

6th Grade ELA Emergency Closing 5 Day Plan

Students that have WiFi access at home, will log into Google Classroom & check the stream for daily assignments.
Any student that does not have WiFi access at home, will receive a packet with the work.

Digital Copy of Hunger Games to be posted on Google Classroom

<https://docs.google.com/viewer?a=v&pid=sites&srcid=c21jc3R1ZGVudHMuY2F8bXltbGFsb25kZS1zLWNsYXNzfGd4OmlNiOWE1MjhIZDk5ZWwYg>

Days 1 - 5

Reading -

1. Students should still read every day for at least 30 minutes and log their reading.
2. If still reading The Hunger Games: Students will read the assigned chapter of The Hunger Games. While reading, students will be completing their Notice and Note Signpost Log (which is posted to their Google Classrooms). The link to the document is
https://docs.google.com/document/d/1K_L5jYxGcZPFSj3kSWQ8HHcbyZo70ekv4jihGXdZO_s/edit

Additional assignments to practice notice and note & gauge comprehension:

<https://quizizz.com/admin/quiz/58247f5aca807e317568fbf9/notice-and-note-signposts>

<https://quizizz.com/admin/quiz/58cfe402b4f7d527672bcb96/hunger-games-10-13>

<https://quizizz.com/admin/quiz/5aebce40ef78bb001c1e3f18/hunger-games-ch-13-15>

<https://quizizz.com/admin/quiz/5ae1ddefb90032001f6bc224/hunger-games-ch-15-18>

<https://quizizz.com/admin/quiz/5acf218a2ff625001abb8ffb/hunger-games-chapters-19-22>

<https://quizizz.com/admin/quiz/5b0410f640d9d0001b7c269f/hunger-games-ch-23-25>

<https://quizizz.com/admin/quiz/5b041113598833001a7d987b/hunger-games-ch-26-27>

If finished with The Hunger Games: The teacher will assign an assignment from Commonlit.org. The students will be required to log into their CommonLit account with Google and complete the assignment.

Suggested Commonlit

Women Who Spoke Up

Olympic Ski Racers Use Chemistry to Enhance Their Performance

Growing Up

Harlem (poem)

Dreams (poem)

Writing -

If still working on Argument Essays -

1. Students will continue to work on Google Slides organizer for Argument Essay.
2. After the organizer is finished, students will copy and paste writing into Google Doc for their drafts.

If finished with Argument Essay -

1. Students will complete a daily Quill.org activity.

2. Students will complete a writing prompt daily. If reading The Hunger Games still, students will select one writing prompt to respond to each day from the list below and post their response on Google Classroom. If not reading The Hunger Games anymore, students will complete the Open-Ended responses that go with the CommonLit articles.

Prompts relating to The Hunger Games:

- Is Haymitch a good mentor to Katniss and Peeta? Explain using evidence from the text to support your response.
- How does Katniss's role in her family affect her behavior in the Games? Explain using evidence from the text to support your response.
- What is Katniss's greatest strength in the Games, and what is her greatest weakness? Use evidence from the text to support your response.
- In what ways does Katniss's hunting experience prepare her for the Games, and in what ways does it fail to prepare her? Use evidence from the text to support your response.

Emergency Closing Directions Language Arts
(Students without wifi)

If we are still reading The Hunger Games (before 4/1):

1. Continue reading The Hunger Games, read one chapter per day.
2. Continue your Notice and Note log for The Hunger Games.
3. Writing-If still reading The Hunger Games, complete one prompt from the list below each day.

-Is Haymitch a good mentor to Katniss and Peeta? Explain using evidence from the text to support your response.

-How does Katniss's role in her family affect her behavior in the Games? Explain using evidence from the text to support your response.

-What is Katniss's greatest strength in the Games, and what is her greatest weakness? Use evidence from the text to support your response.

-In what ways does Katniss's hunting experience prepare her for the Games, and in what ways does it fail to prepare her? Use evidence from the text to support your response.

4. Don't forget to continue reading your AR book and filling in your reading log- 30 minutes per day.

If we are finished reading, The Hunger Games (after 4/1)

1. Read one CommonLit assignment per day. Answer the questions and complete the open ended responses. Apply the R.A.C.E. strategy.
2. Don't forget to continue reading your AR book and filling in your reading log- 30 minutes per day.

Name: _____ Class: _____

Harlem

By Langston Hughes
1951

Langston Hughes (1902-1967) was an African American poet, novelist, and social activist. He was an important leader of the Harlem Renaissance, a social, cultural, and artistic movement in Harlem, New York during the 1920s. In this poem, a speaker wonders what happens to dreams when they are postponed. As you read, take notes on what the speaker compares to dreams that are delayed.

[1] What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester¹ like a sore —

[5] And then run?
Does it stink like rotten meat?
Or crust and sugar over —
like a syrupy sweet?

Maybe it just sags
[10] like a heavy load.

Or does it explode?



"Langston Hughes" by bswise is licensed under CC BY-NC-ND 2.0

Reprinted by permission of Harold Ober Associates Incorporated. Copyright 1994 by the Langston Hughes Estate

1. to become infected

Text-Dependent Questions

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

1. PART A: Which sentence describes the main idea of the poem?
 - A. Some dreams need more time to develop and grow.
 - B. It's difficult for people to keep their dreams alive.
 - C. No one knows what happens to dreams that are never fulfilled.
 - D. Dreams that are delayed could disappear or become a burden.
2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "What happens to a dream deferred?" (Line 1)
 - B. "like a raisin in the sun?" (Line 3)
 - C. "Does it stink like rotten meat?" (Line 6)
 - D. "like a syrupy sweet?" (Line 8)
3. Which statement explains the simile, "Maybe it just sags / like a heavy load" (Lines 9-10)?
 - A. It can be difficult to know that a dream stopped serving its purpose.
 - B. It can be frustrating to see a dream fail to become a reality.
 - C. A postponed dream can become something difficult to carry.
 - D. Dreams can easily bounce back after being neglected for some time.
4. How do the similes that the speaker uses throughout the poem contribute to the negative portrayal of deferred dreams?



Discussion Questions

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

1. In the poem, the speaker explores what might happen to dreams that are postponed. What do you think could make someone postpone their dreams? What do you think Langston Hughes would say to someone who was thinking about putting off their dreams?
2. In the poem, the speaker describes largely negative things that could happen to a dream deferred. Do you think that there are times when it is best to put a dream off? Why or why not?
3. Describe a dream that you have that you plan to achieve. Why are you passionate about this dream?

Name: _____ Class: _____

Growing Up

By Gary Soto
1990

Gary Soto is an American poet, novelist, and memoirist. In this short story, a teenage girl decides not to go on vacation with her family. As you read, take notes on Maria's emotions throughout the story.

- [1] Now that Maria was a tenth-grader, she felt she was too grown-up to have to go on family vacation. Last year, the family had driven three hundred miles to see their uncle in West Covina. There was nothing to do. The days were hot, with a yellow sky thick with smog they could feel on their fingertips. They played cards and watched game shows on television. After the first four days of doing nothing while the grown-ups sat around talking, the kids finally got to go to Disneyland.



"Vocho 1" by Sara Garnica is licensed under CC0

Disneyland stood tall with castles and bright flags. The Matterhorn had wild dips and curves that took your breath away if you closed your eyes and screamed. The Pirates of the Caribbean didn't scare anyone but was fun anyway, and so were the teacups, and It's a Small World. The parents spoiled the kids, giving each of them five dollars to spend on trinkets.¹ Maria's younger sister, Irma, bought a Pinocchio coloring book and a candy bracelet. Her brothers, Rudy and John, spent their money on candy that made their teeth blue.

Maria saved her money. She knew everything was overpriced, like the Mickey Mouse balloons you could get for a fraction of the price in Fresno. Of course, the balloon at Hanoian's supermarket didn't have a Mickey Mouse Face, but it would bounce and float and eventually pop like any other balloon.

Maria folded her five dollars, tucked it in her red purse, and went on rides until she got sick. After that, she sat on a bench, jealously watching other teenage girls who seemed much better dressed than she was. She felt stricken by poverty.² All the screaming kids in nice clothes probably came from homes with swimming pools in their backyards, she thought. Yes, her father was a foreman³ at a paper mill, and yes, she had a Dough-boy swimming pool⁴ in her backyard, but still, things were not the same. She had felt poor, and her sundress, which seemed snappy in Fresno, was out of style at Disneyland, where every other kid was wearing Esprit shirts and Guess jeans.

1. a small toy
2. **Poverty** (*noun*): the state of being extremely poor
3. a worker who supervises others
4. a brand of above-ground pools

- [5] This year Maria's family planned to visit an uncle in San Jose. Her father promised to take them to Great America,⁵ but she knew that the grown-ups would sit around talking for days before they remembered the kids and finally got up and did something. They would have to wait until the last day before they could go to Great America. It wasn't worth the boredom.

"Dad, I'm not going this year," Maria said to her father. He sat at the table with the newspaper in front of him.

"What do you mean?" he asked, slowly looking up. He thought a moment and said, "When I was a kid we didn't have money for vacations. I would have been happy to go with my father."

"I know, I know. You've said that a hundred times," she snapped.

"What did you say?" he asked, pushing his newspaper aside.

- [10] Everything went quiet. Maria could hear the hum of the refrigerator and her brothers out in the front yard arguing over a popsicle stick, and her mother in the backyard watering the strip of grass that ran along the patio.

Her father's eyes locked on her with a dark stare. Maria had seen that stare before. She pleaded in a soft daughterly voice, "We never do anything. It's boring. Don't you understand?"

"No, I don't understand. I work all year, and if I want to go on a vacation, then I go. And my family goes too." He took a swallow of ice water, and glared.

"You have it so easy," he continued. "In Chihuahua, my town, we worked hard. You worked, even los chavalos!⁶ And you showed respect to your parents, something you haven't learned."

Here it comes, Maria thought, stories about his childhood in Mexico. She wanted to stuff her ears with wads of newspaper to keep from hearing him. She could recite his stories word-for-word. She couldn't wait until she was in college and away from them.

- [15] "Do you know my father worked in the mines? That he nearly lost his life? And today his lungs are bad." He pounded his chest with hard, dirt-creased knuckles.

Maria pushed back her hair and looked out the window at her brothers running around in the front yard. She couldn't stand it anymore. She got up and walked away, and when he yelled for her to come back, she ignored him. She locked herself in her bedroom and tried to read *Seventeen*, thought she could hear her father complaining to her mother, who had come in when she had heard the yelling.

"Habla con tu mocosa,"⁷ she heard him say.

5. an amusement park

6. Spanish for "the kids"

7. Spanish for "talk to your brat"

She heard the refrigerator door open. He was probably getting a beer, a "cold one," as he would say. She flipped through the pages of her magazine and stopped at a Levi's ad of a girl about her age walking between two happy-looking guys on a beach. She wished she were that girl, that she had another life. She turned the page and thought, I bet you he gets drunk and drives crazy tomorrow.

Maria's mother was putting away a pitcher of Kool-Aid the boys had left out. She looked at her husband, who was fumbling with a wadded-up napkin. His eyes were dark, and his thoughts were on Mexico, where a father was respected and his word, right or wrong, was final. "Rafael, she's growing up; she's a teenager. She talks like that, but she still loves you."

- [20] "Sure, and that's how she shows her love, by talking back to her father." He rubbed the back of his neck and turned his head, trying to make the stiffness go away. He knew it was true, but he was the man of the house and no daughter of his was going to tell him what to do.

Instead, it was his wife, Eva, who told him what to do. "Let the girl stay. She's big now. She don't want to go on rides no more. She can stay with her nina."⁸

The father drank his beer and argued, but eventually agreed to let his daughter stay.

The family rose just after six the next day and was ready to go by seven-thirty. Maria stayed in her room. She wanted to apologize to her father but couldn't. She knew that if she said, "Dad, I'm sorry," she would break into tears. Her father wanted to come into her room and say, "We'll do something really special this vacation. Come with us, honey." But it was hard for him to show his emotions around his children, especially when he tried to make up to them.

The mother kissed Maria. "Maria, I want you to clean the house and then walk over to your nina's. I want no monkey business while we're gone, do you hear me?"

- [25] "Si, Mama."

"Here's the key. You water the plants inside and turn on the sprinkler every couple of days." She handed Maria the key and hugged her. "You be good. Now, come say goodbye to your father."

Reluctantly, she walked out in her robe to the front yard and, looking down at the ground, said goodbye to the garden hose at his feet.

After they left, Maria lounged in her pajamas listening to the radio and thumbing through magazines. Then she got up, fixed herself a bowl of Cocoa Puffs, and watched "American Bandstand." Her dream was to dance on the show, to look at the camera, smile and let everyone in Fresno see that she could have a good time, too.

But an ill feeling stirred inside her. She felt awful about arguing with her father. She felt bad for her mother and two brothers, who would have to spend the next three hours in the car with him. Maybe he would do something crazy, like crash the car on purpose to get back at her, or fall asleep and run the car into an irrigation ditch. And it would be her fault.

[30] She turned the radio to a news station. She listened for half an hour, but most of the news was about warships in the Persian Gulf and a tornado in Texas. There was no mention of her family.

Maria began to calm down because, after all, her father was really nice beneath his gruffness. She dressed slowly, made some swishes with the broom in the kitchen, and let the hose run in a flower bed while she painted her toenails with her mother's polish. Afterward, she called her friend Becky to tell her that her parents had let her stay home, that she was free — for five days at least.

"Great," Becky said. "I wish my mom and dad would go away and let me stay by myself."

"No, I have to stay with my godmother." She made a mental note to give her nina a call. "Becky, let's go to the mall and check out the boys."

"All right."

[35] "I'll be over pretty soon."

Maria called her nina, who said it was OK for her to go shopping, but to be at her house for dinnertime by six. After hanging up, Maria took off her jeans and T-Shirt, and changed into a dress. She went through her mother's closet to borrow a pair of shoes and drenched her wrists in Charlie perfume. She put on coral-pink lipstick and smudge of blue eye shadow. She felt beautiful, although a little self-conscious. She took off some of the lipstick and ran water over her wrists to dilute⁹ the fragrance.

While she walked the four blocks to Becky's house, she beamed happiness until she passed a man who was on his knees pulling weeds from his flower bed. At his side, a radio was reporting a traffic accident. A big rid had overturned after hitting a car near Salinas, twenty miles from San Jose.

A wave of fear ran through her. Maybe it was them. Her smile disappeared, and her shoulders slouched. No, it couldn't be, she thought. Salinas is not that close to San Jose. Then again, maybe her father wanted to travel through Salinas because it was a pretty valley with wide plains and oak trees, and horses and cows that stared as you passed them in your speeding car. But maybe it did happen; maybe they had gotten in an awful wreck.

By the time she got to Becky's house, she was riddled¹⁰ with guilt, since it was she who would have disturbed her father and made him crash.

[40] "Hi," she said to Becky, trying to look cheerful.

"You look terrific, Maria," Becky said. "Mom, look at Maria. Come inside for a bit."

Maria blushed when Becky's mother said she looked gorgeous. She didn't know what to do except stare at the carpet and say, "Thank you, Mrs. Ledesma."

9. **Dilute** (*verb*): to make something thinner or weaker by adding water

10. **Riddle** (*verb*): to fill with something undesirable or unpleasant

Becky's mother gave them a ride to the mall, but they'd have to take a bus back. The girls first went to Macy's, where they hunted for a sweater, something flashy but not too flashy. Then they left to have a Coke and sit by the fountain under an artificial tree. They watched people walk by, especially the boys, who they agreed, were dumb but cute nevertheless.

They went to The Gap, where they tried on some skirts, and ventured into The Limited, where they walked up and down the aisles breathing in the rich smells of 100-percent wool and silk. They were about to leave, when Maria heard once again on someone's portable radio that a family had been killed in an auto accident near Salinas. Maria stopped smiling for a moment as she pictured her family's overturned Malibu station wagon.

[45] Becky sensed that something was wrong and asked, "How come you're so quiet?"

Maria forced a smile. "Oh, nothing, I was just thinking."

"'bout what?"

Maria thought quickly. "Oh, I think I left the water on at home." This could have been true. Maria remembered pulling the hose from the flower bed, but couldn't remember if she had turned the water off.

Afterward they rode the bus home with nothing to show for their three hours of shopping except a small bag of See's candies. But it had been a good day. Two boys had followed them, joking and flirting, and they had flirted back. The girls gave them made-up telephone numbers, then turned away and laughed into their hands.

[50] "They're fools," Becky said, "but cute."

Maria left Becky when they got off the bus, and started off to her nina's house. Then she remembered that the garden hose might still be running at home. She hurried home, clip-clopping clumsily in her mother's shoes.

The garden hose was rolled neatly against the trellis.¹¹ Maria decided to check the mail and went inside. When she pushed open the door, the living room gave off a quietness she had never heard before. Usually the TV was on, her younger brothers and sister were playing, and her mother could be heard in the kitchen. When the telephone rang, Maria jumped. She kicked off her shoes, ran to the phone, and picked up the receiver only to hear a distant clicking sound.

"Hello, hello?" Maria's heart began to thump. Her mind went wild with possibilities. An accident, she thought, they're in an accident, and it's all my fault. "Who is it? Dad? Mom?"

She hung up and looked around the room. The clock on the television set glowed 5:15. She gathered the mail, changed into jeans, and left for her nina's house with a shopping bag containing her nightie¹² and a toothbrush.

[55] Her nina was happy to see her. She took Maria's head in her hands and gave it a loud kiss.

11. a framework of wood or metal for trees or climbing plants

12. pajamas

"Dinner is almost ready," she said, gently pulling her inside.

"Oh, good. Becky and I only had popcorn for lunch."

They had a quiet evening together. After dinner, they sat on the porch watching the stars. Maria wanted to ask her nina if she had heard from her parents. She wanted to know if the police had called to report that they had gotten into an accident. But she just sat on the porch swing, letting anxiety eat a hole in her soul.

The family was gone for four days. Maria prayed for them, prayed that she would not wake up to a phone call saying that their car had been found in a ditch. She made a list of the ways she could be nicer to them: doing the dishes without being asked, watering the lawn, hugging her father after work, and playing with her youngest brother, even if it bored her to tears.

- [60] At night Maria worried herself sick listening to the radio for news of an accident. She thought of her uncle Shorty and how he fell asleep and crashed his car in the small town of Medota. He lived confined to a motorized wheelchair and was scarred with burns on the left side of his face.

"Oh, please, don't let anything like that happen to them," she prayed.

In the morning she could barely look at the newspaper. She feared that if she unfolded it, the front page would feature a story about a family from Fresno who had flown off the roller coaster at Great America. Or that a shark had attacked them as they bobbed happily among the white-tipped waves. Something awful is going happen, she said to herself as she poured Rice Krispies into a bowl.

But nothing happened. Her family returned home, dark from lying on the beach and full of great stories about the Santa Cruz boardwalk and Great America and an Egyptian Museum. They had done more this year than in all their previous vacations.

"Oh, we had fun," her mother said, pounding sand from her shoes before entering the house.

- [65] Her father gave her a tight hug as her brothers ran by, dark from hours of swimming.

Maria stared at the floor, miffed.¹³ How dare they have so much fun? While she worried herself sick about them, they had splashed in the waves, stayed at Great America until nightfall, and eaten at all kinds of restaurants. They even went shopping for fall school clothes.

Feeling resentful¹⁴ as Johnny described a ride that dropped straight down and threw your stomach into your mouth, Maria turned away and went off to her bedroom, where she kicked off her shoes and thumbed through an old Seventeen. Her family was alive and as obnoxious as ever. She took back all her promises. From now on she would keep to herself and ignore them. When they asked, "Maria, would you help me?" she would pretend not to hear and walk away.

13. annoyed

14. **Resentful** (*adjective*): feeling or expressing bitterness or irritation

"They're heartless," she muttered. "Here I am worrying about them, and there they are having fun." She thought of the rides they had gone on, the hours of body surfing, the handsome boys she didn't get to see, the restaurants, and the museum. Her eyes filled with tears. For the first time in years, she hugged a doll, the one her grandmother Lupe had stitched together from rags to old clothes.

"Something's wrong with me," she cried softly. She turned on her radio and heard about a single-engine plane that had crashed in Cupertino, a city not far from San Jose. She thought of the plane and the people inside, how the pilot's family would suffer.

- [70] She hugged her doll. Something was happening to her, and it might be that she was growing up. When the news ended, and a song started playing, she got up and washed her face without looking in the mirror.

That night the family went out for Chinese food. Although her brothers fooled around, cracked jokes, and spilled a soda, she was happy. She ate a lot, and when her fortune cookie said, "You are mature and sensible," she had to agree. And her father and mother did too. The family drove home singing the words to "La Bamba" along with the car radio.

"Growing Up" from Baseball in April and other stories by Gary Soto. Copyright © 1990 by Houghton Mifflin Harcourt Publishing Company. Used by permission of Publisher. All rights reserved.

Text-Dependent Questions

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

1. PART A: Which statement best expresses a theme of the short story?
 - A. Being a teenager can be a difficult and confusing time.
 - B. Family vacations are a good way to keep family members close.
 - C. The world encourages kids to grow up too quickly.
 - D. Most teenagers aren't ready for the independence they are given.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "She felt stricken by poverty. All the screaming kids in nice clothes probably came from homes with swimming pools in their backyards, she thought." (Paragraph 4)
 - B. "'I work all year, and if I want to go on a vacation, then I go. And my family goes too.' He took a swallow of ice water, and glared." (Paragraph 12)
 - C. "'Let the girl stay. She's big now. She don't want to go on rides no more. She can stay with her nina.'" (Paragraph 21)
 - D. "Her eyes filled with tears. For the first time in years, she hugged a doll, the one her grandmother Lupe had stitched together from rags to old clothes." (Paragraph 68)

3. Which option describes the main purpose of paragraphs 14-16 in the story?
 - A. They suggest that Maria and her father have never had a good relationship.
 - B. They suggest that Maria gets her short temper from her father.
 - C. They show how Maria and her father struggle to understand each other's experiences.
 - D. They show how Maria is a spoiled child who has never had to listen to her parents.

4. How does Maria's attitude towards her family change throughout the text?
 - A. Maria's attitude swings between feeling loved by her family to feeling unappreciated.
 - B. Maria's attitude shifts from worrying about her family to being incredibly angry with them.
 - C. Maria remains angry with her family from when they leave for vacation until they return.
 - D. Maria feels guilty throughout the text, for being mean to her family and not going on vacation with them.

5. How does Maria's changing attitude emphasize the theme of the short story? Use details from the text to support your answer.

Name: _____ Class: _____

Dreams

By Langston Hughes
1941

Langston Hughes (1902-1967) was a poet, an author, and an activist. He was also an important leader in the Harlem Renaissance, an artistic and social movement of black artists in Harlem, New York during the 1920s. In this poem, a speaker describes the importance of dreams. As you read, take notes on what the speaker says life would be like without dreams.

[1] Hold fast¹ to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly

[5] Hold fast to dreams
For when dreams go
Life is a barren² field
Frozen with snow



"Semi-frozen Lake Malta" by Hans Permana is licensed under CC BY-NC 2.0

Reprinted by permission of Harold Ober Associates Incorporated. Copyright 1994 by the Langston Hughes Estate

1. to hold something tightly
2. **Barren** (*adjective*): unable to grow anything; lifeless

Text-Dependent Questions

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

1. PART A: Which sentence describes the main theme of the poem?
 - A. Dreams are difficult to keep alive.
 - B. It's important to aim high with your dreams.
 - C. It can feel impossible to accomplish your dreams.
 - D. Having dreams is an essential part of life.

2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "Hold fast to dreams" (Line 1)
 - B. "For if dreams die / Life is a broken-winged bird" (Lines 2-3)
 - C. "Hold fast to dreams / For when dreams go" (Lines 5-6)
 - D. "Life is a barren field" (Line 7)

3. How does the repeated phrase "hold fast to dreams" contribute to the poem?
 - A. It stresses the importance of not letting your dreams go.
 - B. It shows how dreams can be difficult to keep and hold.
 - C. It suggests that people don't work hard enough for their dreams.
 - D. It shows how most people have to fight to accomplish their dreams.

4. What does the poet mean when he compares a life without dreams to "a broken-winged bird" (Line 3) and "a barren field" (Line 7)?

Discussion Questions

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

1. In the poem, the speaker describes life without dreams as bleak and empty. What do you think life would be like if people didn't have dreams?
2. Describe a dream that you hold on to. Why is it important to you to not let this dream go?
3. Do you have a person in your life who encourages you to hold onto your dreams? Who is that person? Why does that person encourage you to hold onto your dreams?

Name: _____ Class: _____

Olympic ski racers use chemistry to enhance their performance

Waxes allow athletes to control how their skis glide under some conditions and grip in others

By Eric Niiler
2018

It takes a lot of be an Olympic skier, but what about the right wax? In this informational text, Eric Niiler discusses why skiers use wax on their skis. As you read, take notes on the effect ski wax has on skis.

- [1] When the world's top skiers face off this week at the Winter Olympics, they will be relying on years of training, mental preparation — and a good deal of chemistry. The chemistry of ski wax. The fastest skiers usually have the fastest skis. And speedy skis need their bottoms waxed with the right stuff.

All ski wax is not the same. The recipe an athlete uses must be tailored to match the feats they'll attempt and the snow they'll encounter. A wetter snow, for instance, will require a different wax than dry fluff. And downhill racers get a different recipe than cross-country skiers.



"Untitled" by Konstantin Pudan is licensed under CC0

Chemicals in the wax help skis glide downhill. The wax does this by repelling water that forms as a ski slides across the snow. Cross-country skiers, in contrast, must go both uphill and downhill. Their ski wax, therefore, must help the athlete also grip the snow while climbing short hills during a race.

One type of wax makes skis slippery. Another makes it grip. A racer who uses the wrong formula risks lagging¹ behind. This also can happen if the snow's properties change during a race. Maybe it gets colder. Or starts snowing. It may even rain. Such weather changes can alter the surface of the snow in ways that can make it harder on racers.

- [5] That's what happened to Kikkan Randall. She is a cross-country ski racer from Anchorage, Alaska. Beginning February 10, she'll be competing in PyeongChang, South Korea, as part of the 2018 U.S. Winter Olympics team.

Randall remembers her skis picking up new-fallen snow in Finland earlier this season. They were like chunks of mud during a race.

1. **Lag (verb):** to fall behind

"I had 3 inches [8 centimeters] of snow on the bottom of my skis and had to scrape it off and keep going," she notes. "It was clear that I had the ability to have a better race. But my skis were making it impossible. I would have been better off with no wax."

Randall attributes² some wins that brought her to the Olympics to the waxes she used. It allowed her to glide faster than other racers on the downhill part of the course. The recipe she and others use is critical. Racers get only one chance to wax their skis before a race begins.

Long before a race, various waxes will be tested. Then, technicians and racers pick a mix that they think will best match the snow on race day. They rub and melt layers of the chemicals onto the bottom of each ski. Then they scrape and polish each layer to make it super-smooth. Sometimes they add a sticky wax called "klist³" — or kick wax — to the part of the ski below the boot. This helps racers grip if and when they need to climb.

Choices, choices

- [10] Like gasoline and natural gas, wax contains one or more hydrocarbons. As their name suggests, these molecules are made from a chain of hydrogen and carbon atoms. The first layer of wax applied to the bottom of a ski is similar to the paraffin wax³ used in candles. It forms a bond with the bottom of the ski to keep out dirt and water.

The next layer contains fluorocarbons. These are molecules made from a mix of fluorine, hydrogen and carbon. These wax ingredients are designed for speed. They cut friction⁴ between the ski and the surface of the snow. (These chemicals are related to additives that manufacturers sometimes use to make rain gear repel⁵ water.)

Fluorocarbon waxes are softer than some other types. They may be used as fluids or as powders. For a two-minute downhill race, skiers want the slipperiest surface possible. They will need a different formula for a two-hour-long, cross-country event. Indeed, cross-country racers may apply six or more layers of wax to give a competitor control in moving up and down across a course.

Some fluorocarbon ski waxes also have extra hydrocarbons, such as acetone (ASS-eh-toan), benzene or toluene (TAAL-yu-een). These chemicals can be harmful if a person touches or inhales them a lot or over long periods. Yet they must be used repeatedly. After all, most of these chemicals will rub off a ski by the end of a race.

The chemistry of wax

Jeffrey Bates studies how ski waxes work. He is a materials scientist⁶ at University of Utah in Salt Lake City. He has invented a ski wax that can stick onto skis for the whole winter, not just for one race.

2. credits

3. a type of soft, colorless wax

4. the resistance one surface experiences when it moves over another surface

5. to resist mixing with or allowing fluid to soak through

6. a scientist who studies the chemicals in natural and manmade materials

- [15] To do this, Bates pored over the bottom of plastic skis using a scanning electron microscope. It can display the surface of materials to a resolution of 1 nanometer (a billionth of a meter). For comparison, a human hair is 75,000 nanometers wide.

Under high magnification, the molecules on the bottom of the ski “looked like balls of spaghetti,” Bates says. Those spaghetti-like strands are *polymers*.⁷ Bates’ new liquid wax fills in the tiny nooks and crannies between the polymer strands. When exposed to sunlight, this coating chemically bonds to the ski. And that attachment is so strong it can last for months.

“We are not making this for racers,” Bates says. “We are making this for the regular person who goes to the slopes several times a year and doesn’t want to be bothered with waxing.” Why wouldn’t Olympians want it too? Its formula is set. It can’t be tweaked based on the particular conditions a competitor may need when going for the gold.

At the Olympics in South Korea, many teams will tweak their waxes’ chemistry in their bid to win a medal in ski racing. Each team will mix up its own secret recipe of waxes before the race starts.

“You try to do everything behind closed doors,” explains Andrew Morehouse. He’s a wax technician for the U.S. Olympic Nordic Ski Team. “I don’t know if there are spies, but it’s a natural thing to want to know what the other teams are waxing. Everyone keeps to themselves.”

- [20] For Randall and the other skiers, they hope that good chemistry will speed their path to the finish line.

From Science News for Students, 2018. © Society for Science & the Public. Reprinted with permission. This article is intended only for single-classroom use by teachers. For rights to republish Science News for Students articles in assessments, course packs, or textbooks, visit: <https://www.societyforscience.org/permission-republish>.

7. a chain-like molecule made up of small similar molecules

Text-Dependent Questions

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

1. PART A: What is the central idea of the text?
 - A. Ski wax has a greater effect on a skier's performance than practice does.
 - B. Ski wax can help skiers move more quickly through the snow or stick to it.
 - C. Ski wax has caused many arguments as some people think using it is unfair.
 - D. Ski wax is made of dangerous chemicals that should only be applied by professionals.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "they will be relying on years of training, mental preparation — and a good deal of chemistry." (Paragraph 1)
 - B. "One type of wax makes skis slippery. Another makes it grip. A racer who uses the wrong formula risks lagging behind." (Paragraph 4)
 - C. "These chemicals can be harmful if a person touches or inhales them a lot or over long periods." (Paragraph 13)
 - D. "'I don't know if there are spies, but it's a natural thing to want to know what the other teams are waxing.'" (Paragraph 19)

3. How does the author introduce the subject of ski wax?
 - A. He describes his personal experiences using ski wax.
 - B. He acknowledges the risks of using ski wax during a race.
 - C. He stresses the important role that ski wax plays in races.
 - D. He discusses how difficult it is to develop the right ski wax formula.

4. How does the discussion of Randall in paragraphs 6-8 contribute to the development of ideas in the text?
 - A. It shows how dangerous it is to use ski wax.
 - B. It proves that skiers need ski wax to win races.
 - C. It encourages readers to apply wax to their skis.
 - D. It shows how ski wax can affect a skier's performance.

5. What is the meaning of "pored" in paragraph 15?
 - A. cleaned
 - B. copied
 - C. discovered
 - D. studied

6. Which statement describes the chemistry of ski wax, as discussed in the text?
- A. The chemical makeup of ski wax affects how the wax reacts to the skis and the elements.
 - B. Ski wax is made of dangerous chemicals that make it unwise for skiers to use the substance.
 - C. Ski wax requires a perfect balance of chemicals that only a professional chemist can achieve.
 - D. The chemical makeup of ski wax only affects the ski and not the snow it comes in contact with
7. Which statement best describes the author's overall purpose in the text?
- A. to recommend specific ski wax formulas to readers that might ski
 - B. to question whether or not it is fair for skiers to use ski wax during races
 - C. to compare the benefits and disadvantages of using ski wax during a race
 - D. to discuss the different ski wax formulas and how they affect skiers' performance
8. What is the connection between the first and second layer of wax on skis? (Paragraphs 10-13)

Name: _____ Class: _____

Women Who Spoke Up

By Andrew Matthews
2018

In this informational text, Andrew Matthews discusses women throughout American history who fought to be a part of change. As you read, take notes on the different women discussed in the text and the movements to which they contributed.

- [1] Women have had to fight to be heard. For most of history, women were expected to keep silent. In their traditional roles as wives and mothers, their sphere of influence was home and family. That sphere kept them out of the public eye. Some determined women refused to be prevented from participating in public life. Even when they risked being accused of unacceptable female behavior, women began to speak up. In the 19th century, women were the moving force behind a number of reform issues. Many of those issues related to their sphere of influence: the home and what was in the best interest of families. Women worked to end slavery and child labor. They supported women's rights and temperance.¹ In the 20th century, women's roles in society changed more dramatically. More women spoke up. They addressed larger and broader audiences. Here are a few women whose public words are remembered today as particularly inspiring and courageous.



"Women! Free our sisters" by N.E. Women's Liberation and Black Panther Party of Connecticut has no known restrictions on copyright.

Sojourner Truth — whose slave name was Isabella Baumfree — was born into slavery in 1797. She escaped to freedom in 1826. She lived at a time when neither African Americans nor women were viewed as full citizens. She was both. She was deeply religious, and her faith called her to travel across the free states preaching the gospel. Contemporaries² noted that she had "a heart of love" and "a tongue of fire." She used her voice to fight slavery and to support women's rights and temperance. After several lectures in New York City, one abolitionist³ wrote that, she "poured forth a torrent of natural eloquence, which swept everything before it." She gave her most famous — and unprepared — speech in Ohio in 1851. It is known today as her "Ain't I a Woman" speech, but historians now question whether she ever used those exact words. She pointed out the inequality that existed between the races and the genders.

1. the movement against drinking alcohol
2. people living during the same time
3. a person who supported the end of slavery

"I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if woman have a pint and man a quart — why can't she have her little pint full? You need not be afraid to give us our rights for fear we will take too much — for we can't take more than our pint'll hold."

As an African-American woman journalist living in the South, **Ida B. Wells-Barnett** had her life threatened for the work she did. She led a one-person campaign against lynching. She did that by gathering stories. She studied the information. She produced facts and statistics. And she spoke about it. In 1909, she gave a speech to the newly created National Association for the Advancement of Colored People (NAACP). "This Awful Slaughter" presented hard facts about a subject that others refused to address publicly. Wells-Barnett forced people to face the reality of the horrors of lynching. She called on her listeners and the NAACP to do more to end it.

- [5] *"[Lynching] is national — a blight⁴ upon our nation, mocking our laws and disgracing our Christianity. 'With malice⁵ toward none but with charity for all' let us undertake the work of making the 'law of the land' effective and supreme upon every foot of American soil — a shield to the innocent; and to the guilty, punishment swift and sure."*

When **Clara Lemlich** was a teenager, her Jewish family fled from the Ukraine to escape religious persecution.⁶ The family settled in New York City. Lemlich found work in a textile factory.⁷ Factory employees worked long days — more than 10 hours — and six days a week. They earned only a few dollars. The terrible conditions motivated Lemlich to join the International Ladies' Garment Workers' Union. She became a leader in the effort to fight for workers' rights. She organized several strikes. On November 22, 1909, she was part of a crowd listening to male organizers offer advice to workers. She insisted on speaking to the crowd. Her words sparked a massive strike known as the Uprising of the 20,000.⁸ Striking factory workers refused to work and protested in the streets. After more than two months, owners agreed to better pay and shorter workdays.

"I am a working girl, one of those who are on strike against intolerable conditions. I am tired of listening to speakers who talk in general terms. What we are here to decide is whether we shall or shall not strike. I offer a resolution that a general strike be declared — now."

Mary Harris "Mother" Jones was a labor activist at the turn of the 20th century. She traveled around the country and gave speeches that organized laborers. She spoke for children, mill workers, coal miners, steelworkers, and immigrants. Those workers were paid pennies to work long days under harmful conditions. Sometimes her speeches were rough and coarse — she referred to herself as a "hell-raiser." One opponent called her "the most dangerous woman in America." But her words energized workers to fight for better conditions and pay. In 1912, she gave a now-famous speech at a West Virginia coal mine. Workers had struck to fight for a better contract with the mine owners. She spoke without notes and directly to the crowd. Her speech survives today because the mine bosses hired a stenographer to take notes. They hoped to use Jones' words against her for inciting⁹ violence.

4. a disease

5. **Malice (noun):** the intention or desire to do evil

6. Persecution (noun) ill-treatment of someone, especially because of their race, religion, or political beliefs

7. a factory where clothing is made

8. a labor strike consisting of mainly Jewish women

9. **Incite (verb):** to stir up or encourage

"This meeting tonight indicates a milestone of progress of the miners and workers of the State of West Virginia... You will not be serfs,¹⁰ you will march, march, march on from milestone to milestone of human freedom, you will rise like men in the new day and slavery will get its death blow. It has got to die. Goodnight."

- [10] **Margaret Chase Smith** was the first woman to serve in both the House of Representatives and the Senate. She won election to the Senate in 1948. Two years later, she bravely spoke up when other public leaders remained silent. At that time, Americans feared the spread of communism¹¹ and its ties to the Soviet Union. Senator Joseph R. McCarthy was heading a campaign to identify Communist activity in the United States. McCarthy's hunt ruined the careers and lives of the people accused. Smith delivered her "Declaration of Conscience" on the Senate floor. She did not specifically name McCarthy. But she commented on the state of fear that had crept into U.S. politics. She warned against its dangerous anti-American tone.

"I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation."

African-American civil rights activist **Fannie Lou Hamer** gave an electrifying testimonial in 1964. Hamer was the vice chair of the Mississippi Freedom Democratic Party. The party wanted to challenge Mississippi's all-white state delegation to the Democratic National Convention. Hamer addressed the convention credentials committee. She shared her personal experience of trying to register to vote in the South. She described how she had been jailed and beaten. She testified that she been shot at and verbally abused because she wanted to vote. President Lyndon B. Johnson tried to prevent her testimony from being aired by making a speech of his own at the same time. But Hamer's televised appearance made the news, and it reached a large audience. Her hope to have some of the Mississippi Freedom Democrats seated at the national convention did not succeed. But four years later, she was a delegate at the Democratic National Convention. She was the first woman to represent Mississippi and the first African American to be seated at a national convention since the 1870s.

"And if the Freedom Democratic Party is not seated now, I question America. Is this America, the land of the free and the home of the brave, where we have to sleep with our telephones off the hooks because our lives be threatened daily, because we want to live as decent human beings in America?"

"Women who Spoke Up", originally titled "Speaking Up" by Andrew Matthews, Cobblestone, © by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited.

10. people who were forced to work on a lord's land during the Medieval period
11. a political theory in which all property is publicly owned

Text-Dependent Questions

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

1. What is the central idea of the text?
 - A. Women were often kept out of social and political movements by the men leading them.
 - B. Women have made important contributions to a variety of social and political movements.
 - C. Women have largely contributed to the social and political movements that directly impact them.
 - D. Women have made many important contributions to the United States, but they have largely been kept quiet.

2. Which of the following describes what “the sphere of influence” most likely refers to? (Paragraph 1)
 - A. areas where women have power
 - B. areas where women go unseen
 - C. areas where women have no power
 - D. areas where women are kept out

3. What is the meaning of “eloquence” as it is used in paragraph 2?
 - A. angry critiquing
 - B. weak requesting
 - C. kind commenting
 - D. persuasive speaking

4. Which of the following describes how the black women discussed in this text contributed to civil rights?
 - A. They held violent protests to challenge the unfair treatment of black people.
 - B. They brought attention to, and challenged, the unfair treatment of black people.
 - C. They supported the black men who were protesting the unfair treatment of black people.
 - D. They challenged the unfair treatment of black people in secret, to avoid criticism from men.

5. What does the word “electrifying” suggest about Hamer’s testimonial? (Paragraph 12)
 - A. It hurt people.
 - B. It informed people.
 - C. It interested people.
 - D. It frightened people.

6. Why does the author likely include quotes from the women discussed in the text?
- A. to show how intelligent these women were
 - B. to highlight how difficult these women's lives were
 - C. to provide proof of these women's accomplishments
 - D. to emphasize how inspiring these women's words were
7. How does the author organize information in the text?
- A. He describes different women and their contributions.
 - B. He compares men's contributions and women's contributions.
 - C. He describes women from most well-known to least well-known.
 - D. He compares women's contributions in the past and in the present.
8. How did Lemlich's and Jones' contributions to workers' rights compare? (Paragraphs 6-9)
