To: Families and Caregivers of CMSD Students:

CMSD continues to send regular updates on the services and supports we are providing during the unprecedented closure of schools, as part of a state-wide effort to contain the spread of the COVID-19 virus.

In addition to the grab-and-go meals we are providing at 22 school sites each day, CMSD is also distributing learning packets, and I want to personally emphasize the value of these academic enrichment materials that are handed out with meals and posted on the CMSD website: ClevelandMetroSchools.org.

Research shows that children learn best when learning is continuous, which is why CMSD educators are working hard to produce interesting and thought-provoking materials that will keep students engaged and that will keep their minds active during this long break from school.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to work with your child to develop a routine at home, to make time and space for quiet reading and active engagement with their learning materials and to praise them for their attention to their studies and their personal growth.

CMSD’s Academic Enrichment Plan, posted on CMSD’s website, includes lessons and a recommended daily schedule for students at every grade level, from PreK to 12. Digital lessons can be accessed online and print materials are available for pickup at all meal sites.

Thank you for the opportunity to emphasize the importance of academic enrichment in our students’ experience during this unprecedented time away from school. And thank you for the important role you play every day in our shared commitment to the safety, growth and future of Cleveland’s children.

Thank you.

Eric S. Gordon
CEO
<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
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<th>Day 3</th>
<th>Day 4</th>
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</table>
| **Math** (45 Minutes) | **Topic: Draw & Analyze Two-Dimensional Figures**  
Labeling Parts of a Circle Khan Academy video  
Radius, Diameter, Circumference Khan Academy video  
Draw Circles and Other Figures Activity | **Topic: Draw & Analyze Two-Dimensional Figures**  
Radius & Diameter from Circumference Khan Academy video  
Derive & Apply Formulas for Circumference Activity | **Topic: Draw & Analyze Two-Dimensional Figures**  
Relating Circumference & Area Khan Academy video  
Area of a Circle Khan Academy video  
Derive and Apply a Formula for Area of a Circle Activity | **Topic: Draw & Analyze Two-Dimensional Figures**  
Partial Circle Khan Academy video  
Describe and Analyze Cross Sections of Circular Solids Activity | **Good Friday** |
| **Physical Education** (15 Minutes) | **Physical Activity –** Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien | **Physical Activity –** Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien | **Physical Activity –** Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien | **Physical Activity –** Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien | **Good Friday** |
| **English Language Arts** (60 Minutes) | **Reading Comprehension:** Wit and Wisdom  [Click Here](#) Lesson 1  
**Reading Comprehension:** Commonlit Unit 1- Heroes: poem “If We Must Die” by Claude McKay (Print copies available at meal sites)  
Springboard Grammar Practice 1 – Pronoun Antecedents (Print copies available at meal sites) | **Reading Comprehension:** Wit and Wisdom  [Click Here](#) Lesson 2  
**Reading Comprehension:** Commonlit Unit 1 – Heroes: Jackie Robinson Changed Baseball (Print copies available)  
Springboard Grammar Practice 2 – Correct Modifier Placement (Print copies available) | **Reading Comprehension:** Wit and Wisdom  [Click Here](#) Lesson 3  
**Reading Comprehension:** Commonlit Unit 1- Heroes: Cross-Textual Questions (Print copies available)  
Springboard Grammar Practice – Prepositional Phrases (Print copies available)  
Vocabulary Practice: [Click Here](#) for Membean.com and enter code: CJNQBPNN  
Membean can be accessed from any device – including a smartphone. Follow | **Reading Comprehension:** Wit and Wisdom  [Click Here](#) Lesson 4  
**Grammar Practice:** [Click Here](#) for Khan Academy Grammar.  
Writing Practice: [Click Here](#) for Writable writing assignment 1 – Acknowledging Counterclaims (Print copies also available) | **Good Friday** |
<table>
<thead>
<tr>
<th><strong>Weekly Enrichment Plan: Week of April 6</strong></th>
<th><strong>Grade: 7</strong></th>
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| **Grammar Practice:** Click Here for Khan Academy  
* Start by taking the course challenge a few times this week to see what you know and don’t know.  
**Independent Novel Reading:** Novels available at meal sites  
Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.  | **Grammar Practice:** Click Here for Khan Academy  
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| **Art**  
**Photo Journal**  
Begin creating a photo journal of your quarantine time.  | **Music**  
Begin creating a playlist of songs for the quarantine. Write why each song was selected.  
**Music**  
Listen to a piece of music and respond. How does this piece of music make you feel?  |
| **Science (30 Minutes)**  
**Water and It's Properties Mix and Match Activity**  
**Water and It's Properties Activity**  | **Art**  
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| **Science (30 Minutes)**  
**The Water Cycle Point of View Activity**  
**The Water Cycle Activity**  | **Music**  
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**Surface View Water and Ground Water Point of Activity**  
**Ocean Currents Climb the Pyramid Activity**  | **Music**  
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Weekly Enrichment Plan: Week of April 6
Grade: 7

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<tr>
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<tbody>
<tr>
<td>8:00 – 9:00 am</td>
<td>Wake up, make your bed, eat breakfast and get ready for an awesome day!</td>
</tr>
<tr>
<td>9:00 – 9:45 am</td>
<td>Mathematics</td>
</tr>
<tr>
<td>9:45-10:00 am</td>
<td>Physical Activity</td>
</tr>
<tr>
<td>10:00 – 10:45 am</td>
<td>English Language Arts – Reading Comprehension</td>
</tr>
<tr>
<td>10:45 – 11:00 am</td>
<td>15-Minute Break</td>
</tr>
<tr>
<td>11:00 – 11:15 am</td>
<td>Art</td>
</tr>
<tr>
<td>11:15 am – 12:00 pm</td>
<td>English Language Arts - Novel</td>
</tr>
<tr>
<td>12:00 – 1:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:30 pm</td>
<td>Science</td>
</tr>
<tr>
<td>1:30-1:45 pm</td>
<td>15-Minute Break</td>
</tr>
<tr>
<td>1:45-2:15 pm</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:15-2:30 pm</td>
<td>Social-Emotional Learning/Reflection</td>
</tr>
</tbody>
</table>
## Weekly Enrichment Plan: Week of April 6

### Grade: 7

### Family Suggestions

#### Parent Suggestions

**How can I support my student as a learner outside of school?**

- 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.

#### Student Suggestions

**How can I continue learning outside of school?**

- 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.

**How can I stay organized?**

- 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

See Individualizing Support for Students” for more information on how to provide additional support to your child while at home.

### 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 ku pata mafunzo ya lugha ya kila siku.

- दैनिक भाषा सिक्ने महत्त्वपूर्ण छ। तलका लिंकहरू / सोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पह्चाँको लागि उपलब्ध छन्।

- **مهم! الروابط /**

  - الموارد التالية متاحة للطلاب
  - للوصول إلى تعلم اللغة اليومي.
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 1/8) or in parts together (2 pieces is 2/8 or ¼). 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.
  
  o A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
  o Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
  o Yahtzee: basic addition
  o Connect Four, Othello: problem solving, and strategic thinking
  o Puzzles: perfect for working on spatial awareness, which is key to geometry
  o Monopoly: have your child be the “banker” to work on money skills
  o Battleship: graphing coordinates
  o 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.
If We Must Die
By Claude McKay
1919

Claude McKay (1889-1948) was a Jamaican-American writer, poet, and a seminal figure during the Harlem Renaissance. McKay dedicated his life to fighting for the rights of oppressed people. “If We Must Die” reflects McKay's perspective on black people's experiences in America during the early 20th century. As you read, take notes on McKay's use of figurative language in the poem.

If we must die, let it not be like hogs
Hunted and penned in an inglorious\(^1\) spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursèd lot.

If we must die, O let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honor us though dead!
O kinsmen\(^2\) we must meet the common foe!

Though far outnumbered let us show us brave,
And for their thousand blows deal one death-blow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

---

\(^1\) Inglorious (adjective): causing shame, loss of honor

\(^2\) refers to men who or of blood relation to the speaker or a part of the group of people fighting

"Mackey" by James L. Allen is in the public domain.

"If We Must Die" by Claude McKay (1919) is in the public domain.
Text-Dependent Questions

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

1. What is this poem mostly about?
   A. how war is sometimes unavoidable
   B. how men should fight back courageously to die honorably
   C. how difficult it is to fight when you are outnumbered by the enemy
   D. how a group of noble men can always defeat a vicious enemy

2. What is the purpose of the first 4 lines?
   A. to use a comparison to show how they will not die without a fight
   B. to paint a picture of a noble death
   C. to suggest that hogs are indecent and weak creatures
   D. to accuse the enemy of acting like common house pets

3. What is the purpose of the alliteration in line 4?
   A. It repeats a letter sound to imitate the sound of giggling.
   B. It draws readers in to create a smooth flow.
   C. It repeats a letter sound to highlight the insults being made.
   D. It draws readers' attention to the playful mood of the poem.

4. What is the meaning of lines 7-8?
   A. that the enemy are a bunch of emotionless monsters
   B. that dying honorably forces even the enemy to pay their respects
   C. that they are ready to fight back against the enemy despite the dire circumstances
   D. that they are united as one front against an un-unified enemy

5. PART A: In line 8, "constrained" means about the same as...
   A. revived
   B. forced
   C. invited
   D. proud

6. PART B: Which phrase from the poem provides the best clue to the meaning of "constrained"?
   A. "If we must die, let it not be like hogs" (Line 1)
   B. "Making their mock at our accursed lot" (Line 4)
   C. "In vain; then even the monsters we defy" (Line 7)
   D. "We must meet the common foe!" (Line 9)
7. PART A: In lines 13-14, the diction portrays the enemy as which of the following?
   A. brave  
   B. honorable  
   C. trapped  
   D. weak

8. PART B: Which of the following words helped you choose the answer to Part A?
   A. "murderous"  
   B. "cowardly"  
   C. "pressed"  
   D. "fighting"

9. PART A: The tone of this poem can be described as:
   A. hopeful  
   B. cautious  
   C. inspirational  
   D. critical

10. PART B: Which TWO phrases helped you answer Part A?
    A. "be like hogs"  
    B. "hunted and penned"  
    C. "let us nobly die"  
    D. "O kinsmen!"  
    E. "let us show us brave"  
    F. "lies the open grave"
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. According to the speaker, how should a person face death? Explain your answer in detail.

2. Based on your own experience, how do people face death? Cite evidence from your own life, and other literature, art, or history in your answer.

3. Consider the time period during which McKay wrote “If We Must Die.” How might the social conditions of the era and McKay’s experience as a black writer in Harlem have informed his views on death and bravery?

4. In the context of this poem, what does it mean to be brave? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
Lesson: Pronouns and Antecedents

Learning Target

• Ensure that pronouns agree with and clearly refer to their antecedents.

Pronoun–Antecedent Agreement

Pronouns are words that refer to persons, places, ideas, and things. They take the place of nouns or other pronouns or refer to people, places, things, and ideas. The words they take the place of or refer to are called the pronouns’ antecedents. Pronouns should agree with (have the same gender and number as) their antecedents. Pronouns can be masculine (and refer to male persons or animals), feminine (and refer to female persons or animals), or neuter (and refer to things or to people or animals of unspecified gender).

Every boy should have his pencil and notebook. [The pronoun his refers to the antecedent boy. Both the pronoun and its antecedent are singular and masculine, so they agree.]

Every girl should have her pencil and notebook. [The pronoun her refers to the antecedent girl. Both the pronoun and its antecedent are singular and feminine, so they agree.]

All students should have their pencils and notebooks. [The pronoun their refers to the antecedent students. Both the pronoun and its antecedent are plural and neuter, so they agree.]

Clear Reference

Make sure that it is clear whom or what a pronoun refers to. Sometimes you will need to rewrite a sentence to make the sentence clear.

Unclear: After Lorna talked with Ms. Garza, she became worried. [Who became worried?]

Clear: Ms. Garza became worried after Lorna talked to her.

Unclear: They haven’t finished painting the house or pouring the cement. Will the rain ruin it?

Clear: They haven’t finished painting the house or pouring the cement slab. Will the rain ruin the paint or the slab?
Lesson: Pronouns and Antecedents (continued)

Check Your Understanding
For each of the following sentences, fill in the blank with a correct pronoun form.

EXAMPLE: I am looking for Chen and Violet. Have you seen them?

1. All of the teachers should bring ________________ calendars to the meeting.
2. Ask Jose or Max to lend us ________________ kneepads.
3. The mother and her daughter each has ________________ own opinion.
4. I’m working on a sculpture and a drawing. Would you like to see ________________?
5. Although Jakob asked to leave early, ________________ wound up staying till the end.
How Jackie Robinson Changed Baseball
By Jessica McBirney
2017

Jackie Robinson (1919-1972) was a professional baseball player and the first African American to play in the Major Leagues. This informational text discusses Robinson's life and accomplishments, and the impact his role in baseball had on the Civil Rights Movement. As you read, take note of the different ways that Jackie Robinson fought back against racial discrimination and segregation throughout his life.

Today you may not be surprised to see an African-American or Latino player when you turn the TV to Major League Baseball. Maybe your favorite player is a person of color. But baseball has not always been as welcoming to diversity as it is now. In 1947 the famous Jackie Roosevelt Robinson became the first African American to play on a Major League Baseball team. The road he paved was an important, but difficult one.

Early Athletic Success

Robinson was born in Georgia on January 31, 1919, the youngest of five children. His father left the family just a year later, and his mother moved herself and her children to Pasadena, California. She worked odd jobs to support her family, but Robinson still grew up in relative poverty.

When Jackie enrolled in high school, his siblings encouraged him to get involved in school sports teams. He excelled in football, basketball, track, and baseball, and he broke many school records.

Robinson continued to play all of these sports in junior college. Ironically, he viewed baseball as his weakest sport. He transferred to UCLA to complete his degree, where he became the first athlete to letter in all four of those sports. UCLA had some of the most racially integrated college sports teams at the time, but Robinson was still among a very small minority of non-white athletes on all his teams.

1. the inclusion of different types of people (such as people of different races or cultures) in a group or organization
2. to earn an award for excellence in school activities
Fighting Racism

Even early in his life, Robinson confronted racism head on. In 1938, while still at junior college, he was arrested after disputing the police’s detention of one of his black friends. He managed to escape a long jail sentence, but this and other run-ins with the police earned him a reputation of being very combative against racial oppression.

When the U.S. entered World War II, Robinson enlisted in the army. He never saw direct combat, but his military career was marred by racial problems. While stationed in Texas, Robinson boarded a non-segregated bus, but he was instructed to sit in the back anyway. He refused, and military police took him into custody for his insubordination. Fortunately, one month later, an all-white jury acquitted him, but the situation foreshadowed only more of the same prejudice he’d face later in life.

A Negro Player with Guts

Robinson joined the professional Negro Leagues to play baseball in early 1945. He signed with the Kansas City Monarchs and had great success, but he was frustrated by all the disorganization that plagued the Negro Leagues. At the time, a few Major League teams were recruiting from the Negro Leagues, and Robinson struck up a relationship with the General Manager of the Brooklyn Dodgers, Branch Rickey.

Rickey liked the potential he saw in Robinson, but he had one question. He knew Robinson would face racial discrimination and injustice if he joined the Major Leagues. Could he be “a Negro player with enough guts not to fight back?” Robinson promised that he could, and signed a contract with the Montreal Royals, the Dodgers’ top minor league team. After just one season, he transferred to the Brooklyn Dodgers.

As he stepped onto the field as first baseman in 1947, Jackie Robinson became the first Major League baseball player to break the color barrier since 1880. He was 28 years old.

African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team’s newest addition. However, Robinson faced discrimination from a few of his own team members, who threatened to sit out of games if he was allowed to play. Management took Robinson’s side — “I say he plays,” said the manager. “I say he can make us all rich. And if any of you cannot use the money, I will see that you are all traded.”

Other teams also disliked Robinson’s admittance into the League. Many threatened not to play against him. Most managers rejected these threats and forced the players to participate anyway. Instead, they took it out on Robinson directly during the games. Some players were physically violent — he once received a 7-inch gash in his leg from an opponent who spiked him with his cleats — while others hurled verbal racial insults at him and his teammates. The racism from other teams only united the Dodgers, however, and the team grew more accepting of him.

3. **Mar (verb):** to damage or spoil to a certain extent
4. **Insubordination (noun):** defiance of authority
5. **to free someone from a criminal charge by verdict of not guilty**
6. **Plague (verb):** to cause continual trouble or distress
7. **an unspoken social code of racial segregation or discrimination**
**Major Success**

Robinson won Rookie of the Year in 1947. In later seasons, more African-Americans joined other teams in the Major Leagues, as Robinson continued to excel. His success gained him fans from all over the country. He started at second base for the National League in the 1949 All-Star game, and he helped the Dodgers win the 1949 National League pennant.

Over the next several years his success grew, and by 1955 the Dodgers pulled out a win in the World Series. Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of side effects he suffered from diabetes. When the Dodgers traded him to the New York Giants, Robinson decided to quit baseball altogether and become an executive for a coffee company instead.

**A Legendary Impact**

After his retirement Robinson remained a baseball legend. In 1962, he received baseball’s highest honor when he was elected into the Hall of Fame. His playing style changed many team strategies. For example, he inspired players to be more aggressive in their base-running, rather than relying only on the distance they could hit the ball.

Robinson also made important racial breakthroughs in the sports world. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes. His career helped the upcoming Civil Rights Movement by giving Americans a heroic African-American sports figure to rally around.

[15]
Text-Dependent Questions

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

1. PART A: Which of the following identifies a central idea of the text? [RI.2]
   A. Jackie Robinson’s undeniable talent made it easy for coaches and team members to accept him, despite the racial tension of the era.
   B. While Jackie Robinson faced racial discrimination early on in his life, this stopped once he became the first African-American Major League Baseball player.
   C. As the first African-American Major League Baseball player, Jackie Robinson was significant in the increased racial diversity that followed in baseball and in other aspects of American culture.
   D. Once Jackie Robinson left baseball, the impact he had on the sport dwindled, and the racial diversity present on teams decreased.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
   A. “African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team’s newest addition.” (Paragraph 10)
   B. “The racism from other teams only united the Dodgers, however, and the team grew more accepting of him.” (Paragraph 11)
   C. “Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of side effects he suffered from diabetes.” (Paragraph 13)
   D. “Robinson also made important racial breakthroughs in the sports world. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes.” (Paragraph 15)

3. PART A: What is the meaning of “combative” in paragraph 5? [RI.4]
   A. compliant
   B. ready to fight
   C. ineffective
   D. reckless

4. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
   A. “Even early in his life, Robinson confronted racism head on.” (Paragraph 5)
   B. “When the U.S. entered World War II, Robinson enlisted in the army.” (Paragraph 6)
   C. “He never saw direct combat, but his military career was marred by racial problems.” (Paragraph 6)
   D. “Robinson boarded a non-segregated bus, but he was instructed to sit in the back anyway.” (Paragraph 6)
5. How does paragraph 8 contribute to the development of ideas in the text? [RI.5]
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, why did Branch Rickey ask Jackie Robinson to not fight back against discrimination? Why was this considered having “guts”? How would this idea be treated today?

2. In the context of the article, what makes a hero? How did Jackie Robinson’s accomplishments in baseball make him a hero to many? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. In the context of the article, how has America changed over time? How has America changed in its treatment and acceptance of people of color? In what capacity did Jackie Robinson represent the beginning of this change?

4. In the context of the article, how does a person overcome adversity? How did Jackie Robinson overcome the discrimination he experienced (in life and in baseball) despite being told not to fight back? How did Robinson continue to challenge discrimination during this time?
Lesson: Correct Modifier Placement

Learning Target

- Place phrases within a sentence, recognizing and correcting misplaced and dangling modifiers.

A **phrase** is a word group that does NOT have both a subject and a verb and that functions as a part of speech, such as a noun or modifier (adjective or adverb). When writing, it is important to place modifying phrases as near as possible to the words they modify.

A **misplaced modifier** should be moved to avoid confusion.

- **Misplaced**: My credit union offers loans to eligible account holders **of any size**.
  - **Better**: My credit union offers loans **of any size** to eligible account holders.
- **Misplaced**: I read a book that Mark Twain wrote **during winter break**.
  - **Better**: During winter break, I read a book that Mark Twain wrote.

A **dangling modifier** occurs when a modifier has no word to modify in the sentence. You may need to reword the sentence to correct a dangling modifier.

- **Dangling**: Riding my bike, a dog appeared out of nowhere. [The dog is not really riding a bike.]
  - **Better**: As I was riding my bike, a dog appeared out of nowhere.
- **Dangling**: After seeing the movie, an argument broke out about what the ending meant. [The argument did not see the movie.]
  - **Better**: After we saw the movie, an argument broke out about what the ending meant.
Check Your Understanding
Revise the following sentences to be sure each modifying phrase is placed correctly and that it modifies a word in the sentence. In your revision, underline the word that the phrase modifies.

1. In a hurry, a nest appeared overnight.

2. I had heard the news about the test we will take before last Friday.

3. Before the holidays, I discussed how to stuff a turkey with my sister.

4. Having left the gate unlocked, the dogs got out and ran loose in the neighborhood.

5. The class will go to the library with research assignments due Thursday.
Pairing Questions for "If We Must Die" and "How Jackie Robinson Changed Baseball"

Directions: After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.

1. Part A: Which of the following best identifies Jackie Robinson's and Claude McKay's shared perspective on standing up for what one believes in? [RI.3, RL.3]
   A. It is best to stand up for what someone believes in because that person will likely help others.
   B. It is best to stand up for what someone believes in because justice will prevail.
   C. It is best to stand up for what someone believes in, even if there could be severe consequences.
   D. It is best to stand up for what someone believes in, but they should give in if the situation becomes difficult or dangerous.

2. Part B: Select TWO quotations that best support the answer to Part A. [RI.1, RL.1]
   A. “UCLA had some of the most racially integrated college sports teams at the time, but Robinson was still among a very small minority of non-white athletes on all his teams.” ("Jackie Robinson," Paragraph 4)
   B. “In 1938, while still at junior college, he was arrested after disputing the police's detention of one of his black friends.” ("Jackie Robinson," Paragraph 5)
   C. “As he stepped onto the field as first baseman in 1947, Jackie Robinson became the first Major League baseball player to break the color barrier since 1880.” ("Jackie Robinson," Paragraph 9)
   D. “round us bark the mad and hungry dogs, / Making their mock at our accursèd lot.” ("If We Must Die," Lines 3-4)
   E. “What though before us lies the open grave?” ("If We Must Die," Line 12)
   F. “Like men we'll face the murderous, cowardly pack, / Pressed to the wall, dying, but fighting back!” ("If We Must Die," Lines 13-14)

3. How did Jackie Robinson embody the type of heroism identified in “If We Must Die”? [RI.3, RL.3]
Unit 2
Lesson: Prepositional Phrases

Learning Target
• Explain the function of phrases in general and their function in specific sentences.

A phrase is a word group that does NOT have both a subject and a verb and that functions as a part of speech, such as a noun or modifier (adjective or adverb). There are many kinds of phrases. One common kind of phrase is the prepositional phrase.

Prepositional Phrases
A preposition is a word that shows how two or more other words relate to each other. Many prepositions show relationships involving time or location.

<table>
<thead>
<tr>
<th>Common Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
</tr>
<tr>
<td>across</td>
</tr>
<tr>
<td>after</td>
</tr>
<tr>
<td>at</td>
</tr>
<tr>
<td>before</td>
</tr>
<tr>
<td>behind</td>
</tr>
<tr>
<td>below</td>
</tr>
</tbody>
</table>

A prepositional phrase includes a preposition, a noun or pronoun that is the object of the preposition, and any modifiers of that object. In the first example below, about is the preposition, book is the object, and the and new modify book.

<table>
<thead>
<tr>
<th>about the new book</th>
<th>at dawn</th>
<th>below the new sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>from Mother</td>
<td>like your car</td>
<td>into the green pod</td>
</tr>
<tr>
<td>over the trees</td>
<td>upon a time</td>
<td>without complaint</td>
</tr>
</tbody>
</table>
Lesson: Prepositional Phrases (continued)

Prepositional phrases usually act as adjectives and adverbs. They can make writing more specific and detailed. Phrases should be placed near the words they modify.

I value his opinion about the new book. [The phrase acts as an adjective telling which one. It modifies and is next to opinion.]

A card from Mother is in the mailbox. [The phrase acts as an adjective telling what kind. It modifies and is next to card.]

The kite flies over the trees. [The phrase acts as an adverb telling where. It modifies and is next to flies.]

They worked without complaint. [The phrase acts as an adverb telling how. It modifies and is next to worked.]

Check Your Understanding

Add two or more prepositional phrases to each of the following sentences to add detail and make them more interesting. Underline each preposition and double underline its object.

1. The bird built a nest.
   - The bird built a nest near the pond.

2. Have you heard the news?
   - Have you heard the news about the earthquake?

3. A hummingbird flew.
   - A hummingbird flew over the tree tops.

4. We enjoy canoeing.
   - We enjoy canoeing down the river.

5. The class goes to the library.
   - The class goes to the library after school.

166 SpringBoard® Writing Workshop with Grammar Activities Grade 7
Directions: Read the prompt below, and then read and note (using the provided graphic organizer) the text titled “A Horseman in the Sky”. Use the Graphic Organizer to plan your brief argument, and then follow the directions in the prompt to write your argument.

The main character in the story wants to make a difference by joining the Union army, but he has to make some difficult decisions once he gets there. Does he do the right thing by shooting the man on his horse? Write a three-paragraph Brief Argument answering that question. Come up with at least one opposing argument and explain why readers should agree with your position.

1. **“Read”** the selection and think about the character’s actions.
2. **“Plan”** a Brief Argument. State your claim and identify an opposing claim.
3. **“Write”** your Brief Argument, including a persuasive response to the opposing claim.

Optional: Add a video link...
In this Civil War story, a young soldier from a wealthy Virginia family joins the Union army. At the beginning of the story, he is asleep while he is supposed to be on the lookout for enemy soldiers. When he awakes, he sees a man on a horse and has to decide what to do.

A Horseman in the Sky
by Ambrose Bierce

I

One sunny afternoon in the autumn of the year 1861 a soldier lay in a clump of laurel by the side of a road in western Virginia. He lay at full length upon his stomach, his feet resting upon the toes, his head upon the left forearm. His extended right hand loosely grasped his rifle. But for the somewhat
methodical disposition of his limbs and a slight rhythmic movement of the cartridge-box at the back of his belt he might have been thought to be dead. He was asleep at his post of duty. But if detected he would be dead shortly afterward, death being the just and legal penalty of his crime.

The clump of laurel in which the criminal lay was in the angle of a road which after ascending southward a steep acclivity to that point turned sharply to the west, running along the summit for perhaps one hundred yards. There it turned southward again and went zigzagging downward through the forest. At the salient of that second angle was a large flat rock, jutting out northward, overlooking the deep valley from which the road ascended. The rock capped a high cliff; a stone dropped from its outer edge would have fallen sheer downward one thousand feet to the tops of the pines. The angle where the soldier lay was on another spur of the same cliff. Had he been awake he would have commanded a view, not only of the short arm of the road and the jutting rock, but of the entire profile of the cliff below it. It might well have made him giddy to look.

The country was wooded everywhere except at the bottom of the valley to the northward, where there was a small natural meadow, through which flowed a stream scarcely visible from the valley's rim. This open ground looked hardly larger than an ordinary door-yard, but was really several acres in extent. Its green was more vivid than that of the inclosing forest. Away beyond it rose a line of giant cliffs similar to those upon which we are supposed to stand in our survey of the savage scene, and through which the road had somehow made its climb to the summit. The configuration of the valley, indeed, was such that from this point of observation it seemed entirely shut in, and one could but have wondered how the road which found a way out of it had found a way into it, and whence came and whither went the waters of the stream that parted the meadow more than a thousand feet below.

No country is so wild and difficult but men will make it a theatre of war; concealed in the forest at the bottom of that military rat-trap, in which half a hundred men in possession of the exits might have starved an army to submission, lay five regiments of Federal infantry. They had marched all the previous day and night and were resting. At nightfall they would take to the road again, climb to the place where their unfaithful sentinel now slept, and descending the other slope of the ridge fall upon a camp of the enemy at about midnight. Their hope was to surprise it, for the road led to the rear of it. In case of failure, their position would be perilous in the extreme; and fail they surely would should accident or vigilance apprise the enemy of the movement.
II

The sleeping sentinel in the clump of laurel was a young Virginian named Carter Druse. He was the son of wealthy parents, an only child, and had known such ease and cultivation and high living as wealth and taste were able to command in the mountain country of western Virginia. His home was but a few miles from where he now lay. One morning he had risen from the breakfast-table and said, quietly but gravely: "Father, a Union regiment has arrived at Grafton. I am going to join it."

The father lifted his leonine head, looked at the son a moment in silence, and replied: "Well, go, sir, and whatever may occur do what you conceive to be your duty. Virginia, to which you are a traitor, must get on without you. Should we both live to the end of the war, we will speak further of the matter. Your mother, as the physician has informed you, is in a most critical condition; at the best she cannot be with us longer than a few weeks, but that time is precious. It would be better not to disturb her."

So Carter Druse, bowing reverently to his father, who returned the salute with a stately courtesy that masked a breaking heart, left the home of his childhood to go soldiering. By conscience and courage, by deeds of devotion and daring, he soon commended himself to his fellows and his officers; and it was to these qualities and to some knowledge of the country that he owed his selection for his present perilous duty at the extreme outpost. Nevertheless, fatigue had been stronger than resolution and he had fallen asleep. What good or bad angel came in a dream to
rouse him from his state of crime, who shall say? Without a movement, without a sound, in the profound silence and the languor of the late afternoon, some invisible messenger of fate touched with unsealing finger the eyes of his consciousness—whispered into the ear of his spirit the mysterious awakening word which no human lips ever have spoken, no human memory ever has recalled. He quietly raised his forehead from his arm and looked between the masking stems of the laurels, instinctively closing his right hand about the stock of his rifle.

His first feeling was a keen artistic delight. On a colossal pedestal, the cliff—motionless at the extreme edge of the capping rock and sharply outlined against the sky—was an equestrian statue of impressive dignity. The figure of the man sat the figure of the horse, straight and soldierly, but with the repose of a Grecian god carved in the marble which limits the suggestion of activity. The gray costume harmonized with its aerial background; the metal of accoutrement and caparison was softened and subdued by the shadow; the animal's skin had no points of high light. A carbine strikingly foreshortened lay across the pommel of the saddle, kept in place by the right hand grasping it at the "grip"; the left hand, holding the bridle rein, was invisible. In silhouette against the sky the profile of the horse was cut with the sharpness of a cameo; it looked across the heights of air to the confronting cliffs beyond. The face of the rider, turned slightly away, showed only an outline of temple and beard; he was looking downward to the bottom of the valley. Magnified by its lift against the sky and by the soldier's testifying sense of the formidableness of a near enemy the group appeared of heroic, almost colossal, size.

For an instant Druse had a strange, half-defined feeling that he had slept to the end of the war and was looking upon a noble work of art reared upon that eminence to commemorate the deeds of an heroic past of which he had been an inglorious part. The feeling was dispelled by a slight movement of the group: the horse, without moving its feet, had drawn its body slightly backward from the verge; the man remained immobile as before. Broad awake and keenly alive to the significance of the situation, Druse now brought the butt of his rifle against his cheek by cautiously pushing the barrel forward through the bushes, cocked the piece, and glancing through the sights covered a vital spot of the horseman's breast. A touch upon the trigger and all would have been well with Carter Druse. At that instant the horseman turned his head and looked in the direction of his concealed foeman—seemed to look into his very face, into his eyes, into his brave, compassionate heart.

Is it then so terrible to kill an enemy in war—an enemy who has surprised a secret vital to the safety of one's self and comrades—an enemy more formidable for his knowledge than all his army for its numbers? Carter Druse grew pale; he shook in every limb, turned faint, and saw the statuesque group before him as black figures, rising, falling, moving unsteadily in arcs of circles in a fiery sky.
His hand fell away from his weapon, his head slowly dropped until his face rested on the leaves in which he lay. This courageous gentleman and hardy soldier was near swooning from intensity of emotion.

It was not for long; in another moment his face was raised from earth, his hands resumed their places on the rifle, his forefinger sought the trigger; mind, heart, and eyes were clear, conscience and reason sound. He could not hope to capture that enemy; to alarm him would but send him dashing to his camp with his fatal news. The duty of the soldier was plain: the man must be shot dead from ambush without warning, without a moment's spiritual preparation, with never so much as an unspoken prayer, he must be sent to his account. But no—there is a hope; he may have discovered nothing—perhaps he is but admiring the sublimity of the landscape. If permitted, he may turn and ride carelessly away in the direction whence he came. Surely it will be possible to judge at the instant of his withdrawing whether he knows. It may well be that his fixity of attention—Druse turned his head and looked through the deeps of air downward, as from the surface to the bottom of a translucent sea. He saw creeping across the green meadow a sinuous line of figures of men and horses—some foolish commander was permitting the soldiers of his escort to water their beasts in the open, in plain view from a dozen summits!

Druse withdrew his eyes from the valley and fixed them again upon the group of man and horse in the sky, and again it was through the sights of his rifle. But this time his aim was at the horse. In his memory, as if they were a divine mandate, rang the words of his father at their parting: "Whatever may occur, do what you conceive to be your duty." He was calm now. His teeth were firmly but not rigidly closed; his nerves were as tranquil as a sleeping babe's—not a tremor affected any muscle of his body; his breathing, until suspended in the act of taking aim, was regular and slow. Duty had conquered; the spirit had said to the body: "Peace, be still." He fired.

III

An officer of the Federal force, who in a spirit of adventure or in quest of knowledge had left the hidden bivouac in the valley, and with aimless feet had made his way to the lower edge of a small open space near the foot of the cliff, was considering what he had to gain by pushing his exploration further. At a distance of a quarter-mile before him, but apparently at a stone's throw, rose from its fringe of pines the gigantic face of rock, towering to so great a height above him that it made him giddy to look up to where its edge cut a sharp, rugged line against the sky. It presented a clean, vertical profile against a background of blue sky to a point half the way down, and of distant hills,
hardly less blue, thence to the tops of the trees at its base. Lifting his eyes to the dizzy altitude of its summit the officer saw an astonishing sight—a man on horseback riding down into the valley through the air!

Straight upright sat the rider, in military fashion, with a firm seat in the saddle, a strong clutch upon the rein to hold his charger from too impetuous a plunge. From his bare head his long hair streamed upward, waving like a plume. His hands were concealed in the cloud of the horse's lifted mane. The animal's body was as level as if every hoof-stroke encountered the resistant earth. Its motions were those of a wild gallop, but even as the officer looked they ceased, with all the legs thrown sharply forward as in the act of alighting from a leap. But this was a flight!

Filled with amazement and terror by this apparition of a horseman in the sky—half believing himself the chosen scribe of some new Apocalypse, the officer was overcome by the intensity of his emotions; his legs failed him and he fell. Almost at the same instant he heard a crashing sound in the trees—a sound that died without an echo—and all was still.

The officer rose to his feet, trembling. The familiar sensation of an abraded shin recalled his dazed faculties. Pulling himself together he ran rapidly obliquely away from the cliff to a point distant from its foot; thereabout he expected to find his man; and thereabout he naturally failed. In the fleeting instant of his vision his imagination had been so wrought upon by the apparent grace and ease and intention of the marvelous performance that it did not occur to him that the line of march of arial cavalry is directly downward, and that he could find the objects of his search at the very foot of the cliff. A half-hour later he returned to camp.

This officer was a wise man; he knew better than to tell an incredible truth. He said nothing of what he had seen. But when the commander asked him if in his scout he had learned anything of advantage to the expedition he answered:

"Yes, sir; there is no road leading down into this valley from the southward."

The commander, knowing better, smiled.

**IV**

After firing his shot, Private Carter Druse reloaded his rifle and resumed his watch. Ten minutes had hardly passed when a Federal sergeant crept cautiously to him on hands and knees. Druse neither turned his head nor looked at him, but lay without motion or sign of recognition.

"Did you fire?" the sergeant whispered.
"Yes."

"At what?"

"A horse. It was standing on yonder rock—pretty far out. You see it is no longer there. It went over the cliff."

The man's face was white, but he showed no other sign of emotion. Having answered, he turned away his eyes and said no more. The sergeant did not understand.

"See here, Druse," he said, after a moment's silence, "it's no use making a mystery. I order you to report. Was there anybody on the horse?"

"Yes."

"Well?"

"My father."

The sergeant rose to his feet and walked away. "Good God!" he said.
### Analyze the Selection

Use this chart to analyze the short story. 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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the main characters?</td>
<td></td>
</tr>
<tr>
<td>What is the setting?</td>
<td></td>
</tr>
<tr>
<td>What conflict does the main character face?</td>
<td></td>
</tr>
</tbody>
</table>

Does the main character do the right thing by shooting the man on his horse? Brainstorm ideas on both sides below.

| Yes | No |

### Plan Your Brief Argument

Use this chart to plan your Brief Argument.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your claim?</td>
<td></td>
</tr>
<tr>
<td>What reasons and evidence do you have to support your claim?</td>
<td></td>
</tr>
<tr>
<td>What is the opposing claim?</td>
<td></td>
</tr>
<tr>
<td>What reasons and evidence do you have to support your opposing claim?</td>
<td></td>
</tr>
<tr>
<td>could someone use to support the opposing claim?</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>How will you respond to the opposing claim to support your position?</td>
<td></td>
</tr>
</tbody>
</table>
Draw Circles and Other Figures

A circle’s radius \( r \) is the distance from its center to its edge. A circle’s diameter \( d \) is the distance across the circle at its widest point. The diameter of a circle is always twice the radius. A circle’s perimeter is called its circumference \( C \).

If you know the radius or diameter of a circle, you can draw the circle using a drafting compass.

Terrence is making a scale drawing of a circular patio. The scale drawing has a radius of 3.5 centimeters. The patio is divided into 5 equal sections. Draw the scale drawing.

A. Set the width of the compass equal to 3.5 cm. Mark a point for the center and use the compass to draw the circle.

B. Draw the radius. Start at the exact center of the circle and use a ruler to draw a straight vertical line up from the center to the perimeter of the circle.

C. Determine the number of degrees in each section of the circle. \( \frac{360}{5} = 72^\circ \)

D. Place your protractor on the circle. Position it so that the 0\(^\circ\) mark is directly above the center of the circle on the radius.

E. Draw the sections by marking each division against the edge of the protractor at 72\(^\circ\). Each time you add a section, the radius changes to the line you just drew. Rotate the protractor as you draw each section.

1. Allie is planning a circular garden. Her plan for the garden is shown below.

<table>
<thead>
<tr>
<th>Tomatoes</th>
<th>Root Vegetables</th>
<th>Melons &amp; Squash</th>
<th>Brussels Sprouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>15%</td>
<td>40%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Sketch and label a scale drawing of Allie’s garden.
Derive and Apply Formulas for Circumference

A circle's radius \((r)\) is the distance from its center to its edge. A circle's diameter \((d)\) is the distance across the circle through its center. The diameter of a circle is always twice the radius. A circle's perimeter is called its circumference \((C)\).

The ratio of circumference to diameter, \(\frac{C}{d}\) is the same for all circles and is known as \(\pi\), or pi. The value of \(\pi\) is approximately 3.14 or \(\frac{22}{7}\).

You can find the circumference of a circle given either the radius or the diameter.

The London Eye is a giant Ferris wheel in London, England. The London Eye has a diameter of 394 feet. If each ride is 10 revolutions, how far will you travel during the ride? Use 3.14 for \(\pi\). Round to the nearest foot.

A. Determine the circumference of the London Eye.
\[
C = \pi d = 3.14 \times 394 = 1,237.16 \text{ feet}
\]

B. Multiply the circumference by the number of revolutions.
\[
1,237.16 \times 10 = 12,371.60
\]

C. Round to the nearest foot.
\[
12,371.60 \approx 12,372 \text{ feet}
\]

1. Jackson needs a new bicycle tire. His tire has a circumference of 78.5 inches. What is the diameter of his tire? Use 3.14 for \(\pi\).

2. Sophia is planting a circular garden with a 7-foot radius. What is the circumference of Sophia’s garden? Use \(\frac{22}{7}\) for \(\pi\).

3. The moon has a radius of 1,079 miles. What is the circumference of the moon? Express your answer in terms of \(\pi\).
Derive and Apply a Formula for Area of a Circle

The area of a circle is the space inside the perimeter, or circumference, of the circle.

The area \( A \) of a circle is the product of \( \pi \) and the square of the radius \( r \): \( A = \pi r^2 \).

A manufacturing company produces dinner plates with a diameter of 13 inches. What is the area of each dinner plate? Use 3.14 for \( \pi \).

**A.** Determine the radius of the plate.

\[ r = \frac{13}{2} = 6.5 \]

**B.** Use the formula for area of a circle to find the area of each plate.

\[ 6.5^2 \times 3.14 = 6.5 \times 6.5 \times 3.14 = 132.665 \]

**C.** State your answer.

The area of each dinner plate is 132.665 in\(^2\).

Find the area of each circle. Use 3.14 for \( \pi \). Round your answer to the nearest hundredth.

1. \[ \text{2 ft} \]

2. \[ \text{1.2 km} \]

3. \[ \text{9 cm} \]

4. What is the area of a pizza with a diameter of 14 inches? Use \( \frac{22}{7} \) for \( \pi \).

5. Liam is planting a circular garden with an 18-foot diameter. What is the area of Liam’s garden? Express your answer in terms of \( \pi \).
Describe and Analyze Cross Sections of Circular Solids

A cross section is a two-dimensional figure formed by the intersection of a plane and a solid. You can use the dimensions of the solid to determine the dimensions of a parallel or perpendicular cross section.

Find the area of a vertical cross section through the center of the base of the cone.

A. Identify the shape of the cross section.
   A perpendicular cross section of the cone is a triangle.

B. Identify the given measurements of the cross section.
   \[ b = 10 \text{ cm}, \ h = 12 \text{ cm} \]

C. Use the formula for the area of a triangle.
   \[ A = \frac{1}{2}bh; \ A = \frac{1}{2} \cdot 10 \cdot 12 = 60 \]

The area of the vertical cross section of the cone is 60 cm\(^2\).

1. What is the area of a cross section parallel to the base of a cylinder that has a height of 12 inches and a radius of 4 inches? Use 3.14 for \( \pi \).

2. What is the area of a cross section that passes through the center of a sphere with a diameter of 7 centimeters? Express your answer in terms of \( \pi \).
Water and Its Properties

Mix and Match: *Water Profile*
Mix and match ideas to show what you've learned about water and its properties.

1. Choose one information source from Column A, two topics from Column B, and one option from Column C. Check your choices.

2. Be prepared to submit your findings or present your results when you return to school.

<table>
<thead>
<tr>
<th>A. Choose One Information Source</th>
<th>B. Choose Two Things to Analyze</th>
<th>C. Choose One Way to Communicate Each Choice from the Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ magazine photo that includes water usage</td>
<td>___ uses of water</td>
<td>___ diagram or illustration</td>
</tr>
<tr>
<td>___ observations of the states of water</td>
<td>___ importance of water</td>
<td>___ colors or symbols marked on a visual, with a key</td>
</tr>
<tr>
<td>___ observations of weather</td>
<td>___ distribution of water</td>
<td>___ model, such as drawings or descriptions connected by strings</td>
</tr>
<tr>
<td>___ observations of water usage at home</td>
<td>___ structure of water</td>
<td>___ booklet, such as a field guide, travel brochure, playbook, or set of menus</td>
</tr>
<tr>
<td>___ observation of water’s interaction with other substances</td>
<td>___ states of water</td>
<td>___ game</td>
</tr>
<tr>
<td>___ photographs of water around a community</td>
<td>___ properties of water</td>
<td>___ story, song, or poem, with supporting details</td>
</tr>
<tr>
<td>___ illustration of a water molecule</td>
<td></td>
<td>___ skit, chant, or dance, with supporting details</td>
</tr>
<tr>
<td>___ video that discusses topics related to water</td>
<td></td>
<td>___ multimedia presentation</td>
</tr>
<tr>
<td>___ print or audio description that includes topics related to water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ digital simulation of a concept related to water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Choose the letter of the best answer.

1. Which process changes water into a gaseous state?
   A. deposition  
   B. sublimation  
   C. precipitation  
   D. condensation

2. A weather report stated that rain was likely with some snow and hail also possible. Which statement is not true about rain, snow, and hail?
   A. They all form in clouds.  
   B. They are all precipitation.  
   C. They are all the same state.  
   D. They are all made of water.

3. Tai grows plants in a container called a terrarium, as shown below. He keeps the terrarium on a sunny windowsill.

The terrarium is closed, so Tai cannot add water to the plants. However, the plants have enough water to grow. Which of these statements best explains why the plants always have enough water?
   A. The air cannot hold all of the water vapor.  
   B. Water is unable to evaporate from the soil.  
   C. The plants take up water and store it in their stems and leaves.  
   D. Energy from the sun cycles water through the soil, the plants, and the air.

4. Within which type of water body does water move the slowest?
   A. river  
   B. cloud  
   C. ocean  
   D. groundwater

5. A river flowing downhill transports matter toward its base. Matter can be dissolved in the water or can be in the form of sediment. Which form of matter would be dissolved in the water?
   A. sand  
   B. leaves  
   C. pebbles  
   D. minerals
The Water Cycle

Points of View: The Water Cycle

1. You will work to show what you’ve learned earlier in the school year about the water cycle from several different viewpoints.

2. Once you have completed your assignment, practice presenting each of your perspectives to the class because you could be asked to do so when you return to school.

Examples List examples of three things transported by the water cycle. Describe how they are transported.

Illustrations Draw a diagram that shows the water cycle. In your drawing, include at least two examples of ways water changes state during the cycle. Share your drawing with the class.

Analysis Describe the three processes by which water moves into the atmosphere. Which process accounts for most of the water moving into the atmosphere?

Observations Look out a window at a landscape, or look at a picture of landscape. Think about the water cycle and the different forms that water takes in the cycle. In what three states of matter can water exist? Identify one or more forms of water that are present outside or that are pictured in the photograph.

Calculations Use the National Weather Service's Web site (http://water.weather.gov/) to find statistics about yearly precipitation amounts in your state. Roughly how many inches of precipitation fell on your state last year? Roughly how much precipitation fell on your state four years ago? During which year did more precipitation fall on your state?
The Water Cycle

Choose the letter of the best answer.

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   B. sublimation
   C. precipitation
   D. condensation

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   C. pebbles
   D. minerals
Surface Water and Groundwater

Points of View: Surface Water
1. Today you will produce work to show what you have learned earlier this year about surface water from several different viewpoints.

2. Once you complete your assignment, practice presenting your perspective to your class. You could be asked to do so when you return to school.

Vocabulary  Make a word wall on the bulletin board that includes vocabulary terms related to surface water. Write the definition of each term on different-colored cards. Use arrows to show interrelationships among the words.

Examples Use a video camera to record examples of surface water in your area. Include a narration that identifies the bodies of water and describes how they are replenished by the water cycle.

Illustrations Draw an illustration of a watershed. Label the watershed, divide, main river channel, and tributaries. Include captions that describe the parts of your watershed.

Analysis You are a hydrologist, a scientist who studies water systems. You have been asked to analyze the factors that affect the flow of a local stream. Write a brief report describing how plants, soil type, and topography affect stream flow.

Calculations You’ve been asked to help develop a water conservation plan at school. Research or estimate how much water is used for common activities, such as drinking, cooking, cleaning, flushing toilets, and landscaping. Create a plan that reduces current water usage by at least 20 percent.

Models Use a stream table to model the processes of erosion and deposition in river systems. Put sand or other sediments into the stream table. Record your observations of how the sediments are eroded and deposited at the mouth of your model river.
Ocean Currents

Climb the Pyramid: *Going with the Flow*
Complete the activities to show what you’ve learned about ocean currents.

1. Choose one item from each layer of the pyramid. Check your choices.

4. Plan to share and discuss your results with your teacher and classmates when you return to school.

<table>
<thead>
<tr>
<th>Affecting Currents</th>
<th>The Importance of Upwelling</th>
<th>Convection Comic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a PowerPoint presentation in which you describe three things that can affect surface ocean currents. In your presentation, include the reasons each factor affects the currents and the way each factor affects currents differently.</td>
<td>Imagine that you are a bird that feeds on phytoplankton at the ocean's surface. Present a speech in which you describe upwelling, and explain why upwelling is important to you and other organisms in your ecosystem.</td>
<td>Create a comic strip or flip book in which you show how convection currents work and how they move water. Indicate the warm and cool water in your comic strip or flip book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Traveler’s Journal</th>
<th>Puzzling Terms</th>
<th>A Lesson in Currents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine that you are a sea turtle who has just traveled hundreds of miles on an ocean current. Write a journal entry in which you describe your travels on the current.</td>
<td>Create a crossword puzzle using at least four terms that describe ocean currents. Include an answer key with your puzzle.</td>
<td>Imagine that one of the science teachers in your grade has to miss class. The teacher has asked you to describe deep ocean currents. Draw at least one image on the board or on a poster to help you describe deep currents.</td>
</tr>
</tbody>
</table>
Monday—Read the article and respond to the items below.

By Cory Shaffer, cleveland.com

Updated Mar 21, 2020; Posted Mar 21, 2020

CLEVELAND, Ohio — Three days before the Ohio Supreme Court temporarily stripped Cleveland Municipal Court Judge Pinkey S. Carr of her authority to hold hearings, Carr called an assistant public defender a “little idiot” after he asked whether she would follow an order to postpone proceedings to limit the spread of the novel coronavirus.

Assistant Cuyahoga County Public Defender Mark Jablonski stood before Carr on Tuesday after watching the judge order several arrest warrants filed for people free on bond who did not show up to court hearings, even though an order from the court’s chief judge said such hearings would be postponed.

The two-minute exchange between Carr and Jablonski came during a week in which Carr, in her ninth year on the bench, issued arrest warrants for 33 defendants who failed to show up for hearings, despite an administrative order from Judge Michelle Earley, a news release from the court and a notice posted on the court’s website telling the public that all such court hearings are postponed.

Jablonski asked whether his office could tell its clients who are not in jail that they would not need to come to the courthouse. “Don’t call people and tell them not to show up,” she said. “If they show up, I’m here.”

Jablonski asked, “in light of the pandemic, there’s no concern?” “Hi,” she said. “For the third time, I will be here. If people show up, I am here.” Six minutes after Jablonski thanked Carr and walked out of the room, the judge turned to her courtroom staff and brought up his request again. “I’m gonna call them and tell them don’t come,” Carr mocked. “I’m sure he is. Little idiot.”

Ohio Supreme Court Chief Justice Maureen O’Connor on Friday stripped Carr of her authority to hear any criminal and traffic cases until the justice rules on an emergency motion filed by the county’s public defender seeking to temporarily disqualify her from all such cases.
Ian Friedman, President of Cleveland Metropolitan Bar Association, said everyone in the legal profession — including judges — should make the safety of the community a priority.

**Questions and Activities:**

1. Who are Pinky Carr, Mark Jablonski, Michelle Farley, Maureen O’Connor?

2. Identify the organization that is mentioned in this article.

3. Would you have decided to keep your court date or would you have decided not to come to court? Explain your decision.

4. Create a headline for this article.

5. Summarize the events in this article with a song, poem, or a rap.

6. Illustrate the courtroom scene. Don’t forget to label the people in your drawing.