

	Day 1	Day 2	Day 3	Day 4	Day 5
Math (45 Minutes)	<p>Topic: Area of Triangles and Special Quadrilaterals Khan Academy Video: "Area of composite shapes"</p> <p>Activity: Find the Area of Composite Figures (12.4 Reteach)</p>	<p>Topic: Area of Triangles and Special Quadrilaterals Khan Academy Video: "Area of composite shapes"</p> <p>Activity: Find the Area of Composite Figures (12.4 Reteach)</p>	<p>Topic: Area of Triangles and Special Quadrilaterals Khan Academy Video: "Area of composite shapes"</p> <p>Activity: Find the Area of Composite Figures (12.4 Additional Practice)</p>	<p>Topic: Area of Triangles and Special Quadrilaterals Khan Academy Video: "Area of composite shapes"</p> <p>Activity: Find the Area of Composite Figures (12.4 Additional Practice)</p>	<p>Topic: Area of Triangles and Special Quadrilaterals Khan Academy Video: "Area of composite shapes"</p> <p>Activity: Find the Area of Composite Figures (12.4 Additional Practice)</p>
Physical Education (15 Minutes)	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout

<p>English Language Arts (60 Minutes)</p>	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 6 part 2; Text for read aloud is available in link Commonlit: “The Scholarship Jacket” Text and comprehension questions (printed in packets) Grammar Practice: Spend 15 minutes working on grammar skills. Khan Academy – If you are new to Khan Academy Grammar, start with the introduction; if you have been working on grammar already, move on to another part of the course. Follow it in order. Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 7 part 1 Commonlit: “The Stolen Party” Text and comprehension questions (printed in packets). Vocabulary Practice: Spend 15 minutes on Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBN Watch the video at this link to help you enroll https://vimeo.com/405243332/66aca78165 Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.</p>	<p>Reading Comprehension: Wit and Wisdom Module 4 Lesson 7 part 2 Readworks: “Wesley Harris: An Account of Escaping Slavery” Text and comprehension questions. (printed in packets). Vocabulary Practice: Spend 15 minutes on vocabulary skills on Membean Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.</p>	<p>Reading Comprehension and Written Expression: Information Skills: Middle School: Analyze Text/Topic. Materials printed in packet. Use today and tomorrow to complete this full assignment. Today, read the prompt and then the text “The Mysterious Affair at Styles.” Notice and note the author’s use of narrative techniques such as dialogue, descriptions, and the narrator’s thoughts. Use the provided graphic organizer to catch your notes. Vocabulary Practice: Spend 15 minutes on vocabulary skills on Membean Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.</p>	<p>Reading Comprehension and Written Expression: Continue analyzing “The Mysterious Affair at Styles.” Today, plan your literary analysis using the graphic organizer, and write your analysis. Find a family member or friend to revise your draft. (You can send it to them through email). Make corrections and polish your writing for publication. Grammar Practice: Spend 15 minutes working on grammar skills. Khan Academy Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.</p>
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Weekly Enrichment Plan: Week of May 4

Grade: 6

Fine Arts (15 Minutes)	Art Read about Magical Realism and the artist Frieda Kahlo, & write a reflection.	Music Review the History of Jazz from week 4 & read one or more of the bios.	Art Create original art inspired by Magical Realism and Kahlo, and write a paragraph about your work.	Music Listen to Vocal Jazz samples & write a reflection on the music you heard.	Art Continue Photo Journal, weekly theme is "Viral".
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<p>Science (30 Minutes)</p>	<p>Reviewing the Classification of Living Things Take Your Pick: Classifying</p> <p>Each day this week (Monday – Wednesday) you will choose and complete a combination of items below for a total of 10 points per day.</p> <p>2 Points Make a List Brainstorm a list of five different methods of organization. For example, you can list the way books are organized in a library, or groceries are organized at a supermarket.</p> <p>Use Cladogram Cladograms are diagrams that show evolutionary relationships among groups of organisms. Find an example of a cladogram and use it to explain how the various organisms in the diagram are related.</p>	<p>5 Points Plant Collection Collect small samples or pictures of five different types of plants. Attach each to a separate piece of paper. Label each plant with its common and scientific names.</p> <p>New Species Write a descriptive paragraph about an imaginary new organism that you have discovered. How would you classify the organism, or what research would you do in order to classify the organism? What else would you want to research about the organism?</p> <p>Design a Poster Design and make a colorful poster that shows the three domains and the four kingdoms in the domain Eukarya that scientists use to classify living things.</p> <p>Assign Scientific Names Pick ten objects. Select or invent up to three genus names, and give each object a genus name. You may only use three genus names. Give each object a species name. Use a dictionary, thesaurus, or encyclopedia to help you find descriptive or meaningful words to use in your names.</p>	<p>8 Points</p> <p>Investigate Protists Protists are a diverse group of eukaryotic organisms. Historically they have been grouped together in one kingdom; however, that is changing. Research why some scientists want to classify protists into different groups. Prepare a short report on your findings to share with your class.</p> <p>Create a Dichotomous Key Choose four objects, such as pliers, a wrench, a socket wrench, and tongs, that you tend to confuse. List some of the similarities and differences among the objects. Use this information to create a dichotomous key that can be used to tell your objects apart.</p>	<p>Today is a day to either finish any uncompleted work, to perfect research, or practice presenting your findings.</p>	<p>Today is a day to either finish any uncompleted work, to perfect research, or practice presenting your findings.</p>
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<p>Social Studies (30 Minutes)</p>	<p>The Message: Using Propaganda Read page 1 & 2 Highlight the questions to ask yourself after encountering or witnessing each propaganda technique. To learn more, click on this YouTube video: What is Propaganda https://www.youtube.com/watch?v=9eJ1f0iu6yY</p>	<p>Gallery Walk: Look at the Gallery Walk Images for stations 1-4 Complete activities for stations 1-4 on pages 1 & 2 (Gallery Walk)</p>	<p>Gallery Walk: Look at the Gallery Walk Images for stations 5-8 Complete the activities for stations 5-8 on pages 3 & 4 (Gallery Walk)</p>	<p>What's The Message? Complete Activity Pages 1 & 2 to find out how much you have learned about propaganda</p>	<p>Writing Activity You desperately want a new game but your parent/grandparent said, "no". You are reminded that you just got two new games last month. But this game is new and you must be the first of your friends to get it. What message or propaganda technique would you use to persuade your loved one to purchase the new game for you?</p>
<p>Social Emotional Learning/ Reflection (15 Minutes)</p>	<p>Start an "Acts of Kindness" Challenge! Think about what kindness means to you and generate a list of Acts of Kindness that you could do.</p>	<p>Write about your Acts of Kindness for the day.</p>	<p>Write about your Acts of Kindness for the day.</p>	<p>Write about your Acts of Kindness for the day. Also, write about how it felt to do the Act of Kindness, and how it made the person that you were kind to feel. What can you do to help others be kind?</p>	<p>Write about your Acts of Kindness for the day. Also, write about how it felt to do the Act of Kindness, and how it made the person that you were kind to feel. What can you do to help others be kind?</p>
<p>Student Daily Check-Off (check off each activity that you completed)</p>	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection



Suggested Daily Schedule: Grades 6-8

Time	Activity
8:00 – 9:00 am	Wake up, make your bed, eat breakfast and get ready for an awesome day!
9:00 – 9:45 am	Mathematics
9:45- 10:00 am	Physical Activity
10:00– 10:45 am	English Language Arts – Reading Comprehension
10:45 – 11:00 am	15-Minute Break
11:00 – 11:15 am	Art
11:15 am – 12:00 pm	English Language Arts - Novel
12:00 – 1:00 pm	Lunch
1:00 – 1:30 pm	Science
1:30-1:45 pm	15-Minute Break
1:45-2:15 pm	Social Studies
2:15-2:30pm	Social-Emotional Learning/Reflection





Family Suggestions

Parent Suggestions	Student Suggestions
<p>How can I support my student as a learner outside of school?</p> <ul style="list-style-type: none">• Familiarize yourself with your child's learning calendar.• Encourage your child to do their best when completing tasks and assignments.• Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback.• Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.• Remind your child to take frequent breaks to stay focused.• Consider designating a dedicated workspace to maximize time on task and facilitate learning.	<p>How can I continue learning outside of school?</p> <ul style="list-style-type: none">• Complete work on your suggested learning calendar.• Put in your best effort when completing tasks and assignments.• Ask an adult to contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline.• Let your teacher know if you have access to a phone or computer. <p>How can I stay organized?</p> <ul style="list-style-type: none">• Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.• Take short breaks to increase focus and stay motivated to complete tasks on time.• Find a quiet place to complete your work.

Individual Support	Individualizing Supports
	<ul style="list-style-type: none">• See "Individualizing Supports for Students" for more information on how to support your child at home with these assignments.• Additional materials are available online and at school meal sites:<ul style="list-style-type: none">• "Specially Designed Instruction for Students with IEPs" packets with instructional routines that can be used at home to address students' IEP goal areas.• Materials and resources for students with life skills needs and significant disabilities will also be available.

English Language Learners

Enrichment Packet

- Daily language learning is important! The following links/resources are available for students to access daily.
- ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.
- Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupata mafunzo ya lugha ya kila siku.
- दैनिक भाषा सिक्न महत्त्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि उपलब्ध छ न।

مهم! الروابط /
الموارد التالية متاحة للطلاب
للوصول إلى تعلم اللغة اليومي.

Individualizing Support for Students in Grades 6-12

For Students Who Struggle with Reading

Before Reading:

- For content area reading (nonfiction), provide some background information about the topic addressed in the text. The scholar can go online to look up information on the topic. Have scholar find resources in his/her preferred learning modality (videos, simplified text, activities) and summarize the new information learned.
- Look through the reading passage or book and look at pictures, graphics, and text features such as headings, captions, bolded words, etc. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Look through the reading passage or book and identify difficult or unusual words. Have scholar practice decoding these words (reading them aloud). Provide meanings for these words. Create a vocabulary dictionary of these words to refer to later.

During Reading:

- **Accommodations:** Allow scholar to read aloud if they need to. Provide an audio recording of the text if available.
- **Chunking:** Read one paragraph or section at a time, and check for understanding by asking student to summarize or paraphrase what was read before moving to the next section.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

After Reading:

- For literature/fiction reading, have your scholar summarize what they read. Use the “5 W’s”
 - Who was the story/passage about?
 - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
 - What did the character(s) learn?
 - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
 - When did the story/passage occur? This would be most important for informative and historical passages
 - Where did the story/passage occur?
 - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
 - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
- For nonfiction reading/content area reading, have your scholar summarize what he/she has learned from the text and how he/she would apply the learning to real life.
- Allow an “open book” policy. Make sure that the scholar shows exactly where in the text he/she is getting the information to answer whatever question has been posed.

For Students Who Struggle with Written Assignments

- Have scholar dictate assignments into a phone's "notes" app or computer with speech-to-text technology. Most speech-to-text will also respond to commands to add punctuation (by saying "comma," "period," etc.). Student can then print out their writing, or copy it into their own handwriting.
- Write one sentence at a time, then have someone read it aloud to make sure it makes sense.
- Provide examples of quality writing that meets the task criteria.
- Accept a written assignment that is shorter than what is expected, as long as the task criteria are met.

For Students Who Struggle with Math Assignments

- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is $\frac{1}{8}$) or in parts together (2 pieces is $\frac{2}{8}$ or $\frac{1}{4}$). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement, Money, and Time:**
 - Bake something and have your child measure out all of the ingredients for the recipe.
 - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many ___ does it take to measure the couch?)
 - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
 - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
 - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials:** create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
 - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
 - Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
 - Yahtzee: basic addition
 - Connect Four, Othello: problem solving, and strategic thinking
 - Puzzles: perfect for working on spatial awareness, which is key to geometry
 - Monopoly: have your child be the “banker” to work on money skills
 - Battleship: graphing coordinates
 - Uno: use numbers on cards to create calculation problems

For Students Who Struggle with Focus, Attention, and/or Study Skills

- Given scholar very clear written (or visual) directions of what to work on and what successful completion of the task looks like. Have scholar self-monitor whether or not he/she has completed all parts of the task.
- Use a timer, starting with a very brief amount of time (even 5-10 minutes is ok). After the timer “beeps,” provide student with a brief break (5 minutes) before continuing. Work to increase the amount of time for each work interval, up to 25 minutes.
- Provide a reward, such as a sticker or carrot, for every successful interval of on-task behavior.
- Only give one assignment or task at a time, but also provide scholar with a calendar or daily schedule to refer to so it is clear what to expect next.
- Have older students model study skills for younger children.

Name: _____ Class: _____

The Scholarship Jacket

By Marta Salinas
1986

"The Scholarship Jacket" is one of the best-known stories by Mexican American author Marta Salinas. It describes a difficult situation that Marta, called "Martha" by her teacher, is faced with after she earns excellent grades in school.

As you read this story, take notes on the descriptive language and word choice that help reveal Marta's point of view.

- [1] The small Texas school that I went to had a tradition carried out every year during the eighth-grade graduation: a beautiful gold and green jacket (the school colors) was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold S on the left front side and your name written in gold letters on the pocket.

My oldest sister, Rosie, had won the jacket a few years back, and I fully expected to also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket. My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn't participate in sports at school because there were registration fees, uniform costs, and trips out of town; so, even though our family was quite agile¹ and athletic there would never be a school sports jacket for us. This one, the scholarship jacket, was our only chance.



["SC1048_AM-1979-13.2"](#) by stanford_archives is licensed under CC BY-NC 2.0.

1. **Agile (adjective):** able to move quickly and easily

In May, close to graduation, spring fever had struck as usual with a vengeance.² No one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired³ every time I looked in the mirror. Pencil thin, not a curve anywhere. I was called “beanpole” and “string bean,” and I knew that’s what I looked like. A flat chest, no hips, and a brain; that’s what I had. That really wasn’t much for a fourteen-year-old to work with, I thought, as I absent-mindedly wandered from my history class to the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I’d forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if someone wasn’t dressed for P.E. She had said I was a good forward and even tried to talk Grandma into letting me join the team once. Of course Grandma said no.



I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn’t mean to eavesdrop,⁴ I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn’t want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn’t believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.

- [5] “I refuse to do it! I don’t care who her father is, her grades don’t even begin to compare to Martha’s. I won’t lie or falsify⁵ records. Martha has a straight A-plus average and you know it.” That was Mr. Schmidt and he sounded very angry. Mr. Boone’s voice sounded calm and quiet.

“Look. Joann’s father is not only on the Board,⁶ he owns the only store in town: we could say it was a close tie and—”

The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. “... Martha is Mexican ... resign⁷ ... won’t do it...” Mr. Schmidt came rushing out and luckily for me went down the opposite way toward the auditorium, so he didn’t see me. Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr. Boone looked up when I came in but didn’t say anything. To this day I don’t remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon. I went home very sad and cried into my pillow that night so Grandmother wouldn’t hear me. It seemed a cruel coincidence that I had overheard that conversation.

The next day when the principal called me into his office I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn’t going to make it any easier for him, so I looked him straight in the eyes. He looked away and fidgeted with the papers on his desk.

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2. “With a vengeance” is an idiom that means “with great force, energy, violence, or power”
 3. **Despair (verb):** to feel that everything is wrong and that nothing will improve
 4. **Eavesdrop (verb):** to listen secretly to what someone else is saying
 5. **Falsify (verb):** to add untrue or made-up details; to fake
 6. A reference to the School Board, a group of important people who are in charge of making big decisions about a school.
 7. **Resign (verb):** to formally announce that one is leaving a job or position

"Martha," he said, "there's been a change in policy this year regarding the scholarship jacket. As you know, it has always been free." He cleared his throat and continued. "This year the Board has decided to charge fifteen dollars, which still won't cover the complete cost of the jacket."

[10] I stared at him in shock, and a small sound of dismay⁸ escaped my throat. I hadn't expected this. He still avoided looking in my eyes.

"So if you are unable to pay the fifteen dollars for the jacket it will be given to the next one in line." I didn't need to ask who that was.

Standing with all the dignity⁹ I could muster,¹⁰ I said, "I'll speak to my grandfather about it, sir, and let you know tomorrow." I cried on the walk home from the bus stop. The dirt road was a quarter mile from the highway, so by the time I got home, my eyes were red and puffy.

"Where's Grandpa?" I asked Grandma, looking down at the floor so she wouldn't ask me why I'd been crying. She was sewing on a quilt as usual and didn't look up.

"I think he's out back working in the bean field."



[15] I went outside and looked out at the fields. There he was. I could see him walking between the rows, his body bent over the little plants, hoe¹¹ in hand. I walked slowly out to him, trying to think how I could best ask him for the money. There was a cool breeze blowing and a sweet smell of mesquite fruit¹² in the air, but I didn't appreciate it. I kicked at a dirt clod. I wanted that jacket so much. It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw my shadow and looked up.

He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn't see them shaking. "Grandpa, I have a big favor to ask you," I said in Spanish, the only language he knew. He still waited silently. I tried again. "Grandpa, this year the principal said the scholarship jacket is not going to be free. It's going to cost fifteen dollars, and I have to take the money in tomorrow, otherwise it'll be given to someone else." The last words came out in an eager rush. Grandpa straightened up tiredly and leaned his chin on the hoe handle. He looked out over the field that was filled with the tiny green bean plants. I waited, desperately hoping he'd say I could have the money.

He turned to me and asked quietly, "What does a scholarship jacket mean?"

8. **Dismay (noun):** a strong feeling of fear, worry, or sadness that is caused by something unpleasant and unexpected
9. **Dignity (noun):** a sense of importance and value; pride; self-respect
10. **Muster (verb):** to gather up (emotions)
11. A gardening tool used to remove small weeds and break up the surface of soil
12. Mesquite is a bean plant that grows in the southwest US and Mexico

I answered quickly; maybe there was a chance. "It means you've earned it by having the highest grades for eight years and that's why they're giving it to you." Too late I realized the significance¹³ of my words. Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds that sprang up between the delicate little bean plants. It was a time-consuming job; sometimes the small shoots were right next to each other. Finally he spoke again as I turned to leave, crying.

"Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars."

- [20] I walked back to the house and locked myself in the bathroom for a long time. I was angry with Grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket? Those were the days of belief and innocence.



It was a very sad and withdrawn¹⁴ girl who dragged into the principal's office the next day. This time he did look me in the eyes.

"What did your grandfather say?"

I sat very straight in my chair.

"He said to tell you he won't pay the fifteen dollars."

- [25] The principal muttered something I couldn't understand under his breath and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall, gaunt¹⁵ man with gray hair, and I watched the back of his head while I waited for him to speak.

"Why?" he finally asked. "Your grandfather has the money. He owns a two-hundred acre ranch."

I looked at him, forcing my eyes to stay dry. "I know, sir, but he said if I had to pay for it, then it wouldn't be a scholarship jacket." I stood up to leave. "I guess you'll just have to give it to Joann." I hadn't meant to say that, it had just slipped out. I was almost to the door when he stopped me.

"Martha—wait."

I turned and looked at him, waiting. What did he want now? I could feel my heart pounding loudly in my chest and see my blouse fluttering where my breasts should have been. Something bitter and vile¹⁶ tasting was coming up in my mouth; I was afraid I was going to be sick. I didn't need any sympathy speeches. He sighed loudly and went back to his big desk. He watched me, biting his lip.

13. **Significance** (*noun*): the importance that something has, usually because it will have an effect on a situation or shows something about a situation
14. **Withdrawn** (*adjective*): very quiet; not wanting to talk to others
15. **Gaunt** (*adjective*): very thin
16. **Vile** (*adjective*): unpleasant, disgusting

[30] "Okay. We'll make an exception in your case. I'll tell the Board, you'll get your jacket."

I could hardly believe my ears. I spoke in a trembling rush. "Oh, thank you, sir!" Suddenly I felt great. I didn't know about adrenaline in those days, but I knew something was pumping through me, making me feel as tall as the sky. I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me.

At the end of the day, Mr. Schmidt winked at me and said, "I hear you're getting the scholarship jacket this year."

His face looked as happy and innocent as a baby's, but I knew better. Without answering I gave him a quick hug and ran to the bus. I cried on the walk home again, but this time because I was so happy. I couldn't wait to tell Grandpa and ran straight to the field. I joined him in the row where he was working, and without saying anything I crouched down and started pulling up the weeds with my hands. Grandpa worked alongside me for a few minutes, and he didn't ask what had happened. After I had a little pile of weeds between the rows, I stood up and faced him.

"The principal said he's making an exception for me, Grandpa, and I'm getting the jacket after all. That's after I told him what you said."

[35] Grandpa didn't say anything; he just gave me a pat on the shoulder and a smile. He pulled out the crumpled red handkerchief that he always carried in his back pocket and wiped the sweat off his forehead.

"Better go see if your grandmother needs any help with supper."

I gave him a big grin. He didn't fool me. I skipped and ran back to the house whistling some silly tune.

"The Scholarship Jacket" from Nosotras: Latina Literature Today, © 1986, Marta Salinas. Reprinted with permission, all rights reserved.

Text-Dependent Questions

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

1. PART A: Which of the following best identifies a major theme of this story?
 - A. It is best to focus on one's education without worrying about recognition.
 - B. Being an American means acting with respect for hard work and justice.
 - C. One should respect the wisdom of elders when solving problems.
 - D. It is difficult but important to stand up for what is fair and right.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket." (Paragraph 2)
 - B. "My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise." (Paragraph 2)
 - C. "It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation." (Paragraph 15)
 - D. "Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars." (Paragraph 19)

3. In paragraph 8 and paragraph 10, why is it significant that the principal cannot look Marta in the eyes?
 - A. It reveals that he knows what he is doing is wrong, and he is ashamed.
 - B. It reveals that he is blind to justice and does not believe he is doing anything wrong.
 - C. It reveals that he is actually distracted by more important things than who gets the jacket.
 - D. It reveals that he doesn't care about what the scholarship jacket means to Marta.

4. How do Marta's feelings change over the course of the story? Cite evidence from at least 3 examples in the story.

5. How does the principal's point of view towards Marta change throughout the story? Cite evidence from the story in your response.

Discussion Questions

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

1. Have you ever experienced injustice or discrimination based on how much money you – or someone else – had? How did it feel? What did you do?
2. According to the story, the principal wanted to make a special rule preventing Marta from getting the scholarship jacket. This is considered discrimination. In the context of this story, where does prejudice and discrimination come from? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. Would it have been fair if the school had given the jacket to Joann? Why or why not?
4. In your opinion, what makes a situation fair? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. The narrator says, “Grandpa knew that I understood it was not a matter of money” (Paragraph 18). Is this true? What if the principal hadn’t decided to give Marta the jacket anyway?
6. In the context of this story, what can – and can’t – money buy? Do you believe money can lead to happiness? Why or why not? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Middle School: Independent Novel Activities for May 4 – May 8

Directions: Choose 2 to complete this week

1. **Dear Classmate:** Email, text, or call a friend. Tell them what you are reading and details about characters, plot, and setting – both time and place.
2. **Write a postcard to the author or one of the characters:** Take on the voice of your favorite or least favorite character in the book, and write to the author or another character about something that has occurred in the novel thus far. Are you happy about it? Sad? Confused? Remember that a postcard is not very large. Make the most of the words and sentences that you choose to write. Add in descriptive details and try to capture the tone of the character.
3. **Billboard:** While you are probably not that far yet in your novel, think about some of the most compelling moments thus far. Can you capture that in images either through your own drawings or pictures that you find online or in magazines? Make a billboard advertisement for your book.
4. **Write a Haiku about the novel:** Remember the rules for a Haiku: The entire poem consists of three lines and 17 syllables. The first line is 5 syllables, the second 7 syllables, and the third is 5. Haikus typically connect to nature.
5. **Fictional Friends:** Who of the characters would you want as your friend? Write a journal response identifying the character and reasons you would want him or her as your friend.
6. **What if:** Write about or call a friend and talk about how the story would differ if the characters were something other than they are.
7. **Time Machine:** instead of you traveling into the book, write a scene where the characters travel out of the book into today.



Name: _____ Class: _____

The Stolen Party

By Liliana Heker
1982

Lilian Heker (b. 1943) is an Argentine author who has been writing professionally since she was 17. In this short story, Heker explores social class differences through a story about a young girl who attends the birthday party of a friend whose family employs her mother as their housekeeper. As you read, take notes on how different characters view Rosaura's attendance at the party.

- [1] As soon as she arrived she went straight to the kitchen to see if the monkey was there. It was: what a relief. She wouldn't have liked to admit that her mother had been right. Monkeys at a birthday? Her mother had sneered. Get away with you, believing any nonsense you're told! She was cross, but not because of the monkey, the girl thought; it's just because of the party.



"Happy birthday wishes" by Just go is licensed under CC BY-SA 2.0

"I don't like you going," she told her. "It's a rich people's party."

"Rich people go to Heaven too," said the girl, who studied religion at school.

"Get away with Heaven," said the mother. "The problem with you, young lady, is that you like to fart higher than your a—."¹

- [5] The girl didn't approve of the way her mother spoke. She was barely nine, and one of the best in her class.

"I'm going because I've been invited," she said. "And I've been invited because Luciana is my friend. So there."

"Ah yes, your friend," her mother grumbled. She paused. "Listen, Rosaura," she said at last. "That one's not your friend. You know what you are to them? The maid's daughter, that's what."

Rosaura blinked hard: she wasn't going to cry. Then she yelled: "Shut up! You know nothing about being friends!"

Every afternoon she used to go to Luciana's house and they would both finish their homework while Rosaura's mother did the cleaning. They had their tea in the kitchen and they told each other secrets. Rosaura loved everything in the big house, and she also loved the people who lived there.

1. Rosaura's mother uses an expression that includes a curse word.

- [10] "I'm going because it will be the most lovely party in the whole world, Luciana told me it would. There will be a magician, and he will bring a monkey and everything."

The mother swung around to take a good look at her child, and pompously² put her hands on her hips.

"Monkeys at a birthday?" she said. "Get away with you, believing any nonsense you're told!"

Rosaura was deeply offended.³ She thought it unfair of her mother to accuse other people of being liars simply because they were rich. Rosaura too wanted to be rich, of course. If one day she managed to live in a beautiful palace, would her mother stop loving her? She felt very sad. She wanted to go to that party more than anything else in the world.

"I'll die if I don't go," she whispered, almost without moving her lips.

- [15] She wasn't sure whether she had been heard, but on the morning of the party she discovered that her mother had starched⁴ her Christmas dress. And in the afternoon, after washing her hair, her mother rinsed it in apple vinegar so that it would be all nice and shiny. Before going out, Rosaura admired herself in the mirror, with her white dress and glossy hair, and thought she looked terribly pretty. Señora Ines also seemed to notice. As soon as she saw her, she said: "How lovely you look today, Rosaura."

Rosaura gave her starched skirt a slight toss with her hands and walked into the party with a firm step. She said hello to Luciana and asked about the monkey. Luciana put on a secretive look and whispered into Rosaura's ear: "He's in the kitchen. But don't tell anyone, because it's a surprise."

Rosaura wanted to make sure. Carefully she entered the kitchen and there she saw it: deep in thought, inside its cage. It looked so funny that the girl stood there for a while, watching it, and later, every so often, she would slip out of the party unseen and go and admire it. Rosaura was the only one allowed into the kitchen. Señora Ines had said: "You yes, but not the others, they're much too boisterous,⁵ they might break something." Rosaura had never broken anything. She even managed the jug of orange juice, carrying it from the kitchen into the dining room. She held it carefully and didn't spill a single drop. And Señora Ines had said: "Are you sure you can manage a jug as big as that?" Of course she could manage. She wasn't a butterfingers,⁶ like the others. Like that blonde girl with the bow in her hair. As soon as she saw Rosaura, the girl with the bow had said: "And you? Who are you?"

"I'm a friend of Luciana," said Rosaura.

"No," said the girl with the bow, "you are not a friend of Luciana because I'm her cousin and I know all her friends. And I don't know you."

- [20] "So what," said Rosaura. "I come here every afternoon with my mother and we do our homework together."

"You and your mother do your homework together?" asked the girl, laughing.

-
2. **Pompous (adjective):** having a high opinion of one's own importance
 3. **Offend (verb):** to cause someone to feel angry, hurt, or upset
 4. to make a piece of clothing stiff by dipping it in starch
 5. **Boisterous (adjective):** noisy, energetic, or wild
 6. Someone who is "butterfingers" is careless and often drops objects.

"I and Luciana do our homework together," said Rosaura, very seriously.

The girl with the bow shrugged her shoulders.

"That's not being friends," she said. "Do you go to school together?"

[25] "No."

"So where do you know her from?" said the girl, getting impatient.

Rosaura remembered her mother's words perfectly. She took a deep breath.

"I'm the daughter of the employee," she said.

Her mother had said very clearly: "If someone asks, you say you're the daughter of the employee; that's all." She also told her to add: "And proud of it." But Rosaura thought that never in her life would she dare say something of the sort.

[30] "What employee?" said the girl with the bow. "Employee in a shop?"

"No," said Rosaura angrily. "My mother doesn't sell anything in any shop, so there."

"So how come she's an employee?" said the girl with the bow.

Just then Señora Ines arrived saying *shh shh*, and asked Rosaura if she wouldn't mind helping serve out the hot dogs, as she knew the house so much better than the others.

"See?" said Rosaura to the girl with the bow, and when no one was looking she kicked her in the shin.

[35] Apart from the girl with the bow, all the others were delightful. The one she liked best was Luciana, with her golden birthday crown; and then the boys. Rosaura won the sack race, and nobody managed to catch her when they played tag. When they split into two teams to play charades, all the boys wanted her for their side. Rosaura felt she had never been so happy in all her life.

But the best was still to come. The best came after Luciana blew out the candles. First the cake. Señora Ines had asked her to help pass the cake around, and Rosaura had enjoyed the task immensely,⁷ because everyone called out to her, shouting "Me, me!" Rosaura remembered a story in which there was a queen who had the power of life or death over her subjects. She had always loved that, having the power of life or death. To Luciana and the boys she gave the largest pieces, and to the girl with the bow she gave a slice so thin one could see through it.

After the cake came the magician, tall and bony, with a fine red cape. A true magician: he could untie handkerchiefs by blowing on them and make a chain with links that had no openings. He could guess what cards were pulled out from a pack, and the monkey was his assistant. He called the monkey "partner." "Let's see here, partner," he would say, "turn over a card." And, "Don't run away, partner: time to work now."

7. very much or to a great degree

The final trick was wonderful. One of the children had to hold the monkey in his arms and the magician said he would make him disappear.

"What, the boy?" they all shouted.

[40] "No, the monkey!" shouted back the magician.

Rosaura thought that this was truly the most amusing party in the whole world.

The magician asked a small fat boy to come and help, but the small fat boy got frightened almost at once and dropped the monkey on the floor. The magician picked him up carefully, whispered something in his ear, and the monkey nodded almost as if he understood.

"You mustn't be so unmanly, my friend," the magician said to the fat boy.

The magician turned around as if to look for spies.

[45] "A sissy,"⁸ said the magician. "Go sit down."

Then he stared at all the faces, one by one. Rosaura felt her heart tremble.

"You with the Spanish eyes," said the magician. And everyone saw that he was pointing at her.

She wasn't afraid, neither holding the monkey, nor when the magician made him vanish; not even when, at the end, the magician flung his red cape over Rosaura's head and uttered a few magic words... and the monkey reappeared, chattering happily, in her arms. The children clapped furiously. And before Rosaura returned to her seat, the magician said: "Thank you very much, my little countess."⁹

She was so pleased with the compliment that a while later, when her mother came to fetch her, that was the first thing she told her.

[50] "I helped the magician and he said to me, 'Thank you very much, my little countess.'"

It was strange because up to then Rosaura had thought that she was angry with her mother. All along Rosaura had imagined that she would say to her: "See that the monkey wasn't a lie?" But instead she was so thrilled that she told her mother all about the wonderful magician.

Her mother tapped her on the head and said: "So now we're a countess!"

But one could see that she was beaming.

And now they both stood in the entrance, because a moment ago Señora Ines, smiling, had said: "Please wait here a second." Her mother suddenly seemed worried.

[55] "What is it?" she asked Rosaura.

8. a person regarded as a coward

9. a woman of noble status

"What is what?" said Rosaura. "It's nothing; she just wants to get the presents for those who are leaving, see?"

She pointed at the fat boy and at a girl with pigtails who were also waiting there, next to their mothers. And she explained about the presents. She knew, because she had been watching those who left before her. When one of the girls was about to leave, Señora Ines would give her a bracelet. When a boy left, Señora Ines gave him a yo-yo. Rosaura preferred the yo-yo because it sparkled, but she didn't mention that to her mother. Her mother might have said: "So why don't you ask for one, you blockhead?"¹⁰ That's what her mother was like. Rosaura didn't feel like explaining that she'd be horribly ashamed to be the odd one out. Instead she said: "I was the best-behaved at the party."

And she said no more because Señora Ines came out into the hall with two bags, one pink and one blue.

First she went up to the fat boy, gave him a yo-yo out of the blue bag, and the fat boy left with his mother. Then she went up to the girl and gave her a bracelet out of the pink bag, and the girl with the pigtails left as well.

- [60] Finally she came up to Rosaura and her mother. She had a big smile on her face and Rosaura liked that. Señora Ines looked down at her, then looked up at her mother, and then said something that made Rosaura proud:

"What a marvelous daughter you have, Herminia."

For an instant, Rosaura thought that she'd give her two presents: the bracelet and the yo-yo. Señora Ines bent down as if about to look for something. Rosaura also leaned forward, stretching out her arm. But she never completed the movement.

Señora Ines didn't look in the pink bag. Nor did she look in the blue bag. Instead she rummaged¹¹ in her purse. In her hand appeared two bills.

"You really and truly earned this," she said handing them over. "Thank you for all your help, my pet."

- [65] Rosaura felt her arms stiffen, stick close to her body, and then she noticed her mother's hand on her shoulder. Instinctively she pressed herself against her mother's body. That was all. Except her eyes. Rosaura's eyes had a cold, clear look that fixed itself on Señora Ines's face.

Señora Ines, motionless, stood there with her hand outstretched. As if she didn't dare draw it back. As if the slightest change might shatter an infinitely delicate balance.

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10. a stupid person

11. **Rummage (verb):** to search by moving, turning, or looking through the contents of a container

Text-Dependent Questions

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

1. PART A: Which statement identifies a theme of the text?
 - A. Class differences are insignificant and people are usually able to look beyond them.
 - B. Children are clueless to how cruel other people can be.
 - C. Class differences can negatively impact the way people are treated.
 - D. Adults are sometimes inexplicably cruel to children.

2. PART B: Which passage from the text best supports the answer to Part A?
 - A. "That one's not your friend. You know what you are to them? The maid's daughter, that's what." (Paragraph 7)
 - B. "They had their tea in the kitchen and they told each other secrets. Rosaura loved everything in the big house, and she also loved the people who lived there." (Paragraph 9)
 - C. "Rosaura remembered a story in which there was a queen who had the power of life or death over her subjects." (Paragraph 36)
 - D. "Rosaura didn't feel like explaining that she'd be horribly ashamed to be the odd one out. Instead she said: 'I was the best-behaved at the party.'" (Paragraph 57)

3. PART A: What is the meaning of "boisterous" in paragraph 17?
 - A. overactive
 - B. untrustworthy
 - C. uncoordinated
 - D. weak

4. PART B: Which detail from paragraph 17 best supports the answer to Part A?
 - A. "Rosaura was the only one allowed into the kitchen."
 - B. "they might break something."
 - C. "She even managed the jug of orange juice,"
 - D. "She wasn't a butterfingers, like the others."

5. PART A: How would you describe Rosaura's mother?
 - A. She is hateful towards people with money because she is jealous that she doesn't have money.
 - B. She is not trusting of people with money because she knows they spend it on unnecessary things.
 - C. She is not trusting of people with money because she knows how they treat people without money.
 - D. She is uncaring towards her daughter because she thinks her desires to be rich are silly.

6. PART B: Which quote from the text best supports the answer to Part A?
- A. "Monkeys at a birthday? Her mother had sneered. Get away with you, believing any nonsense you're told!" (Paragraph 1)
 - B. "'Get away with Heaven,' said the mother. 'The problem with you, young lady, is that you like to fart higher than your a**.'" (Paragraph 4)
 - C. "'Listen, Rosaura,' she said at last. 'That one's not your friend. You know what you are to them? The maid's daughter, that's what.'" (Paragraph 7)
 - D. "The mother swung around to take a good look at her child, and pompously put her hands on her hips." (Paragraph 11)

7. What is the "infinitely delicate balance" that the author refers to in paragraph 66?

8. How does the following sentence from paragraph 19 help develop the plot of the story: "you are not a friend of Luciana because I'm her cousin and I know all her friends. And I don't know you"?

Discussion Questions

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

1. In your opinion, did Rosaura appear to be embarrassed by how much money her family had? Did this change as the story progressed?
2. In your opinion, was Rosaura's mother a good mother? Was it right for her to discourage Rosaura from going to the party?
3. In the context of the text, what is a friend? Did Luciana view Rosaura as a friend? How did Rosaura's treatment at Luciana's party reinforce her belief that she was there as a guest? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the text, what are the effects of prejudice? How was Señora Ines's treatment of Rosaura an example of prejudice? How did this make Rosaura feel? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. In the context of the text, why should we value our youth? How did Rosaura's age influence her perceptions of her relationship with Luciana, as well as her role at the party? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
6. In the context of the text, can you change your identity? Is the social class that Rosaura and her mother belong to a concrete part of their identities? Is it something that they could easily change, or should wish to change? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Wesley Harris: An Account of Escaping Slavery



Excerpt from *The Underground Railroad: A Record of Facts, Authentic Narratives, Letters, &C.* by William Still

A friend by the name of C. Matterson, told me that he was going off. Then I told him of my master's writing to Mrs. Carroll concerning selling, etc., and that I was going off too. We then concluded to go together. There were two others—brothers of Matterson—who were told of our plan to escape, and readily joined with us in the undertaking. So one Saturday night, at twelve o'clock, we set out for the North. After traveling upwards of two days and over sixty miles, we found ourselves unexpectedly in Terrytown [in the state of Maryland]. There we were informed by a friendly colored man of the danger we were in and of the bad character of the place towards colored people, especially those who were escaping to freedom; and he advised us to hide as quickly as we could. We at once went to the woods and hid. Soon after we had secreted ourselves a man came near by and commenced splitting wood, or rails, which alarmed us. We then moved to another hiding-place in a thicket near a farmer's barn, where we were soon startled again by a dog approaching and barking at us. The attention of the owner of the dog was drawn to his barking and to where we were. The owner of the dog was a farmer. He asked us where we were going. We replied to Gettysburg—to visit some relatives, etc. He told us that we were running off. He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we consented to go with him.

Soon after putting us in his barn, himself and daughter prepared us a nice breakfast, which cheered our spirits, as we were hungry. For this kindness we paid him one dollar. He next told us to hide on the mow till eve, when he would safely direct us on our road to Gettysburg. All, very much fatigued from traveling, fell asleep, excepting myself; I could not sleep; I felt as if all was not right.

About noon men were heard talking around the barn. I woke my companions up and told them that that man had betrayed us. At first they did not believe me. In a moment afterwards the barn door was opened, and in came the men, eight in number. One of the men asked the owner of the barn if he had any long straw. "Yes," was the answer. So up on the mow came three of the men, when, to their great surprise, as

they pretended, we were discovered. The question was then asked the owner of the barn by one of the men, if he harbored runaway negroes in his barn? He answered, "No," and pretended to be entirely ignorant of their being in his barn. One of the men replied that four negroes were on the mow, and he knew of it. The men then asked us where we were, going. We told them to Gettysburg, that we had aunts and a mother there. Also we spoke of a Mr. Houghman, a gentleman we happened to have some knowledge of, having seen him in Virginia. We were next asked for our passes. We told them that we hadn't any, that we had not been required to carry them where we came from. They then said that we would have to go before a magistrate, and if he allowed us to go on, well and good. The men all being armed and furnished with ropes, we were ordered to be tied. I told them if they took me they would have to take me dead or crippled. At that instant one of my friends cried out-"Where is the man that betrayed us?" Spying him at the same moment, he shot him (badly wounding him). Then the conflict fairly began.

The constable seized me by the collar, or rather behind my shoulder. I at once shot him with my pistol, but in consequence of his throwing up his arm, which hit mine as I fired, the effect of the load of my pistol was much turned aside; his face, however, was badly burned, besides his shoulder being wounded. I again fired on the pursuers, but do not know whether I hit anybody or not. I then drew a sword, I had brought with me, and was about cutting my way to the door, when I was shot by one of the men, receiving the entire contents of one load of a double barreled gun in my left arm, that being the arm with which I was defending myself. The load brought me to the ground, and I was unable to make further struggle for myself. I was then badly beaten with guns. . . In the meantime, my friend Craven, who was defending himself, was shot badly in the face, and most violently beaten until he was conquered and tied. The two young brothers of Craven stood still, without making the least resistance.

After we were fairly captured, we were taken to Terrytown, which was in sight of where we were betrayed. By this time I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further; so I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm. For three days I was crazy, and they thought I would die. During the first two weeks, while I was a prisoner at the tavern, I raised a great deal of blood, and was considered in a very dangerous condition-so much so that persons desiring to see me were not permitted. Afterwards I began to get better, and was then kept privately-was strictly watched day and night. Occasionally, however, the cook, a colored woman (Mrs. Smith), would manage to get to see me. Also James Matthews succeeded in getting to see me; consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape. I asked one of the friends . . . to get me a rope. He got it. I kept it about me four days in my pocket; in the meantime I procured three nails.

On Friday night, October 14th, I fastened my nails in under the window sill; tied my rope to the nails, threw my shoes out of the window, put the rope in my mouth, then took hold of it with my well hand, clambered into the window, very weak, but I managed to let myself down to the ground. I was so weak, that I could scarcely walk, but I managed to hobble off to a place three quarters of a mile from the tavern, where a friend had fixed upon for me to go, if I succeeded in making my escape. There I was found by my friend, who kept me secure till Saturday eve, when a swift horse was furnished by James Rogers, and a colored man found to conduct me to Gettysburg. Instead of going direct to Gettysburg, we took a different road, in order to shun our pursuers, as the news of my escape had created general excitement. My three other companions, who were captured, were sent to Westminster jail, where they were kept three weeks, and afterwards sent to Baltimore and sold for twelve hundred dollars a piece, as I was informed while at the tavern in Terrytown.

Name: _____ Date: _____

1. What do Wesley Harris and C. Matterson decide to do?

- A. run away to Terrytown
- B. fight against each other
- C. escape from slavery
- D. rebel against their masters

2. The cause of the slaves' discovery by the farmer is the dog barking at them. What is an effect of the slaves' discovery?

- A. The farmer tells the slaves to hide in his barn.
- B. Wesley Harris is mistrustful of the farmer.
- C. The slaves are captured and arrested.
- D. The slaves run away to the woods and hide.

3. Harris was not sent directly to Westminster jail because he was seriously injured. What evidence from the passage best supports this conclusion?

- A. "After we were fairly captured, we were taken to Terrytown, which was in sight of where we were betrayed."
- B. "I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further."
- C. "I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm."
- D. "Consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape."

4. Why does the black man in Terrytown warn Harris and his companions about the danger of the town?

- A. He thinks they don't know how to hide.
- B. He wants to scare Harris and his companions.
- C. He wants Harris's company to take him with them.
- D. He doesn't want them to be caught.

5. What is this passage mostly about?

- A. how one man tries to escape from slavery
- B. the history of Terrytown, Maryland
- C. how four slaves successfully escaped slavery
- D. the Underground Railroad in Maryland

6. Read the following sentences: "He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we **consented** to go with him. Soon after putting us in his barn, himself and daughter prepared us a nice breakfast."

As used in this sentence, what does "**consented**" mean?

- A. argued
- B. declined
- C. agreed
- D. shouted

7. Choose the answer that best completes the sentence below.

Harris did not trust the farmer and felt that something was not right. _____, he could not fall asleep.

- A. On the other hand
- B. As a result
- C. Finally
- D. In particular

8. What happened to Harris's three companions who tried to escape with him?

9. Explain what the farmer did after telling Harris and his companions to sleep in his barn. What is a likely reason why he did this?

10. When Harris and his companions arrive in Terrytown, a black man warns them of the "bad character of the place towards colored people, especially those who were escaping to freedom." Explain what this means and how Harris's account demonstrates the town's bad character.

Week 5 Writing Assignment for Middle School Information Skills: Analyze Text/Topic


Directions: Use two days to complete this assignment. It is listed on your calendar for Thursday, May 7 and Friday, May 8. On the first day, read the prompt and then the text “The Mysterious Affair at Styles.” Notice and note the author’s use of narrative techniques such as dialogue, descriptions, and the narrator’s thoughts. Use the provided graphic organizer to catch your notes. On the second day, continue analyzing “The Mysterious Affair at Styles.” Plan your literary analysis using the graphic organizer, and write your analysis. Find a family member or friend to revise your draft. (You can send it to them through email). Make corrections and polish your writing for publication.

▼ Prompt

Christie uses a number of narrative techniques including dialogue, descriptions, and the narrator's thoughts to create suspense about what is to come. Write a two-paragraph Literary Analysis examining the narrative techniques in the selection. Develop an analysis of the text including examples.

1. **Read** the selection and identify several places where narrative techniques help to create suspense.
2. **Plan** a Literary Analysis. Decide which examples to use and how you will explain them.
3. **Write** your Literary Analysis.

Video Link: [Optional: Add a video link](#)



Published in 1920, The Mysterious Affair at Styles is the first novel by British writer Agatha Christie. The excerpt below is from the first chapter of the book. The narrator, Arthur Hastings, is staying as a guest at the English country home of Emily Inglethorp, a wealthy old woman. Mrs. Inglethorp has just fired her caretaker, Evelyn Howard, for making negative comments about Emily's husband, Alfred.



The Mysterious Affair at Styles

by Agatha Christie

Miss Howard entered. Her lips were set grimly together, and she carried a small suit-case. She looked excited and determined, and slightly on the defensive.

“At any rate,” she burst out, “I’ve spoken my mind!”

“My dear Evelyn,” cried Mrs. Cavendish, “this can’t be true!”

Miss Howard nodded grimly.

“True enough! Afraid I said some things to Emily she won’t forget or forgive in a hurry. Don’t mind if they’ve only sunk in a bit. Probably water off a duck’s back, though. I said right out: ‘You’re an old woman, Emily, and there’s no fool like an old fool. The man’s twenty years younger than you, and don’t you fool yourself as to what he married you for. Money! Well, don’t let him have too much of it. Farmer Raikes has got a very pretty young wife. Just ask your Alfred how much time he spends over there.’ She was very angry. Natural! I went on, ‘I’m going to warn you, whether you like it or not. That man would as soon murder you in your bed as look at you. He’s a bad lot. You can say what you like to me, but remember what I’ve told you. He’s a bad lot!’”

“What did she say?”

Miss Howard made an extremely expressive grimace.

“‘Darling Alfred’—‘dearest Alfred’—‘wicked calumnies’—‘wicked lies’—‘wicked woman’—to accuse her ‘dear husband!’ The sooner I left her house the better. So I’m off.”

“But not now?”

“This minute!”

For a moment we sat and stared at her. Finally John Cavendish, finding his persuasions of no avail, went off to look up the trains. His wife followed him, murmuring something about persuading Mrs. Inglethorp to think better of it.

As she left the room, Miss Howard’s face changed. She leant towards me eagerly.

“Mr. Hastings, you’re honest. I can trust you?”

I was a little startled. She laid her hand on my arm, and sank her voice to a whisper.

“Look after her, Mr. Hastings. My poor Emily. They’re a lot of sharks—all of them. Oh, I know what I’m talking about. There isn’t one of them that’s not hard up and trying to get money out of her. I’ve protected her as much as I could. Now I’m out of the way, they’ll impose upon her.”

“Of course, Miss Howard,” I said, “I’ll do everything I can, but I’m sure you’re excited and overwrought.”

She interrupted me by slowly shaking her forefinger.

“Young man, trust me. I’ve lived in the world rather longer than you have. All I ask you is to keep your eyes open. You’ll see what I mean.”

The throb of the motor came through the open window, and Miss Howard rose and moved to the door. John’s voice sounded outside. With her hand on the handle, she turned her head over her shoulder, and beckoned to me.

“Above all, Mr. Hastings, watch that devil—her husband!”

There was no time for more. Miss Howard was swallowed up in an eager chorus of protests and good-byes. The Inglethorps did not appear.

As the motor drove away, Mrs. Cavendish suddenly detached herself from the group, and moved across the drive to the lawn to meet a tall bearded man who had been evidently making for the house. The colour rose in her cheeks as she held out her hand to him.

“Who is that?” I asked sharply, for instinctively I distrusted the man.

“That’s Dr. Bauerstein,” said John shortly.

“And who is Dr. Bauerstein?”

“He’s staying in the village doing a rest cure, after a bad nervous breakdown. He’s a London specialist; a very clever man—one of the greatest living experts on poisons, I believe.”

“And he’s a great friend of Mary’s,” put in Cynthia, the irrepressible.

John Cavendish frowned and changed the subject.

“Come for a stroll, Hastings. This has been a most rotten business. She always had a rough tongue, but there is no stauncher friend in England than Evelyn Howard.”

He took the path through the plantation, and we walked down to the village through the woods which bordered one side of the estate.

As we passed through one of the gates on our way home again, a pretty young woman of gipsy type coming in the opposite direction bowed and smiled.

“That’s a pretty girl,” I remarked appreciatively.

John’s face hardened.

“That is Mrs. Raikes.”

“The one that Miss Howard——”

“Exactly,” said John, with rather unnecessary abruptness.

I thought of the white-haired old lady in the big house, and that vivid wicked little face that had just smiled into ours, and a vague chill of foreboding crept over me. I brushed it aside.

“Styles is really a glorious old place,” I said to John.

He nodded rather gloomily.

“Yes, it’s a fine property. It’ll be mine some day—should be mine now by rights, if my father had only made a decent will. And then I shouldn’t be so damned hard up as I am now.”

“Hard up, are you?”

“My dear Hastings, I don’t mind telling you that I’m at my wits’ end for money.”

“Couldn’t your brother help you?”

“Lawrence? He’s gone through every penny he ever had, publishing rotten verses in fancy bindings. No, we’re an impecunious lot. My mother’s always been awfully good to us, I must say. That is, up to now. Since her marriage, of course——” he broke off, frowning.

For the first time I felt that, with Evelyn Howard, something indefinable had gone from the atmosphere. Her presence had spelt security. Now that security was removed—and the air seemed rife with suspicion. The sinister face of Dr. Bauerstein recurred to me unpleasantly. A vague suspicion of everyone and everything filled my mind. Just for a moment I had a premonition of approaching evil.



Agatha Christie (1890-1976) wrote 66 detective novels and 14 short story collections.

Demonstrate Comprehension

Use this chart to review the selection. You may wish to highlight information in the text that will help you answer the questions. Then copy and paste it below, or write answers in your own words.

Characters: Who are the main characters?

Setting: What is the setting?

Plot: What plot events happen in this excerpt?

Analyze the Selection

Use this chart to analyze the narrative techniques used.

Analyze Dialogue

Reflect: How does the author use dialogue to create suspense?

Copy & Paste: Find a piece of dialogue from the text that creates suspense. Then copy and paste it here.

Analyze Descriptions

Reflect: How does the author use descriptions to create suspense?

Copy & Paste: Find a detail or description from the text that creates suspense. Then copy and paste it here.

Analyze the Narrator's Thoughts

Reflect: How does the author use the narrator's thoughts to create a sense of suspense?

Word Choice Find an example of the narrator's thinking that creates suspense. Then copy and paste it here.

Plan Your Literary Analysis

Use the chart below to plan your Literary Analysis. Then use your answers to help you write.

Paragraph 1: Introduce Your Topic

What is your topic?

Main Idea: Write a focus statement explaining the main idea your analysis will explore.

How will you hook your reader?

Hook: Determine how you'll capture readers' attention.

Paragraph 2: Develop Your Topic

What is the main idea you'd like to convey about dialogue?

Dialogue

What examples can you give to develop this idea?

What is the main idea you'd like to convey about descriptions?

Descriptions

What examples can you give to develop this idea?

Narrator's Thoughts

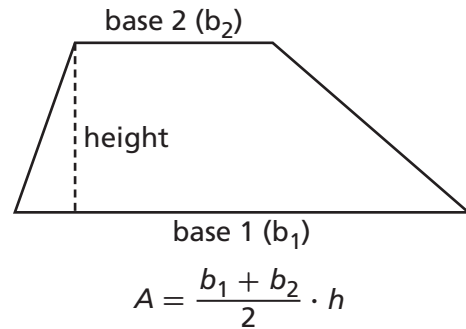
What is the main idea you'd like to convey about the narrator's thoughts?

What examples can you give to develop this idea?

Develop and Use the Formula for Area of Trapezoids

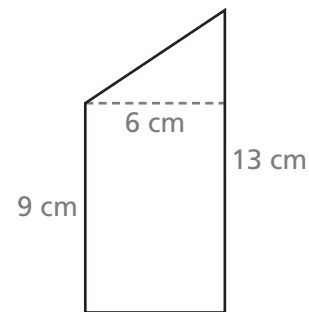
A **trapezoid** is a quadrilateral with one pair of parallel sides. The parallel sides of a trapezoid are called the **bases**. The **height** of a trapezoid is a perpendicular distance between the **bases**.

You can find the area of a trapezoid by multiplying the average length of its bases, $\frac{b_1 + b_2}{2}$, by the measure of its height, h .



Find the area of the trapezoid.

- Draw a dashed line between the two parallel sides to represent the height of the trapezoid.
- Use a ruler to find the length of the bases and the height.
- Use the formula for determining the area of a trapezoid, $A = \frac{b_1 + b_2}{2} \cdot h$.
- Answer the question.



$$A = \frac{9 + 13}{2} \cdot 6 = \frac{22}{2} \cdot 6 = 11 \cdot 6 = 66$$

The area of the trapezoid is 66

Find the area of a trapezoid with given measures.

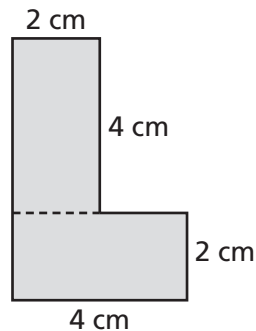
- | | | |
|-------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------|
| 1. $b_1 = 15$ m
$b_2 = 7$ m
$h = 3$ m
_____ | 2. $b_1 = 7$ in
$b_2 = 5$ in
$h = 8$ m
_____ | 3. $b_1 = 22$ cm
$b_2 = 62$ cm
$h = 8$ cm
_____ |
|-------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------|

- A trapezoid's longer base is four times its shorter base. If the trapezoid has an area of 80 cm^2 and a height of 8 cm , what is the length of each base?

Find the Area of Composite Figures

A figure that can be divided into more than one basic figures (or shapes) is called a **composite figure**.

You can find the area of a composite figure by dividing the figure into smaller basic figures, find the area of each of the basic figures, and then adding the area of the basic figures.



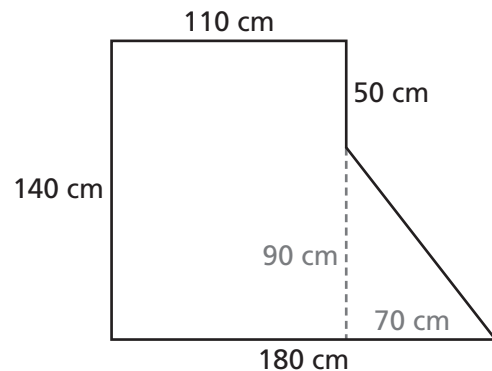
$$A = (2 \cdot 4) + (4 \cdot 2)$$

$$A = 8 + 8$$

$$A = 16 \text{ cm}^2$$

Find the area of the composite shape.

- Divide the composite shape into smaller basic shapes by drawing a dashed line.
- Use the given measures of the figure to determine the unknown measures of each shape.
- Use the formula for determining the area of a triangle, $A = \frac{1}{2}bh$.
- Use the formula for determining the area of a rectangle, $A = bh$.
- Add the area of each basic shape to find the total area of the composite shape.

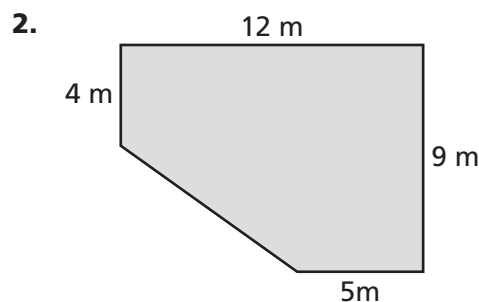
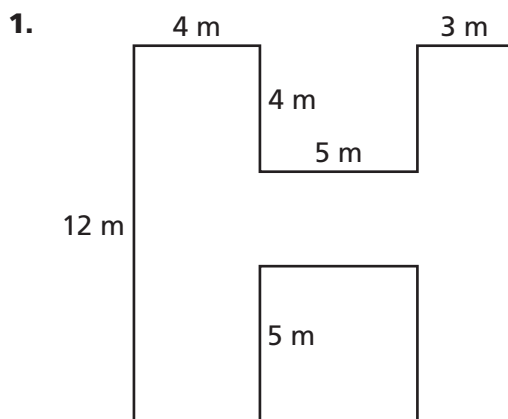


$$A = \frac{1}{2} \cdot 90 \cdot 70 = 3,150 \text{ cm}^2$$

$$A = 110 \cdot 140 = 15,400 \text{ cm}^2$$

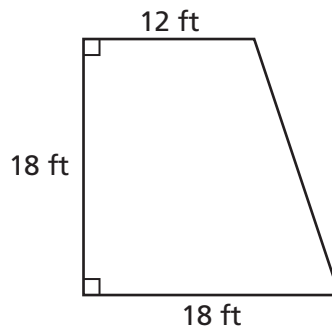
$$A = 3,150 + 15,400 = 18,550 \text{ cm}^2$$

Find the area of each composite shape.

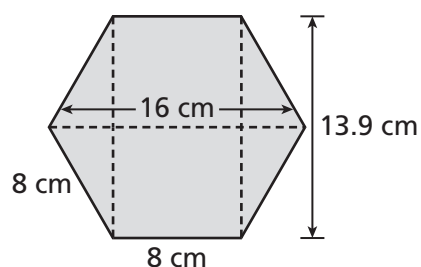


Find Area of Composite Figures

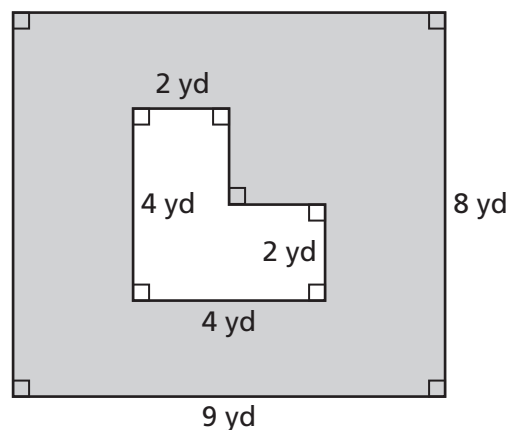
1. The outline of Pete's garage floor is shown. Pete wants to paint the floor of his garage. How many square feet of paint does he need to cover it?



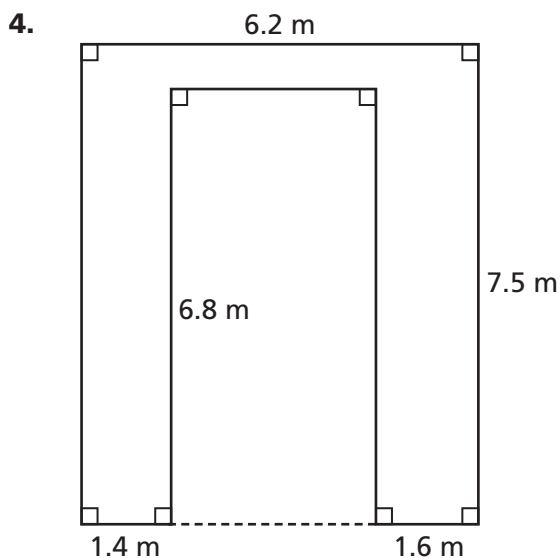
2. The hexagon shown is divided into 4 triangles and a rectangle. What is the area of the hexagon in square centimeters?

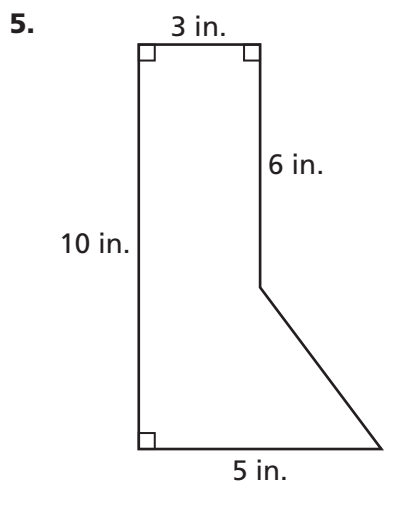


3. Larry wants to set apart a play area in his yard by fencing it. How many yards of fencing does he need to go around the perimeter of the unshaded area?

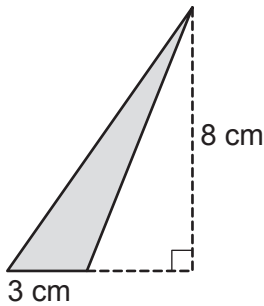


For Problems 4 and 5, find the area.



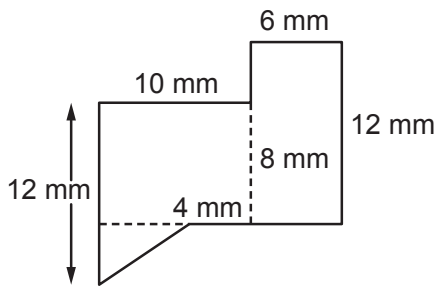


1 What is the area of the triangle?



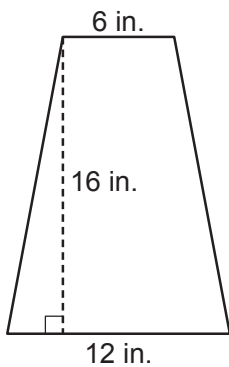
- (A) 6 cm^2
- (B) 11 cm^2
- (C) 12 cm^2
- (D) 24 cm^2

2 What is the area of the triangle in the figure shown?



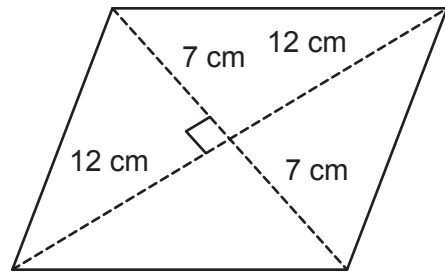
- (A) 12 mm^2
- (B) 20 mm^2
- (C) 36 mm^2
- (D) 60 mm^2

3 What is the area of this shape?



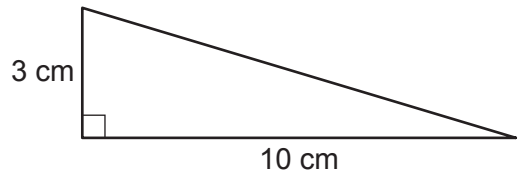
- (A) 48 in.^2
- (B) 96 in.^2
- (C) 144 in.^2
- (D) 288 in.^2

4 What is the area of this shape?



- (A) 76 cm^2
- (B) 168 cm^2
- (C) 336 cm^2
- (D) 672 cm^2

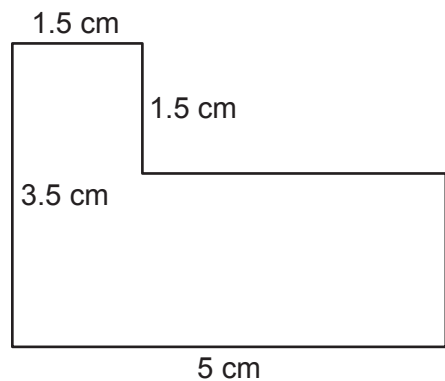
5 A rectangle is composed using this triangle and an exact copy of it.



What is the area of the resulting rectangle?

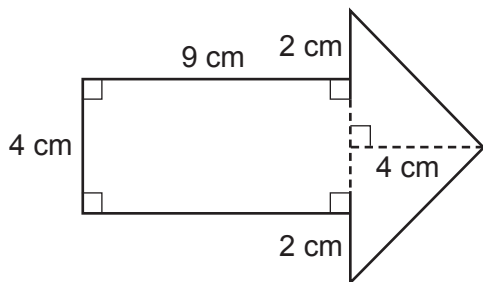
_____ cm^2

6 Find the area of the polygon shown.



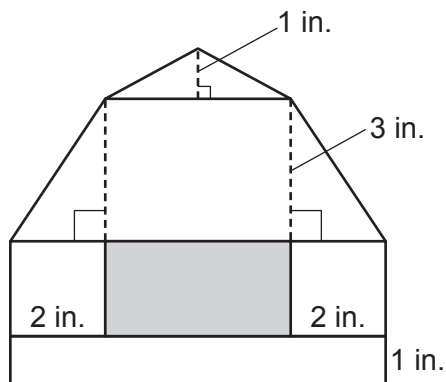
_____ cm^2

7 What is the area of this shape?



_____ cm²

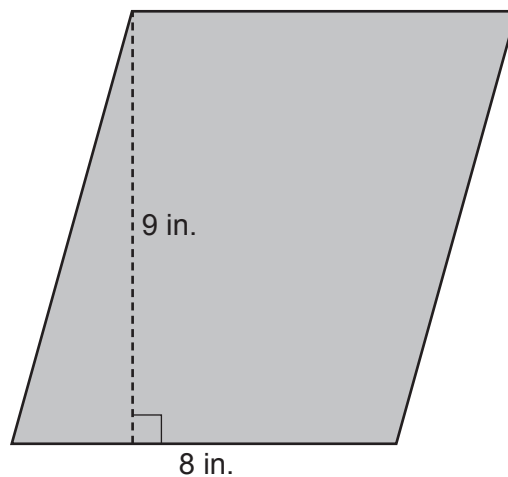
8 Louis is building a birdhouse. He sketches the front of the birdhouse, which is shown. The shaded region is a rectangular opening with a base of 4 in. and a height of 2 in. Louis divided the front into a rectangle, two squares, a trapezoid, and a triangle as shown.



Find the area of the front of the birdhouse, not including the opening.

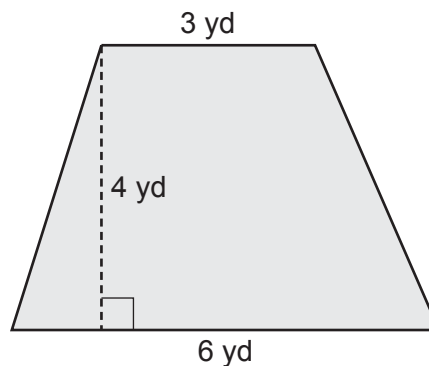
_____ in.²

9 What is the area of the parallelogram?



_____ in.²

10 What is the area of the figure shown?



_____ yd²

Learn the Math

You can use formulas to find the areas of parallelograms, triangles, and trapezoids.

Example 1 Find the area of a parallelogram.

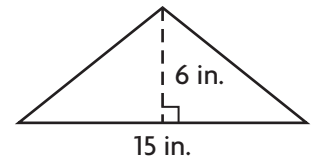
Write the formula.	$A = b \times h$
Identify the values of b and h .	$b = 14, h = 6$
Substitute values for variables.	$A = 14 \times 6$
Simplify.	$A = 84$



So, the area of the parallelogram is 84 sq ft.

Example 2 Find the area of a triangle.

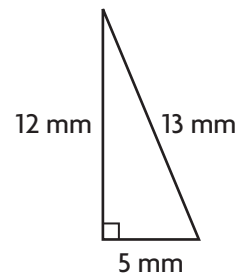
Write the formula.	$A = (b \times h) \div 2$
Identify the values of b and h .	$b = 15, h = 6$
Substitute values for variables.	$A = (15 \times 6) \div 2$
Multiply.	$A = 90 \div 2$
Divide.	$A = 45$



So, the area of the triangle is 45 sq in.

Example 3 Find the area of a right triangle.

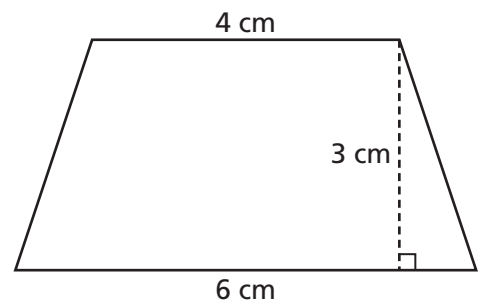
Write the formula.	$A = (b \times h) \div 2$
Identify the values of b and h .	$b = 5, h = 12$
Substitute values for variables.	$A = (5 \times 12) \div 2$
Multiply.	$A = 60 \div 2$
Divide.	$A = 30$



So, the area of the right triangle is 30 sq mm.

Example 4 Find the area of a trapezoid.

Write the formula.	$A = \frac{1}{2}(b_1 + b_2)h$
Identify the values of b and h .	$b_1 = 6, b_2 = 4, h = 3$
Substitute values for variables.	$A = \frac{1}{2}(6 + 4)3$
Simplify.	$A = 15$



So, the area of the parallelogram is 15 sq cm.

REASONING Is finding the area of a right triangle different than finding the area of a triangle? Explain.

Vocabulary

area

Do the Math

1. Serena plans to cover the top of a box with printed fabric. The box measures 12 in. by 10 in. How many square inches of fabric does she need?

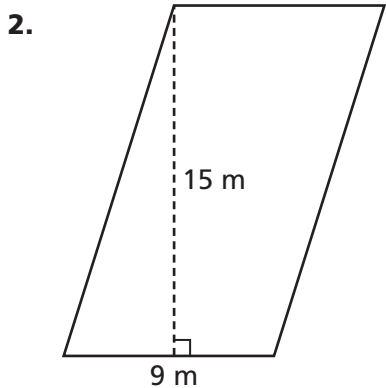
- Which formula should you use? _____
- Replace b and h in the formula with the base and height. Then solve for A .

$A = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$

$A = \underline{\hspace{2cm}}$ square inches

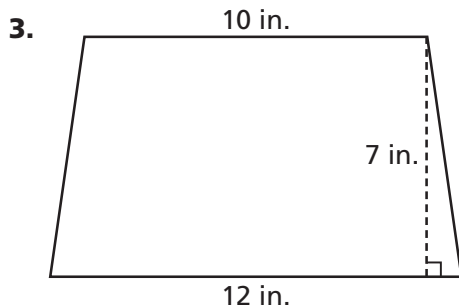
So, Serena needs _____ square inches of fabric.

Find the area of each figure.



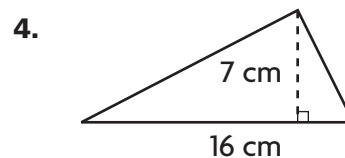
$A = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$

$A = \underline{\hspace{2cm}}$



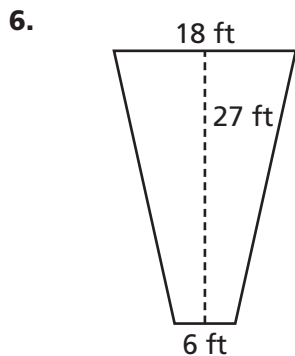
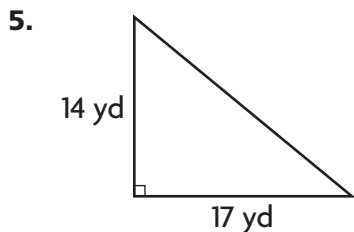
$A = \frac{1}{2} (\underline{\hspace{2cm}}) \underline{\hspace{2cm}}$

$A = \underline{\hspace{2cm}}$



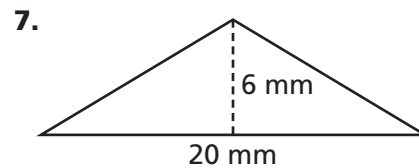
$A = (\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) \div 2$

$A = \underline{\hspace{2cm}}$



$A = \frac{1}{2} (\underline{\hspace{2cm}}) \underline{\hspace{2cm}}$

$A = \underline{\hspace{2cm}}$



8. Rectangle A has a base of 8 cm and an area of 24 square cm. Rectangle B has the same base and twice the area. Find the height of Rectangle B .

Reviewing the Classification of Living Things

Take Your Pick: *Classifying*

1. Each day this week (**Monday – Thursday**) you will choose and complete a combination of items below for a total of 10 points per day. Use **Friday** as a day to either finish any uncompleted work, to perfect research, or practice presenting your findings.
2. Keep your work and be prepared to share your most creative work when you return to school.

2 Points

_____ **Make a List** Brainstorm a list of five different methods of organization. For example, you can list the way books are organized in a library, or groceries are organized at a supermarket.

_____ **Use a Cladogram** Cladograms are diagrams that show evolutionary relationships among groups of organisms. Find an example of a cladogram and use it to explain how the various organisms in the diagram are related.

5 Points

_____ **Plant Collection** Collect small samples or pictures of five different types of plants. Attach each to a separate piece of paper. Label each plant with its common and scientific names.

_____ **New Species** Write a descriptive paragraph about an imaginary new organism that you have discovered. How would you classify the organism, or what research would you do in order to classify the organism? What else would you want to research about the organism?

_____ **Design a Poster** Design and make a colorful poster that shows the three domains and the four kingdoms in the domain Eukarya that scientists use to classify living things.

_____ **Assign Scientific Names** Pick ten objects. Select or invent up to three genus names, and give each object a genus name. You may only use three genus names. Give each object a species name. Use a dictionary, thesaurus, or encyclopedia to help you find descriptive or meaningful words to use in your names.

8 Points

_____ **Investigate Protists** Protists are a diverse group of eukaryotic organisms. Historically they have been grouped together in one kingdom; however, that is changing. Research why some scientists want to classify protists into different groups. Prepare a short report on your findings to share with your class.

_____ **Create a Dichotomous Key** Choose four objects, such as pliers, a wrench, a socket wrench, and tongs, that you tend to confuse. List some of the similarities and differences among the objects. Use this information to create a dichotomous key that can be used to tell your objects apart.

What's The Message: Using Propaganda

Day 1---What's the Message

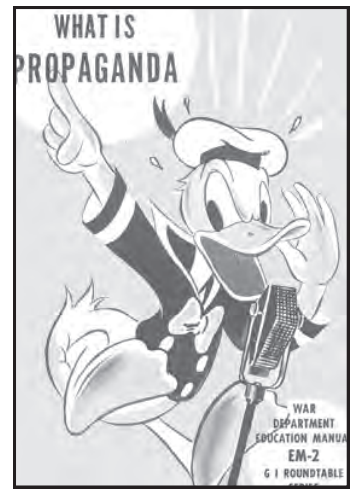
1. Read page 1 & 2
2. Highlight the questions to ask yourself after encountering or witnessing each propaganda technique.

What's the Message?

Name: _____

Propaganda

Did you know the average teen is exposed to over 3,000 advertisements per day? Without the skills to look critically at all these messages, it's easy to be persuaded by them without even realizing it. **Propaganda** is media that uses carefully-crafted messages to manipulate people's actions and beliefs. It has one purpose, and one purpose only: to persuade you. There are a variety of propaganda techniques. They use **biased**, or one-sided, messages and are designed to appeal to peoples' emotions instead of their judgment and reasoning. How many of the following techniques do you recognize from your own exposure to propaganda?



Oprah Winfrey and Barack Obama in 2008.

Testimonials

Testimonials usually involve celebrities or other respected people **endorsing**, or officially supporting, a product or idea. The person giving the testimonial could be famous, knowledgeable about the product (such as a doctor talking about medicine), or just an ordinary person who claims the product has worked for them. When the testimonial comes from a celebrity, the hope is that you will want to use the product or support the idea simply because they do. Other testimonials try to persuade you to use or support something because it is good for you or it worked for others. Beware, though, because people are usually paid to give endorsements (except in politics).

Ask yourself: Who is quoted in the testimonial? Is this person actually an expert about this product or idea? Does the product or idea have value without the testimony or endorsement?

Bandwagon

"Jumping on the bandwagon" describes people choosing to go along with the rest of the crowd. **Bandwagon** propaganda creates the impression that there is widespread support for a thing or idea. People tend to want to be on the winning team and try to avoid being the odd one out. These messages create a sense of peer pressure to join in.

Ask yourself: Does the message provide reasons for joining the group? Is there any evidence for or against joining in?



It must be good if billions have been served!



A 2008 political cartoon showing the presidential candidates too young or too old.

Name-Calling

Name-calling is exactly what it sounds like: using negative words and bad names to create fear and dislike for people, ideas, or institutions. Name-calling can be verbal or visual. When done visually, it shows a person or thing in an unflattering way. You can find both kinds of this technique in political cartoons, political attack ads, and on news talk shows.

Ask yourself: Who is being called what? Is there a real connection between the names and the person/idea being attacked?

What's the Message?

Name: _____

Glittering Generalities

This technique always shows the subject of the message in a positive light, but provides little or no information. **Glittering generalities** use simple, clever slogans that appeal to peoples' emotions. These general statements are easy to remember but hard to verify because they offer no facts.

Ask yourself: What do these slogans or catchphrases really mean?



Slogans and posters from the 2008 presidential election.



TAPE IS OUT.	OPTICAL IS IN
<ul style="list-style-type: none">• Tape is slow• No random access• Five-year shelf life (Avg.)• Too many different formats• Reliable?	<ul style="list-style-type: none">• Recordable CD is fast• Random access• One hundred-year shelf life• CD-ROM standard format• Very reliable

Card Stacking

Card stacking uses facts and figures to show one side as positive and the other side as negative. The message shows only positive information about the person, product, or idea being promoted, and it shows only damaging information about the opposition or competition. This technique is designed to make you think you are hearing both sides. In reality, you are actually hearing only one perspective.

Ask yourself: Are facts being changed or left out? What other pieces of information do I need to make an informed decision?

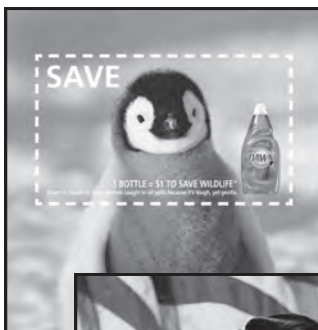
Plain Folks

The **plain folks** technique is designed to send the message that a product or person is "just like you." An advertiser will show an ordinary-looking person who vouches for how well a product works. Politicians have their picture taken visiting coffee shops, riding on tractors, and doing other things that everyday people do. The goal is to gain your trust by showing that people just like you use the product or support the person.

Ask yourself: Can I trust the person who is speaking or acting? What are the person's motives for visiting this place? Is this person really just like me?



Rudy Giuliani visits a small town diner during his 2007 presidential campaign.



Transfer

The **transfer** technique uses your feelings about one thing to get you to feel the same way about something else. Transfer can use a positive image to persuade you to like something or a negative image to persuade you to dislike something. The images might be **symbolic**, such as a flag standing for patriotism. They might be cute and lovable, such as a baby penguin. The images could be repulsive, such as diseased skin in an anti-smoking campaign, or they could be hateful, such as comparing a politician to Adolf Hitler. However they are presented, the images act as wordless messages that most people can identify with.

Ask yourself: What is the image trying to get me to feel? Is there an actual connection between the image and the person or product?

What's the Message?

Name: _____

Station One: Name Calling

Image 1. Explain how the drawing portrays German soldiers:

Does the soldier look human?	<input type="checkbox"/> Yes <input type="checkbox"/> No, he looks like:
What is on the soldier's arms?	
What is the soldier trying to do?	
Is this a positive or negative image?	<input type="checkbox"/> Positive <input type="checkbox"/> Negative

Image 2. What name does this ad want you to connect with the politician?

A) The ad is saying that Patty Murray is

_____.

B) The ad shows Patty Murray as

happy unhappy.

C) The advertiser wants people to

like dislike this politician.

The Technique. Based on what you see in these examples, what three things can be done to make someone or something look bad?

1. _____

2. _____

3. _____

Station Two: Testimonial

Image 1. Explain the message in this magazine ad:

Who is the celebrity in this ad?	
What product is she endorsing?	
What does she claim this product has done?	
What message are YOU supposed to take away from this ad?	

Image 2. Analyze the testimonial in this ad:

A) Who is endorsing whom in this ad?

_____ is endorsing

B) The testimonial is being given by:

- A celebrity
- Knowledgeable group of people
- An ordinary person

C) What is the ad trying to persuade you to do?

The Technique. Which of the following testimonials would convince YOU?

A football quarterback endorsing toothpaste.

A mom endorsing a healthy snack for kids.

Your favorite movie star endorsing broccoli.

Your favorite singer endorsing a brand of shoes.

What's the Message?

Name: _____

Station Three: Transfer

Image 1. Explain the message in this public service announcement:

What two things are pictured in this image?	1) _____	2) _____
Which one is supposed to be scary?		
How does the scary image impact the other image?		
What is this ad trying to tell you?		

Image 2. Setting the stage:

A) What are the 2 symbols of patriotism you see in this image?

1. _____
2. _____

B) What are these symbols supposed to make you believe about the candidate?

- He is from New York.
- His favorite color is red.
- He loves America.

The Technique. Think about whether the transfer messages in these images are accurate:

A) Is there an actual connection between car wrecks and alcoholic beverages?

- Yes No Need more information to decide

B) Is there an actual connection between this politician and the symbols in the picture?

- Yes No Need more information to decide

Station Four: Glittering Generalities

Image 1. Explain the message in this soda ad:

What does this ad tell you about Coca-Cola?	
How much information is provided in the ad?	<input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None
How much do you already know about Coca-Cola ?	<input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None
How is this message supposed to make you feel?	<input type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative

Image 2. Match each question below with the piece of campaign propaganda that it challenges.

- _____ What specific leadership qualifications does he have?
- _____ What does this future hold?
- _____ What, specifically, should Americans hope for?
- _____ What, exactly, can we do?
- _____ Why should I like him?
- _____ Can anyone really guarantee peace and prosperity?

The Technique. Describe how glittering generalities tries to persuade people. What tools does it use? Unscramble the words below.

lgsnosa _____

and

cthca esrhasp _____

that are

ispmel & revcel _____

What's the Message?

Name: _____

Station Five: Plain Folks

Image 1. "Plain" President?

A) Do you think this is where the President and Vice President usually eat?

- Yes No

B) Find one detail in this picture that makes it look like the kind of place everyday people might eat:

Image 3. Explain the message in this ad:

A) The woman in the ad looks

- glamorous normal

B) Find one detail in this picture that makes the woman look like a regular person:

Image 2. Campaigning with workers.

A) What message is this photo trying to send?

- Perry wishes he could wear a hard hat too
 Perry wants to invest in this company
 Perry can relate to average people

B) Find one thing in this picture that shows these workers are "plain folks":

C) The politicians in both images still look different from everyone else because they are wearing

_____.

The Technique. Mark the question that would NOT be helpful for analyzing this technique.

- Would the President eat here if there were no cameras photographing him?
 Why is Perry visiting these workers?
 Is the woman with the water a Republican?

Station Six: Bandwagon

Image 1. Explain the message in this ad for laundry detergent:

What difference do you see between the teams?	
What is Tide's slogan?	
Which team are you supposed to prefer?	<input type="checkbox"/> #2 Brand <input type="checkbox"/> Tide
Why are you supposed to want to be on that team?	

Image 2. Analyze this World War II poster:

A) When Rosie says "we," who is she talking to?

- All Americans
 American women
 Factory workers

B) Look at Rosie. Find one characteristic or quality Rosie has that other women might wish for:

The Technique. The bandwagon technique is most like:

- Peer pressure
 Advice
 Getting in trouble

Why? _____

What's the Message?

Name: _____

Station Seven: Card Stacking

Image 1. Explain the message about this cell phone provider ad:

What can you learn about Verizon?	
What do you learn about AT&T?	
Can you tell whether AT&T has any benefits Verizon doesn't have?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why can't you trust the information in this ad?	

Image 2.

A) Which product is this ad promoting?

- Omega-9 Canola Oil
- Partially Hydrogenated Soybean Oil

B) The ad mentions reducing "Bad Fat." Is it clear what "bad fat" is?

- Yes No

C) Does this ad show any information about the possible benefits of soybean oil?

- Yes No

The Technique. Think about whether you can base a decision on these messages:

Do card stacking messages give you information?

- Yes No

Do they give you the benefits and drawbacks of both items being compared?

- Yes No

Do they give you enough information to really understand both products?

- Yes No

Station Eight: Challenge Image

Romney/Rock Image. Explain the message in this photo op:

Who is endorsing whom in this photograph?		
What is hanging in the background?		
Which group of people would most likely be persuaded by this image? (check all that apply)	<input type="checkbox"/> Senior citizens <input type="checkbox"/> Kids under 18 <input type="checkbox"/> Rock music lovers <input type="checkbox"/> Jazz music fans <input type="checkbox"/> Voters age 18-40 <input type="checkbox"/> Men <input type="checkbox"/> Women	
Which two propaganda techniques are applied in this scene?	Technique #1	Technique #2
How do you know these techniques are being used?		

What's the Message?

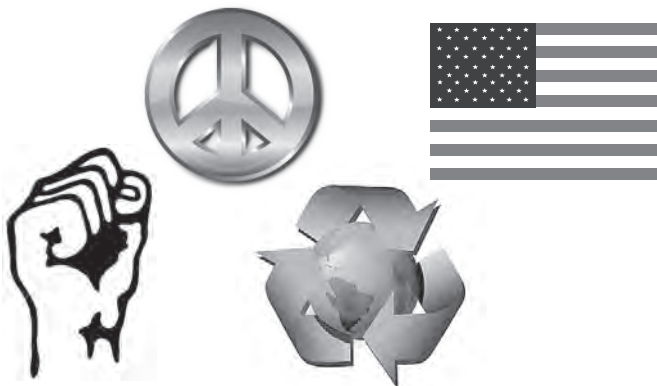
Name: _____

Vocabulary. Match each term with its definition.

___1. Propaganda ___3. Endorse

___2. Bias ___4. Symbol

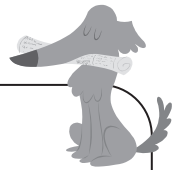
- A. Something that stands for or represents something else
- B. Officially support a product, candidate or idea
- C. Messages that are made to manipulate people's actions and beliefs
- D. Only shows one side of a debate



Symbols. Circle one of the symbols above and answer the questions that follow.

- 5. What IDEA does this symbol stand for?
- 6. If you put this symbol on your backpack, what message would you be sending?
- 7. How could this symbol be used in propaganda?

You're Biased! Read each message and decide if it is biased. Then identify which propaganda technique is used.



Cats v. Dogs

Cats...	Dogs...
-Bathe themselves	-Always getting dirty
-Litter trained	-Has to be walked
-Purr	-Barks a lot

- Is this message biased? Yes No
- If it is, what propaganda technique does it use?
- A. Plain Folks B. Card Stacking



New Video Game

"Thrill a minute!"

"The best game out there!"

"Exciting stuff!"

- Is this message biased? Yes No
- If it is, what propaganda technique does it use?
- A. Glittering Generalities B. Bandwagon



Restaurant Menu

Starters

House Salad	4.50
Mozzarella Sticks	5.50
Calamari	6.00
Garlic Cheese Bread	4.50

- Is this message biased? Yes No
- If it is, what propaganda technique does it use?
- A. Testimonial B. Transfer

What's the Message?

Name: _____

Cartoon Time Follow the steps to create your own piece of propaganda.

Step One: Read each side of the two debates and pick a side for your piece of propaganda.

All students should have the summers off from school.

Or

Students should attend school all year long.

Coke is the best kind of soda.

Or

Pepsi is the best kind of soda.

Step Two: Select the type of propaganda technique you will use in the cartoon.

- Name Calling
- Glittering Generalities
- Transfer
- Testimonial
- Plain Folks
- Card Stacking
- Bandwagon

Step Three: Use the space below to create your propaganda cartoon. Make sure you use what you have learned in this lesson!

Day 2—Gallery Walk

1. Look at the Gallery Walk Images for stations 1-4
2. Complete activities for stations 1-4 on pages 1 & 2 (Gallery Walk)

Station One : Name Calling

Image 1: Wartime

A German soldier, as shown on an Australian poster from the World War I era (1914-1918).



Image 2: Politics

A U.S. Senator, as shown on a television ad run by her opponent during a political campaign.



Station Two: Testimonials



Image One: Advertising

Jennifer Hudson for
Weight Watchers

Image Two: Politics

Democratic
Presidential hopeful,
Hillary Clinton, and a
group of school
children.



Station Three: Transfer

Image One: Public Service

A public service announcement sponsored by Mothers Against Drunk Driving (MADD).

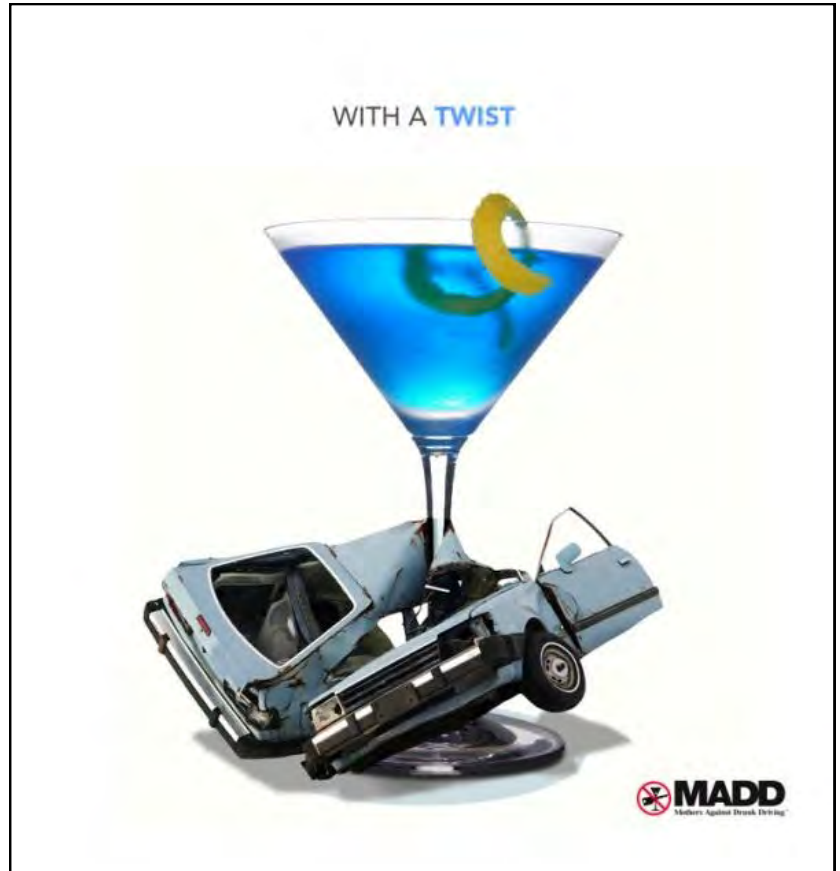


Image Two: Politics

Republican John Huntsman speaking to a crowd during his presidential campaign.

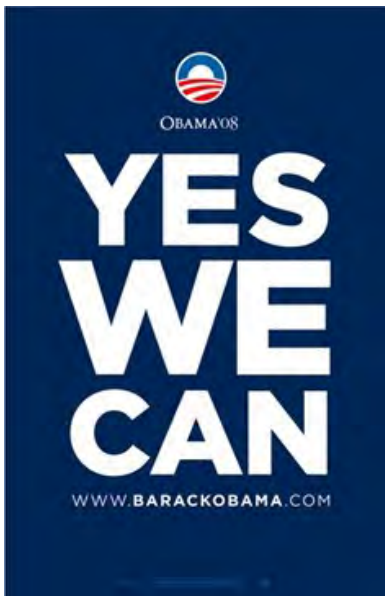
Station Four: Glittering Generalities

Image One: Advertising



Image Two: Politics

A.



B.



C.



F.



D.



E.



Station Five: Plain Folks

Image One: Politics



Vice President Biden and President Obama visit a popular burger joint for lunch.

Image Two: Politics



Presidential candidate Rick Perry meets with workers while campaigning.

Image Three: Advertising

An ad for Propel water.



Station Six: Bandwagon



Image One: Advertising

An ad for Tide laundry detergent.

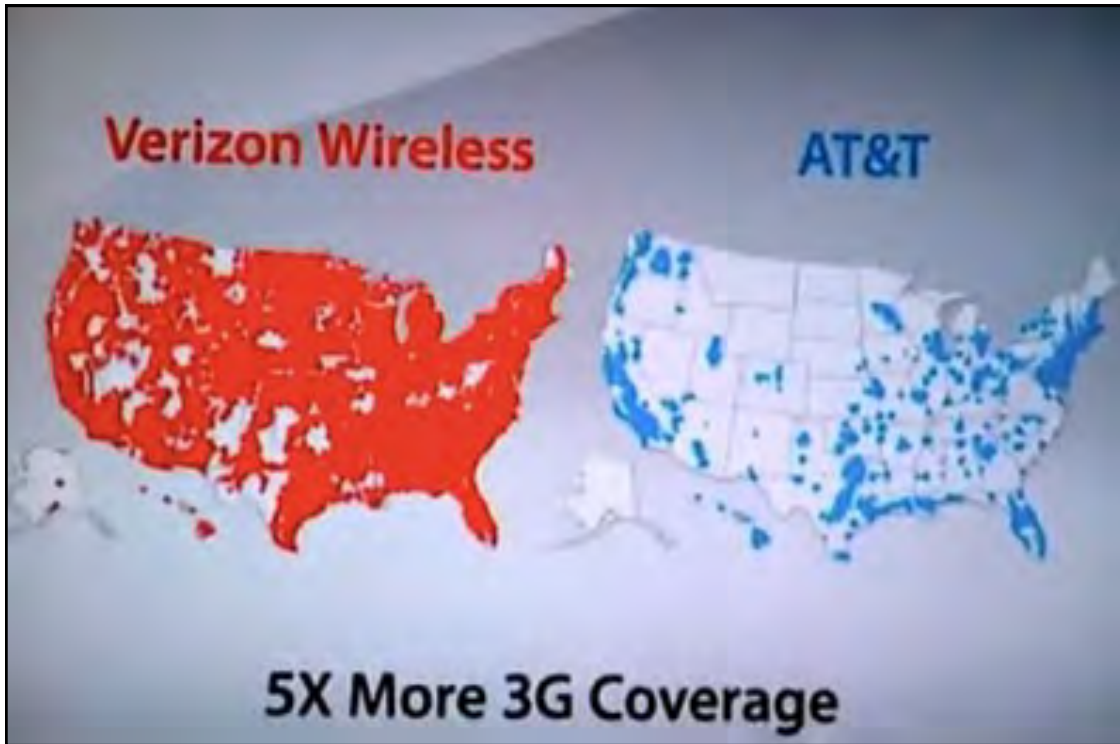
Image Two: Wartime

In this famous American poster from World War II, "Rosie the Riveter" urges women to go to work in factories to help the war effort.



Station Seven: Card Stacking

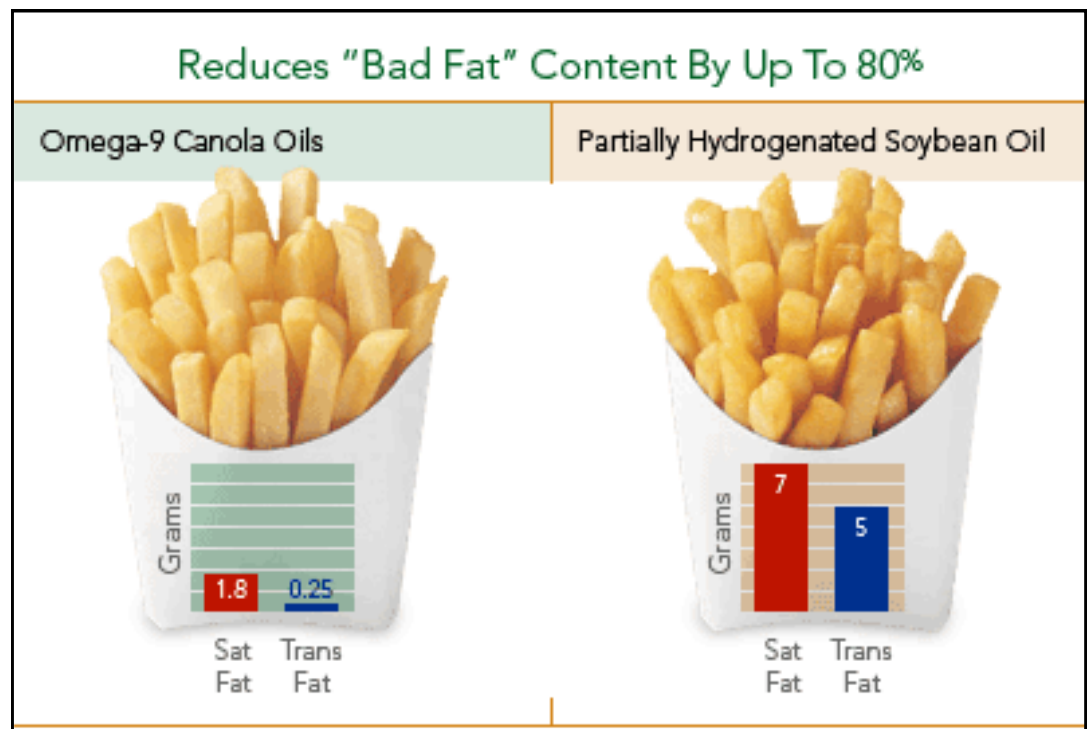
Image One: Advertising



Verizon Wireless advertises its cell phone service.

Image Two: Promoting an Industry

An agricultural researcher advertises the benefits of canola oil.



Station 8 Challenge

There are at least two different propaganda techniques used in this image. Can you identify them?



Republican presidential candidate Mitt Romney and musician Kid Rock.

Day 3—Gallery Walk

1. Look at the Gallery Walk Images for stations 5-8
2. Complete the activities for stations 5-8 on pages 3 & 4 (Gallery Walk)

Day 4 --What's The Message?

Complete Activity Pages 1 & 2 to find out how much you have learned about propaganda.

Day 5—Write

You desperately want a new game but your parent/grandparent said, “no”. You are reminded that you just got two new games last month. But this game is new and you must be the first of your friends to get it. What message or propaganda technique would you use to persuade your loved one to purchase the new game for you?