Revere’s house, and Faneuil Hall made me proud to be an American. Franklin was a political leader and signer of the Declaration of Independence. Revere made a legendary midnight ride to warn that the British were coming by sea. At Faneuil Hall, Samuel Adams gave speeches to inspire the colonists.

However, the Freedom Trail honors only those who worked for independence. My ancestors came from Great Britain in 1774. While they appreciated the opportunities they had in the colonies, they were also extremely proud of their home country. They remained loyal to England during the American Revolution. The rebels criticized them for being traitors, but the Loyalists believed they were right for being loyal to their ruler, King George III. Even William Franklin, Ben Franklin’s son, supported England. He was a respected governor of New Jersey. Disagreement over patriotic loyalties resulted in a lifetime rift between the two men.

Loyalists believed a government that worked should not be replaced. Moreover, they felt the taxes they paid the British government were not extreme. They felt that those who protested were upset because they had not paid the taxes before. Some who wanted freedom from Great Britain believed the colonies did not have enough say in the decisions of Parliament. Yet Loyalists argued, each colony had a governor who could send a representative to Great Britain to speak before Parliament.

Some questioned the rebels’ tactics. For one, Adams wrote letters to newspapers signed with different names. He wanted to make it seem that everyone in the colonies desired independence. In fact, many colonists had not made up their minds about independence at the time the war broke out.

For these reasons, I propose that a statue be commissioned to represent a hero who fought on the side of Great Britain. One consideration could be Patrick Ferguson, who was an officer in the British Army. At the Battle of Brandywine in 1777, he acted with honor. He had an opportunity to shoot a rebel officer and did not. He later wrote that the thought of shooting someone in the back “disgusted” him. Some stories suggest that the rebel officer may have been George Washington!
**Gather Evidence**  On page 102, underline three Loyalist arguments against independence and circle one Patriot arguments for independence.

**Answers may vary.**

**Gather Evidence: Extend Your Ideas**  Review the arguments you underlined and circled. Why do you think the author chose to write more Loyalist arguments and fewer Patriot arguments?

**Answers may vary, but could include that the author wants to focus more on the Loyalists’ side of the story to support the commissioning of a statue for a British hero.**

**Ask Questions**  Write questions a review board might ask about the proposal for the new statue.

**Answers may vary, but could include: Where should the statue be placed? Who would appreciate this statue? Do you think there could be a negative reaction to the statue?**

**Ask Questions: Extend Your Ideas**  Choose one of the three questions above about the statue. Bracket any details in the text that could answer your question and write your response below. If you can’t find any details in the text, create and answer a new question using specific ideas from the text.

**Answers may vary, but students might choose the question Who would appreciate this statue? and bracket My ancestors came from Great Britain in 1774 to explain that other people with British ancestry may also appreciate the statue.**

**Make Your Case**  Highlight details on page 102 that show a challenge Loyalists faced during the American Revolution. Next, using the highlighted detail, write a vivid sentence of your own to describe the challenge the Loyalists faced.

**Answers may vary, but students may bracket The rebels criticized them for being traitors and write Loyalists had to suffer being called disloyal traitors who betrayed their own country.**
Sentences should demonstrate contextual understanding.

Lesson 12
clinked, p. 71
Sentences should demonstrate contextual understanding.

rampant, p. 71
Sentences should demonstrate contextual understanding.

Lesson 13
tallied, p. 76
Sentences should demonstrate contextual understanding.

underestimate, p. 77
Sentences should demonstrate contextual understanding.

Lesson 14
represent
Sentences should demonstrate contextual understanding.

Lesson 15
strike, p. 84
Sentences should demonstrate contextual understanding.

cultivate, p. 85
Sentences should demonstrate contextual understanding.
**Lesson 11** Write an opinion paragraph giving your view of the best way to determine the theme: people and events; images; or voice, tone, and perspective. Write your response on a separate sheet of paper.

**Lesson 12** *How do Corncob and Otis feel about the ladies running for office?*  
Reread the last paragraph on p. 73, and the first three on p. 74 starting with “See? I knew you wouldn’t believe me.” Use dialogue from the passage and earlier in the story to write an explanatory paragraph. Compare and contrast what the characters say. Write your response on a separate sheet of paper.

**Lesson 13** Reread the last paragraph on page 76. Do you think Dad should support the election of the women, or should he treat it as a joke and fight to get his job back? Use key details the author reveals about characters through their words, thoughts, and actions to write an opinion paragraph explaining what you think. Write your response on a separate sheet of paper.

**Lesson 14** Write two or three explanatory paragraphs comparing and contrasting how government affects the lives of people in each story. Use details from both texts to explain. Write your response on a separate sheet of paper.

**Lesson 15** Do you agree that Cesar Chavez should have quit school to work in the fields with his family? Support your opinion paragraph with evidence from the text. Write your response on a separate sheet of paper.
Lesson 12 Compare and Contrast Characters

Using evidence from the text, answer the following questions about pages 68–71 from *Operation Clean Sweep* to compare and contrast the narrator and his mom, Flora. Use this information to complete your Venn diagram.

1. Why is the narrator confused when he hears the word *nominations*?
   
   The narrator is confused because this a word about politics, and he thinks that women do not get involved in politics.

2. How do the narrator and Flora react differently to the suggestion that Flora be nominated for mayor?
   
   The narrator is confused and surprised, while his mother Flora feels very happy and honored.

3. What do the narrator and Flora have in common with the current mayor?
   
   The current mayor is the narrator’s father and Flora’s husband, so they belong to the same family.

4. What does Flora say that makes the women cheer? What do Flora’s words show about her personality?
   
   Students should note that Flora says the women have a good chance of winning the election. Answers may vary, but students should note that these words show Flora has a brave, confident personality.

5. How are the narrator and Flora’s views about Elmer Diffenbottom’s tomb different?
   
   The narrator thinks the grave is a great place to hang out with his friends, while his mother thinks it is a nuisance that makes life in the town more difficult.
Lesson 15 Craft and Structure

Read the pages 80–85 of Cesar Chavez: Champion of Workers. Use evidence from the text to answer the following questions.

1. Read the first paragraph of page 80. What transitional phrase do you see in this paragraph? How does this phrase relate to the heading on the same page?

   The transitional phrase is as the second of six children.

   It gives specific detail about Chavez’s childhood.

2. What could the phrase as the second of six children tell us about Chavez’s actions and motivations as an adult?

   Answers may vary, but could include: Chavez was one of the older children. This may have influenced his desire and ability to be a leader.

3. Read the first paragraph of page 81. What words help you understand the time order of the paragraph? How do these words connect to the heading on page 80?

   The words early life tell about time order and connect to the heading on page 80 because they are related to the word childhood.

4. What words or phrases in the paragraph on page 82 give you information about the time order of the text? What specific details do these words or phrases give?

   The Great Depression (1929–1939) and In 1938. The Great Depression (1929–1939) tells about the general time frame, and In 1938 specifies a time that an important event took place in Chavez’s life.

5. On page 85, what phrases show Chavez’s transition away from teenager to adult? What important life events do these phrases reflect?

   In 1948 and Over the next ten years. These transitional phrases mark Chavez’s marriage and the birth of his children.
Lesson 11 Independent Clauses  Underline the independent clause in the sentence below.

When they suffered injustice, African Americans stood up for their rights.

Lesson 12 Dependent Clauses  Circle the dependent clause in the sentence below.

When women fought for suffrage, they faced many challenges.

Lesson 13 Connecting Independent Clauses.  Connect the two sentences in each item using and, but, or or. Then underline the independent clauses.

1. Flora spoke. The women clapped and cheered.
   Flora spoke, and the women clapped and cheered.

2. The mayor did not pay the electric bill. Flora wanted the lights turned on.
   The mayor did not pay the electric bill, but Flora wanted the lights turned on.

Lesson 14 Subordinating Conjunctions  Using a subordinating conjunction from the list below, add a dependent clause to each item.  Answers may vary.

<table>
<thead>
<tr>
<th>after</th>
<th>although</th>
<th>because</th>
<th>before</th>
<th>if</th>
</tr>
</thead>
<tbody>
<tr>
<td>since</td>
<td>though</td>
<td>unless</td>
<td>when</td>
<td>while</td>
</tr>
</tbody>
</table>

1. African Americans stood up for their rights,
   though many people tried to stop them.

2. Rosa Parks inspired a bus boycott
   when she refused to give up her seat.

Lesson 15 More Subordinating Conjunctions  Write a sentence using one of the following subordinating conjunctions: after, although, or while. Then underline the independent clauses and circle the dependent clauses.

Answers will vary.
Lesson 11 Formative Assessment: Evaluate Opinion  On separate sheets of paper, write a 1–2 page opinion essay. First, review *Heart and Soul*, looking for perspectives from different people. Then, evaluate how effectively *Heart and Soul* shows different perspectives. Include an opinion as to how the combined different perspectives affect the story.

**Answers will vary, but should include an evaluation of the use of multiple perspectives in the text, supported with text evidence, and an analysis of the way the story was affected by use of multiple perspectives.**

Lesson 12 Plan a Speech  On a separate sheet of paper, complete a graphic organizer or write an outline planning an opinion speech about an injustice or inequality. Choose a topic, and state your opinion about the topic. Identify the purpose of your speech, and the audience your speech will address. List at least three main reasons that support your opinion. Organize your reasons in a logical order.

**Answers will vary, but should include a topic, an opinion statement, the speech’s purpose and audience, and at least three main reasons organized logically.**

Lesson 13 Draft a Speech  Use the graphic organizer or outline you developed in Lesson 12 to draft your opinion speech. On a separate sheet of paper, draft a speech that is engaging and interesting, as well as persuasive. Use devices such as repetition and figurative language to engage the audience and make important points. Include strong reasons and powerful evidence, but don’t overload the speech with too many details. Keep purpose and audience in mind.

**Answers will vary, but should include body paragraphs of a persuasive speech that contains logically organized reasons and evidence and engaging language that is appropriate to purpose and audience.**
Lesson 14 Revise and Rewrite a Speech  Using the draft you wrote in Lesson 13, further develop your opinion speech on a separate sheet of paper. Use parallel structure and repetition to emphasize and clarify important reasons and ideas. Add transitions as necessary to show relationships between concepts or events. Replace vague or general language with precise word choice. Improve ineffective or unclear sentence structure. With a partner, peer review each other’s drafts, making sure the organization makes sense and language is strong. Finally, revise and rewrite based on peer feedback.

Answers will vary, but should include a revised and rewritten draft based on peer feedback. Rewrites should strengthen the speech’s organization, clarity, and language.

Lesson 15 Edit and Proofread a Speech  Exchange speeches with a new partner and check for correct grammar, punctuation, capitalization, and spelling. Record your notes on a separate sheet of paper. Use the following checklist to guide you as you edit and proofread your partner’s speech:

1. Check for correct use of subordinating conjunctions.
2. Check for effective use of interjections, if it makes sense to include them.
3. Check for correct spelling, particularly of domain-specific words.

Answers will vary, but should include feedback on grammar, punctuation, capitalization, and spelling.
First Read of the Lesson

1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 16
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 17
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 18
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Lesson 16 Cause-Effect Relationships

Using evidence from the Cesar Chavez, answer the following questions about causes and effects. Record answers in a cause and effect graphic organizer.

1. Read page 86. Why were some farm owners able to take advantage of migrant workers?
Migrant workers had no one to protect their rights and were willing to work for very low wages.

2. Read page 88. Why did Chavez decide to quit his previous job and form a union?
Chavez wanted farm workers to have their rights protected, and he believed forming a union was the best way of helping farmworkers improve their lives.

3. Read page 91. What caused Chavez to start a fast? What were the effects of his fast?
Chavez fasted to set an example of peaceful protest.
The fast caused Chavez to become weak, but it brought peace to the union.

4. Read page 94. Why did Chavez fast in 1988? What effects did this fast have?
Chavez fasted to bring attention to the fact that pesticides were making people sick. His fast helped make the government pass laws against harmful pesticides.

5. Read page 95. What problems did Chavez’s job as an organizer cause for him?
His job caused him frustration and arguments; he also didn’t earn a lot of money and had to spend a lot of time away from his family.
Lesson 18 Craft and Structure

Read *Heart and Soul* and *Cesar Chavez*. Use evidence from the text to answer the following questions.

1. Look at the headers on pages 80–81, 86, and 98. What do these heads tell you about the chronological structure of the text?
   
   The heads suggest that the text will begin with Chávez’s early life, and continue through his important work and his legacy.

2. How do the titles of chapters 1 though 5 in *Heart and Soul* help you understand the chronological order of the text?
   
   The chapter titles name historical events or eras in the order they occurred in U.S. history. The titles show that the text has a chronological order, starting with one event and moving to the next.

3. What is similar about the overall structure of both *Heart and Soul* and *Cesar Chavez*?
   
   Answers may vary, but students should note that both texts use a time-order structure.

4. Why might the authors of *Heart and Soul* and *Cesar Chavez* have decided to structure the texts in this way?
   
   Answers may vary, but students may point out that the chronological order of the texts helps the reader see the evolution of the fight against injustice and inequality over the course of the United States’ history.
Lesson 16
convince. p. 89 Sentences should demonstrate contextual understanding.

Lesson 17
organize Sentences should demonstrate contextual understanding.

Lesson 18
justice Sentences should demonstrate contextual understanding.
equality Sentences should demonstrate contextual understanding.
Lesson 16  Reread the paragraphs on pages 96–98 under the subheadings “A Real Hero” and “Living On.” How has Chavez been honored for his work? Write an explanatory paragraph in response, using details from the text. Write your response on a separate sheet of paper.

Lesson 17  In your opinion, which text’s visuals help you to better understand how people respond to injustice? Use details from each text to support your opinion. Write your response on a separate sheet of paper.
Lesson 18  Read “The Grape Strike” in Cesar Chavez and pp. 86–89 in Heart and Soul. Explain how the grape strike and the events following it are similar to the Montgomery bus boycott and its effects. Use cause-effect language and details from both texts in your response. Write your response on a separate sheet of paper.
Lesson 17 Compare and Contrast Visuals

Using evidence from the text, answer the following questions about the use of visuals in *Heart and Soul* and *Cesar Chavez*.

1. How are the houses on page 28 of *Heart and Soul* and page 83 of *Cesar Chavez* different? What does this difference tell you about the United States?

   The house in *Heart and Soul* is luxurious, the house in *Cesar Chavez* is in poor condition. Answers may vary.

2. In *Cesar Chavez*, how does the photo on page 93 differ from the photo on page 95? Why do you think it is important to include both images in the text?

   The photo on page 93 shows Chavez celebrating a victory, while the photo on page 95 shows him dealing with frustration. Answers may vary.

3. How are the symbols on page 44 of *Heart and Soul* and page 94 of *Cesar Chavez* similar? How do they relate to the theme of each text?

   Both symbols have very negative meanings and represent warnings of danger. Both represent the injustices that people in each text had to fight against.

4. What do visuals on page 94 of *Heart and Soul* and page 90 of *Cesar Chavez* show about the history of protest in the United States?

   Answers may vary, but students might note that the illustrations show that organized protest has always been an important way to encourage change.
Lesson 16 Correcting Sentence Fragments  On the line next to each item below, write *sentence* if it is complete and *fragment* if it is not. If the item is a fragment, rewrite the fragment as a complete sentence on a separate sheet of paper.

1. If Chavez gave up when organizing became frustrating.  __________
   *fragment*
   
   Answers may vary.

2. Chavez was born into a loving family.  __________
   *complete*
   
3. After Chavez met Helen Fabela.  __________
   *fragment*
   
   Answers may vary.

Lesson 17 Correcting Run-ons  On a separate sheet of paper, correct the run-on sentence below in three ways. Rewrite it as two sentences. Rewrite it using a semicolon. Rewrite it using a coordinating conjunction.

   Answers may vary.

Lesson 18 Spell Correctly  Carefully read each word below, and rewrite it spelled correctly.

1. releif  __________  relief

2. favrite  __________  favorite

3. shool  __________  school

4. beleive  __________  believe

5. diffrnt  __________  different

6. intresting  __________  interesting
**Lesson 16 Present a Speech**  Now, practice your speech to improve your presentation. On a clean copy of your speech, annotate your speech to indicate where you will adjust your pace and tone to emphasize reasons, evidence, and interesting points. Also make marks on your speech showing the points at which relevant visuals or multimedia will be displayed. Finally, use your annotated speech to practice in front of a partner or a small group of peers.

**Answers will vary, but should include notes and markup indicating pace, tone, and inclusion of visuals/multimedia elements.**
Lesson 17 Research Leaders in History  Research a courageous leader who responded to injustice. On separate sheets of paper, take notes on multiple sources. If relevant to your topic, use one text from this module. Include 2–3 additional print and digital sources. Use a leader’s diary, public speeches, and/or autobiography as one source. Take notes on facts and record direct quotes. Paraphrase and summarize each source’s ideas. Credit each source by title and author in your notes.

Answers will vary, but should include notes from multiple sources. Notes should be factual, and contain direct quotes correctly cited, as well as paraphrasing and summaries correctly cited.

Lesson 18 Analyze Sources and Develop an Opinion  On separate sheets of paper, write a 2-page opinion essay in which you use your research to develop an opinion about your chosen leader’s most important contribution. First, decide on an Opinion. Next, analyze your notes from the previous lesson, and identify supporting evidence. Then draft your opinion essay. Make sure your essay has a clear organization, and includes reasons, supporting evidence, and a conclusion.

Answers will vary, but should include an opinion supported by reasons and evidence, a clear organization, and a conclusion.
Name ____________________________________________________________

1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 1
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 2
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 3
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 4
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 5
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Bound for Kansas!

Jefferson Wilson was born into slavery in the South. The North’s victory in the Civil War had promised opportunities for a better life, but the realities had fallen far short of what he expected. For all intents and purposes, as sharecroppers, Wilson and other former slaves were not truly free. No wonder they were dissatisfied with life in their Tennessee town.

A white man owned the land that Jefferson Wilson, his wife, and his three sons worked. The rent was so high and the rates for crops so low that his family was constantly in debt. The same was true for all sharecroppers. Living conditions were harsh, and racial tensions made Wilson worry for the safety of his family.

One day as he walked through Nashville, Jefferson Wilson spotted an advertisement for homesteading in Kansas. An acquaintance of his, businessman Benjamin Singleton, had posted it. Wilson investigated further and soon realized that he could afford transportation for his family if he didn’t buy seeds for another year of sharecropping. After long discussions with friends and family—many of whom chose to stay in Tennessee—the Wilsons decided to head west with Mr. Singleton and one other family to help establish the all-black community of Dunlap, Kansas. The journey was long and difficult, with yellow fever claiming the lives of several travelers. Hopes of finding new opportunities sustained the pioneers.

When the Wilsons arrived, they faced many physical and emotional challenges. Farming the Kansas land proved difficult, and they were lonely. But one thing made all the difference—Jefferson Wilson and his neighbors owned the land they worked and the houses they built. It was theirs. Though they experienced some discrimination in Kansas, they no longer lived in constant fear for their lives.

The community established its own school—the Dunlap Academy and Mission School—which Wilson was proud to say his sons attended. As time passed, more and more people came to Dunlap, creating a tight-knit community of hundreds of black families.

Despite the difficulties of constructing their sod house and clearing ground to plant, Jefferson Wilson and his wife never regretted their decision to begin a new life in Kansas. Eventually, their crops prospered, and life became easier. They had sacrificed a lot to start over, but they knew they had made the right choice for their family. Most importantly, they finally knew what freedom truly meant.
Gather Evidence  What made Jefferson Wilson want to move from Tennessee to Kansas? Underline three text details that explain Jefferson Wilson’s actions.

Answers may vary.

Gather Evidence: Extend Your Ideas  Review the text details you underlined. What conclusion can you draw about the conditions in Tennessee and Kansas?

Answers may vary, but could include: Life in Tennessee was unsatisfying and dangerous, but in Kansas the family could be free and independent.

Ask Questions  What information would help you understand what life was like in Kansas? Circle three details related to homesteading in Kansas that you would like to know more about.

Answers may vary.

Ask Questions: Extend Your Ideas  Choose one of the three topics you would like to know more about, and bracket two details in the text that are related to it.

Answers may vary, but a student who chose Some discrimination in Kansas might bracket racial tensions made Wilson worry and the all-black community of Dunlap, Kansas.

Make Your Case  In what time period does this story take place? Highlight three clues in the text that relate to the time period.

Answers may vary.

Make Your Case: Extend Your Ideas  How does knowing the setting of the story help you better understand the events in it? Discuss your ideas with a partner.

Answers may vary, but should include details about the Civil War, Reconstruction, harsh conditions of sharecropping, and homesteading in the free state of Kansas.
Name ________________________________

Lesson 1
informal, p. 4 Sentences should demonstrate contextual understanding.

network, p. 4 Sentences should demonstrate contextual understanding.

Lesson 2
invested, p. 7 Sentences should demonstrate contextual understanding.

advertise, p. 9 Sentences should demonstrate contextual understanding.

Lesson 3
central, p. 12 Sentences should demonstrate contextual understanding.

Lesson 4
opposed, p. 17 Sentences should demonstrate contextual understanding.

ancestors, p. 22 Sentences should demonstrate contextual understanding.

Lesson 5
suspicious, p. 24 Sentences should demonstrate contextual understanding.

sympathized, p. 28 Sentences should demonstrate contextual understanding.

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Lesson 1  Do you think the Underground Railroad was an effective method of escaping slavery? Why or why not? Use evidence from the Introduction to answer the prompt. Organize your paragraph by stating your opinion clearly and supporting it with details from the story. Write your response on a separate sheet of paper.

Lesson 2  Write an informative paragraph in which you explain the preparations an escaping slave would have to make before running away. Refer to the text for ideas. Write your response on a separate sheet of paper.

Lesson 3  Read “William’s Story” on p. 15. Focusing on sentence structure, word choice, or figurative language, decide whether William’s writing effectively conveys the emotions associated with running away. Support your opinion with evidence from the text. Write your response on a separate sheet of paper.

Lesson 4  Write an informative paragraph in which you explain how different accounts can illustrate different aspects of the same event. Refer to the text and to your chart for ideas. Write your response on a separate sheet of paper.

Lesson 5  Write a paragraph in which you express your opinion about whether the use of dialect contributes to or detracts from the meaning of the characters’ stories. Use evidence from the text to support your opinion. Write your response on a separate sheet of paper.
Lesson 1 Main Idea and Key Details

Using evidence from the text, answer the following questions about the Introduction to *Escape to Freedom*.

1. Look at page 6. What text feature on the page gives you a clue about the main idea of this page?

   The heading, “Meet the People,” tells me that the main idea of the page is the characters in the book.

2. What text feature on page 6 gives you a clue about the details on this page?

   The photographs and captions show the names and identities of the characters who on this page.

3. Look at pages 4–6. Is “Meet the People” a main idea or a supporting detail of these pages? How do you know?

   The section “Meet the People” does not present the main idea of pages 4–6. It contains details that support the main idea presented on page 4.

4. Look at the fourth paragraph on page 4. Is the main idea of the paragraph stated, or do you have to infer it?

   The main idea is stated in the first sentence.
Lesson 3 Craft and Structure

Read Chapter 2 of Escape to Freedom. Use evidence from the text to answer the following questions.

1. Look at the first paragraph on page 11. Is “Some worked as stone masons or carpenters.” a simile? Why or why not?
   No, the word as is not being used to compare unlike things.

   Answers may vary, but could include: My heart almost stopped.

3. Look at the sentence “So, I waited and worked and kept to myself.” How would the affect on the reader be different if the author had used three sentences instead of one?
   Short, choppy sentences that combine the ideas puts emphasis on each of the actions. One sentence shows how William was trying to avoid attention.

4. How is the term “Underground Railroad” an example of figurative language?
   The Underground Railroad was not actually underground, a railroad, or a route.

5. What does Thomas mean when he says “a shipment was going out to Lexington in two days”?
   He is using the Underground Railroad code, which means that William could escape to Lexington in two days.

6. Look at page 16. What effect do the exclamation points have on the reader?
   They call attention to specific information, and let the reader know that this information is unusual and exciting.
Lesson 1 Subject-Verb Agreement  Circle the subjects and underline the verbs in each sentence. If the subject and verb agree, write A on the line after the sentence. If they do not agree, write NA on the line, and rewrite the sentence so that it is correct.

1. (They) wants a better life. NA They want a better life.
2. Callie, William, and Martha are hopeful. A

Lesson 2 Subject-Verb Agreement: Phrases  Underline the word that correctly completes each sentence.

1. Her aunt with the children (was/were) never heard from again.
2. Runaways in a secret shelter (take/takes) big risks to become free.

Lesson 3 Subject-Verb Agreement: Indefinite Pronouns  Everybody, neither, and someone are examples of singular indefinite pronouns. Few, several, and other are examples of plural indefinite pronouns. All, none, and some may be singular OR plural. Underline the correct verb in each sentence.

1. Everybody (has/have) one bag for the journey.
2. Some of the people (wants/want) a meeting before leaving.

Lesson 4 Subject-Verb Agreement: Collective Nouns  Underline the correct verb in each sentence.

1. The team (is/are) going to the playoffs.
2. His group (has/have) three members.
3. The family (was/were) in separate cars.

Lesson 5 Subject-Verb Agreement: Special Nouns  Underline the correct verb in each sentence.

1. Measles (is/are) a serious disease.
2. Mumps (was/were) a problem many years ago.
Lesson 1 Explanatory Essay: Introduce a Topic  On a separate sheet of paper, write an introduction to an informational essay about the Underground Railroad. Your introductory paragraph should include brief background information explaining what the Underground Railroad was, why it was important, and who was involved. In your introductory paragraph, make an observation that focuses the topic, and directly introduce and name the topic.

Answers will vary, but should include background information, a focusing observation, and a directly stated topic.

Lesson 2 Explanatory Essay: Organize Ideas  Now use either chronological (sequence) or cause-effect structure to create an outline for your explanatory essay. If you choose chronological structure, decide which important events to include and determine the time order of events. If you choose cause-effect structure, identify and list connected causes and effects. Causes and effects should be grouped logically. First, write your method of organization and your one-page outline on a separate sheet of paper. Then, use your outline to begin drafting 2–3 paragraphs of your essay.

Answers will vary, but should include an organizational structure, an outline, and 2–3 body paragraphs.
Lesson 3 Explanatory Essay: Use Quotations to Develop a Topic  Select several quotations related to the Underground Railroad from the texts in the unit or outside texts. Be sure to choose quotations that use particularly powerful language. On separate sheets of paper, incorporate each quotation into a body paragraph and explain why it supports a main point of the essay. Use these paragraphs to add 1–2 pages to your explanatory essay from the previous lessons.

**Answers will vary, but should include 1–2 pages with powerful quotations and explanations of why each quotation supports a main idea of the essay.**

Lesson 4 Explanatory Essay: Develop a Topic with Facts and Details  Conduct research to find new information about key individuals mentioned in your essay. Focus on the impact they had on other people, either individually or as groups. On separate sheets of paper, incorporate facts, details, and examples into your explanatory essay from the previous lessons. Adjust paragraphs to weave in new, factually accurate, information. Check that each paragraph includes a general topic sentence, followed by relevant facts and details.

**Answers will vary, but each paragraph should include a general topic sentence, followed by relevant facts and details.**

Lesson 5 Explanatory Essay: Develop a Topic with Domain-Specific Vocabulary  Continue developing your explanatory essay. Look at the body paragraphs you already have written, and replace vague or general language with domain-specific vocabulary wherever you can. On separate sheets of paper, write 1–2 additional pages, using precise language and domain-specific vocabulary. Consider your audience’s historical knowledge, and write definitions, examples, and explanations when necessary.

**Answers will vary, but should include several pages of body paragraphs. Paragraphs should make use of audience-appropriate precise language and domain-specific vocabulary, with definitions, examples, and explanations as needed.**
1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 6
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 7
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 8
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 9
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 10
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Lesson 6 Relationships Between Historical People and Concepts

Using evidence from the text, answer the following questions about Chapter 5 of *Escape to Freedom*. Use this information to complete your three-column chart.

1. Write a sentence that explains the interaction between a fugitive and a conductor on the Underground Railroad.
   
   **A conductor acts as a guide for the fugitive, bringing the fugitive safely from one place to another.**

2. Write a sentence that explains the interaction between a conductor and a stationmaster.
   
   **A conductor lets a stationmaster know that a group of runaways has arrived, and then leaves the fugitives with the stationmaster.**

3. How did conductors form a link between stationmasters?
   
   **The conductors moved between stationmasters, guiding runaways from one safe house to the next.**

4. How was the historical figure Frederick Douglass an inspiration to the characters in *Escape to Freedom*?
   
   **Answers may vary, but could include: Frederick Douglass successfully escaped from slavery. He became a famous abolitionist and had his own newspaper. He was William’s hero.**

5. What part did clothing play in helping runaways escape to freedom?
   
   **Answers may vary, but could include: Runaways changed their clothes so that slave catchers would not recognize them as runaways.**
Lesson 7 Cause-Effect Relationships

Using evidence from the text, answer the following questions about cause and effect.

1. Look at page 38, and review what you have already read of *Escape to Freedom*. What are some possible causes that relate to William taking a job at a newspaper in Windsor?

   Answers will vary, but may include: William knew how to read and was an admirer of Frederick Douglass’s newspaper. William had worked for a printer in Ohio.

2. How do some words and phrases signal cause-effect relationships? Give an example from the text.

   Answers will vary, but may include: *So*, as in “*So Callie and I decided...*” indicates that the decision was an effect of the thing described immediately before it.

3. Can an event have more than one cause? Use an example from the text to explain your answer.

   Answers will vary, but may include: Yes. Callie and William arrived in Canada safely because of the combination of the newspaper ad putting William in danger with receiving help from Seth, who worked on an abolition boat.

4. Why is chronological order a good way to describe cause-effect relationships?

   Answers will vary, but may include: A cause can never come after its effect, so telling about things in the time order they happen is also a good way to show causes and their effects.
Lesson 6

**produce**, p. 29

*Sentences should demonstrate contextual understanding.*

**conceal**, p. 30

*Sentences should demonstrate contextual understanding.*

Lesson 7

**settlement**, p. 38

*Sentences should demonstrate contextual understanding.*

**settled**, p. 39

*Sentences should demonstrate contextual understanding.*

Lesson 8

**momentous**, p. 2

*Sentences should demonstrate contextual understanding.*

**adversity**, p. 3

*Sentences should demonstrate contextual understanding.*

Lesson 9

**although**, p. 15

*Sentences should demonstrate contextual understanding.*

**barren**, p. 14

*Sentences should demonstrate contextual understanding.*

Lesson 10

**ideal**, p. 35

*Sentences should demonstrate contextual understanding.*
Lesson 6  Write an informative/explanatory paragraph in which you explain the relationships between the individuals who were part of the Underground Railroad. Refer to the text and to your three-column chart graphic organizer for ideas. Write your response on a separate sheet of paper.

Lesson 7  Reread the first paragraph in the Epilogue on p. 39. Do you think this was a good deal for the people who took advantage of the Homestead Act? Think about cause and effect, and state your opinion and support it using evidence from the text. Write your response on a separate sheet of paper.

Lesson 8  Reread the first full paragraph on p. 2. Use the information from your completed graphic organizer to write an explanatory paragraph about the process Lawrence used in painting the Migration series. Write your response on a separate sheet of paper.

Lesson 9  Write an opinion paragraph about whether or not the descriptive details in the text effectively convey the story’s power and emotion to the reader. Write your response on a separate sheet of paper.

Lesson 10  Reread pp. 32 and 44–45 in *The Great Migration* and the last two lines of “Migration” on p. 47. Use details from both texts to write an informative paragraph comparing how the two accounts portray the movement of African Americans from the South to the North. Write your response on a separate sheet of paper.
Lesson 8 Main Ideas and Key Details

Using evidence from the text, answer the following questions about the Introduction from *The Great Migration*. Use this information to complete your Web organizer.

1. Write a summary of the Introduction, including only the main ideas. Include one quotation from the text.

   The Great Migration was a movement of people from the South to the North. The Great Migration is part of “the history of African Americans in this country.” The author combined his family history with things he learned from studying to make this series of paintings that tells a story.

2. Explain the importance of the detail “Harlem was crowded with newcomers” in your own words.

   The author’s family lived in a community made of other people who had also recently arrived from the South. There were so many people moving to Harlem that the neighborhood was crowded.

3. Based on the ideas in the Introduction, make a prediction about the characters that will appear in this book.

   The characters will mostly be African Americans from the South.

4. Quote a phrase or sentence from the Introduction that supports the idea *The author has a personal relationship with the topic of the book.*

   Answers may vary, but could include: “The great migration is a part of my life.”
Lesson 9 Craft and Structure

Read the first half of *The Great Migration*. Use evidence from the text to answer the following questions.

1. Look at p. 14. What details are presented visually in the paintings that relate to the description “the South was barren”?
   The colors are stark and plain, the pictures seem bare and do not contain any furniture or domestic items, and the African Americans are small and seem overpowered.

2. Look at p. 14. What visual details support the description “there was no justice for them in the courts”?
   Answers will vary.

3. Look at p. 14. What visual details support the description “their lives were often in danger”?
   Answers will vary.

4. Look at the first painting on p. 15. How does this painting relate to the description of the way tenant farmers were treated?
   A woman sits at a table with an empty bowl, indicating that food was scarce. She looks tired or sad.

5. Look at the second painting on p. 15. How does this painting relate to the description of the way tenant farmers were treated?
   The landowner is well-dressed but unfriendly. He is not looking at the other people in the painting. The farmers look up at the landowner, but they are so weighed down by enormous sacks that they cannot stand up straight.
Lesson 6 Subject-Verb Agreement: Inverted Sentences Underline the correct verb in each sentence.

1. There (is/are) many questions.
2. There (is/are) a risk involved for everyone.

Lesson 7 Punctuating Items in a Series: Commas Fill in the blanks with the words from the word list. Use all the words, and be sure the sentence is correctly punctuated.

cook, deckhand, minister, nurse, printer

Fugitives found work in various jobs, such as cook, deckhand, minister, nurse, and printer.

Lesson 8 Punctuating Items in a Series: Semicolons Rewrite the sentence, adding punctuation where needed.

The great migration brought people to Atlantic City, New Jersey; Pittsburgh, Pennsylvania; and Detroit, Michigan.

Lesson 9 Commas with Introductory Elements On a separate sheet of paper, rewrite the sentence, adding punctuation where needed.

In some places with many adventurous people, entire communities left their homes to move to the North.

Lesson 10 Commas with Yes and No On a separate sheet of paper, write two sentences correctly demonstrating the use of a comma to set off the words yes and no.

Answers will vary, but could include: Yes, that is correct. No, thank you.
Lesson 6 Explanatory Essay: Develop a Topic with Visuals  On a separate sheet of paper, add formatting to your explanatory essay to clarify its organization, including section breaks and section headings. Then conduct research to add relevant visuals. Find primary sources such as posters, photographs, and advertisements, and include captions and labels for primary sources.

Answers will vary, but should include appropriate section breaks and headings, as well as primary-source visuals with relevant captions and labels.

Lesson 7 Explanatory Essay: Use Transitions to Link Information  On separate sheets of paper, add 2–3 pages to the draft of your explanatory essay, using transitions to link ideas. Remember to use appropriate transitions to indicate structure, for example, cause-effect, problem-solution, chronological order, or comparisons and contrasts.

Answers will vary, but should include 2–3 pages of an essay draft that features appropriate transitions.

Lesson 8 Formative Assessment: Explanatory Essay: Develop a Conclusion  On separate sheets of paper, complete your draft and write a conclusion. Make sure your conclusion summarizes the main ideas and explains why the topic is important, answers or poses a question, or quotes a person closely connected with the topic.

Answers will vary, but should include a completed draft and a conclusion that summarizes the main ideas and explains the topic’s importance, answers or poses a question, or quotes a person connected with the topic.
Lesson 9 Formative Assessment: Compare and Contrast Visuals  On separate sheets of paper, write a 1–2 page essay to compare and contrast visuals in Escape to Freedom and The Great Migration. First, consider visuals’ type and purpose. Then create a Venn diagram to show comparisons and contrasts. Organize your essay in point-by-point or block structure, and include transitions to indicate similarities and differences.

Answers will vary, but should include a completed Venn diagram and a 1–2 page essay comparing and contrasting the types and purposes of visuals in the two texts, along with appropriate transitions to indicate similarities and differences.

Lesson 10 Research a Topic  Go to the library to research an inspirational person from the unit. Find at least three sources, including both primary and secondary. Write 1–2 pages of notes on your sources, and include the following information about each source: author, publisher, and date of publication (for print sources), and Web site and date of access (for Web sources).

Answers will vary, but should include 1–2 pages of notes on at least three different primary and secondary sources. Notes should include author, publisher, and date of publication (for print sources) and Web site and date of access (for Web sources).
1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 11
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 12
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 13
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 14
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 15
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
A Voice for Women

In 1815, when Elizabeth Cady Stanton was born in Johnstown, New York, males had much more influence and many more options for employment than females in the United States. American women could not become government leaders, preachers, or professors. Girls with an interest in public speaking or politics were steered in other directions. The law even barred women from voting. Like other girls of her time, Elizabeth was expected to become a wife and mother when she grew up—and not much else.

It’s not surprising that Elizabeth Cady Stanton eventually became a wife and mother. Though she loved her family, Stanton was passionate about politics as well. One of her causes was the effort to abolish slavery in the United States. Before her marriage in 1840, moreover, she had made supporting this movement a priority. Following her marriage, she and her husband attended an antislavery conference in England.

Stanton’s main concern, though, was fair treatment for women. In the mid-1800s, the laws recognized few rights of American women. Besides being barred from voting, women could not serve on juries and were denied an equal education. Women could not divorce their husbands. In 1848, Stanton helped organize the Women’s Rights Convention in Seneca Falls, New York. She wrote a declaration of women’s rights, which was passed by the convention’s delegates. This document demanded that the same rights be recognized for women as for men.

By the 1860s, Stanton was speaking and writing frequently about women’s rights. Many Americans—men and women alike—disagreed with her positions. Some mocked her, while others simply ignored her. Standing strong in her beliefs, Stanton continued to travel extensively, making speeches and trying to change people’s minds.

Stanton had disagreements with people on her side too. After the Civil War, which ended slavery in 1865, most women’s rights advocates supported granting voting rights to African Americans. Yet, when politicians decided to allow black men to vote—while continuing to keep women of all races from voting—Stanton became furious, adamantly refusing to support voting rights for African American men if women could not vote. Many other women’s rights activists, however, disagreed with her. The result was a split; from 1869 to 1890, the women’s rights movement formed two competing organizations.

Fighting for women’s rights into her old age, Stanton inspired thousands of Americans. Though she died in 1902, eighteen years later the United States approved the Nineteenth Amendment, which at last recognized women’s right to vote.
Gather Evidence  Underline three phrases that describe the legal status of American women in the 1800s.  

Gather Evidence: Extend Your Ideas  Look at the underlined text. Circle three actions that Elizabeth Cady Stanton took to change the status of women.  

Ask Questions  Highlight one topic related to women’s rights that you would like to know more about.  

Ask Questions: Extend Your Ideas  Look the topic you chose. Write two questions that you could answer by doing research.  

Make Your Case  What conclusion can you draw about laws in the United States in the 1800s? Bracket an example from the text to support your answer.  

Students should note that the laws were very unequal, making different provisions for individuals based on gender and race. For instance, continuing to keep women of all races from voting even after men of all races had won the right to vote.  

Make Your Case: Extend Your Ideas  Name one short-term effect and one long-term effect of Elizabeth Cady Stanton’s actions, and give dates for each. Discuss your results with a partner.  

Answers may vary, but should include details about the split of the women’s movement into separate groups (from 1869 to 1890), and the Nineteenth Amendment (1920).
Lesson 11

exodus, p. 2 Sentence should demonstrate contextual understanding.

Lesson 12

guardian, p. 100 Sentence should demonstrate contextual understanding
detained, p. 102 Sentence should demonstrate contextual understanding

Lesson 13

plentiful, p. 104 Sentence should demonstrate contextual understanding

Lesson 14

quotas, p. 106 Sentence should demonstrate contextual understanding
persecution, p. 106 Sentence should demonstrate contextual understanding

Lesson 15

ensure, p. 108 Sentence should demonstrate contextual understanding
unlikely, p. 113 Sentence should demonstrate contextual understanding
Lesson 11 Which structure do you think is more appealing to the reader: the structure of *Escape to Freedom* or that of *The Great Migration*? Use details from each text to support your opinion. Write your response on a separate sheet of paper.

Lesson 12 Reread the two paragraphs on pages 101–102. Use the information from your completed graphic organizer to write an informative paragraph summarizing the main ideas and supporting key details in these two paragraphs. Make sure to present the information in your own words. Write your response on a separate sheet of paper.

Lesson 13 Reread pages 103–104 and review the information in your graphic organizer. Which reasons and evidence about the topic of Chinese immigrants coming to the United States do you think would be most interesting to readers? Use text details to support your opinion. Write your response on a separate sheet of paper.

Lesson 14 How does the imagery used in the third paragraph on page 106 help the reader understand the plight of the Chinese immigrants? Write an explanatory paragraph on this topic. Write your response on a separate sheet of paper.

Lesson 15 Review what you have learned about the relationships and interactions between people and events on pages 108–109 through the first paragraph on page 110. Was the 1906 San Francisco earthquake and fire a complete disaster or lucky for some? Write a paragraph, using details from the text to support your opinion. Write your response on a separate sheet of paper.
Lesson 12 Main Idea and Details

Using evidence from the text, answer the following questions from pages 100–101 from *Angel Island*. Use this information to complete your Main Idea and Key Details graphic organizer.

1. Look at page 100. What feature on the page introduces the topic?
   The heading, “The History of Angel Island.”

2. Look at page 100. What idea in the text does the map support?
   The map supports the idea that “Angel Island is one of the largest islands in California’s San Francisco Bay.”

3. Look at page 100. How does the caption on the map relate to the information in the text?
   The caption says Angel Island is “one of several,” but the text is more specific, saying Angel Island “one of the largest.”

4. Is the name of the explorer who named the island a key detail? Why or why not?
   Answers may vary, but could include: No, even though the topic is the history of the island, the main idea is about immigration and recent history.

5. What inference can you make based on the photo and caption on page 101?
   Cite evidence from the text to support your answer.
   Answers may vary, but could include: The immigration station needed to have “many buildings” because it was the entry point for “thousands of immigrants.”
Lesson 14 Craft and Structure

Read pages 106–107 from Angel Island. Use evidence from the text to answer the following questions.

1. How does the author’s use of chronological order affect the reader?
   The text structure allows the reader to easily understand the order of events.

2. How would the effect differ if the author used cause-effect structure?
   It would be more clear to the reader which events were causes and effects, and which events simply happened at the same time.

3. Look at the last paragraph on page 106 that continues to page 107. What context clues can you use to determine the meaning of exclusion?
   The laws called exclusion laws were made to keep people out.

4. Compare and contrast the Burlingame Treaty with the Exclusion Laws.
   Both were used to regulate the way people could move between China and the United States. The Burlingame Treaty was signed fourteen years before the Exclusion Laws. The treaty resulted in more freedom for people to come and go, but the laws limited freedoms for people from China.

5. Look at the second full paragraph on p. 107. Why does the author include a quotation?
   The quotation is an example of the kind of laws mentioned in the first sentence.
Lesson 11 Commas with Tag Questions  Rewrite the sentence, adding commas where needed.

The children asked “There’s more to the story isn’t there?”

The children asked, “There’s more to the story, isn’t there?”

Lesson 12 Commas to Indicate Direct Address  Write two sentences using direct address. Be sure to include commas as needed.

Answers will vary, but may include: Augustus, are we there yet? and Anna, please hand me the book.

Lesson 13 Underlining for Titles of Works  Correct the punctuation in the sentence below.

Did you read Night of the Spadefoot Toads and Rachel Carson: Pioneer of Ecology?

Lesson 14 Italics for Titles of Works  Write a sentence explaining when to use underlining or italics for the title of a work.

Answers may vary.

Lesson 15 Quotation Marks for Titles of Works  Rewrite each sentence on the blank line using the correct punctuation.

1. Walter Dean Myers wrote Migration.

   Walter Dean Myers wrote “Migration.”

2. My aunt’s song You Are a Star is going to be on the radio.

   My aunt’s song “You Are a Star” is going to be on the radio.
Lesson 11 Evaluate Sources  On separate sheets of paper, write a 1–2 page evaluation of your sources. First, write a brief analysis of each source’s reliability based on the author’s background and purpose, the publication date, and, for Web sources, the URL of the site. Then synthesize the sources, emphasizing how different sources shed light on different aspects of the topic. Consider whether various facts are verified by more than one source. Finally, conclude by writing a Works Cited list showing which sources you plan to use in the presentation you will write in Lessons 12 and 13.

Answers will vary, but should include a 1–2 page evaluation of each source’s reliability, a synthesis of the sources, and a Works Cited list.

Lesson 12 Plan an Informative Presentation  On a separate sheet of paper, plan an informative presentation about the person you researched in Lesson 10. First, determine your presentation’s purpose and audience. Then take notes on how to organize the main sections of your presentation. In your notes, identify text features and multimedia components to include.

Answers will vary, but should include a complete plan for an informative presentation on a person students researched in Lesson 10. Students’ plans should include notes on how to organize the main sections of the presentation, as well as possible text features and multimedia components to include.

Lesson 13 Draft an Informative Presentation  On separate sheets of paper, draft 3–5 sections/slides of your informative presentation. First, refer to your Lesson 12 plans to review how the main sections are organized. Then determine key points and facts you want to include in each section. Finally, write sentences or bullet points that present information from your research in an engaging way.

Answers will vary, but should include a draft of 3–5 sections/slides of the presentation organized based on students’ Lesson 12 plans. Each section should contain key points and facts presented in an engaging way.
Lesson 14 Revise or Rewrite an Informative Presentation  Exchange drafts with a partner. On a separate sheet of paper, take notes and make suggestions answering these questions about your partner’s draft.

1. What organizational structure is used? Is the organization effective?
2. Are there vague or general words that could be replaced with more precise words?
3. Could a quote from a source or a visual add authenticity and make the informative presentation come alive?
4. What visuals would help clarify information or support points?

Finally, revise or rewrite parts of your own presentation to add visuals and improve word choice, based on feedback from your partner.

Answers will vary, but should include feedback notes and suggestions about organization, precise word choice, primary sources, and visuals.

Lesson 15 Edit and Proofread an Informative Presentation  Exchange drafts of your informative presentation with a partner. Using the following checklist, edit and proofread your partner’s presentation. Check for correct grammar, punctuation, capitalization, and spelling. Use a dictionary or reference source to verify spellings, in particular the spellings of proper nouns and historical terms. On a separate sheet of paper, list your suggested changes.

- Subject-verb agreement
- Correct use of commas
- Correct spelling
- Capitalization
- End punctuation
- Quotation marks

Answers will vary, but could include suggestions for edits to subject-verb agreement, comma use, capitalization, and punctuation.
Name __________________________________________

1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 16
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 17
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 18
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Lesson 18 Integrating Information Across Texts

Using evidence from the text, answer the following questions about reading multiple texts for similar ideas.

1. What key words or phrases tell you that a passage is related to the idea courage? Give one example.
   
   **Answers will vary, but could include mentions of danger or determination show courage.**

2. What kind of text structure best conveys the idea courage? Explain your answer with an example from the text.
   
   **Answers will vary, but could include: Simple or compound factual sentences do the best job of showing the idea courage.**

3. What difficulty did all the groups of people you read about have in common? Use information from the text to explain.
   
   **Answers will vary.**

4. Did the groups of people you read about have more in common with one another, or were they more different from one another? Give details from the text to support your answer.
   
   **Answers will vary.**

5. How did the addition of poetry to informational texts affect your understanding of the themes in these texts?
   
   **Answers will vary.**
Lesson 16 Craft and Structure

Read the last part of Angel Island. Use evidence from the text to answer the following questions.

1. Look at the first paragraph on page 115. What can you infer about the importance that U.S. officials at Angel Island attached to meals for the immigrants?
   
   **Answers will vary, but could include:** The officials did not think it was important that the meals be pleasant.

2. Give an example of language in the text that supports your inference.
   
   **Answers will vary, but could include:** “two meals a day,” “to keep them from talking to each other.”

3. Look at the second paragraph on page 115. Is the term music club used literally, or is it figurative language? Support your answer using details from the text.
   
   **Answers will vary, but could include:** It is figurative. The term probably refers to a group of people who were playing music together, not an organized group.

4. Look at page 117. Find an example of understatement, and explain how it affects the reader.
   
   **Answers will vary, but could include:** The author uses “Unfortunately” to link the ideas that immigrants continued to be detained at Angel Island for eighteen years after the building was declared “not fit for humans.”
Lessons 16 and 17:

**accompanied**, p. 115  
**rallied**, p. 118

**Sentences should demonstrate contextual understanding.**

Lesson 17:

**sacrifice**, p. 120

**Sentences should demonstrate contextual understanding.**

Lesson 18:

**opportunity**, p. 22

**Sentences should demonstrate contextual understanding.**
Lesson 16  What effect does the writer’s use of figurative language have on the overall meaning of the text as a whole? Write an explanatory paragraph on a separate sheet of paper.

Lesson 17  Which text uses tone and voice more effectively to help readers understand individuals’ emotional responses to events? Use details from each text to support your opinion. Write your response on a separate sheet of paper.
Lesson 18  Choose a different idea that appears in all three texts, such as the meaning of freedom. Then use information from the texts to write an informative paragraph comparing and contrasting the idea across the three texts. Include facts and key details from each text to integrate information about the idea. Write your response on a separate sheet of paper.
Lesson 17 Craft and Structure

Read *Escape to Freedom* and *Angel Island*. Use evidence from the text to answer the following questions.

1. What is the connection between text structure and author’s purpose? Use both texts in your answer.
   
   **Answers will vary.**

2. What is the connection between tone and author’s purpose? How do you know?
   
   **Answers will vary.**

3. What kind of images are included in each text? What information do the images convey? Give an example from each text.
   
   **Answers will vary.**

4. What affect does an author achieve by including visual elements? Refer to the texts to support your answer.
   
   **Answers will vary.**

5. What does the inclusion of images tell you about author’s tone?
   
   **Answers will vary.**
Conventions

**Lesson 16 Titles of Works**  Write underlining, italics, or quotation marks on the blank line next to each item to indicate how to correctly punctuate the title.

1. Handwritten title of a poem that is included in an anthology: **quotation marks**
2. Handwritten title of a movie: **underlining**
3. Typed title of an article from a magazine: **quotation marks**
4. Typed title of a magazine or newspaper: **italics**

**Lesson 17 Spelling Correctly**  Look at the words below. If the word is spelled correctly, write correct on the blank line. If the word is not spelled correctly, rewrite it correctly on the blank line.

1. achievement **correct**
2. changable **changeable**
3. generly **generally**
4. independant **independent**

**Lesson 18 Verifying Spelling**  Use an online or print dictionary to verify that all the words in the sentences below are spelled correctly. Circle any misspelled words and write the correct spelling after the sentence.

1. I finally beat my high score! **finally**
2. We had to wait for tickets. **wait**

Describe the steps you would take to use a dictionary to look up or verify the spelling of a word. **Answers will vary but should include:** I begin by thinking of the first sound in the word and looking up the word the way I think it might be spelled. If I cannot find that spelling, I scan the dictionary pages looking for the word.
Lesson 16 Formative Assessment: Publish and Present an Informative Presentation

Prepare your informational presentations using your work from Lessons 12–15. Find and cut out photos, graphs, maps, charts, and other visuals to enhance your presentation. If available, use publishing software to add visuals and create layouts digitally. If not, use separate sheets of paper to create layouts, including text and images, by hand. Include facts and relevant descriptive details.

Focus on main ideas and interesting points as you give your presentation. Speak clearly at an understandable pace.

Answers will vary, but should include an informative presentation, delivered with appropriate rate and expression, including facts and relevant details to support main ideas, and visual or multimedia elements.
Lesson 17 Analyze Reasons and Evidence  Take notes on how the author uses reasons and evidence to support points in the introduction essay of *The Great Migration*. First, fill out a chart with the following columns: Main Idea, Point(s) in the Text, Reasons, and Evidence. Identify which reasons and evidence support which of the author’s points. Then, on separate sheets of paper, write 2 pages that analyze how the author uses reasons and evidence to support main points. Include an evaluation of the effectiveness of the author’s techniques.

Answers will vary, but should include a completed chart on *The Great Migration* and a 2-page analysis of the author’s use of reasons and evidence to support main points, with an evaluation of the effectiveness of the author’s techniques.

Lesson 18 Develop an Opinion Statement  On separate sheets of paper, write a 2- or 3-page opinion essay about which qualities and actions make a person courageous. First, write an opinion statement. Next, create an outline to organize reasons that support your opinion. Then, use your outline to develop an introduction and body paragraphs. Be sure to include evidence (quotes, facts, and examples) from your research and earlier writing. Use transitions to connect ideas. Finally, end your essay with a call to action, such as asking the reader to write a letter or make a phone call giving thanks to a courageous person who has been an inspiration in his or her life.

Answers will vary, but should include an opinion statement and an outline, an introduction and logically ordered body paragraphs that contain evidence, appropriate transitions to connect ideas, and a conclusion that includes a call to action.