

6th Grade

Learning

Guide

ELA



Note to Students and Families: The learning guides can be translated using your phone!

How to Translate the Learning Guides:

1. Download the Google Translate app
2. Tap "Camera"
3. Point your camera at the text you want to translate
4. Tap "Scan"
5. Tap "Select all"

How to Use This Learning Guide:

This learning guide contains 10 lessons. Each lesson is made up of several sections. Here is how you should move through the sections:

- **First**, you will read the **text/story**.
- **Next**, there is a section called "**What Students are Learning**" that says what you are learning and what you will be doing. It includes information about the standards that are connected to the lesson.
- **After that**, there is a section called "**Background and Context**" that gives you more information about the author (writer) or the topic (what you read about).
- **Then**, there is a section called "**Supports for Learning**" that helps you to understand the lesson better.
- **Next**, there is a section called "**Online Resources for Students**" that has videos and websites that you can visit for additional information.
 - This section is *optional*. It extends the lesson (makes the lesson longer to learn more about the topic or the author/poet), but it is not needed to complete any of the activities found in the next section, called "Tic-Tac-Toe Choice Board."
- **Finally**, there is a section called "**Tic-Tac-Toe Choice Board**." This tells you what work to complete.
 - The directions say that you should complete at least 2 activities from each row.
 - You should pick activities that you think are interesting and help you show what you have learned from the text/poem.

Grade: 6 Subject: English Language Arts

Topic: Pet Rocks

by CommonLit Staff

Would you pay for an ordinary rock? In 1975, over a million Americans did. As you read, take notes on how and why pet rocks get so popular.



["Pet Rock"](#) by Owner of Pet Rock Net is licensed under CC BY-SA 2.0.

BACKGROUND

A “pet rock” was a collectible item that became wildly popular in the United States in the 1970s. Gary Dahl was the inventor of the pet rock; he was sitting in a bar in California in 1975, listening to his friends discuss the needs and annoyances of their pets. In response, he conceived the idea of a pet rock, which the owner would not have to bathe, groom, walk, or feed; the pet rocks could never become sick or be disobedient. Dahl joked that this would make them “perfect pets.”

Although he was merely making a joke at first, Dahl eventually began to take the idea of the pet rock seriously. He actually packaged pet rocks and sold them for almost \$17 by today’s standards. He even wrote a 32-page instruction manual about caring for them, which spoke of the rock as if it was an actual pet. The manual described in detail how to discipline the rock, teach it simple commands, and potty train it. Obviously, the instructions were highly ironic¹ and humorous in tone, like the product itself. The rocks were ordinary gray stones, but they were marketed and sold as if they were actual animals. They even came in boxes on a bed of straw, and there were breathing holes for their comfort.

In the span of about six months in 1975 and 1976, the popularity of pet rocks soared. Dahl sold 1.5 million of them and became a millionaire. The popularity of the pet rock eventually died down, but they remain collectors’ items for some people even today.

¹Ironic (adjective): strange or funny because something (such as a situation) is different from what you expected



The pet rock remains an iconic² example of a **fad**³. A fad is a behavior that rapidly grows in popularity, and which many people adopt very enthusiastically for a short period of time. Unlike a **trend**⁴, which can have a lasting impact on culture, fads are more fleeting in nature; they come and go quickly, and are often seen as somewhat ridiculous in retrospect.

²Iconic (adjective): widely know, successful, or famous

³Fad (noun): behavior that rapidly grows in popularity, and which many people adopt very enthusiastically for a short period of time

⁴Trend (noun): something that is currently popular or fashionable and can have a lasting impact on culture

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What Students are Learning:

- CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Background and Context for Parents and Guardians:

- In America in the 1970s, many people paid great amounts of money for painted rocks that they treated as pets.
- As students read, they will consider the theme of [Social Pressure](#) as it relates to the text.
- Students will try to answer this big question :
 - "Why do people follow the crowd?"

Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
 - **Ironic** (adjective): strange or funny because something (such as a situation) is different from what you expected (see additional information in the “video” section)
 - **Iconic** (adjective): widely know, successful, or famous
 - **Fad** (noun): behavior that rapidly grows in popularity, and which many people adopt very enthusiastically for a short period of time
 - **Trend** (noun): something that is currently popular or fashionable and can have a lasting impact on culture



- After reading, ask questions about the text. These questions could include:
 - What was the text mostly about?
 - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
 - What did you learn about social pressure?

Online Resources for Students:

Video: Watch [How Pet Rocks Made One Man A Fortune \(NBC News\)](https://www.youtube.com/watch?v=rFM80-Zxxqc) (<https://www.youtube.com/watch?v=rFM80-Zxxqc>) at home with your child.

To more deeply understand the concept of irony, watch the video linked here:
<https://www.youtube.com/watch?v=liR-bnCHIYo>

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Link: <https://powerlibrary.org>

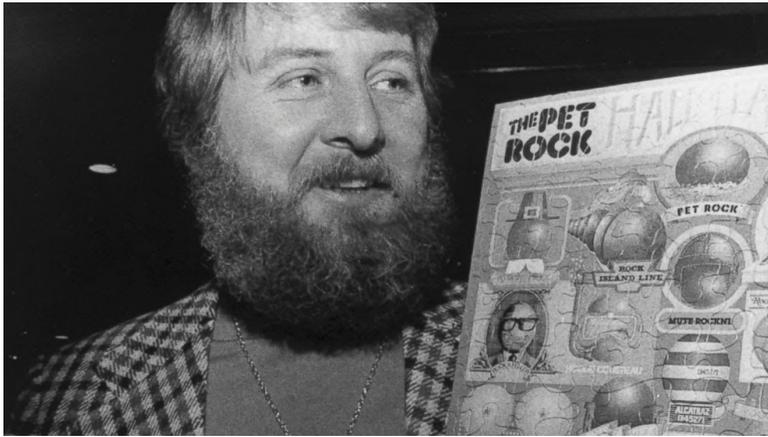
When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge:

The Pet Rock Captured a Moment and Made Its Creator a Millionaire

Gary Ross Dahl, who developed the 1970s fad, has died at age 78.

By
DAN GOOD
April 1, 2015, 3:50 AM



Inventors of the Pet Rock, Frisbee and hula hoop are self-made millionaires.
— -- Gary Ross Dahl devised the perfect pet.

No messes. No [allergies](#). No effort. Just pure, simple solidarity. Dahl's Pet Rock was a key innovation of the 1970s, tongue-in-cheek humor for a post-Watergate world, a pop culture fad that made its creator lots of money -- and continued to draw bemused attention in the decades that followed.

Dahl, whose death was announced Tuesday at age 78, reportedly stumbled onto his Pet Rock idea while at a bar talking with friends.

Dahl quickly got to work, developing the packaging. The smooth stones rested on a bed of excelsior inside a cardboard box -- featuring air holes for breathing purposes, naturally -- and included a tongue-in-cheek instruction pamphlet for "care and training."

"Your PET ROCK will be a devoted friend and companion for many years to come," stated Dahl's booklet, which featured illustrations of the rocks in inaction. "Rocks enjoy a rather long life span so the two of you will never have to part -- at least not on your PET ROCK's account. Once you have transcended the awkward training stage your rock will mature into a faithful, obedient, loving pet with but one purpose in life -- to be at your side when you want it to, and to go lie down when you don't."



*A Pet Rock is displayed with its own carrying case.
Al Freni/The LIFE Images Collection/Getty Images*

Lineage was highlighted, too, assuring the owner that there is “nothing common” about the rocks. No, these Pet Rocks came from a long line of famous rocks, the type of rocks found in pyramids and great walls. The instructions featured obedience commands such as “come,” “stay,” “roll over” and “play dead” (“play dead” was one of the Pet Rock’s specialties).

Dahl introduced his Pet Rock in August 1975 in the San Francisco area, and the fad exploded, with more than one million of them sold in the ensuing months. “Tonight Show” appearances, newspaper clippings and even a song -- “I’m in Love With My Pet Rock,” by Al Bolt -- followed.

Despite his success, Dahl remained grounded.

“I packaged a sense of humor for a very bored public,” Dahl admitted in an interview with the Oakland Tribune.

The fad faded as the calendar switched to 1976, eventually relegated to a sweet, saccharine sentimentality with the likes of lava lamps, pogs and hula hoops.

[...]

As the fad fizzled, Dahl estimated that he had sold 1.5 million Pet Rocks for \$3.95 each – not a bad haul for devising a preposterous but pleasant pet.

The Associated Press contributed to this report.

From: <https://abcnews.go.com/US/pet-rock-captured-moment-made-creator-millionaire/story?id=30041318>

Tic-Tac-Toe Choice Board (This should be used for lessons 1 and 2):
“Pet Rocks”

Directions: Read the text “Pet Rocks”. You can access the text above. Then, choose **4** activities from the choice board below. You should complete at least two activities from each **row**.

<p>R o w 1</p>	<p style="text-align: center;">Activity 1</p> <p>Complete a first read of the text “Pet Rocks”</p> <p>Write:</p> <ul style="list-style-type: none"> ● 3 things that interested you about the text. ● 3 questions you have about the text. 	<p style="text-align: center;">Activity 2</p> <p>Read “Pet Rocks.” Then answer the questions listed below:</p> <ul style="list-style-type: none"> ● What is the central idea presented in the text? How did the author support this idea? ● Describe why pet rocks are no longer popular. 	<p style="text-align: center;">Activity 3</p> <p>Word Study: Read the definitions of the vocabulary words fad and trend</p> <ul style="list-style-type: none"> ● Write two sentences using each word. ● The sentences are to be grade appropriate and use at least eight words in each sentence.
<p>R o w 2</p>	<p style="text-align: center;">Activity 4</p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes essential details from the text. Your summary should be at least 4-5 sentences long.</p>	<p style="text-align: center;">Activity 5</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>According to the text, what made pet rocks popular? Support your response with evidence from the text.</p>	<p style="text-align: center;">Activity 6</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Describe the similarities and differences between a fad and a trend. What made pet rocks a fad, rather than a trend?</p>

Lessons Three and Four

Grade: 6 Subject: English Language Arts

Topic: The Water of Life

by Howard Pyle

Howard Pyle (1853-1911) was an American illustrator and author of books for young people. In the following tale, a king asks a faithful servant to bring back the Water of Life, hoping to win the affections of a beautiful princess. The king, however, learns an unexpected lesson about hard work. As you read, take notes on how the young king and the faithful servant respond to each task.



[*"A River of Water of Life"*](#) by Evans E is licensed under CC BY-NC-ND 2.0.

Once upon a time, there was an old king who had a faithful servant. There was nobody in the whole world like him,¹ and this was why: around his wrist he wore an armlet² that fitted as close as the skin. There were words on the golden band; on one side they said:

“WHO THINKS TO WEAR ME ON HIS ARM
MUST LACK BOTH **GUILE**³ AND THOUGHT OF HARM.”

And on the other side they said:

“I AM FOR ONLY ONE AND HE
SHALL BE AS STRONG AS TEN CAN BE.”

At last the old king felt that his end was near, and he called the faithful servant to him and besought⁴ him to serve and aid the young king who was to come as he had served and aided the old king who was to go. The faithful servant promised that which was asked, and then the old king closed his eyes and folded his hands and went the way that those had traveled who had gone before him.

¹ referring to the servant

² An armlet is a band or bracelet worn around a person's arm.

³ Guile (noun) : clever and usually dishonest methods to achieve something

⁴ “Besought” is an archaic term used to ask someone urgently to do something.

Well, one day a stranger came to that town from over the hills and far away. With him he brought a painted picture, but it was all covered with a curtain so that nobody could see what it was.

He drew aside the curtain and showed the picture to the young king and it was a likeness of the most beautiful princess in the whole world; for her eyes were as black as a crow's wing, her cheeks were as red as apples, and her skin as white as snow. Moreover, the picture was so natural that it seemed as though it had nothing to do but to open its lips and speak.

The young king just sat and looked and looked. "Oh me!" said he, "I will never rest content until I have such a one as that for my own."

"Then listen!" said the stranger, "this is a likeness of the princess that lives over beyond the three rivers. A while ago she had a wise bird on which she doted⁵, for it knew everything that happened in the world, so that it could tell the princess whatever she wanted to know. But now the bird is dead, and the princess does nothing but grieve for it day and night. She keeps the dead bird in a glass casket, and has promised to marry whoever will bring a cup of water from the Fountain of Life, so that the bird may be brought back to life again." That was the story the stranger told, and then he jogged on the way he was going, and I, for one, do not know whither⁶ it led.

But the young king had no peace or comfort in life for thinking of the princess who lived over beyond the three rivers. At last he called the faithful servant to him. "And can you not," said he, "get me a cup of the Water of Life?"

"I know not, but I will try," said the faithful servant, for he bore in mind what he had promised to the old king. So out he went into the wide world, to seek for what the young king wanted, though the way there is both rough and thorny. On he went and on, until his shoes were dusty, and his feet were sore, and after a while he came to the end of the earth, and there was nothing more over the hill. There he found a little tumbled-down hut, and within the hut sat an old, old woman with a distaff⁷, spinning a lump of flax⁸.

"Good-morning, mother," said the faithful servant.

"Good-morning, son," says the old woman, "and where are you traveling that you have come so far?"

"Oh!" says the faithful servant, "I am hunting for the Water of Life, and have come as far as this without finding a drop of it."

"Hoity, toity⁹," says the old woman, "if that is what you are after, you have a long way to go yet. The fountain is in the country that lies east of the Sun and west of the Moon, and it is few that have gone there and come back again, I can tell you. Besides that there is a great dragon that keeps watch over the water, and you will have to get the better of him before you can touch a drop of it. All the same, if you have made up your mind to go you may stay here until my sons come home, and perhaps they can put you in the way of getting there, for I am the Mother of the Four Winds of Heaven, and it is few places that they have not seen."

⁵ Dote (verb) : to give a lot of love or attention to

⁶ "Whither" is an archaic term meaning "to what place or state."

⁷ "Distaff" is a stick or spindle on which wool or flax is spun.

⁸ "Flax" is a blue-flowered plant used for its seeds and the cloth fibers collected from its stalks.

⁹ an old phrase meaning "thoughtlessly silly"

So the faithful servant came in and sat down by the fire to wait till the Winds came home.

The first that came was the East Wind, but he knew nothing of the Water of Life and the land that lay east of the Sun and west of the Moon; he had heard folks talk of them both now and then, but he had never seen them with his own eyes.

The next that came was the South Wind, but he knew no more of it than his brother, and neither the West Wind for the matter of that.

Last of all came the North Wind, and dear, dear, what a **hubbub**¹⁰ he made outside of the door, stamping the dust off of his feet before he came into the house.

“And do you know where the Fountain of Life is, and the country that lies east of the Sun and west of the Moon?” said the old woman.

Oh, yes, the North Wind knew where it was. He had been there once upon a time, but it was a long, long distance away.

“So, good! Then perhaps you will give this lad a lift over there tomorrow,” said the old woman.

At this the North Wind grumbled and shook his head; but at last he said “yes,” for he is a good-hearted fellow at the bottom, is the North Wind, though his ways are a trifle rough perhaps.

So the next morning he took the faithful servant on his back, and away he flew till the man’s hair whistled behind him. On they went and on they went and on they went, until at last they came to the country that lay east of the Sun and west of the Moon; and they were none too soon getting there either, I can tell you, for when the North Wind tumbled the faithful servant off his back he was so weak that he could not have lifted a feather.

“Thank you,” said the faithful servant, and then he was for starting away to find what he came for.

“Stop a bit,” says the North Wind, “you will be want to come away again after a while. I cannot wait here, for I have other business to look after. But here is a feather; when you want me, cast it into the air, and I will not be long in coming.”

Then way he bustled, for he had caught his breath again, and time was none too long for him.

The faithful servant walked along a great distance until, by and by, he came to a field covered all over with sharp rocks and white bones, for he was not the first by many who had been that way for a cup of the Water of Life.

There lay the great fiery dragon in the sun, sound asleep, and so the faithful servant had time to look about him. Not far away was a great deep trench like a drain in a swampy field; that was a path that the dragon had made by going to the river for a drink of water every day. The faithful servant dug a hole in the bottom of this trench, and there he hid himself as snugly as a cricket in the crack in the kitchen floor. By and by the dragon

¹⁰ A “**hubbub**” is a situation that causes much noise, confusion, excitement, and activity.



awoke and found that he was thirsty, and then started down to the river to get a drink. The faithful servant lay as still as a mouse until the dragon was just above where he was hidden; then he thrust his sword through its heart, and there it lay, after a turn or two, as dead as a stone.

After that, he had only to fill the cup at the fountain, for there was nobody to say nay to him. Then he cast the feather into the air, and there was the North Wind, as fresh and as sound as ever. The North Wind took him upon its back, and away it flew until it came home again.

The faithful servant thanked them all around — the Four Winds and the old woman — and as they would take nothing else, he gave them a few drops of the Water of Life, and that is the reason that the Four Winds and their mother each are as fresh and young now as they were when the world began.

Then the faithful servant set off home again, right foot foremost, and he was not as long in getting there as in coming.

As soon as the king saw the cup of the Water of Life he had the horses saddled, and off he and the faithful servant rode to find the princess who lived over beyond the three rivers. By and by they came to the town, and there was the princess mourning and grieving over her bird just as she had done from the first. But when she heard that the king had brought the Water of Life she welcomed him as though he was a flower in March.

They sprinkled a few drops upon the dead bird, and up it sprang as lively and as well as ever. But now, before the princess would marry the king she must have a talk with the bird, and there came the hitch¹¹, for the Wise Bird knew as well as you and I that it was not the king, who had brought the Water of Life. “Go and tell him,” said the Wise Bird, “that you are ready to marry him as soon as he saddles and bridles¹² the Wild Black Horse in the forest over yonder, for if he is the hero who found the Water of Life he can do that and more easily enough.”

The princess did as the bird told her, and so the king missed getting what he wanted after all. But off he went to the faithful servant. “And can you not saddle and bridle the Wild Black Horse for me?” said he.

“I do not know,” said the faithful servant, “but I will try.”

So off he went to the forest to hunt up the Wild Black Horse, the saddle over his shoulder and the bridle over his arm. By and by came the Wild Black Horse galloping through the woods like a thunder gust in summer, so that the ground shook under his feet. But the faithful servant was ready for him; he caught him by the mane and forelock¹³, and the Wild Black Horse had never had such a one to catch hold of him before.

But how they did stamp and wrestle! Up and down and here and there, until the fire flew from the stones under their feet. But the Wild Black Horse could not stand against the strength of ten men, such as the faithful servant had, so by and by he fell on his knees, and the faithful servant clapped the saddle on his back and slipped the bridle over his ears.

¹¹ a temporary interruption or problem

¹² To “bridle” a horse means to put a harness on its head for the purpose of steering it.

¹³ “Forelock” is the portion of hair growing above the forehead.



“Listen now,” says he; “tomorrow my master, the king, will ride you up to the princess’s house, and if you do not do just as I tell you, it will be the worse for you; when the king mounts upon your back you must stagger and groan, as though you carried a mountain.”

The horse promised to do as the other bade, and then the faithful servant jumped on his back and away to the king, who had been waiting at home for all this time.

The next day the king rode up to the princess’s castle, and the Wild Black Horse did just as the faithful servant told him to do; he staggered and groaned, so that everybody cried out, “Look at the great hero riding upon the Wild Black Horse!”

And when the princess saw him she also thought that he was a great hero. But the Wise Bird was of a different mind from her, for when the princess came to talk to him about marrying the king he shook his head. “No, no,” said he, “there is something wrong here, and the king has baked his cake in somebody else’s oven. He never saddled and bridled the Wild Black Horse by himself. Listen, you must say to him that you will marry nobody but the man who wears such and such a golden armlet with this and that written on it.”

So the princess told the king what the Wise Bird had bidden her to say, and the king went straightway to the faithful servant.

“You must let me have your armlet,” said he.

“Alas, master,” said the faithful servant, “that is a woeful thing for me, for the one and only way to take the armlet off of my wrist is to cut my hand from off my body.”

“So!” says the king, “that is a great pity, but the princess will not have me without the armlet.”

“Then you shall have it,” says the faithful servant; but the king had to cut the hand off, for the faithful servant could not do it himself.

But, bless your heart! The armlet was ever so much too large for the king to wear! Nevertheless, he tied it to his wrist with a bit of ribbon, and off he marched to the princess’s castle.

“Here is the armlet of gold,” said he, “and now will you marry me!”

But the Wise Bird sat on the princess’s chair. “Hut! tut!” says he, “it does not fit the man.”

Yes, that was so; everybody who was there could see it easily enough; and as for marrying him, the princess would marry nobody but the man who could wear the armlet.

What a hubbub there was then! Everyone who was there was sure that the armlet would fit him if it fitted nobody else. But no; it was far too large for the best of them. The faithful servant was very sad, and stood back of the rest, over by the wall, with his arm tied up in a napkin. “You shall try it too,” says the princess; but the faithful servant only shook his head, for he could not try it on as the rest had done because he had no hand. But the Wise Bird was there and knew what he was about. “See now,” says he, “maybe the Water of Life will cure one thing as well as another.”



Yes, that was true, and one was sent to fetch the cup. They sprinkled it on the faithful servant's arm, and it was not twice they had to do it, for there was another hand as good and better than the old.

Then they gave him the armlet; he slipped it over his hand, and it fitted him like his own skin.

"This is the man for me," says the princess, "and I will have none other." For she could see with half an eye that he was the hero who had been doing all the wonderful things that had happened because he said nothing about himself.

As for the king — why, all that was left for him to do was to pack off home again; and I, for one, am glad of it. And this is true; the best packages are not always wrapped up in blue paper and tied with a string, and there are better men in the world than kings and princes, fine as they seem to be.

"The Water of Life" by Howard Pyle (1888) is in the public domain.

What Students are Learning:

- CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

Background and Context for Parents and Guardians:

In Howard Pyle's "The Water of Life", a king abuses his power by asking a faithful servant to complete difficult tasks for him, hoping to win the love of a princess.

As we read, we will be discussing the themes of morality, power & greed, and resilience & success as they relate to the text.

Students will try to answer these big questions :

- "What is good and how do we know?",
- "Why do people succeed?", and
- "How does power corrupt?"

Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
 - **Guile** (noun) : clever and usually dishonest methods to achieve something
 - Dote (verb) : to give a lot of love or attention to
 - **Hubbub** (noun): a situation that causes much noise, confusion, excitement, and activity.
- After reading, ask questions about the text. These questions could include:
 - What was the text mostly about?
 - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?



- What was "The Water of Life" about?
- What did you learn about power and greed? What did you learn about resilience and success?

Online Resources for Students:

Video: Watch the following clips with your child at home:

- https://www.youtube.com/watch?v=pE6-zk9_Yps

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Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge:

Howard Pyle

AMERICAN WRITER AND ILLUSTRATOR

WRITTEN BY: [The Editors of Encyclopaedia Britannica](#)

Howard Pyle, (born March 5, 1853, [Wilmington](#), Del., U.S.—died Nov. 9, 1911, Florence), American illustrator, painter, and author, best known for the children's books that he wrote and illustrated.

Pyle studied at the [Art Students' League, New York City](#), and first attracted attention by his line drawings after the style of [Albrecht Dürer](#). His magazine and book illustrations are among the finest of the turn-of-the-century period in the [Art Nouveau](#) style. Pyle wrote original children's stories as well as retelling old fairy tales. Many of Pyle's children's stories, illustrated by the author with vividness and historical accuracy, have become classics—most notably *The Merry Adventures of Robin Hood* (1883); *Otto of the Silver Hand* (1888); *Jack Ballister's Fortunes* (1895); and his own folktales, *Pepper & Salt* (1886), *The Wonder Clock* (1888), and *The Garden Behind the Moon* (1895).



Robin shooteth his Last Shaft, drawing by Howard Pyle for The Merry Adventures of Robin Hood, 1883. Courtesy of the trustees of the British Museum; photograph, J.R. Freeman & Co. Ltd.

Later Pyle undertook [mural](#) paintings, executing, among others, *The Battle of Nashville* (1906) for the capitol at St. Paul, Minn. Dissatisfied with his style in [painting](#), he went to [Italy](#) for further study but died shortly afterward. Pyle had established a [free school](#) of art in his home in Wilmington, where many successful American illustrators received their education.

From: <https://www.britannica.com/biography/Howard-Pyle>

Tic-Tac-Toe Choice Board (This should be used for lessons 3 and 4):
"The Water of Life"

Directions: Read the text "The Water of Life". You can access the text above. Then, choose **4** activities from the choice board below. You should complete at least two activities from each **row**.

<p>R o w 1</p>	<p style="text-align: center;">Activity 1</p> <p>Complete a first read of the text "The Water of Life"</p> <p>Write:</p> <ul style="list-style-type: none"> ● 3 things that interested you about the text. ● 3 questions you have about the text. 	<p style="text-align: center;">Activity 2</p> <p>Read "The Water of Life". Then answer the questions listed below:</p> <ul style="list-style-type: none"> ● Why does the king want the Water of Life? ● What is the theme of the story? Support your response with evidence from the text. 	<p style="text-align: center;">Activity 3</p> <p>Word Study: Read the definitions of the vocabulary words (guile, dote, hubbub)</p> <ul style="list-style-type: none"> ● Write two sentences using each word. ● The sentences are to be grade appropriate and use at least eight words in each sentence.
<p>R o w 2</p>	<p style="text-align: center;">Activity 4</p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes essential details from the text. Your summary should be at least 5-7 sentences long.</p>	<p style="text-align: center;">Activity 5</p> <p>Text dependent analysis: Write an essay responding to the prompt below.</p> <p>Authors often use characters to develop the theme of a text. Write an essay analyzing how the characters help to develop the theme of "The Water of Life". Support your response with evidence from the text.</p>	<p style="text-align: center;">Activity 6</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>In the short story, the old king asks the faithful servant to serve and aid the young king. How does the young king use his power over the faithful servant? Why do people use power over others? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.</p>

Grade: 6 Subject: English Language Arts

Topic: Workers' Rights and the History of Labor Unions
by Jessica McBirney

What is a labor union? In the past, when workers were mistreated by their employers, there was nothing they could do about it. Labor unions were the workers' solution to this problem. This article sets the scene for the dawn of labor unions, explores the history of workers' rights, and explains the strategies they still use today. As you read this text, identify 3 strategies that union members used to seek justice and create change.



["Miners Just Leaving the Elevator Shaft of Virginia-Pocahontas Coal Company Mine #4 near Richlands, Virginia"](#) by The U.S. National Archives is in the public domain.

Have you ever heard the phrase “There’s strength in numbers”? For many years, people who worked on farms, in factories, or in other low-wage positions were sometimes forced to **endure**¹ terrible conditions with little pay. But they soon found, with “strength in numbers,” that they could take charge of their circumstances. That’s where labor unions come in.

A labor union is a group of workers who join together to ask their employers for better payment, working hours, and working conditions. Labor unions are very common today, and many workers in the United States are members of different kinds of unions. However, unions did not always exist. Modern labor unions didn’t appear in the United States until the late 1800s.

The United States experienced an Industrial Revolution from about 1860 until about 1920. People started to use machines and factories to make products instead of making them by hand. Factory owners became rich very quickly, but they did not treat their workers with kindness or respect. Employees had to work up to 12 hours per day for only a few dollars. They did not always get weekends off. In many industries, workers faced **inhumane**² conditions such as having to bend over all day, or breathing in smoke from the machines. One of the worst industries to work in was the coal industry, where workers spent all day deep underground in coal mines. The mines were very dark and usually damp and cold. Workers had to breathe coal dust and poisonous gases. They had to crawl through the mine in narrow tunnels and pull carts full of coal behind them. There was always a chance that the whole mine could collapse from an explosion. Because coal miners were paid so little, many families could not afford to buy enough food. They had to send their children to work in the mines too, just so the family could have enough money to live on. Children worked six days a week just like their parents, so they could not go to school.

¹ **Endure** (verb) : to continue without giving in

² **Inhumane** (adjective) : not kind or gentle to people or animals

Workers decided they could not keep living such hard lives. They knew they had to work together to **negotiate**³ with the rich and powerful factory owners, so they grouped together to form labor unions. Labor unions used 3 different strategies to protect workers:

The first strategy was called “collective bargaining.” Workers chose a few leaders to represent them in a meeting with the factory or mine owner. In this meeting, everyone would agree to a new contract that gave workers shorter hours, higher pay, and safer working conditions. If the factory owner did not agree to the contract, all the workers would strike, or stop working until they got what they wanted. Many strikes occurred during the Industrial Revolution, and workers still go on strike today.

The second strategy was giving benefits to union members. If any worker got hurt on the job, the union would pay for the doctor’s visit, medicine, and sometimes food.

The third strategy was working with the government to pass more laws. Union leaders could make deals with politicians to pass laws that helped workers. For example, child labor became illegal and the government began to send inspectors to make sure factories were safe.

Unions were very successful in making sure business owners did not take advantage of their workers. Unions still serve many of these same functions today. Workers still go on strike when their employer will not agree to a better contract, and unions still work with the government to get laws passed. Many people across the country rely on unions to keep their jobs safe and their families fed.

³. Negotiate (verb) : to formally discuss something in order to make an agreement

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What Students are Learning:

- CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Background and Context for Parents and Guardians:

This article provides a brief history of labor unions, including common tactics and important advances in workers’ rights.

As students read, they will think about the themes of justice, freedom, & equality and social change & revolution as they relate to the text.

Students will try to answer these big questions :

- "What is fair?" and
- "How do people create change?"



Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
 - **Endure** (verb) : to continue without giving in
 - **Inhumane** (adjective) : not kind or gentle to people or animals
 - **Negotiate** (verb) : to formally discuss something in order to make an agreement
- After reading, ask questions about the text. These questions could include:
 - What was the text mostly about?
 - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
 - What did you learn about social change and revolution?

Online Resources for Students:

Video:

- Watch the following clips with your child at home:
 - ['What Happened to the American Labor Union? | TIME'](#)
 - ['A Brief History of Unions'](#)

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Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge:

Industrial Revolution Facts

[Kids Encyclopedia Facts](#)



[Coalbrookdale](#) is a town in England where new ideas for industry were tried. Here it is at night in 1801. The fires are from the large scale making of iron.

The Industrial Revolution is the name historians have given to the period in [history](#) when there was a large and rapid change in the way things were made. This meant that instead of things being hand made in small workshops, they were made more cheaply in large quantities by [machines](#) in [factories](#). Products being made in large quantity now meant that they were sold for less.

Many people began to move from an [agricultural](#) based life in the country to the towns where the factories offered more and better paid work.

Beginnings

The Industrial Revolution began in Great Britain in the middle of the 18th century. In particular, the County of [Shropshire](#) was important, for it had both minerals (e.g. [iron ore](#) and [coal](#)) and transport on the [River Severn](#). This led to the group of industries near the [Ironbridge Gorge](#) and the town of [Coalbrookdale](#).

The revolution spread to [Europe](#) and the [Americas](#), especially the [United States](#), by the early 19th century. Samuel Slater, who had been an apprentice in an English cotton factory, disguised himself and came to America. He reconstructed a [spinning machine](#) from memory and built a factory of his own.

New ideas and inventions were also taken up and used in [mining](#), the working of [metals](#), and in the [transport](#) of goods. Around the same time new ideas in farming were leaving some farm workers without jobs. They added to the move to the industrial towns where they sought out work in factories.



Early steam engines like this one from 1817 were used in mines to pump out water and pump in air. This allowed deeper mining.

The most important new invention of the industrial revolution was the [steam engine](#). The steam engine, improved by [James Watt](#) around 1776 was used to power the factories and pump out the deeper mines. It was also used in [railway](#) engines. The heat from burning [coal](#) became the main source of power.

[Historians](#) still disagree on why the Industrial Revolution happened when it did, and why it happened in England first. It built on a new spirit of studying things through [science](#). The 17th century began a period now called the [Enlightenment](#) during which people asked more questions about the way the world worked.

England also was a politically stable country throughout the 1700s with no wars at home (although it had many abroad). England was also lucky that it had many of the raw materials needed to make and power the new machines within its borders. It also had an overseas [empire](#) that would buy the goods it made and provide it with a cheap source of other raw materials such as cotton and sugar. At the time of the industrial revolution [slavery](#) was practiced in many British Empire lands, this supplied a source for some of the money which could be spent on building the new industries. Also, England had much less land that could be farmed compared to other European countries.

Problems

Living standards rose and people generally became richer and healthier and had more children who survived to be adults instead of starving. The resulting [population growth](#) in England caused new problems. The environment was damaged. Where only a few people had been rich because they owned land, now more became very rich thanks to industry. More, however, were still poor and lived in poor conditions. Children and women had to work for a long time for little pay. Often several families crowded into very small apartments. Working at different times, family members would take turns sleeping when they were not working. Families were usually unable to get together. 12, 14, or even 18-hour workdays were common. The Industrial Revolution brought problems of its own.



[Edmund Cartwright](#), inventor of the power [loom](#). This invention greatly sped the [weaving](#) process.

Changes

During the industrial revolution, new technology brought many changes. For example:

- [Canals](#) were built to allow heavy goods to be moved easily where they were needed.
- The [steam engine](#) became the main source of power. It replaced horses and human labour.
- Cheap iron and steel became [mass-produced](#). Steel replaced wood as material for building many of the new things.
- Machine tools became commonplace. Things could now be mass-produced in factories instead of making them by hand.
- [Seed drills](#) and other agricultural machinery brought a British agricultural revolution. Fewer people were needed to work in farming, so many moved to towns and found new jobs in the factories although many of the new jobs were very harsh and dangerous.
- [Railways](#) were built all around England and then the world. They carried [freight](#) and [passengers](#) much more quickly and cheaply than before.
- [Steamships](#) began to replace sailing ships. They could be larger and faster than sailing ships and did not depend on wind and weather.
- The [spinning Jenny](#) and power loom made it easy to mass-produce clothes and fabrics.

From: https://kids.kiddle.co/Industrial_Revolution

Tic-Tac-Toe Choice Board (This should be used for lessons 5 and 6):
 “Workers’ Rights and the History of Labor Unions”

Directions: Read the text “Workers’ Rights and the History of Labor Unions”. You can access the text above. Then, choose **4** activities from the choice board below. You should complete at least two activities from each row.

<p>R o w 1</p>	<p style="text-align: center;">Activity 1</p> <p>Complete a first read of the text “Workers’ Rights and the History of Labor Unions”</p> <p>Write:</p> <ul style="list-style-type: none"> ● 3 things that interested you about the text. ● 3 questions you have about the text. 	<p style="text-align: center;">Activity 2</p> <p>Read “Workers’ Rights and the History of Labor Unions”. Then answer the questions listed below:</p> <ul style="list-style-type: none"> ● What is the central idea presented in the text? How did the author support this idea? ● How does the Industrial Revolution relate to the history of workers’ rights? 	<p style="text-align: center;">Activity 3</p> <p>Word Study: Read the definitions of the vocabulary words (endure, inhumane, negotiate)</p> <ul style="list-style-type: none"> ● Write two sentences using each word. ● The sentences are to be grade appropriate and use at least eight words in each sentence.
<p>R o w 2</p>	<p style="text-align: center;">Activity 4</p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes essential details from the text. Your summary should be at least 5-7 sentences long.</p>	<p style="text-align: center;">Activity 5</p> <p>Text dependent analysis: Write an essay responding to the prompt below.</p> <p>Read the statement from the passage.</p> <p>“Unions were very successful in making sure business owners did not take advantage of their workers.”</p> <p>Write an essay analyzing how the information in the passage on pages 16 and 17 proves the statement is true. Use evidence from the passage to support your response.</p>	<p style="text-align: center;">Activity 6</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>How do people create change? Can strategies like collective bargaining, working with the government, or agreeing to benefits help people create change in other scenarios? Cite evidence from the text on pages 16 and 17, your own experience, and other literature, art, or history in your answer.</p>

Grade: 6 Subject: English Language Arts

Topic: The Song of the Shirt
by Thomas Hood

Thomas Hood (1799-1845) was an English poet who is often remembered for his poem “The Song of the Shirt.” In this poem, Hood writes about the inhumane working conditions of England’s poor. As you read, take notes on the effect of Hood’s word choice and figurative language on the poem’s overall message.



["Stitch! Stitch! Stitch!"](#) by Martin Beek is licensed under CC BY-NC-ND 2.0.

With fingers **weary**¹ and worn,
With eyelids heavy and red,
A woman sat in unwomanly rags,
Plying her needle and thread—

Stitch! stitch! stitch!
In poverty, hunger, and dirt,
And still with a voice of dolorous² pitch
She sang the “Song of the Shirt.”
“Work! work! work!

While the cock is crowing aloof!³
And work—work—work,
Till the stars shine through the roof!
It’s O! to be a slave
Along with the barbarous⁴ Turk,

1. Weary (adjective) : feeling or showing tiredness

2. sad or miserable

3. cold and distant

4. cruel or uncivilized



Where woman has never a soul to save,
If this is Christian work!

“Work—work—work,
Till the brain begins to swim;
Work—work—work,

Till the eyes are heavy and dim!
Seam, and gusset,⁵ and band,⁶
Band, and gusset, and seam,
Till over the buttons I fall asleep,
And sew them on in a dream!

“O, men, with sisters dear!
O, men, with mothers and wives!
It is not linen you’re wearing out,
But human creatures’ lives!
Stitch—stitch—stitch,

In poverty, hunger and dirt,
Sewing at once, with a double thread,
A Shroud⁷ as well as a Shirt.

“But why do I talk of death?
That phantom of grisly⁸ bone,

I hardly fear his terrible shape,
It seems so like my own—
It seems so like my own,
Because of the fasts I keep;
Oh, God! that bread should be so dear.

And flesh and blood so cheap!
“Work—work—work!
My labour never flags;⁹
And what are its wages? A bed of straw,
A crust of bread—and rags.

That shattered roof—this naked floor—
A table—a broken chair—
And a wall so blank, my shadow I thank
For sometimes falling there!
“Work—work—work!

⁵. A gusset is a piece of fabric sewn into a garment, such as a collar on a shirt.

⁶. a strip of material

⁷. A shroud is a length of cloth or an enveloping garment in which a dead person is wrapped for burial.

⁸. horrifying

⁹. to become weak or unsteady



From weary chime to chime,
Work—work—work,
As prisoners work for crime!
Band, and gusset, and seam,
Seam, and gusset, and band,

Till the heart is sick, and the brain benumbed,¹⁰
As well as the weary hand.
“Work—work—work,
In the dull December light,
And work—work—work,

When the weather is warm and bright—
While underneath the eaves
The brooding swallows cling
As if to show me their sunny backs
And twit me with the spring.

“O! but to breathe the breath
Of the cowslip¹¹ and primrose sweet—
With the sky above my head,
And the grass beneath my feet;
For only one short hour

To feel as I used to feel,
Before I knew the woes of want
And the walk that costs a meal!
“O! but for one short hour!
A **respite**¹² however brief!

No blessed leisure¹³ for Love or hope,
But only time for grief!
A little weeping would ease my heart,
But in their briny¹⁴ bed
My tears must stop, for every drop

Hinders needle and thread!”
With fingers weary and worn,
With eyelids heavy and red,
A woman sat in unwomanly rags,
Plying her needle and thread—

¹⁰. made numb or inactive

¹¹. a type of flower

¹². Respite (noun) : a temporary period of rest or relief

¹³. free time

¹⁴. salty



Stitch! stitch! stitch!
In poverty, hunger, and dirt,
And still with a voice of dolorous pitch,—
Would that its tone could reach the Rich!—
She sang this “Song of the Shirt!”

The Song of The Shirt by Thomas Hood is in the public domain.

What Students are Learning:

- CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Background and Context for Parents and Guardians:

"Song of the Shirt" (1843) by Thomas Hood is a lyrical, repetitive poem narrated from the perspective of someone in the working class.

As students read they will be discussing the theme of social change and revolution as it relates to the text.

Students will try to answer this big question:

- "How do people create change?"

Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
 - **Weary** (adjective) : feeling or showing tiredness
 - **Respite** (noun) : a temporary period of rest or relief
- After reading, ask questions about the text. These questions could include:
 - What was the poem mostly about?
 - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
 - What did you learn about social change and revolution?

Online Resources for Students:

Video: Watch [The Song Of The Shirt' \(1908\) director D.W. Griffith starring Florence Lawrence](#) at home with your child.

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eBooks. Research a subject. Learn about your family history. Locate a title. Explore career options. It's all here at POWER Library.

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Building Background Knowledge:

Thomas Hood Biography

An editor, publisher, poet, and humorist, Thomas Hood was born in London, the son of a bookseller. After his father died in 1811, Hood worked in a countinghouse until illness forced him to move to Dundee, Scotland, to recover with relatives. In 1818 he returned to London to work as an engraver.

In 1824 Hood married Jane Reynolds and collaborated on Odes and Addresses with his brother-in-law, J.H. Reynolds. Though he was known for his light verse and puns, Hood also depicted the working conditions of the poor in poems such as "Song of the Shirt," about a seamstress, and "Song of the Labourer." His publications include Whims and Oddities (1826 and 1827), National Tales (1827), a collection of stories, and The Plea of the Midsummer Fairies (1827). In the 1830s he traveled to continental Europe and lived with his family in Belgium, which provided inspiration for Up the Rhine (1840). Suffering from ill health and troubled finances, he received a grant from the Royal Literary Fund in 1841.

Hood was associated with a number of magazines throughout his life: the London Magazine and New Monthly Magazine as an editor, and the Athenaeum as a contributor. He also published a magazine called Hood's Own, or, Laughter from Year to Year and released the Comic Annual series. As a member of the London literary scene, he was familiar with [Hartley Coleridge](#), Thomas De Quincy, William Hazlitt, [Charles Lamb](#), and [William Wordsworth](#).

From: <https://www.poetryfoundation.org/poets/thomas-hood>

Tic-Tac-Toe Choice Board (This should be used for lessons 7 and 8):
"The Song of the Shirt"

Directions: Read the text "The Song of the Shirt". You can access the text above. Then, choose **4** activities from the choice board below. You should complete at least two activities from each **row**.

<p>R o w 1</p>	<p style="text-align: center;">Activity 1</p> <p>Complete a first read of the text "The Song of the Shirt"</p> <p>Write:</p> <ul style="list-style-type: none"> • 3 things that interested you about the text. • 3 questions you have about the text. 	<p style="text-align: center;">Activity 2</p> <p>Read "The Song of the Shirt". Then answer the questions listed below:</p> <ul style="list-style-type: none"> • What is a central theme of the poem? Support your response with evidence from the text. • Why did the author write this poem? Support your response with evidence from the text. 	<p style="text-align: center;">Activity 3</p> <p>Word Study: Read the definitions of the vocabulary words (weary, respite)</p> <ul style="list-style-type: none"> • Write two sentences using each word. • The sentences are to be grade appropriate and use at least eight words in each sentence.
<p>R o w 2</p>	<p style="text-align: center;">Activity 4</p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Summarize the woman's working conditions. Cite specific evidence in your description. Your summary should be at least 5-7 sentences long.</p>	<p style="text-align: center;">Activity 5</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Who do you think is the likely audience for this poem? Do you think writing poetry is an effective way to incite social change? Explain your answer.</p>	<p style="text-align: center;">Activity 6</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Consider both "The Song of the Shirt" and "Workers' Rights and the History of Labor Unions". How does the imagery* in "The Song of the Shirt" reflect the conditions described in "Worker's Rights"? Support your response with evidence from the text.</p> <ul style="list-style-type: none"> • Imagery = language that helps create a picture in your mind

Grade: 6 Subject: English Language Arts

Topic: How Earthquakes Take Place
by Jessica McBirney

Depending on where you live, you may have experienced the effects of an earthquake first hand. But what causes these tremors in the earth? In this informational text, Jessica McBirney explores the causes and effects of earthquakes. As you read, take notes on what causes earthquakes and how people are impacted by them.



["Downtown Port au Prince after earthquake"](#) by UN Photo/Logan Abassi UNDP Global is licensed under CC BY 2.0.

Depending on where you live, earthquakes may be something you have never thought about, or something you have experienced personally. Earthquakes, whether they are long and rolling or short and violent, are **infamous**¹ for causing destruction all over the world. But how and why do they happen?

TECTONIC PLATES

The Earth's crust is a thin layer of rock and soil that covers the planet, kind of like an eggshell. It is what we walk on every day. However, even though it seems like it is one giant shell (just like an eggshell), it is actually broken up into huge chunks called tectonic plates. So in reality, the Earth's crust looks more like the outside of a soccer ball than an eggshell.

There are seven large tectonic plates covering the Earth right now, and dozens of smaller plates that fit between them. The places where tectonic plates meet are called fault lines. Fault lines exist all over the world, including along the western coasts of North and South America, the pacific coasts of Japan and the Philippines, and between Europe and Africa, among others.

¹**Infamous** (adjective) : famous for something considered bad

FRICION + PRESSURE = EARTHQUAKE

Tectonic plates are not fixed or stationary. They move, but incredibly slowly. On average, plates move 1-2 inches every year — that's about the same rate at which your fingernails grow.

However, because the tectonic plates fit together like puzzle pieces, sometimes they try to move past each other but get stuck instead. They stick together because of friction between the plates, but pressure builds up as they try to keep moving. When the pressure becomes stronger than the force of friction, the plates slip past each other, sometimes very violently, and the ground around the pressure point shakes. The slipping, and the shaking that follows, is what we know as an earthquake.

MEASURING POWER

Earthquakes have different intensities, which are measured using the Richter scale. The scale goes between 1 and 10, although it can be difficult to measure earthquakes weaker than a 2.0.

People can usually feel a quake between 3.0 and 3.9 on the Richter scale, but they rarely cause any damage. Almost 50,000 of these quakes happen each year. At about 5.5, earthquakes can rattle objects and cause damage to some poorly-built structures. Earthquakes above a 7.0 can cause some serious damage over a fairly large area, especially if people and buildings are not prepared; about 18 of these happen per year. More powerful quakes are much less common.

The most powerful earthquake on record happened in Valdivia, Chile in 1960. It was measured at an incredible 9.5 on the Richter scale, and was felt in places as far away as Hawaii, the Philippines, and Alaska.

THE DANGERS OF EARTHQUAKES

Earthquakes, especially powerful ones, can cause serious damage to people, land, and property. The shaking ground weakens structures, sometimes so much that they collapse completely. When this happens, building materials such as metal, concrete, bricks, and glass can fall on people below if they have not taken cover. The sudden trauma to the ground can also cause landslides and floods.

One of the most well-known effects of earthquakes are tsunamis. Tsunamis are huge, powerful waves in the ocean that result from earthquakes. They can be thousands of miles long, and they travel vast distances across the ocean at extreme speeds. Some are as high as 100 feet tall, although they are more commonly between 10 and 30 feet tall. Because they are so fast and powerful, they sweep away people, cars, houses, and even whole towns.

The deadliest tsunami on record happened in 2004 after a 9.3 earthquake in Indonesia. The giant wave hit 5 or more countries, including Indonesia, Thailand, and India, and it killed more than 215,000 people.

PREPARING FOR EARTHQUAKES

Scientists cannot predict for certain when or where an earthquake will happen, but we can still be prepared for when they do. Look on a map to see if you live near a fault line. This way you can know how likely it is that you might experience a quake.



One **preventative**² method is to build structures that can withstand the shock of an earthquake. Some areas, especially places near well-known fault lines (such as in California) have building codes to make sure construction workers use strong, shock-absorbing materials and designs. Individuals can also prepare their own homes by bolting down furniture and storing heavy or unstable items closer to the floor.

If you ever experience an earthquake, look for secure places that will keep you safe from falling objects. Drop down to take cover under a desk or table, or get under a doorway if possible. Stay away from tippy furniture and windows, which might shatter and send sharp glass flying everywhere. If you are outside, find an open space clear of tall trees or buildings.

There are even some ways to try to avoid a tsunami. Usually people in the area can feel the earthquake that will soon cause the giant wave. If you are near the shore, watch the water. It is common for a tsunami to start sucking in water from a great distance, and you will probably see the water start to retreat right in front of you. When this happens, try to get to higher ground as soon as you can.

² **Preventative** (adjective) : designed to keep something bad from happening

“How Earthquakes Take Place” by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

What Students are Learning:

- CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Background and Context for Parents and Guardians:

In the informational text “How Earthquakes Take Place,” Jessica McBirney describes the causes and effects of earthquakes, as well as safety tips in the event of an earthquake.

As students read, they will consider the concept of man vs. nature as it relates to the text.

Students will try to answer this big question :

- "Who's in control: man or nature?"

Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
 - Infamous (adjective) : famous for something considered bad
 - Preventative (adjective) : designed to keep something bad from happening
- After reading, ask questions about the text. These questions could include:
 - What was the text mostly about?

- What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
- What did you learn about the concept of man vs. nature?

Online Resources for Students:

Video:

- Watch the following clips with your child at home:
 - ['Earthquake Destruction | National Geographic'](#)
 - ['Earthquakes 101 | National Geographic'](#)

Power Library: is the online portal to all that Pennsylvania libraries offer. This is the place to find 24/7 access to newspapers, magazines, journals, historical documents and photos, online databases, and eBooks. Research a subject. Learn about your family history. Locate a title. Explore career options. It's all here at POWER Library.

Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge:

Tsunami Questions

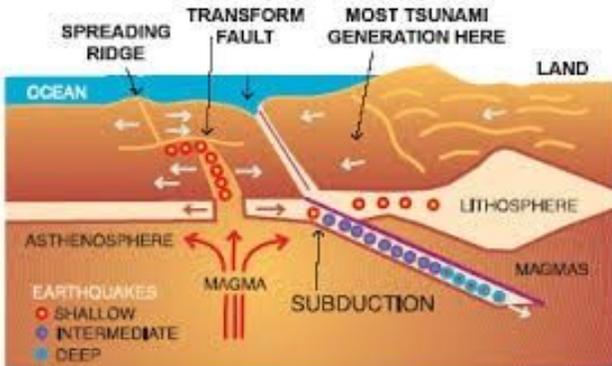
What is a tsunami?

A tsunami is a large ocean wave usually caused by an underwater earthquake or a volcanic explosion. Tsunamis are NOT tidal waves. Tidal waves are caused by the forces of the moon, sun, and planets upon the tides, as well as the wind as it moves over the water. With typical waves, water flows in circles, but with a tsunami, water flows straight. This is why tsunamis cause so much damage!



How are tsunamis generated?

Tsunamis are generated by any large, sudden movement of the sea level. The most common cause of a tsunami is sea floor uplift associated with an earthquake. Tsunamis are also triggered by landslides into or under the water surface, and can be generated by volcanic activity and meteorite impacts.



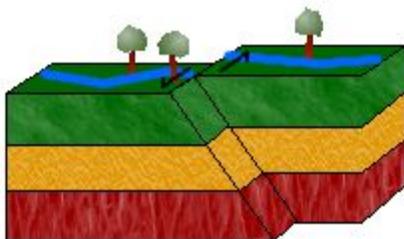
How often do tsunamis occur?

On the average, two tsunamis occur per year throughout the world which inflict damage near the source. Approximately every 15 years a destructive, ocean-wide tsunami occurs.



Can strike-slip (horizontal motion) earthquakes trigger tsunamis?

Yes, approximately 10-15% of damaging tsunamis are triggered by strike-slip earthquakes. This type of earthquake is less likely to trigger a tsunami than one with vertical motion. The waves are likely generated by associated landslides or motion of a sloping bathymetric feature. Tsunamis generated by strike-slip earthquakes normally affect regions near the source only.



What does the word “tsunami” mean?

Tsunami (soo-NAH-mee) is a Japanese word meaning harbor wave.



How fast do tsunamis travel?

Tsunami velocity depends on the depth of water through which it travels. Velocity equals the square root of the product of the water depth times the acceleration of gravity. Tsunamis travel approximately 475 mph in 15,000 feet of water. In 100 feet of water the velocity drops to about 40 mph.



Did you know...A tsunami travels from the central Aleutian Islands to Hawaii in about 5 hours and to California in about 6 hours, or from the Portugal coast to North Carolina in about 8.5 hours.

How big is a tsunami?

Tsunamis range in size from inches to over a hundred feet. In deep water (greater than 600 feet), tsunamis are rarely over 3 feet and are not normally noticed by ships due to their long period or time between crests. As tsunamis propagate into shallow water, the wave height can increase by over 10 times. Tsunami heights vary greatly along a coast. The waves can be amplified by shoreline and sea floor features. A large tsunami can flood low-lying coastal land over a mile from the coast.



What does a tsunami look like when it reaches shore?

Normally, a tsunami appears as a rapidly advancing or receding tide. In some cases, a wall of water or series of breaking waves may form.



How is a tsunami different from a wind-generated wave?

Wind-generated waves usually have periods or time between crests between 5 and 15 seconds. Tsunami periods normally range from 5 to 60 minutes. Also, wind-generated waves break as they shoal and lose energy offshore. Tsunamis act more like a flooding wave. A twenty foot tsunami is a twenty foot rise in sea level.



What are nature's signs that a tsunami may be imminent?

There are a few signs like hard ground shaking for 20+ seconds near the coast or a sudden sea level withdrawal. Tsunamis may be accompanied by loud, booming noises.



Can earthquakes and tsunamis be predicted?

No, earthquakes cannot be predicted. Once an earthquake has occurred, the arrival time of a tsunami, if generated, can be determined accurately. There is not normally enough time to accurately predict tsunami heights near the source. Away from the source, tsunami wave heights can be estimated based on mathematical tsunami models and observed wave heights.



Aerial video of the tsunami that devastated Japan on March 11, 2011.

What are some of the most damaging tsunamis?

- Japan: Major tsunami in 2011 generated in the Pacific Ocean.
- Asia: Asian tsunami in 2004 generated in the Indian Ocean.
- Alaska: Major tsunamis were generated along the Alaskan coast in 1946, 1957, 1958, 1964, and 1965. Many other locally generated tsunamis occurred prior to those dates.
- US/Canada West Coast: Tsunamis were generated locally in 1812, 1873, 1878, 1927, 1930, 1946 and 1949. The west coast was also impacted by tsunamis generated in other regions in 1877, 1946, 1952, 1957, 1960, 1964, 1975, 2006, and 2010.
- US/Canada Atlantic Coast: Tsunamis were recorded in 1755, 1884, 1886, and 1929.
- Puerto Rico and the Virgin Islands experienced damaging tsunamis in 1867 and 1918

Tic-Tac-Toe Choice Board (This should be used for lessons 9 and 10):
“How Earthquakes Take Place”

Directions: Read the text “How Earthquakes Take Place”. You can access the text above. Then, choose **4** activities from the choice board below. You should complete at least two activities from each **row**.

<p>R o w 1</p>	<p style="text-align: center;">Activity 1</p> <p>Complete a first read of the text “How Earthquakes Take Place”.</p> <p>Write:</p> <ul style="list-style-type: none"> ● 3 things that interested you about the text. ● 3 questions you have about the text. 	<p style="text-align: center;">Activity 2</p> <p>Read “How Earthquakes Take Place”. Then answer the questions listed below:</p> <ul style="list-style-type: none"> ● What is the central idea presented in the text? How did the author support this idea? ● How do the comparisons with an eggshell in paragraph 2 develop the idea of tectonic plates? 	<p style="text-align: center;">Activity 3</p> <p>Word Study: Read the definitions of the vocabulary words (infamous, preventative)</p> <ul style="list-style-type: none"> ● Write two sentences using each word. ● The sentences are to be grade appropriate and use at least eight words in each sentence.
<p>R o w 2</p>	<p style="text-align: center;">Activity 4</p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes essential details from the text. Your summary should be at least 5-7 sentences long.</p>	<p style="text-align: center;">Activity 5</p> <p>Text dependent analysis: Write an essay responding to the prompt below.</p> <p>Read the statement from the passage.</p> <p>“Scientists cannot predict for certain when or where an earthquake will happen, but we can still be prepared for when they do.”</p> <p>Write an essay analyzing how the information in the passage proves the statement is true. Use evidence from the passage to support your response.</p>	<p style="text-align: center;">Activity 6</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>How does the text explore the power that nature has over humans? How do humans attempt to resist nature’s power? Cite examples from the text, your own experience, and other literature, art, or history in your answer.</p>



Rubrics

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
	<i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	<i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i>	<i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i>	<i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i>	<i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

ENGLISH COMPOSITION CONVENTIONS SCORING GUIDELINES

Scoring Domain	Score Point 4 At this score point, the writer—	Score Point 3 At this score point, the writer—	Score Point 2 At this score point, the writer—	Score Point 1 At this score point, the writer—	Score Point 0 At this score point, the writer—
Grammar and Usage	demonstrates command of standard English grammar and usage	demonstrates control of standard English grammar and usage	demonstrates limited or inconsistent control of standard English grammar and usage	demonstrates minimal control of standard English grammar and usage	demonstrates little or no control of standard English grammar and usage
Mechanics	demonstrates command of standard English capitalization, punctuation, and spelling	demonstrates control of standard English capitalization, punctuation, and spelling	demonstrates limited or inconsistent control of standard English capitalization, punctuation, and spelling	demonstrates minimal control of standard English capitalization, punctuation, and spelling	demonstrates little or no control of standard English capitalization, punctuation, and spelling
Sentence Formation	demonstrates command of sentence formation	demonstrates control of sentence formation	demonstrates limited or inconsistent control of sentence formation	demonstrates minimal control of sentence formation	demonstrates little or no control of sentence formation
Summation	At this score point, the writer makes few errors, and errors do not interfere with reader understanding.	At this score point, the writer makes few errors, and errors seldom interfere with reader understanding.	At this score point, the writer makes errors, and errors may interfere with reader understanding.	At this score point, the writer makes errors, and errors often interfere with reader understanding.	At this score point, the writer makes errors, and errors consistently interfere with reader understanding.



How to Structure an Essay

Introductory paragraph: The introductory paragraph allows students to introduce their topic. The introductory paragraph contains a thesis statement and serves to build background knowledge or set a scene for the reader, in regards to the topic.

Thesis Statement: A thesis statement usually appears at the beginning of the introductory paragraph of a paper, and it offers a concise summary of the student's main point or claim in the essay, research paper, etc. The thesis statement is developed, supported, and explained in the course of the paper by means of examples and evidence. Students can determine the strength of their thesis statement by asking the following:

- **Do I answer the question?** Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- **Have I taken a position that others might challenge or oppose?** If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- **Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: *why* is something "good"; *what specifically* makes something "successful"?
- **Does my thesis pass the "So what?" test?** If a reader's first response is, "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.
- **Does my essay support my thesis specifically and without wandering?** If your thesis and the body of your essay do not seem to go together, one of them has to change. It's okay to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- **Does my thesis pass the "how and why?" test?** If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Formal Style: When writing in a formal style, students need to be as thorough as possible and ensure that each point that is being made is introduced, elaborated, and concluded. Writing that adheres to a formal style will generally contain the following components:

- **Complex** – Longer sentences are likely to be more prevalent in formal writing. You need to be as thorough as possible with your approach to each topic when you are using a formal style. Each main point needs to be introduced, elaborated and concluded.
- **Objective** – State main points confidently and offer full support arguments. A formal writing style shows a limited range of emotions and avoids emotive punctuation such as exclamation points, ellipsis, etc., unless they are being cited from another source. (See objective tone for additional details)
- **Full Words** – No contractions should be used to simplify words (in other words use "It is" rather than "It's"). Abbreviations must be spelt out in full when first used, the only exceptions being when the acronym is better known than the full name (BBC, ITV or NATO for example).
- **Third Person** – Formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we) or second person (you).



Objective Tone: When using objective tone in writing, students present information in a neutral, factual and unbiased manner. To achieve an objective tone, students must avoid personal pronouns, judgemental words that indicate personal feelings, and emotive words that may indicate their opinions in regards to the selected topic. Additionally, to ensure objectivity, students may use the following appeals throughout their writings.

Conclusion (discussion - if long in length): A conclusion is closely related to the introduction. The conclusion summarises the major inferences that can be drawn from the information presented in the student's' written work. The conclusion / discussion usually adheres to the following format:

- It often begins by summarising (briefly) the main structure or scope of the paper. (This is not necessary if the paper follows a very predictable structure, such as the Methods, Results, Discussion structure of a scientific report).
- The conclusion then confirms the topic which was given in the introduction. Depending on what type of paper you are writing, this may take the form of the aims of the paper, a thesis statement (point of view) or a research question/hypothesis and its answer/outcome.
- The conclusion usually ends with a more general statement about how this topic relates to its context. This may take the form of an evaluation of the importance of the topic, implications for future research or a recommendation about theory or practice.

Transitions: A transition establishes logical connections between sentences, paragraphs, concepts, and sections of a student's work. Transitions allow students to convey information clearly and concisely. (See additional resources for a link to transitional words and phrases for effective writing,

Here are some modification for students who may experience difficulty or need extra support with the assignments

“Pet Rocks”

- Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- After at least 2 readings, write or draw anything you know about the text, “*Pet Rocks*”
- After at least 2 readings of the text “*Pet Rocks*”, write or draw any questions you may have about the text.
- For Activity 2- use the following sentence frame to answer the central idea from the text question: “*The central idea of this text is _____.*” *I learned the pet rock is no longer popular because _____ and _____.*”
- After at least 2 readings of the text, write a short summary about the text: “The text *Pet Rocks* is about...”

“The Water of Life”

- Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- After at least 2 readings, write or draw anything you know about the story “*The Water of Life*”
- After at least 2 readings from the story “*The Water of Life*”, write or draw any questions you may have about the story
- If you choose Activity 2- You can use the following sentence frame to answer the question: “*The king wants the water of life because _____.*” *I learned the theme of this story is _____ and _____. I learned _____ and _____ from this story.*
- If you choose activity 3- Use a picture vocabulary to look up the words **guile**, **dote**, **hubbub**. Pick one word and write up to two sentences.
- If you choose Activity 4-After at least 2 readings of the text, write a short summary about the text: “The story of *The Water of Life* is about...”
- If you choose Activity 5-Use the sentence starter “Characters help to develop the theme of “*The Water of Life*” by...” Use at least one fact from the story to support your answer.
- If you choose Activity 6-Use the sentence starter “The young king uses his power over the faithful servant by ... People use power over others to...”

“Workers’ Rights and the History of Labor Unions”

- Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- After at least 2 readings, write or draw anything you that stood out to you about the text “Workers’ Rights and the History of Labor Unions”
- After at least 2 readings, write or draw any questions you may have about the text “Workers’ Rights and the History of Labor Unions”
- If you choose Activity 4-After at least 2 readings of the text, write a short summary about the text: You can use the sentence starter “The text *The Water of Life* is about...”
- If you choose Activity 2- You can use the following sentence frame to answer the central idea from the text question: “*The central idea of this text is _____.*” *The industrial revolution relates to the history of workers rights because _____ and _____.*”

Here are some modifications for ESL students who need language support with the assignments.

<p>R o w 1</p>	<p style="text-align: center;">Activity 1</p> <p>Draw the three most important details or parts of the story.</p> <p>Use paper, or go to www.storyboardthat.com</p>	<p style="text-align: center;">Activity 2</p> <p>Use one of the following sentences frames:</p> <p>The central idea of _____ is _____ . I know this because _____ and _____ .</p> <p style="text-align: center;">Or</p> <p>_____ wanted _____ but _____ so _____ .</p>	<p style="text-align: center;">Activity 3</p> <p>Use one of the following visual dictionaries for help:</p> <p>http://www.visualdictionaryonline.com/</p> <p>https://americantesol.com/bloggers/onlinepicturedictionaries/</p>
<p>R o w 2</p>	<p style="text-align: center;">Activity 4</p> <p>Speak your summary instead of writing it. To do so:</p> <ol style="list-style-type: none"> 1. Re-read the text. 2. Find a parent who has read the text to listen. 3. Set a 1 minute timer. 4. Say the most important details from the text before the timer expires. 	<p style="text-align: center;">Activity 5</p> <p>Have a debate instead of writing an essay. To do so:</p> <ol style="list-style-type: none"> 1. Find a parent, guardian or sibling to debate 2. Re-read the prompt together 3. Decide on two different points of view 4. Re-read the text separately and take notes 5. Discuss your arguments from your points of view. 	<p style="text-align: center;">Activity 6</p> <p>Give a speech instead of writing an essay. To do so:</p> <ol style="list-style-type: none"> 1. Re-read the essay prompt. 2. Re-read the text and take notes that relate to the prompt 3. Find a parent who has read the text to listen. 4. Speak your speech to them.

More Online Resources for Additional Support:

World news for students

Link: <https://www.newsinlevels.com>

Video lessons and activities for learning English

Link: <http://www.usalearns.org>

Additional Online Resources:

The International Children's Library has a multicultural collection of free digital books.

Link: bit.ly/interchildlibrary

StoryWeaver has a collection of read along stories.

Link: bit.ly/StoryWeaver2020

The British Council's Learn English Kids website has stories, videos and games for English Learners.

Link: learnenglishkids.britishcouncil.org

Cambridge has online activities for students learning English.

Link: bit.ly/CamEnglishActivities

The San Diego Zoo has online stories, videos, and activities.

Link: kids.sandiegozoo.org/stories

Colorín Colorado has many resources for parents.

Link: <https://www.colorincolorado.org/families>