



**7th Grade**

**4/20/20-5/1/20**

**Distance Learning Activities**



Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.



## Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps



## Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps



Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases.

Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:



## Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones



## Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

**DESTINATION EXCELLENCE**

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## Grade 7 ELA

### Week of April 20

Choose one text of the two below.

Read, annotate, and answer questions as directed in the document.

Option 1	"The Tell-Tale Heart"
Option 2	"The Landlady"

After you've read one of the pieces above, imagine a class discussion about the text. Think about how you would answer the following questions and what evidence you would use from the text to support your answers.

- a. People sometimes say, "Things are not always as they seem."  
Explain the meaning of that statement and whether you agree or disagree with it. What evidence from this story supports your answer?
- b. How does this text help you explore the idea of resilience?

### Week of April 27

Choose one text of the two below.

Read, annotate, and answer questions as directed in the document.

Option 1	"The Cask of Amontillado"
Option 2	"Identity"

After you've read one of the pieces above, imagine a class discussion about the text. Think about how you would answer the following questions and what evidence you would use from the text to support your answers.

- a. People sometimes say, "One man's trash is another man's treasure."  
Explain the meaning of that statement and whether you agree or disagree with it. What evidence from this story supports your answer?
- b. How does this text help you explore the idea of resilience?

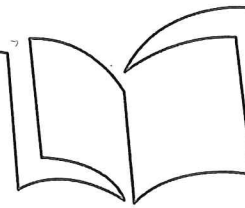


Selections from and related to

# *The Works of Edgar Allan Poe*

"The Tell-Tale Heart"

M'Naghten Rule



# The Tell-Tale Heart

by Edgar Allan Poe

1 TRUE!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily—how calmly I can tell you the whole story.

2 It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture—a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

3 Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded—with what caution—with what foresight—with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it—oh, so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly—very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha!—would a madman have been so wise as this? And then when my head was well in the room, I undid the lantern cautiously—oh, so cautiously—cautiously (for the hinges creaked)—I undid it just so much that a single thin ray fell

upon the vulture eye. And this I did for seven long nights—every night just at midnight—but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he had passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

4 Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I *felt* the extent of my own powers—of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back—but no. His room was as black as pitch with the thick darkness, (for the shutters were close fastened, through fear of robbers), and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

5 I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out—"Who's there?"

6 I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening;—just as I have done, night after night, hearkening to the death watches in the wall.

7 Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief—oh, no!—it was the low stifled



sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself—"It is nothing but the wind in the chimney—it is only a mouse crossing the floor," or "It is merely a cricket which has made a single chirp." Yes, he had been trying to comfort himself with these suppositions: but he had found all in vain. All in vain; because Death, in approaching him, had stalked with his black shadow before him, and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused him to feel—although he neither saw nor heard—to feel the presence of my head within the room.

8 When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little—a very, very little crevice in the lantern. So I opened it—you cannot imagine how stealthily, stealthily—until, at length, a single dim ray, like the thread of a spider, shot from out the crevice and full upon the vulture eye.

9 It was open—wide, wide open—and I grew furious as I gazed upon it. I saw it with perfect distinctness—all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but I could see nothing else of the old man's face or person: for I had directed the ray as if by instinct, precisely upon the damned spot.

10 And now have I not told you that what you mistake for madness is but over-acuteness of the senses?—now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew that sound well, too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

11 But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man's terror must have been extreme! It grew louder, I say, louder every moment!—do you mark me well? I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me—the sound would be heard by a neighbour! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once—once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

12 If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

13 I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye—not even his—could have detected any thing wrong. There was nothing to wash out—no stain of any kind—no blood-spot whatever. I had been too wary for that. A tub had caught all—ha! ha!

14 When I had made an end of these labors, it was four o'clock—still dark as midnight. As the bell sounded the hour, there came a knocking

at the street door. I went down to open it with a light heart,—for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbor during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

15 I smiled,—for *what* had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search—search *well*. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them *here* to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

16 The officers were satisfied. *My manner* had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct:—It continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definitiveness—until, at length, I found that the noise was not within my ears.

17 No doubt I now grew very pale;—but I talked more fluently, and with a heightened voice. Yet the sound increased—and what could I do? It was a *low, dull, quick sound—much such a sound as a watch makes when enveloped in cotton*. I gasped for breath—and yet the officers heard it not. I talked more quickly—more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why *would* they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men—but the noise steadily increased. Oh God! what *could* I do? I foamed—I raved—I swore! I swung the *chair* upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder—louder—*louder*! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!—no, no! They heard!—they suspected!—they *knew*!—they were making a mockery of my horror!—this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die!— and now—again!—hark! louder! louder! louder! *louder*!—

18 “Villains!” I shrieked, “dissemble no more! I admit the deed!—tear up the planks!—here, here!—it is the beating of his hideous heart!”

## M'NAGHTEN RULE

1 “...the jurors ought to be told in all cases that every man is to be presumed to be sane, and to possess a sufficient degree of reason to be responsible for his crimes, until the contrary be proved to their satisfaction; and that to establish a defence on the ground of insanity, it must be clearly proved that, at the time of the committing

of the act, the party accused was labouring under such a defect of reason, from disease of the mind, as not to know the nature and quality of the act he was doing; or, if he did know it, that he did not know he was doing what was wrong.”

— Queen v. M'Naghten (1843)



# The Tell-Tale Heart

by Edgar Allan Poe

## Original

## Adaptation

- 1 TRUE!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily—how calmly I can tell you the whole story.
- 2 It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture—a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever.
- 10 And now have I not told you that what you mistake for madness is but over-acuteness of the senses?—now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew *that* sound well, too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

YES!—nervous—very, very nervous. I was nervous and I am still nervous. I don't understand. Why do you say that I am mad?

The situation made everything clear. I heard things too clearly. I heard everything in the skies and on the ground. I heard many things in hell. So, how can you say that I am mad? Listen! I can tell you the whole story so calmly.

I don't know how I thought of the idea. Once I thought of it, I thought about it all the time. I had no reason to think about it. I didn't have bad feelings. I loved the old man. He didn't do anything bad to me. He didn't say anything bad to me. I didn't want his gold. I think it was his eye! Yes, that was it! He had the eye of a vulture—the bird that eats dead animals. The eye was a light blue but it had a strange cloudy look. It scared me. Every time I saw the old man's eye, it scared me more and more. So, I decided to kill the old man because I did not want to see his eye.

You see? I am not mad. I just hear sounds better than I did before. Now, I heard this low, soft, quick, ticking sound. It sounded like a watch covered in cotton. I knew that sound well, too. It was the sound of the old man's heart beating. It got stronger, like the beating of a drum that tells men in war to get ready to fight.

## Original

11

But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man's terror must have been extreme! It grew louder, I say, louder every moment!—do you mark me well? I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me—the sound would be heard by a neighbour! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once—once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

16

The officers were satisfied. My *manner* had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct:—It continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definitiveness—until, at length, I found that the noise was *not* within my ears.

## Adaptation

The sound continued, but I did not move. I almost didn't breathe. I carried a lamp for light. I held the light to see the old man's eye. At the same time, the old man's heart was beating faster and faster, and louder and louder. I think the old man was very scared. He was terrified! The beating just got louder and louder. Do you see? I told you that I am nervous. It was late at night. The house was quiet. So the strange noise made me so nervous and scared!

I did not move for a few minutes. The beating of the heart got louder and louder! I thought the heart might blow up.

Then I had a new idea that made me more nervous. What if a neighbor heard the noise, too? I needed to kill the old man right away! I took the lamp and jumped into the old man's room! He yelled, but only once. I quickly pushed the old man on the floor. I put the heavy bed on top of him. Then I smiled. I was happy that I killed the old man.

I was calm. The police officers were happy. They sat down. They didn't know. I answered their questions calmly. We talked about everyday things. But after a while, I didn't feel well. I wanted the police to go away. My head hurt. I heard a ringing noise in my ears. But the police officers did not go away. They sat and talked. The ringing noise in my ears got louder and clearer. I talked even more so I would not hear the ringing noise. But the sound got louder and clearer! At last, I knew the noise was not from inside my ears!



## Original

17

No doubt I now grew very pale;—but I talked more fluently, and with a heightened voice. Yet the sound increased—and what could I do? It was a low, dull, quick sound—much such a sound as a watch makes when enveloped in cotton. I gasped for breath—and yet the officers heard it not. I talked more quickly—more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men—but the noise steadily increased. Oh God! what could I do? I foamed—I raved—I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder—louder—louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!—no, no! They heard!—they suspected!—they *knew*!—they were making a mockery of my horror!—this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die!— and now—again!—hark! louder! louder! louder! *louder*!—

## Adaptation

I was very scared and my face was white. I talked more quickly. I talked louder. But the sound got louder! What could I do? *The noise was a low, soft, quick sound. The sound that a watch makes when it is covered in cotton.* I was breathing loudly. But the police officers did not hear me. I talked more quickly, but the noise got louder and louder! I spoke strongly. My voice changed and I waved my arms around. I stood up and spoke angrily about unimportant things, but the noise got even louder! Why did they stay? I walked around to get away from the sound, but the sound got even louder! Oh God! What could I do? I picked up my chair and banged it on the floor! But the noise was louder—louder—louder! The police officers talked happily, and smiled. Did they hear the sounds? Oh God! No, no! They heard! *They knew* what I did! They knew! They were making fun of me! I was sure. Anything was better than this. Anything was better than the officers making fun of me! I did not want to see the officers smiling anymore! I wanted to scream or die! And now—again! Listen! Louder! Louder! Louder! Louder!

## Unit 7D, Sub-Unit 2: “The Tell-Tale Heart” by Edgar Allan Poe

### LESSON 1 Working with the Text

Reference “The Tell-Tale Heart” Paragraphs 1–16

1. In paragraph 1, what does the narrator say is true about himself? What does he say is not true?
2. Paraphrase the following sentence of “The Tell-Tale Heart” by restating the meaning as closely as possible, leaving nothing out and adding nothing new.  
“TRUE!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad?” (1)
3. Reread paragraph 2.
  - What motivates the narrator to kill the old man?
  - What does not motivate the narrator to kill the old man?
4. Complete the Close Read **What Did You Picture?** In a group or with the whole class, arrange your “pictures” in the order they appear in the story. Which details appear most in the groups’ sketches? Discuss why.
5. Reread paragraphs 3–11, then list the sequence of events between the narrator’s plan to kill the old man and the moment when the old man is dead. Compare your list with a partner.
6. In paragraph 3, the narrator says, “You should have seen how wisely I proceeded,” and in paragraph 12, he wants the reader to note “the wise precautions I took.”
  - Reread these paragraphs and highlight what the narrator does.
  - Why does the narrator describe these actions as wise?
  - What word would you choose to describe these actions? Explain your answer by describing 2 of the narrator’s actions.
- \* 7. If you were making a film of this story, how would you depict the narrator (what he looks like, sounds like, how he acts)? Describe 2 key qualities the narrator would have in your film, using 2–3 details from the story.

\* = **Suggested Writing Prompt**



## Unit 7D, Sub-Unit 2: “The Tell-Tale Heart” by Edgar Allan Poe

### LESSON 2 Working with the Text

Reference “The Tell-Tale Heart” Paragraphs 15–18

1. In the beginning of paragraph 16, the narrator says he feels “singularly at ease.” By the middle of paragraph 17, he says, “I foamed—I raved—I swore!” Why does his behavior change so dramatically?
2. Reread paragraph 17.
  - Underline the policemen’s actions.
  - According to the narrator, why do the police continue to sit, smile, and chat pleasantly?
  - Based on the policemen’s actions, do you think the police hear the sound of a heartbeat?
3. Complete the Close Read.  
**A Watch Enveloped in Cotton.** What is a key difference between the first time the narrator hears the sound and the second time?
4. Complete the Close Read **Can You Hear That Sound? The Narrator’s Perspective.**
  - Compare completed illustrations with a partner and note one difference between them. Use the text to try to determine which illustration best represents what the narrator thinks is happening.
- \*5. Why does the narrator confess to killing the old man?

**\* = Suggested Writing Prompt**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# The Landlady

By Roald Dahl  
1959

*Roald Dahl (1916-1990) was a British novelist, short story writer, and poet. Dahl's stories are known for having darkly comic or unexpected endings. In this short story, a young man in search of lodgings is taken in by a seemingly kind and gentle landlady. As you read, take notes on how the author characterizes the landlady.*

[1] Billy Weaver had travelled down from London on the slow afternoon train, with a change at Swindon<sup>1</sup> on the way, and by the time he got to Bath<sup>2</sup> it was about nine o'clock in the evening and the moon was coming up out of a clear starry sky over the houses opposite the station entrance. But the air was deadly cold and the wind was like a flat blade of ice on his cheeks.

"Excuse me," he said, "but is there a fairly cheap hotel not too far away from here?"

"Try The Bell and Dragon," the porter<sup>3</sup> answered, pointing down the road. "They might take you in. It's about a quarter of a mile along on the other side."

Billy thanked him and picked up his suitcase and set out to walk the quarter-mile to The Bell and Dragon. He had never been to Bath before. He didn't know anyone who lived there. But Mr Greenslade at the Head Office in London had told him it was a splendid city. "Find your own lodgings," he had said, "and then go along and report to the Branch Manager as soon as you've got yourself settled."



["The Linville River Farm bed and breakfast, no longer in operation"](#) by Lindley Ashline is licensed under CC BY-NC-ND 2.0.

[5] Billy was seventeen years old. He was wearing a new navy-blue overcoat, a new brown trilby hat,<sup>4</sup> and a new brown suit, and he was feeling fine. He walked briskly<sup>5</sup> down the street. He was trying to do everything briskly these days. Briskness, he had decided, was the one common characteristic of all successful businessmen. The big shots up at Head Office were absolutely fantastically brisk all the time. They were amazing.

1. a large town in South West England
2. a region in the countryside in South West England
3. A "porter" is a person employed to carry luggage.
4. a soft felt hat with a narrow brim
5. **Briskly (adverb):** quick and active

There were no shops on this wide street that he was walking along, only a line of tall houses on each side, all them identical. They had porches and pillars and four or five steps going up to their front doors, and it was obvious that once upon a time they had been very swanky<sup>6</sup> residences. But now, even in the darkness, he could see that the paint was peeling from the woodwork on their doors and windows, and that the handsome white façades<sup>7</sup> were cracked and blotchy from neglect.

Suddenly, in a downstairs window that was brilliantly illuminated by a street-lamp not six yards away, Billy caught sight of a printed notice propped up against the glass in one of the upper panes. It said BED AND BREAKFAST. There was a vase of yellow chrysanthemums, tall and beautiful, standing just underneath the notice.

He stopped walking. He moved a bit closer.

Green curtains (some sort of velvety material) were hanging down on either side of the window. The chrysanthemums looked wonderful beside them. He went right up and peered through the glass into the room, and the first thing he saw was a bright fire burning in the hearth. On the carpet in front of the fire, a pretty little dachshund<sup>8</sup> was curled up asleep with its nose tucked into its belly.

[10] The room itself, so far as he could see in the half-darkness, was filled with pleasant furniture. There was a baby-grand piano and a big sofa and several plump armchairs; and in one corner he spotted a large parrot in a cage. Animals were usually a good sign in a place like this, Billy told himself; and all in all, it looked to him as though it would be a pretty decent house to stay in. Certainly it would be more comfortable than The Bell and Dragon.

On the other hand, a pub would be more congenial<sup>9</sup> than a boarding-house. There would be beer and darts in the evenings, and lots of people to talk to, and it would probably be a good bit cheaper, too. He had stayed a couple of nights in a pub once before and he had liked it. He had never stayed in any boarding-houses, and, to be perfectly honest, he was a tiny bit frightened of them. The name itself conjured<sup>10</sup> up images of watery cabbage, rapacious<sup>11</sup> landladies, and a powerful smell of kippers<sup>12</sup> in the living-room.

After dithering<sup>13</sup> about like this in the cold for two or three minutes, Billy decided that he would walk on and take a look at The Bell and Dragon before making up his mind. He turned to go. And now a queer<sup>14</sup> thing happened to him. He was in the act of stepping back and turning away from the window when all at once his eye was caught and held in the most peculiar<sup>15</sup> manner by the small notice that was there. BED AND BREAKFAST, it said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST. Each word was like a large black eye staring at him through the glass, holding him, compelling him, forcing him to stay where he was and not to walk away from that house, and the next thing he knew, he was actually moving across from the window to the front door of the house, climbing the steps that led up to it, and reaching for the bell.

- 
6. **Swanky** (*adjective*): stylish and expensive
  7. A "façade" is the face of a building, especially the front that looks on a street.
  8. a type of dog with short legs and a long body
  9. **Congenial** (*adjective*): pleasant and enjoyable
  10. **Conjure** (*verb*): to produce or cause something to appear
  11. **Rapacious** (*adjective*): aggressively greedy
  12. a type of fish
  13. to be indecisive
  14. strange or odd
  15. **Peculiar** (*adjective*): strange or odd; unusual

He pressed the bell. Far away in a back room he heard it ringing, and then at once — it must have been at once because he hadn't even had time to take his finger from the bell-button — the door swung open and a woman was standing there.

Normally you ring the bell and you have at least a half-minute's wait before the door opens. But this dame<sup>16</sup> was a like a jack-in-the-box. He pressed the bell — and out she popped! It made him jump.

- [15] She was about forty-five or fifty years old, and the moment she saw him, she gave him a warm welcoming smile.

"Please come in," she said pleasantly. She stepped aside, holding the door wide open, and Billy found himself automatically starting forward into the house. The compulsion<sup>17</sup> or, more accurately, the desire to follow after her into that house was extraordinarily strong.

"I saw the notice in the window," he said, holding himself back.

"Yes, I know."

"I was wondering about a room."

- [20] "It's all ready for you, my dear," she said. She had a round pink face and very gentle blue eyes.

"I was on my way to The Bell and Dragon," Billy told her. "But the notice in your window just happened to catch my eye."

"My dear boy," she said, "why don't you come in out of the cold?"

"How much do you charge?"

"Five and sixpence a night, including breakfast."

- [25] It was fantastically cheap. It was less than half of what he had been willing to pay.

"If that is too much," she added, "then perhaps I can reduce it just a tiny bit. Do you desire an egg for breakfast? Eggs are expensive at the moment. It would be sixpence less without the egg."

"Five and sixpence is fine," he answered. "I should like very much to stay here."

"I knew you would. Do come in."

She seemed terribly nice. She looked exactly like the mother of one's best school-friend welcoming one into the house to stay for the Christmas holidays. Billy took off his hat, and stepped over the threshold.<sup>18</sup>

- [30] "Just hang it there," she said, "and let me help you with your coat."

---

16. "Dame" is another term for a woman.

17. **Compulsion** (*noun*): an irresistible urge to behave in a certain way

18. a point of entering

There were no other hats or coats in the hall. There were no umbrellas, no walking-sticks — nothing.

"We have it all to ourselves," she said, smiling at him over her shoulder as she led the way upstairs.

"You see, it isn't very often I have the pleasure of taking a visitor into my little nest."

The old girl is slightly dotty,<sup>19</sup> Billy told himself. But at five and sixpence a night, who gives a damn about that? — "I should've thought you'd be simply swamped<sup>20</sup> with applicants," he said politely.

- [35] "Oh, I am, my dear, I am, of course I am. But the trouble is that I'm inclined to be just a teeny weeny bit choosy and particular — if you see what I mean."

"Ah, yes."

"But I'm always ready. Everything is always ready day and night in this house just on the off-chance that an acceptable young gentleman will come along. And it is such a pleasure, my dear, such a very great pleasure when now and again I open the door and I see someone standing there who is just exactly right." She was half-way up the stairs, and she paused with one hand on the stair-rail, turning her head and smiling down at him with pale lips. "Like you," she added, and her blue eyes travelled slowly all the way down the length of Billy's body, to his feet, and then up again.

On the first-floor landing she said to him, "This floor is mine."

They climbed up a second flight. "And this one is all yours," she said. "Here's your room. I do hope you'll like it." She took him into a small but charming front bedroom, switching on the light as she went in.

- [40] "The morning sun comes right in the window, Mr Perkins. It is Mr Perkins, isn't it?"

"No," he said. "It's Weaver."

"Mr Weaver. How nice. I've put a water-bottle between the sheets to air them out, Mr Weaver. It's such a comfort to have a hot water-bottle in a strange bed with clean sheets, don't you agree? And you may light the gas fire at any time if you feel chilly."

"Thank you," Billy said. "Thank you ever so much." He noticed that the bedspread had been taken off the bed, and that the bedclothes had been neatly turned back on one side, all ready for someone to get in.

"I'm so glad you appeared," she said, looking earnestly<sup>21</sup> into his face. "I was beginning to get worried."

- [45] "That's all right," Billy answered brightly. "You mustn't worry about me." He put his suitcase on the chair and started to open it.

"And what about supper, my dear? Did you manage to get anything to eat before you came here?"

---

19. "Dotty" means somewhat mad.

20. **Swamp (verb)**: to overwhelm with an excessive amount of something

21. **Earnest (adjective)**: serious and sincere

"I'm not a bit hungry, thank you," he said. "I think I'll just go to bed as soon as possible because tomorrow I've got to get up rather early and report to the office."

"Very well, then. I'll leave you now so that you can unpack. But before you go to bed, would you be kind enough to pop into the sitting-room on the ground floor and sign the book? Everyone has to do that because it's the law of the land, and we don't want to go breaking any laws at this stage in the proceedings, do we?" She gave him a little wave of the hand and went quickly out of the room and closed the door.

Now, the fact that his landlady appeared to be slightly off her rocker<sup>22</sup> didn't worry Billy in the least. After all, she was not only harmless — there was no question about that — but she was also quite obviously a kind and generous soul. He guessed that she had probably lost a son in the war, or something like that, and had never got over it.

- [50] So a few minutes later, after unpacking his suitcase and washing his hands, he trotted downstairs to the ground floor and entered the living-room. His landlady wasn't there, but the fire was glowing in the hearth, and the little dachshund was still sleeping in front of it. The room was wonderfully warm and cosy. I'm a lucky fellow, he thought, rubbing his hands. This is a bit of all right.

He found the guest-book lying open on the piano, so he took out his pen and wrote down his name and address. There were only two other entries above his on the page, and, as one always does with guest-books, he started to read them. One was a Christopher Mulholland from Cardiff. The other was Gregory W. Temple from Bristol. That's funny, he thought suddenly. Christopher Mulholland. It rings a bell. Now where on earth had he heard that rather unusual name before?

Was he a boy at school? No. Was it one of his sister's numerous young men, perhaps, or a friend of his father's? No, no, it wasn't any of those. He glanced down again at the book. Christopher Mulholland, 231 Cathedral Road, Cardiff. Gregory W. Temple, 27 Sycamore Drive, Bristol. As a matter of fact, now he came to think of it, he wasn't at all sure that the second name didn't have almost as much of a familiar ring about it as the first.

"Gregory Temple?" he said aloud, searching his memory. "Christopher Mulholland?..."

"Such charming boys," a voice behind him answered, and he turned and saw his landlady sailing into the room with a large silver tea-tray in her hands. She was holding it well out in front of her, and rather high up, as though the tray were a pair of reins on a frisky<sup>23</sup> horse.

- [55] "They sound somehow familiar," he said.

"They do? How interesting."

"I'm almost positive I've heard those names before somewhere. Isn't that queer? Maybe it was in the newspapers. They weren't famous in any way, were they? I mean famous cricketers or footballers or something like that?"

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22. a phrase that means insane

23. **Frisky** (*adjective*): playful and full of energy

"Famous," she said, setting the tea-tray down on the low table in front of the sofa. "Oh no, I don't think they were famous. But they were extraordinarily handsome, both of them, I can promise you that. They were tall and young and handsome, my dear, just exactly like you."

Once more, Billy glanced down at the book.

[60] "Look here," he said, noticing the dates. "This last entry is over two years old."

"It is?"

"Yes, indeed. And Christopher Mulholland's is nearly a year before that — more than three years ago."

"Dear me," she said, shaking her head and heaving a dainty<sup>24</sup> little sigh. "I would never have thought it. How time does fly away from us all, doesn't it, Mr Wilkins?"

"It's Weaver," Billy said. "W-e-a-v-e-r."

[65] "Oh, of course it is!" she cried, sitting down on the sofa. "How silly of me. I do apologise. In one ear and out the other, that's me, Mr Weaver."

"You know something?" Billy said. "Something that's really quite extraordinary about all this?"

"No, dear, I don't."

"Well, you see — both of these names, Mulholland and Temple, I not only seem to remember each one of them separately, so to speak, but somehow or other, in some peculiar way, they both appear to be sort of connected together as well. As though they were both famous for the same sort of thing, if you see what I mean — like ... like Dempsey and Tunney, for example, or Churchill and Roosevelt."

"How amusing," she said. "But come over here now, dear, and sit down beside me on the sofa and I'll give you a nice cup of tea and a ginger biscuit before you go to bed."

[70] "You really shouldn't bother," Billy said. "I didn't mean you to do anything like that." He stood by the piano, watching her as she fussed about with the cups and saucers. He noticed that she had small, white, quickly moving hands, and red finger-nails.

"I'm almost positive it was in the newspapers I saw them," Billy said. "I'll think of it in a second. I'm sure I will."

There is nothing more tantalising<sup>25</sup> than a thing like this which lingers just outside the borders of one's memory. He hated to give up.

"Now wait a minute," he said. "Wait just a minute. Mulholland... Christopher Mulholland... wasn't that the name of the Eton schoolboy who was on a walking-tour through the West Country, and then all of a sudden..."

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24. **Dainty** (*adjective*): delicately small

25. **Tantalize** (*verb*): to torment or tease someone with something that is unobtainable

"Milk?" she said. "And sugar?"

[75] "Yes, please. And then all of a sudden..."

"Eton schoolboy?" she said. "Oh no, my dear, that can't possibly be right because my Mr Mulholland was certainly not an Eton schoolboy when he came to me. He was a Cambridge undergraduate. Come over here now and sit next to me and warm yourself in front of this lovely fire. Come on. Your tea's all ready for you." She patted the empty place beside her on the sofa, and she sat there smiling at Billy and waiting for him to come over. He crossed the room slowly, and sat down on the edge of the sofa. She placed his teacup on the table in front of him.

"There we are," she said. "How nice and cosy this is, isn't it?"

Billy started sipping his tea. She did the same. For half a minute or so, neither of them spoke. But Billy knew that she was looking at him. Her body was half-turned towards him, and he could feel her eyes resting on his face, watching him over the rim of her teacup. Now and again, he caught a whiff of a peculiar smell that seemed to emanate<sup>26</sup> directly from her person. It was not in the least unpleasant, and it reminded him — well, he wasn't quite sure what it reminded him of. Pickled walnuts? New leather? Or was it the corridors of a hospital?

"Mr Mulholland was a great one for his tea," she said at length. "Never in my life have I seen anyone drink as much tea as dear, sweet Mr Mulholland."

[80] "I suppose he left fairly recently," Billy said. He was still puzzling his head about the two names.

He was positive now that he had seen them in the newspapers — in the headlines.

"Left?" she said, arching her brows. "But my dear boy, he never left. He's still here. Mr Temple is also here. They're on the third floor, both of them together."

Billy set down his cup slowly on the table, and stared at his landlady. She smiled back at him, and then she put out one of her white hands and patted him comfortingly on the knee. "How old are you, my dear?" she asked.

"Seventeen."

[85] "Seventeen!" she cried. "Oh, it's the perfect age! Mr Mulholland was also seventeen. But I think he was a trifle<sup>27</sup> shorter than you are, in fact I'm sure he was, and his teeth weren't quite so white. You have the most beautiful teeth, Mr Weaver, did you know that?"

"They're not as good as they look," Billy said.

"They've got simply masses of fillings<sup>28</sup> in them at the back."

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26. **Emanate (verb):** to issue or spread out from a source

27. to some small degree

28. something used to fill a cavity



"Mr Temple, of course, was a little older," she said, ignoring his remark. "He was actually twenty eight. And yet I never would have guessed it if he hadn't told me, never in my whole life. There wasn't a blemish on his body."

"A what?" Billy said.

[90] "His skin was just like a baby's."

There was a pause. Billy picked up his teacup and took another sip of his tea, then he set it down again gently in its saucer. He waited for her to say something else, but she seemed to have lapsed<sup>29</sup> into another of her silences. He sat there staring straight ahead of him into the far corner of the room, biting his lower lip.

"That parrot," he said at last. "You know something? It had me completely fooled when I first saw it through the window from the street. I could have sworn it was alive."

"Alas,<sup>30</sup> no longer."

"It's most terribly clever the way it's been done," he said. "It doesn't look in the least bit dead. Who did it?"

[95] "I did."

"You did?"

"Of course," she said. "And have you met my little Basil as well?" She nodded towards the dachshund curled up so comfortably in front of the fire. Billy looked at it. And suddenly, he realised that this animal had all the time been just as silent and motionless as the parrot. He put out a hand and touched it gently on the top of its back. The back was hard and cold, and when he pushed the hair to one side with his fingers, he could see the skin underneath, greyish-black and dry and perfectly preserved.

"Good gracious me," he said. "How absolutely fascinating." He turned away from the dog and stared with deep admiration at the little woman beside him on the sofa. "It must be most awfully difficult to do a thing like that."

"Not in the least," she said. "I stuff all my little pets myself when they pass away. Will you have another cup of tea?"

[100] "No, thank you," Billy said. The tea tasted faintly of bitter almonds,<sup>31</sup> and he didn't much care for it.

"You did sign the book, didn't you?"

"Oh, yes."

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29. **Lapse (verb):** to revert to a previous state or behavior

30. an expression of grief or pity

31. The taste or smell of bitter almonds is an indication that something contains a deadly poison called cyanide.

"That's good. Because later on, if I happen to forget what you were called, then I can always come down here and look it up. I still do that almost every day with Mr Mulholland and Mr... Mr..."

"Temple," Billy said. "Gregory Temple. Excuse my asking, but haven't there been any other guests here except them in the last two or three years?"

[105] Holding her teacup high in one hand, inclining her head slightly to the left, she looked up at him out of the corners of her eyes and gave him another gentle little smile.

"No, my dear," she said. "Only you."

*"The Landlady" from The Best of Roald Dahl by Roald Dahl. Copyright © 1959 by David Hingham Associates Limited. Used by permission of Vintage. All rights reserved.*

## Text-Dependent Questions

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

1. Which of the following statements best identifies a theme of the text? [RL.2]
  - A. People should get to know each other first before resorting to judgment.
  - B. Strangers can be more dangerous than they initially appear.
  - C. Loneliness can drive people to behave strangely towards others.
  - D. Kindness and hospitality are difficult to find among strangers.
  
2. PART A: What does the word “compelling” mean as used in paragraph 12? [RL.4]
  - A. to urge someone to do something
  - B. to think deeply about something
  - C. to become slightly interested in something
  - D. to scare someone into doing something
  
3. PART B: Which quote from paragraph 12 best supports the answer to Part A? [RL.1]
  - A. “After dithering about like this in the cold for two or three minutes”
  - B. “when all at once his eye was caught and held in the most peculiar manner”
  - C. “Each word was like a large black eye staring at him through the glass”
  - D. “forcing him to stay where he was and not to walk away from that house”
  
4. PART A: What can the reader infer about the landlady from her conversation with Billy in the sitting room? [RL.3]
  - A. She was a doctor or likely had some medical training, as evidenced by her ability to stuff her pets.
  - B. She is a lonely old woman who lost her son in the war and tries to replace him with her particular tenants.
  - C. She may have witnessed something terrible and suffers memory problems because she cannot recall Billy’s name correctly.
  - D. She may be more threatening than she appears because her words suggest she was involved in the two men’s disappearances.
  
5. PART B: Which of the following details from the text best support the answer to Part A? [RL.1]
  - A. “He guessed that she had probably lost a son in the war, or something like that, and had never got over it.” (Paragraph 49)
  - B. “‘Left?’ she said, arching her brows. ‘But my dear boy, he never left. He’s still here. Mr Temple is also here.’” (Paragraph 82)
  - C. “he caught a whiff of a peculiar smell... he wasn’t quite sure what it reminded him of. Pickled walnuts? New leather? Or was it the corridors of a hospital?” (Paragraph 78)
  - D. “‘if I happen to forget what you were called, then I can always come down here and look it up. I still do that almost every day with Mr Mulholland and Mr... Mr...’” (Paragraph 103)

6. How do the reader's and Billy's contrasting points of view affect the text? [RL.6]

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7. How does the shift in the physical description of the landlady throughout the passage impact the story's meaning? [RL.4]

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## 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 this text, Roald Dahl never outright states the landlady's dark secret or reveals the fate of Billy and the other boys – what is the effect of this? How does it contribute to the suspense of the story?
2. In the context of the short story, how do people face death? The landlady hints at her sinister intentions throughout the text – do you think Billy should have realized her plans? Was he in denial of his own fate? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the short story, what can we learn about fate from tragedy? In your opinion, what does this story teach readers about avoiding tragedy? What could Billy have done differently? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.



## 7th Grade Mathematics for the week of 20 Apr - 24 Apr

## Lesson 6: Fluency with Percents

## Classwork

## Opening Exercise

Solve the following problem using mental math only. Be prepared to discuss your method with your classmates.

Cory and Everett have collected model cars since the third grade. Cory has 80 model cars in his collection, which is 25% more than Everett has. How many model cars does Everett have?

### Example 1: Mental Math and Percents

- 75% of the students in Jesse's class are 60 inches or taller. If there are 20 students in her class, how many students are 60 inches or taller?
- Bobbie wants to leave a tip for her waitress equal to 15% of her bill. Bobbie's bill for her lunch is \$18. How much money represents 15% of the bill?

## Exercises

- Express 9 hours as a percentage of 3 days.
- Richard works from 11:00 a.m. to 3:00 a.m. His dinner break is 75% of the way through his work shift. What time is Richard's dinner break?
- At a playoff basketball game, there were 370 fans cheering for school A and 555 fans cheering for school B.
  - Express the number of fans cheering for school A as a percent of the number of fans cheering for school B.

- b. Express the number of fans cheering for school B as a percent of the number of fans cheering for school A.
- c. What percent more fans were there for school B than for school A?
4. Rectangle A has a width of 8 cm and a length of 16 cm. Rectangle B has the same area as the first, but its width is 62.5% of the width of the first rectangle. Express the length of Rectangle B as a percent of the length of Rectangle A. What percent more or less is the length of Rectangle B than the length of Rectangle A?



5. A plant in Mikayla's garden was 40 inches tall one day and was 4 feet tall one week later. By what percent did the plant's height increase over one week?
6. Loren must obtain a minimum number of signatures on a petition before it can be submitted. She was able to obtain 672 signatures, which is 40% more than she needs. How many signatures does she need?



## Classwork

Games Galore Super Store buys the latest video game at a wholesale price of \$30.00. The markup rate at Game's Galore Super Store is 40%. You use your allowance to purchase the game at the store. How much will you pay, not including tax?

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**Exercises 1–3**

1. Sasha went shopping and decided to purchase a set of bracelets for 25% off the regular price. If Sasha buys the bracelets today, she will save an additional 5%. Find the sales price of the set of bracelets with both discounts. How much money will Sasha save if she buys the bracelets today?



2. A golf store purchases a set of clubs at a wholesale price of \$250. Mr. Edmond learned that the clubs were marked up 200%. Is it possible to have a percent increase greater than 100%? What is the retail price of the clubs?
3. Is a percent increase of a set of golf clubs from \$250 to \$750 the same as a markup rate of 200%? Explain.

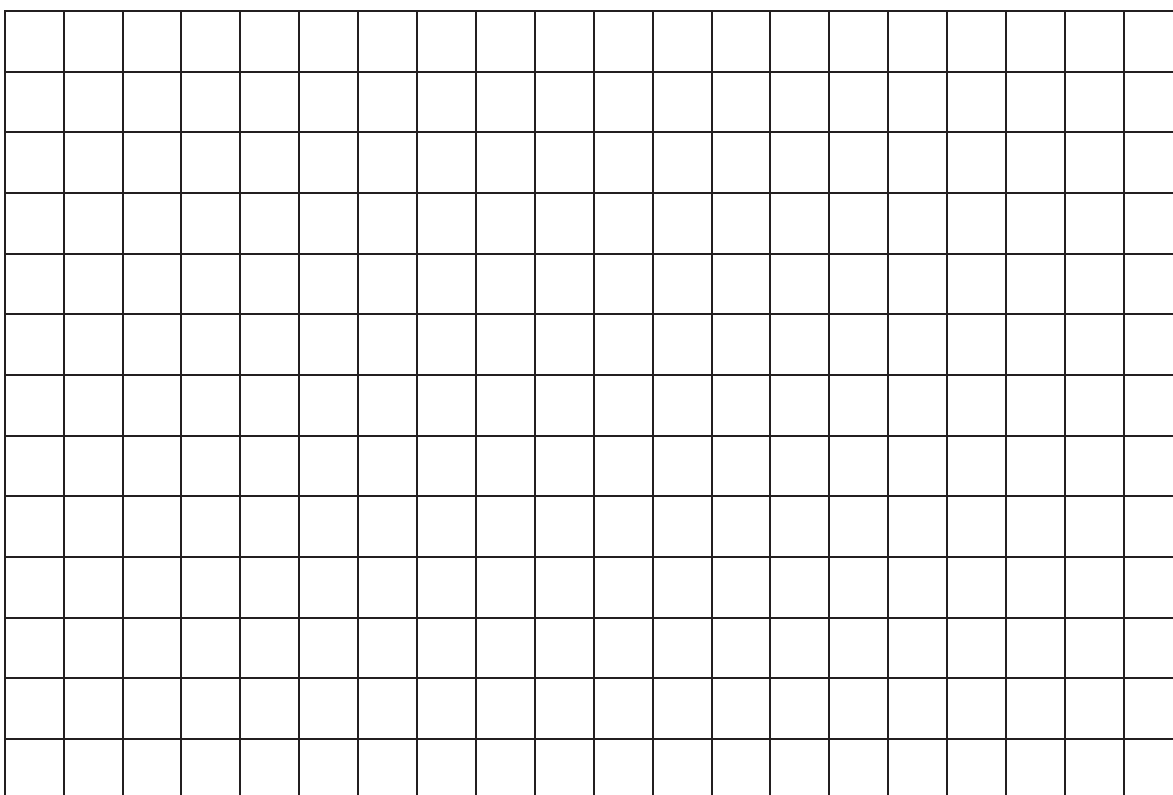
### Example 3: Working Backward

A car that normally sells for \$20,000 is on sale for \$16,000. The sales tax is 7.5%.

- What percent of the original price of the car is the final price?
- Find the discount rate.
- By law, sales tax has to be applied to the discount price. However, would it be better for the consumer if the 7.5% sales tax was calculated before the 20% discount was applied? Why or why not?
- Write an equation applying the commutative property to support your answer to part (c).

**Exercise 4**

- a. Write an equation to determine the selling price in dollars,  $p$ , on an item that is originally priced  $s$  dollars after a markup of 25%.
- b. Create and label a table showing five possible pairs of solutions to the equation.
- c. Create and label a graph of the equation.



- d. Interpret the points  $(0,0)$  and  $(1,r)$ .

**Exercise 5**

Use the following table to calculate the markup or markdown rate. Show your work. Is the relationship between the original price and the selling price proportional or not? Explain.

Original Price, $m$ (in dollars)	Selling Price, $p$ (in dollars)
1,750	1,400
1,500	1,200
1,250	1,000
1,000	800
750	600



## Lesson 8: Percent Error Problems

### Classwork

#### Example 1: How Far Off?

Student	Measurement 1 (in.)	Measurement 2 (in.)
Taylor	$15\frac{2}{8}$	$15\frac{3}{8}$
Connor	$15\frac{4}{8}$	$14\frac{7}{8}$
Jordan	$15\frac{4}{8}$	$14\frac{6}{8}$

Find the absolute error for the following problems. Explain what the absolute error means in context.

a. Taylor's Measurement 1

b. Connor's Measurement 1

c. Jordan's Measurement 2



## Example 2: How Right Is Wrong?

- Find the percent error for Taylor's Measurement 1. What does this mean?
- From Example 1, part (b), find the percent error for Connor's Measurement 1. What does this mean?
- From Example 1, part (c), find the percent error for Jordan's Measurement 2. What does it mean?
- What is the purpose of finding percent error?

**Exercises**

Calculate the percent error for Problems 1–3. Leave your final answer in fraction form, if necessary.

1. A real estate agent expected 18 people to show up for an open house, but 25 attended.
2. In science class, Mrs. Moore’s students were directed to weigh a 300-gram mass on the balance scale. Tina weighed the object and reported 328 grams.
3. Darwin’s coach recorded that he had bowled 250 points out of 300 in a bowling tournament. However, the official scoreboard showed that Darwin actually bowled 225 points out of 300.

**Example 3: Estimating Percent Error**

The attendance at a musical event was counted several times. All counts were between 573 and 589. If the actual attendance number is between 573 and 589, inclusive, what is the most the percent error could be? Explain your answer.



## Lesson 9: Problem Solving When the Percent Changes

### Classwork

#### Example 1

The amount of money Tom has is 75% of Sally's amount of money. After Sally spent \$120 and Tom saved all his money, Tom's amount of money is 50% more than Sally's. How much money did each have at the beginning? Use a visual model and a percent line to solve the problem.

#### Example 2

Erin and Sasha went to a candy shop. Sasha bought 50% more candies than Erin. After Erin bought 8 more candies, Sasha had 20% more. How many candies did Erin and Sasha have at first?

- Model the situation using a visual model.

- b. How many candies did Erin have at first? Explain.

**Example 3**

Kimberly and Mike have an equal amount of money. After Kimberly spent \$50 and Mike spent \$25, Mike's money is 50% more than Kimberly's. How much did Kimberly and Mike have at first?

- a. Use an equation to solve the problem.
- b. Use a visual model to solve the problem.
- c. Which method do you prefer and why?

**Exercise**

Todd has 250% more video games than Jaylon. Todd has 56 video games in his collection. He gives Jaylon 8 of his games. How many video games did Todd and Jaylon have in the beginning? How many do they have now?



## Lesson 10: Simple Interest

### Classwork

To find the simple interest, use the following formula:

$$\text{Interest} = \text{Principal} \times \text{Rate} \times \text{Time}$$

$$I = P \times r \times t$$

$$I = Prt$$

- $r$  is the percent of the principal that is paid over a period of time (usually per year).
- $t$  is the time.
- $r$  and  $t$  must be compatible. For example, if  $r$  is an annual interest rate, then  $t$  must be written in years.

### Example 1: Can Money Grow? A Look at Simple Interest

Larry invests \$100 in a savings plan. The plan pays  $4\frac{1}{2}\%$  interest each year on his \$100 account balance.

- a. How much money will Larry earn in interest after 3 years? After 5 years?

- b. How can you find the balance of Larry's account at the end of 5 years?

**Exercise 1**

Find the balance of a savings account at the end of 10 years if the interest earned each year is 7.5%. The principal is \$500.

**Example 2: Time Other Than One Year**

A \$1,000 savings bond earns simple interest at the rate of 3% each year. The interest is paid at the end of every month. How much interest will the bond have earned after 3 months?



**Example 3: Solving for  $P$ ,  $r$ , or  $t$** 

Mrs. Williams wants to know how long it will take an investment of \$450 to earn \$200 in interest if the yearly interest rate is 6.5%, paid at the end of each year.

**Exercise 2**

Write an equation to find the amount of simple interest,  $A$ , earned on a \$600 investment after  $1\frac{1}{2}$  years if the semi-annual (6-month) interest rate is 2%.

**Exercise 3**

A \$1,500 loan has an annual interest rate of  $4\frac{1}{4}\%$  on the amount borrowed. How much time has elapsed if the interest is now \$127.50?

2. What humans first predicted weather? What were the first ways humans predicted weather patterns?
3. Describe some of the tools we have now to predict weather?
4. Why, even with all of the tools and technology we have today is predicting the weather still largely impossible?
5. What would we need to know to improve our predictions?

## **WEEK 2: APRIL 20-24**

### **Collecting Data:**

**Each day for the next 10 days**, you will collect data on Tulsa weather. You will fill out the chart each day and then graph your data. You can find this data by watching local TV news, listening to weather on radio stations, or using a weather app on your phone or tablet.

### Weather Characteristics in Tulsa from April 20-April 29

	Day 1 Monday April 20	Day 2 Tuesday April 21	Day 3 Wednesday April 22	Day 4 Thursday April 23	Day 5 Friday April 24
High Temperature					
Low Temperature					
Pressure					
Wind speed/ direction					
Humidity					
Precipitation					
Outside Observations					
	Day 6 Saturday April 25	Day 7 Sunday April 26	Day 8 Monday April 27	Day 9 Tuesday April 28	Day 10 Wednesday April 29
High Temperature					
Low Temperature					
Pressure					
Wind speed/ direction					
Humidity					
Precipitation					
Outside Observations					

While you are collecting your data, you will also be exploring a weather phenomenon that affects all Oklahomans: **TORNADOES!**

**TASK:** Read through all of the information on tornadoes below. **You will then create a graphic or poster to help people in your neighborhood understand more about tornadoes.** Make sure your graphic/ poster answers the following questions:

1. What is a tornado?
2. How does a tornado form? (must show how weather works in forming tornadoes)
3. Why is a tornado dangerous?
4. Why is it hard to predict tornadoes?

After you create your graphic/poster, present it to someone in your house to help them understand weather and tornadoes.



A tornado lowers to the ground near Chickasha, Oklahoma, on May 6. May and June tend to have more tornadoes than any other months in North America.

PHOTOGRAPH BY JAZZ BISHOPM, DEMOTIX/CORBIS

Tornadoes are the most violent storms on Earth; violently rotating columns of air exceed 100 mph and can reach up to 300 mph. An average of 1,000 tornadoes spin up beneath thunderstorms each year, and these typically kill about 60 people in the United States.

Tornadoes can occur at any time of the year, but springtime brings the most favorable tornado conditions because tornadoes are formed in the clouds of thunderstorms. The main conditions required for thunderstorms to form are moisture in the air at the lower to mid levels of

the atmosphere. Unstable hot air will rise from near the ground. When all the conditions are present, humid air will rise and cool and condense into clouds, forming thunderstorms. This air rising into a thunderstorm is called an updraft which is where the tornado itself is formed.



The strongest tornadoes are often near the edge of the updraft, not far from where air is descending in a downdraft caused by the thunderstorms with falling rain or hail. This is why a burst of heavy rain or hail often precedes (comes before) the tornado itself. Tornadoes are common in an area stretching from Texas to Iowa, the area known as "Tornado Alley" also covers Colorado, Nebraska, Illinois, Indiana, Missouri and Oklahoma.

Tornadoes have occurred in all 50 U.S. states and are actually more common in Florida than they are in Oklahoma, although the tornadoes in Florida are generally weaker than those in Tornado Alley. Weak tornadoes generally last 10 minutes or less, and only cover a short distance. Tornadoes to hit Oklahoma are some of the most violent on record. In 1999 a tornado with winds of nearly 320mph struck and ravaged Oklahoma City and its southern suburbs.

Tornadoes are ranked by the damage they cause using the Fujita Scale. F0 and F1 tornadoes on the scale are considered "weak" and cause minimal to moderate damage with winds from 40-112 miles per hour (mph). F2 and F3 tornadoes are considered strong, with winds of 113-206 mph that can cause major damage. Violent tornadoes are those classified F4 and F5 with winds exceeding 206 mph these tornadoes can leave catastrophic remains in their wake.

## How do tornadoes form?

Harold Brooks, a research meteorologist with the National Oceanic and Atmospheric Administration's (NOAA) National Severe Storms Laboratory (NSSL) in Norman, Oklahoma says the most intense tornadoes emerge from what are called supercell thunderstorms. For such a storm to form, you first "need the ingredients for a regular thunderstorm," says Brooks. Those ingredients include warm moisture near the surface and relatively cold, dry air above. "The warm air will be buoyant, and like a hot-air balloon it will rise."

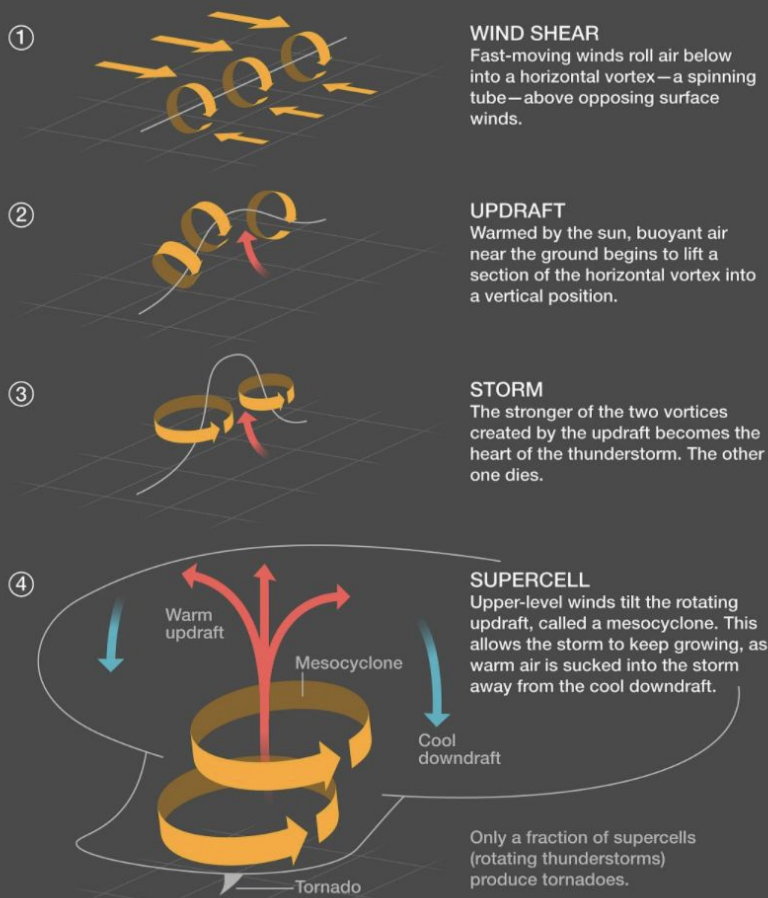
A supercell requires more: winds that increase in strength and change direction with height. "Then the updraft tends to rotate, and that makes a supercell," explains Brooks.

The supercell churns high in the air and, in about 30 percent of cases, it leads to the formation of a tornado below it. This happens when air descending from the supercell causes rotation near the ground.

Even then, "we still don't know why some thunderstorms create tornadoes while others don't," tornado-chaser Tim Samaras said in early 2013. Samaras was a scientist and National Geographic

## How a Tornado Forms

While tornadoes can differ in size, strength, and location, they all share certain characteristics. They are spawned from a type of rotating storm called a supercell thunderstorm.



NG STAFF. SOURCE: GABE GARFIELD, NATIONAL WEATHER SERVICE AND COOPERATIVE INSTITUTE FOR MESOSCALE METEOROLOGICAL STUDIES

RON JOHNSON, PEORIA JOURNAL STAR/AP

explorer who was killed by a twister on May 31, 2013, in El Reno, Oklahoma. Brooks says scientists believe that strong changes in winds in the first kilometer of the atmosphere and high relative humidity are important for the formation of tornadoes. There also needs to be a downdraft in just the right part of the storm.

Indeed, tornado formation requires what Brooks calls a "Goldilocks" situation, in which air must be cold but not too cold. It should be a few degrees more frigid than surrounding air.

But there's more scientific mystery surrounding how tornadoes end. "We don't understand how tornadoes die," Brooks says. "Eventually the air gets too cold and it chokes off the inflow of new air into the storm, but we don't know the details."

## Why is Predicting Tornadoes so Challenging?

Tornadoes are much harder to forecast than hurricanes, which are larger storms that last a lot longer. According to NOAA, the average amount of time between a tornado warning and the arrival of a storm is about 13 minutes. (A tornado warning means a twister has been sighted, while a tornado watch means one is possible.)

The National Severe Weather Laboratory's Warn-on-Forecast research project is aiming to improve forecasting, but the work is slow-going.

The project uses powerful software to crunch data on temperatures, moisture, and other atmospheric variables. Sometimes the system "makes really good forecasts, and other times it doesn't," says Brooks.

As computers get faster and data improves, forecasts may get more accurate. In the meantime, better understanding of the atmosphere will also help other fields, such as planning for wind farms or the placement of solar panels.

Predicting the path of a tornado across the landscape can also be challenging. Brooks says tornadoes tend to follow the general movement of the thunderstorm they are associated with, but the route can be erratic.

This unpredictability paired with strong winds and a fast-moving speed makes tornadoes one of the most dangerous natural disasters on Earth.

End of information. Time to create your poster or graphic!

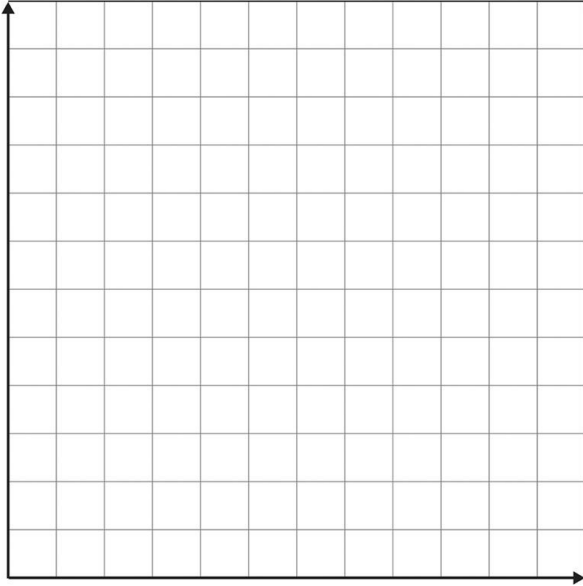
### **WEEK 3: APRIL 27-MAY 1**

## **PROJECT! EXAMINING TULSA WEATHER PATTERNS IN APRIL (DUE MAY 1)**

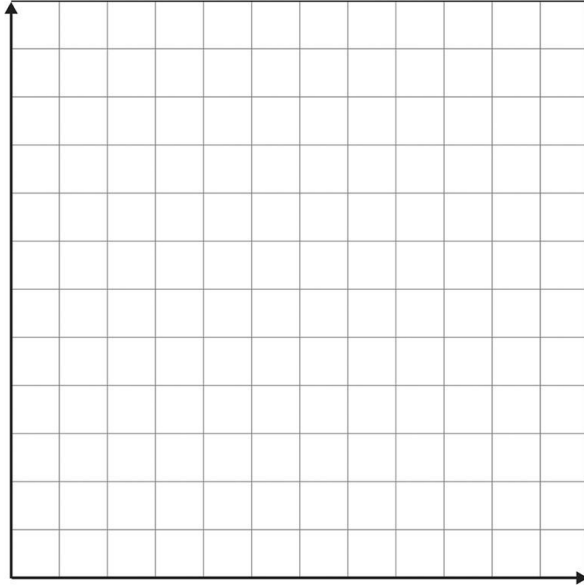
Using all of the data you collected over the last 10 days, you will create graphs for each data set. Then you will examine your data to find correlations between the five characteristics of weather to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

Complete the graphs using your data. Be sure to give each graph a title and label/title the axes. You may use a line graph or a bar graph to represent your data. (graph paper on next page)

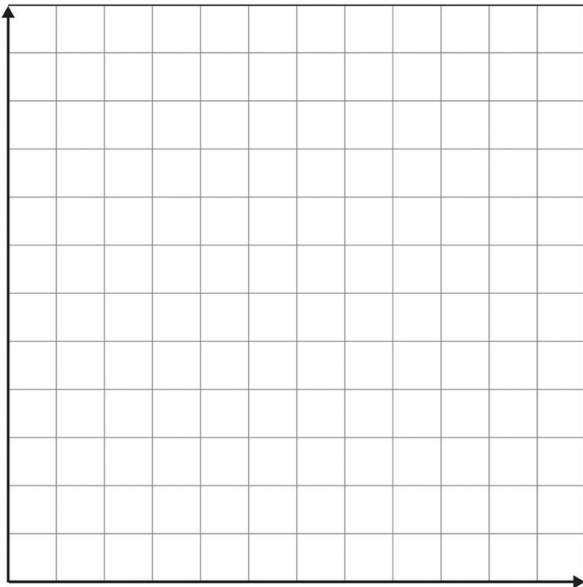
1. High Temperature



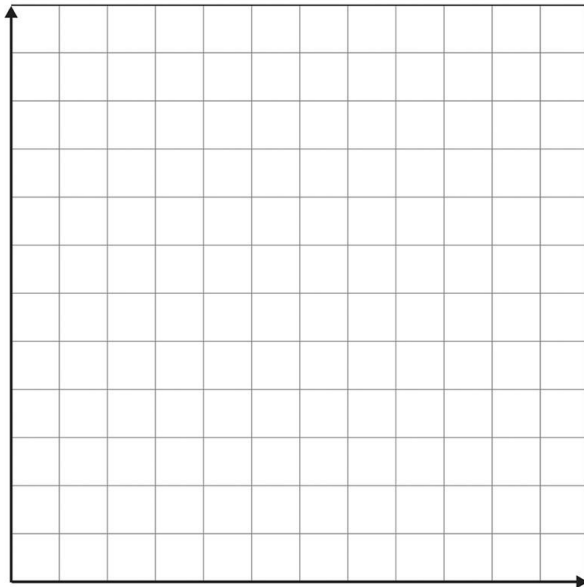
2. Low Temperature



3. Pressure

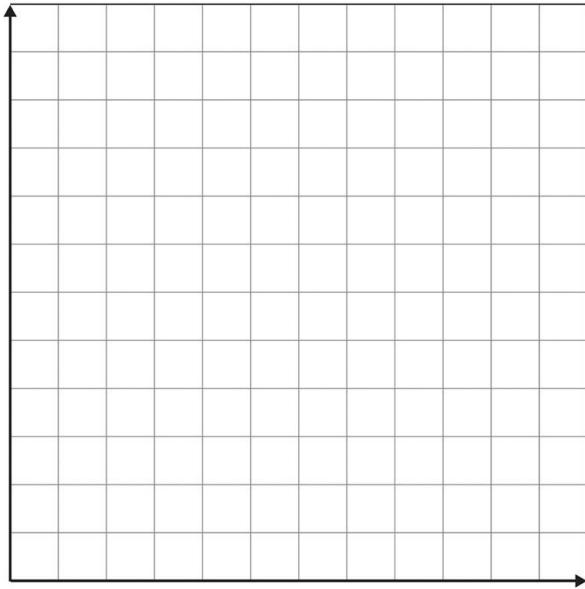


4. Wind Speed

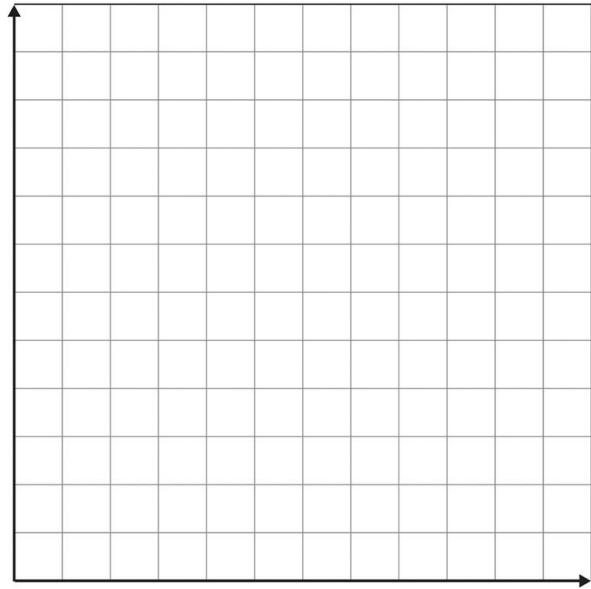




### 5. Humidity



### 6. Precipitation



### Data Analysis:

Examine all your graphs and your outside observations. What relationships or trends do you see between temperature, pressure, wind, humidity, and precipitation? List as many as you can see in you data, graphs, and observations. (possible example: when it rains the low temperature is lower than the day before)

# Explaining Trends:

Using your weather data, graphs, analysis, and information you learned in week 1, examine each of the relationships or trends you identified. Explain each of the weather relationships or trends by using the information from week 1 to explain why your relationships/trends make sense using scientific language related to weather.

## Reflection:

Review the learning objectives at the beginning of this lesson. What level of understanding do you feel you have of the standard?

Standard	Level of Understanding (Mastery-proficient- progressing-rudimentary)	Reason for Level Chosen, be specific about the things you know well and what you struggle with.
MS-ESS 2-5		
Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.		

END OF MODULE 1! Good work!

### 7<sup>th</sup> Grade Geography

#### Week of April 20<sup>th</sup>- April 24<sup>th</sup>

Students should read the chapter on Life in the Sahara and Sahel and complete the notebook.

#### Week of April 27<sup>th</sup>- May 1<sup>st</sup>

Students should read the chapter on Women's Role in the Development of Africa, complete the notebook, and a pamphlet using directions Creating a Pamphlet to Promote Micro-enterprises.

#### Section 1 - The Geographic Setting

Read the Introduction and Section 1. Then, create an illustrated dictionary of the Geoterms by completing these tasks:

- Create a symbol or an illustration to represent each term.
- Write a definition of each term in your own words.
- Write a sentence that includes the term and the words *desert region*.

Geoterm and Symbol	Definition	Sentence
desertification		
drought		
marginal land		
pastoral nomads		

Using Sections 2-7 of the reading complete the graphic organizer.

Sections 2-7

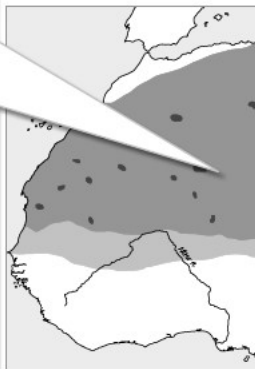
**2 The Desert Environment**

What are the physical characteristics of the desert?

How do you think people have adapted to living in the desert?

**3 Adaptations to Life in the Desert**

How have people adapted to living in the desert?



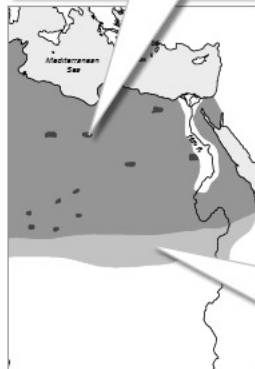
**4 The Oasis Environment**

What are the physical characteristics of oases?

How do you think people have adapted to living in oases?

**5 Adaptations to Life in the Oases**

How have people adapted to living in oases?



**6 The Sahel Environment**

What are the physical characteristics of the Sahel?

How do you think people have adapted to living in the Sahel?

**7 Adaptations to Life in the Sahel**

How have people adapted to living in the Sahel?

## Processing

Think about how people have adapted to *your* physical environment. Create a drawing to show your ideas.

1. Draw details of the environment in the background. Think about the physical features, climate, and vegetation of where you live.
2. Draw a person in the center. Add clothing and other possessions to show adaptations people have made. Think about these things:
  - housing
  - transportation
  - economic activity (jobs)
  - the type of community where you live
3. Label ways in which the person has adapted to the environment. For example, you might label a pair of sunglasses "protect eyes from the sun." You might label the person's arms "strong from shoveling snow in the winter."

## Life in the Sahara and the Sahel: Adapting to a Desert Region

### Introduction



A camel caravan carries trade goods across the Sahara.

The Saharan **region** is filled with the unexpected. Just ask someone who has survived the Budapest-Bamako rally. This is a charity event in which cars race against each other. They also race against the wind, sand, and heat of this massive **desert**. With few roads, the drivers speed over shifting dunes, rocky plains, and dry grasslands. They cross parched riverbeds that have not seen water in years. They struggle through sandstorms and scorching heat. If driving across the Sahara is this difficult, think how much harder it must be to live there.

The Sahara is one of the harshest environments on Earth. Over time, however, people have adapted to living in this hot, **arid** region. Most people who live in the Sahara settle near a desert **oasis**. This is an

isolated place where water is found in a desert.

The Sahel is a semiarid grassland. It is located along the Sahara's southern edge. Although its environment is not quite as harsh as the Sahara's, the Sahel often suffers from **drought**. This is long periods with very little or no rain. This decrease in rainfall has made life in the Sahel even more challenging.

In this lesson, you will read about the **physical features** of the Sahara and the Sahel. You will find out how the environments of these two regions have been shaped by changes in **climate**. You will also learn how people have adapted to the environments of these arid lands. You will understand how they still are adapting today.

#### Essential Question

How do people adapt to living in a desert region?

This map shows the vast Saharan region, which includes the Sahara and the Sahel. The Sahara is the world's largest desert. The Sahel is a wide belt of semiarid lands to the south of the desert. Over many centuries, people have found ways to survive in both of these dry landscapes. Keep this map in mind as you try to answer the Essential Question.

#### Graphic Organizer



#### Desertification in the Sahel

In recent years, the Sahel has become increasingly dry. The process of desertification has greatly affected those who live in the region.

## 1. The Geographic Setting

The Sahara stretches across most of North Africa. It covers about 3.5 million square miles. This is an area about the size of the continental United States. This huge desert region is bordered on the east by the Red Sea. It is bordered on the west by the Atlantic Ocean. To the north, the Sahara begins at the Atlas Mountains. From those mountains, the desert sweeps south for more than 1,000 miles. It eventually merges with the semiarid Sahel. Together, the Sahara and Sahel regions include all or parts of 18 African countries.

**The World's Largest Desert** The Sahara is the largest desert in the world. Its name is derived from the Arabic word *sahra*. This means "desert." The region's climate is very hot and very dry. In some areas of the Sahara in late spring and early summer, temperatures reach higher than 120°F. Average rainfall is less than five inches a year.

The Sahara has not always been so dry. Many thousands of years ago, the region had a much wetter climate. Rivers and lakes were filled with fish. Elephants and other animals roamed through grasslands and forests. People settled throughout the region. They survived by hunting and fishing.

About 6,000 years ago, the climate of North Africa started to change.

## LIFE IN THE SAHARA A...

There was less and less rain falling annually. Eventually the Saharan region began its transformation into a desert. This has been gradually expanding ever since.

**Trade winds** blowing across North Africa help to keep the region dry. These winds begin in northern latitudes. They blow south toward the equator. As trade winds pass over the Sahara, they pick up any moisture from the ground below. This leaves so little moisture that few clouds form over the Sahara. There are no clouds to provide shade. The sun beats down on the land. This makes it even drier.

Parts of the Sahara are so arid that nothing lives there. But in other areas, oases make life possible. Most of the plants and animals that live in the Sahara are found near its oases.

**The Sahel: On the Sahara's Edge** The Sahel is located along the southern border of the Sahara. Its name comes from the Arabic word *sahel*. This means "border" or "shore." This region receives more **precipitation** than the Sahara. But it often suffers from long periods of drought.

Most of the Sahel is **marginal land**. This is land that is not well suited for farming. People who farm marginal land may grow barely enough food for their families to survive.

For thousands of years, **pastoral nomads** have adapted to life on the Sahel's marginal lands. Pastoral nomads are herders. They wander endlessly in search of water. They are looking for grazing land for their animals. Their herds graze in an area. Then the nomads move on. The marginal grazing land can recover.

In more recent years, the Sahel region has been undergoing **desertification**. This is a process in which an area becomes increasingly dry. In this lesson, you will discover why parts of the Sahel are becoming a desert. You will learn what this desertification means for the people who live in the region.

### ► Geoterms

desertification the process by which land becomes more and more dry until it turns into desert. This may be caused by climate change, human activities, or both.

drought an unusually long period in which little or no rain falls

## LIFE IN THE SAHARA A...

marginal land land that is not well suited for growing crops

pastoral nomads groups of herders who move with their animals from place to place in search of pasture and water

The Sahara and the Sahel



### A Vast Desert Region

The Sahara and Sahel stretch across most of North Africa. You can see how large this region is by looking at the inset map, which compares it to the size of the continental United States. The mountainous parts of this region receive the most rainfall. The water seeps into underground streams that flow down to the desert. In low areas, it may bubble up to the surface and create oases.

## 2. The Desert Environment

A line of 500 camels stretches for a mile across the desert. This camel caravan is traveling to get blocks of salt from a distant mine. This difficult 400-mile round trip will take 30 days. Along the way, the



caravan will pass camel bones and abandoned trucks. This is evidence that travel is not easy in the Sahara.

**The Desert Landscape: More Than Just Sand** Many people imagine the Sahara to be a sea of burning sand. But its **landscape** is actually far more diverse. In a single afternoon, a traveler in the Sahara observed "pink and yellow dunes, blue craggy cliffs, black volcanic rubble . . . an eroded gulch, two dry rivers, a cone, a canyon, [and] many badlands [barren hills]."

The Sahara has three principal types of **landforms**. They are: ergs, regs, and hammadas. **Ergs** are great seas of sand. They have tall sand dunes. These dunes can reach heights of over 400 feet. Most dunes are slowly blown across the desert by the wind. **Regs** are gravel-covered plains. **Hammadas** are high, rock-covered flatlands. Some of them are so tall that maps indicate their locations as mountains.

Few permanent rivers exist in the Sahara. The two largest are the Nile and the Niger. Both of these rivers are formed by water that flows down from mountains beyond the desert. There are also dry riverbeds called **wadis**. They can turn into raging rivers after a rain. Then they can quickly dry up again.

**The Harsh Desert Climate** Temperatures can vary greatly in the desert. They, often soar above 100°F during the day. And sometimes they drop below freezing at night. According to an old saying, "Nighttime is the winter of the desert."

Sandstorms often begin when strong winds stir up enormous dark clouds of dust and sand from the Saharan Desert floor. A severe desert sandstorm can reduce visibility to practically nothing. It can also get sand into everything.

Rain is extremely unpredictable throughout the desert. During a desert rainstorm, it may rain three inches in one spot. But it might not rain at all nearby. When rain does reach a dry area, the water may quickly fill the wadis. This results in flash floods. These floods can carry away rocks, people, and even trucks.

Plants are able to adapt to these changing conditions in several ways. Some plants sprout rapidly after a rain, set seed, and then die. The seeds then lie in wait. Sometimes they lie in wait for years. They wait until the rain returns. Other plants send roots deep into the ground in search of water. Deep roots anchor these plants in place during sandstorms and flash floods. Most desert trees and shrubs have small,

waxy leaves. These leaves lose little moisture. During long periods of drought, they may shed their leaves. This further reduces water loss.



#### The Sahara's Sea of Sand

Ergs, or vast expanses of sand, cover about 13 percent of the Sahara's land area. Sand dunes move like slowbreaking waves through these "seas of sand." Little grows on the dunes, and in some places, the sand is so soft that camels sink halfway to their knees in it.

## 3. Adaptations to Life in the Desert

About one-third of the people who live in the desert are pastoral nomads. Many desert nomads belong to a group known as the Tuareg. They live in six countries in the southern Sahara and the Sahel.





#### Nomads Tend Their Herds

Tuareg nomads move their herds to find water or better pasture. The Tuareg depend upon their animals for milk. They trade milk, cheese, and some meat for the goods they cannot make or grow themselves.

**The Wandering Tuareg** The nomadic Tuareg raise camels, goats, cattle, or sheep. When the pasture in one place has been used up, the Tuareg move their animals to a fresh grazing area.

The Tuareg are known as the "Blue Men of the Desert." This is because of their flowing blue robes. They also wrap the blue cloth around their heads and across their faces. Their long, loose clothing and head covering protect them from the scorching sun and sand. Some Tuareg men never remove their face cover. They keep their faces covered even in the presence of close family members.

Tuareg nomads live in family groups of fewer than 100 people. They are always prepared to move. A Tuareg family can take down their tent and pack their belongings in two hours. All of a family's possessions will fit on one camel or two donkeys. When the nomads reach an oasis, they trade meat, cheese, or milk for grain, vegetables, fruit, and water.

Tuareg traders lead camel caravans across the desert. Camels can walk long distances over sandy ground with little food or water. This makes

them well suited for desert travel. It is easy for travelers to get lost in the Sahara. But the Tuareg know the local landmarks. Additionally, they know how to navigate using the stars. This enables them to travel at night when the air is cooler



#### Nomads Tend Their Herds

Tuareg nomads move their herds to find water or better pasture. The Tuareg depend upon their animals for milk. They trade milk, cheese, and some meat for the goods they cannot make or grow themselves.

**Technology Makes Life Easier** Modern **technology** has improved life for many desert dwellers. Pastoral nomads have found many uses for lightweight plastic and metal containers. Meanwhile, some desert traders can afford satellite phones. This way they can keep in touch with their customers.

Technology has even enabled the creation of new oases. Drilling machines cut through rock to locate underground water. Electric pumps then bring this water to the surface. Trucks and planes have improved desert transportation.

Trucks are replacing camels for hauling heavy loads across the desert. Small planes are used to fly people and goods between oases.

## 4. The Oasis Environment

The Sahara region holds many surprises. This includes a variety of life.

## LIFE IN THE SAHARA A...

In a hidden canyon oasis, crocodiles feed on fish and on animals that come to drink. At a larger oasis, thousands of date palms provide shade for other fruit trees. Wild gazelles graze nearby. In the arid Sahara, where there is water there is life.

**Islands of Water Surrounded by Desert** For weary, thirsty travelers trekking across the Sahara, no sight is more welcome than an oasis. A distant palm tree is a sign that they are approaching an oasis. Every oasis is an island of fresh water in a sea of dry sand and rock.

Many oases are formed by natural processes. Some are created by springs. They bubble up to the surface from streams that flow beneath the ground. Other oases appear in low spots. This is where the land dips down to meet an underground stream.

Humans have also created some oases. In the past, people built oases by digging wells by hand. As you read earlier, drilling machines are now being used to dig deep into the ground. They locate hidden water.

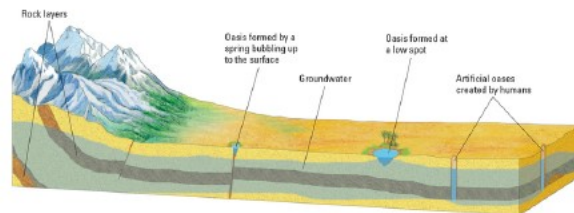
**Large and Small Centers of Life** The Sahara has approximately 90 large oases. Each of which is capable of supplying enough water to support a village and small farms. In addition, there are numerous small oases. Some of them support only one or two families.

Many species of plants and animals can be found at a desert oasis. Acacia and baobab trees mix with smaller shrubs. Gazelles and other animals drink in the pools. Butterflies, crickets, and other insects flit through oasis gardens.

Date palms are by far the most common oasis plant. They are also the most important because every part is useful. Its fruit, the date, is eaten fresh or dried. Its trunk and leaves are used as building materials. And the fiber from its bark is twisted together to make rope. Date pits, or seeds, are burned as fuel or fed to animals. A visitor to the Sahara once wrote,

*Those magnificent palm groves are the blood and bone of the desert; life in the Sahara would be unthinkable without them . . . . The size of an oasis is reckoned by the number of trees it contains, not by the number of square miles it covers.*

## LIFE IN THE SAHARA A...



### Desert Oases

An oasis is a place in the desert where water is found. Some oases are natural, but others have been created by people. Regardless of how they came to be, all oases are precious because they allow life to exist in one of the world's harshest environments.



#### Palms Produce a Cash Crop

Date palms produce the desert's most valuable cash crop. Other fruit trees are often planted in the shade of date palms.

## 5. Adaptations to Life in the Oases

Most oasis settlements are relatively small. They accommodate fewer than 2,000 people. The largest oases may support thousands of date palms. But in an oasis that has little water, several families may have to share a single date palm.

**The Traditional Ways of Oasis Settlers** Trading and farming are the major **economic activities** at an oasis. Most people are subsistence farmers. Others grow **cash crops**. These include dates,

wheat, barley, and vegetables. Farmers exchange their produce for goods brought in by camel, truck, and plane. Visiting nomads trade their meat, milk, and cheese for water and food. Caravans and trucks stop to trade. They also fill their containers with water.

Most homes within an oasis town are constructed from mud bricks. They have few windows. This helps to keep out the heat. Little work is done during the hottest part of the day. In the cool of the evening, people gather to discuss the day's news.

An oasis farmer is constantly struggling against the harsh desert environment. Blowing sand and creeping dunes will rapidly cover crops. The plants must be protected by **windbreaks**. These are walls or hedges that break the force of the wind. Windbreaks can also prevent sand from piling up on farm fields.

**Water Problems Limit the Growth of Oasis Towns** Oasis settlements come in various sizes. Most are small villages. But a few settlements develop into towns and cities. As an oasis settlement expands, its water problems increase as well.

People settle near an oasis for several reasons. Some may be searching for work on date farms. Or they might be looking for work in date-processing factories. These factories prepare dates for export. Nomads sometimes settle at an oasis. They do this when they can no longer find pasture for their animals. Refugees from drought or war may move to an oasis. They come in search of water, food, and safety.

Growing oasis settlements face two kinds of water problems. The first challenge is getting water to people as the town expands. New housing areas and camps are created. They provide shelter to refugees. These areas often lack wells or piped water. If the residents of these settlements cannot walk to water sources, water may have to be delivered to them by truck.

Water shortages are the second problem confronting oasis towns. In some oases, palm groves have been expanded into the surrounding desert. These new palm trees are kept alive with water that is pumped out of the ground. However, if too much water is pumped out, the underground streams could run dry.

## 6. The Sahel Environment

A television advertisement in Niger begins by showing a desert



landscape. The next scene focuses on camels, donkeys, and trucks. They are carrying firewood into towns. Next, the ad shows a coal-mining operation. The ad ends by showing a woman cooking with coal in her smoke-free kitchen. The ad aims to get people in Niger to use wood rather than coal for cooking. They want to help save Niger's trees. And perhaps, in the long run, they want to prevent desertification. Despite the campaign, more than 90 percent of Nigeriens still use coal.

The southern area of Niger is part of the Sahel. The Sahel encompasses many nations. This includes part of Senegal, Mauritania, Mali, Burkina Faso, Nigeria, Chad, and Sudan. In good years, just enough rain falls in the Sahel to grow crops. However, during years of drought, life in the Sahel region becomes very difficult.

**A Landscape Threatened by Drought and Desertification** The Sahel region begins at the Sahara's southern edge. The land here is marginal for farming. This is because the soil is not fertile. Water is scarce most of the year. The natural **vegetation** of the Sahel is a mixture of grasslands, acacia trees, baobab trees, and small bushes. Farther south, where rain is more plentiful, there is a greater variety of vegetation.

Drought is a fact of life throughout the Sahel. Since the late 1960s, the Sahel has experienced continual droughts. This includes severe droughts in the 1970s and 1980s. Although there are years when the rainfall level reaches the historical average, the land has never fully recovered in some places.

As the continual droughts occur, the desert areas grow larger. In areas with little rain, few plants grow. Without vegetation to anchor the dry soil in place, desert winds pick up the soil. They carry it away. When this happens, marginal lands are transformed into desert. They can no longer produce vegetation. Niger currently loses around 400 square miles of land to desert each year.



#### **Desertification of the Sahel**

This aerial view of a village in Mauritania shows the effects of desertification. Without the protective cover of vegetation, the soil became eroded by wind or water.



#### Deforestation in the Sahel

These NASA satellite images show the Baban Rafi Forest in southern Niger in January 1976 (top) and February 2007 (bottom). Between 1976 and 2007, the population in the region quadrupled, increasing demand for firewood and agricultural land in the area.

## 7. Adaptations to Life in the Sahel

Most people in the Sahel are farmers or herders. Throughout history,

the people of this region have adapted to the challenge of farming and herding on marginal land in many ways.

One **adaptation** was to plant crops. They plant such crops as millet and sorghum. These are grains that can grow well in dry places. Another adaptation was to use a farming system known as **shifting agriculture**. In this method, a farmer first clears a field. Then the farmer plants it with crops for a year or two. Then the farmer moves on to a new field. Herders used a similar system to feed their animals. They move their herds from one grazing area to another throughout the year. Both of these systems provided worn-out fields with an opportunity to rest.

**Human Causes of Desertification** The changing ways of life in the Sahel may be contributing to desertification. Some farmers, for example, have begun to raise cash crops. One such crop is the peanut. This often wears out the soil faster than traditional crops. After the soil has been worn out, the soil may blow away. This can happen before the soil can recover its fertility.

Similarly, some nomads have increased the size of their herds. This way they have surplus animals to sell for cash. The result is too many animals grazing on a limited amount of land. Loss of vegetation from overgrazing may also contribute to desertification.

Yet another problem is **deforestation**. Most people in the Sahel rely on wood for cooking fuel. People cut down trees for firewood. During droughts, they sell the wood to make up for lost income. When the trees are gone, soil **erosion** increases. This is why Niger's government has been promoting coal as a cooking fuel. "I think that with coal, our sparse forests could be saved," says a forestry expert in Niger.

Cooking with coal is only one of the changes that people are making to counteract desertification. In addition, farmers are testing new farming methods. These methods can conserve water and reduce soil erosion. Many farmers are working to keep desert sand from burying their fields. They do this by building windbreaks of trees and brush.

No one can say how successful this war against the desert will be. However, in the Sahel, this struggle is a fight they cannot afford to lose.

## Summary

In this lesson, you learned how people have adapted to living in the

Sahara and the Sahel. Pastoral nomads survive by staying on the move. Farmers adapt by settling around oases. They serve as farming and trading centers in this arid land. You found out how people have learned to raise crops and animals on the marginal lands of the Sahel. In addition, you explored the effects of drought and desertification on the Sahel region.

The Sahel is not the only area in the world that continues to be threatened by desertification. About one-third of Earth's land is arid or semiarid. Some of these regions are undergoing desertification. In China, for example, the capital city of Beijing is sometimes blasted by sandstorms. The sand comes from parts of China in which desertification is occurring. Think about the causes of desertification as you examine the world map of arid regions in the next section.

## Global Connections

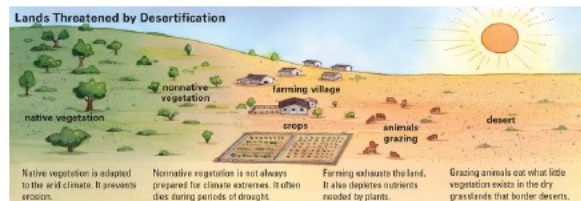
This map shows the world's deserts, arid, and semi-arid areas. These areas are threatened by desertification. The diagram below the map illustrates one set of human activities. These activities may lead to desertification. There may be other contributing factors, such as many years of drought.

**Are the world's deserts growing or shrinking?** Many areas of marginal land are now being threatened by desertification. These places could eventually become new deserts. Climate change is a critical factor in this process. In some areas, droughts may speed desertification. In others, unusually wet weather may help to slow the process.

**What human activities contribute to desertification?** The ways people use marginal lands can contribute to desertification. Poor farming methods can wear out thin soil. Overgrazing can strip areas of their protective plant cover. Nonnative plants can crowd out native plant species. Native species are better suited to a dry climate. Deforestation can leave marginal lands exposed to erosion. All of these factors can contribute to the spread of deserts in arid regions.

**How might people adapt to living in areas threatened by desertification?** People deal with desertification in many ways. Villagers in China are learning new methods of farming. They have a goal of reducing soil erosion. To keep fire from destroying forests and grasslands, the Australian government has developed new programs. They are aimed at preventing wildfires. Many developing countries,

however, cannot afford such projects. They must look to other countries and the United Nations for help in keeping their deserts from spreading.



Desert Regions Around the World



Reading Level B coming soon!



# Micro-entrepreneurs: Women's Role in the Development of Africa

**How are women micro-entrepreneurs in developing countries changing their communities?**

## Preview

Carefully examine the image your teacher is projecting. The woman on the cover of this brochure lives in Tanzania. Tanzania is a developing country in the eastern part of Africa. This woman is a *micro-entrepreneur*. That means she has started her own very small business.

Talk about each question with a partner. Then, write down your ideas.

- What interesting details do you notice?
- What kind of information or pictures do you think you might see in this pamphlet?
- Women in developing countries in Africa face many challenges. What might some of them be?
- What small business—or *micro-enterprise*—might this woman have created?
- This woman's micro-enterprise affects the lives of her and her family. What might some of those effects be?
- This woman's micro-enterprise also affects individuals and families in her community. What might some of those effects be?

## Section 1 - The Geographic Setting

Read the Introduction and Section 1. Then, create an illustrated dictionary of the Geoterm by completing these tasks:

- Create a symbol or an illustration to represent each term.
- Write a definition of each term in your own words.
- Write a sentence that includes the term and the word *Africa* or *women*.

Geoterm and Symbol	Definition	Sentence
gender-based division of labor		
informal economy		
micro-enterprise		
micro-entrepreneur		

Read Section 1, and answer the questions for that section. Then, for Sections 2, 3, and 4, read only the section your teacher assigns to you and your partner, and complete that section of your notebook.

### Section 1 - The Geographic Setting

What challenges do people in developing countries in Africa face?

What additional challenges do poor African women face as they try to get out of poverty?

### Section 2 - Grinding Peanuts in Rural Mali

Describe the micro-enterprise discussed in Section 2, how women micro-entrepreneurs created it, and how it works.

How have these micro-entrepreneurs changed people's lives and these women's communities?

### Section 3 - Selling in Uganda's "Poor Man's Market"

Describe the micro-enterprise discussed in Section 3, how a woman micro-entrepreneurs created it, and how it works.

How has this micro-entrepreneur changed people's lives and this woman's community?

### Section 4 - Cooking Up Comfort Food in Botswana

Describe the micro-enterprise discussed in Section 4, how women micro-entrepreneurs created it, and how it works.

How have these micro-entrepreneurs changed people's lives and these women's communities?



## Processing

Now that you recognize the advantages and disadvantages of micro-loans, consider what you would do if you had the opportunity to apply for one. Write a paragraph in which you weigh the costs (disadvantages) and benefits (advantages) of receiving a micro-loan. Use this analysis to help you decide whether you would ultimately apply for such a loan.

## Creating a Pamphlet to Promote Micro-enterprises

Picture yourself working for an organization that educates women in developing countries in Africa about micro-entrepreneurs. Your task is to design a pamphlet for these women. It should be engaging and easy to understand. It should also answer the Essential Question: *How are women micro-entrepreneurs in developing countries changing their communities?*

Your organization has a limited budget for this project. So, you must create your pamphlet using just one standard-size sheet of paper. How you fold the paper is up to you.

Your pamphlet must have

- an attractive cover page with a title. The cover page should be eye-catching. It should make the reader want to see what is inside.
- a section about challenges faced by people in developing countries in Africa, especially women who are trying to get out of poverty.
- a section that describes one kind of micro-enterprise that African women have developed.
- a section that explains how these women and their micro-enterprise have changed their communities. It should tell how they have affected the women, their families, and the people in and around the community.
- a map that corresponds to some part of the pamphlet.

Also, make sure each section of your pamphlet

- has an appropriate title.
- includes at least one photograph or drawing that helps tell the story of that section.
- has clear, simple text. Remember, your readers might have little or no formal education.

Make your pamphlet as interesting and engaging as possible. For example, you might use a format similar to a comic book.

## Micro-entrepreneurs: Women's Role in the Development of Africa

### Introduction



This woman from Tanzania, in East Africa, makes bread to sell.

Hassana is a widow with five children. She lived in a small village in West Africa. She had many mouths to feed. Hassana often didn't have money to buy clothes and school supplies for her children. She had no money saved in case someone got sick. Sometimes even buying food for the family could be difficult.

However, Hassana had an idea. She wanted to start a small business, or **micro-enterprise**. She wanted to bake bread. Then she would sell it in the local street market. Hassana borrowed money from an organization. This organization had been established to help women start businesses. She used the money to buy an oven. Later she was able to repay the loan. She repaid it with her earnings from selling bread. She was also able to slowly grow her business. She was able to take better care of her family.

Small business owners like Hassana are called **micro-entrepreneurs**.

Entrepreneurs are people who start businesses. *Micro* means tiny. So micro-entrepreneurs are people who start very small businesses. Hassana's business is tiny. But the micro-entrepreneur movement in developing countries is not so small. Hassana's story is one of many about women in Africa. They are trying to make life better by starting new businesses.

In this lesson, you will learn about some of the challenges faced by poor women in Africa. You will read how some women are pulling themselves out of poverty. They are becoming micro-entrepreneurs. And you will find out how these women are helping themselves. They are changing their communities.

#### Essential Question

How are women micro-entrepreneurs in developing countries changing their communities?

Pictured in this outline of the continent of Africa is a micro-entrepreneur. She is one of many African women who have started their own businesses. These women are part of a larger movement of developing small businesses throughout Africa. Keep this image in mind as you try to answer the Essential Question.

#### Graphic Organizer





#### Women Carry a Heavy Load

There is a traditional division of labor in Africa between men and women. Men hunt, herd, or work for wages. Women take care of the family. This often involves hauling firewood and water over long distances.

## 1. The Geographic Setting

In this lesson, you will visit three African countries south of the Sahara. Mali is in West Africa. Uganda is in East Africa. Botswana lies in the center of Southern Africa.

**A Developing Continent** Most of Africa is made up of **developing countries**. Twenty-five of the world's 30 poorest countries are found in Africa. In 21 of these countries, more than 40% of the population survives on less than \$2 per day.

Poverty makes survival a daily challenge. . In 2016, nearly 218 million people in sub-Saharan Africa were **undernourished**. This means they did not get enough food to lead healthy lives. Lack of food slows the growth of about one-third of all children in sub-Saharan Africa.

Disease remains a serious challenge throughout much of the continent. Malaria, for example, affects people in many parts of Africa. Mosquitoes spread the parasite that causes this illness. This can be deadly especially to children. Health experts estimate that a child dies from malaria every two minutes. More than 95 percent of those deaths are in Africa.

Natural disasters have created other challenges. In recent years, **drought** has struck many African countries. The lack of rain has resulted in crop failures for many farmers. It has caused the deaths of animal herds for **pastoral nomads**. The loss of crops and livestock has led to severe food shortages.

War is another serious challenge. Many countries in Africa, such as Somalia, South Sudan, and the Democratic Republic of the Congo, have been torn apart by **civil war**. A civil war is a war between groups that are living in the same country. Each of these wars has resulted in the deaths of hundreds of thousands of people.

**Women Face Added Challenges** The challenges of poverty, disease, natural disasters, and wars affect a large number of Africans. But they are often the hardest on women. One reason for this is Africa's traditional **gender-based division of labor**. This is the division of work in a society. It is based on a person's gender.

Traditionally, men in Africa have been the money earners. They raise cash crops or work for wages. Meanwhile, women are responsible for the care of the family. This responsibility often includes growing food on small plots of land. It is women's work to feed their families. As important as this work is, it does not earn money.

Poor women who need to earn money face added challenges. One is a lack of education. In sub-Saharan Africa in 2016, more than 25 percent of women ages 15 to 24 could not read. This left few jobs open to them.

Often the only place poor women can find to make money is in the informal economy. People in the **informal economy** exchange goods and services. There is not much government control. They might, for instance, sell food in a street

## MICRO-ENTREPRENEURS:...

market. Or they might trade childcare for firewood. They do not have a license for their business. And they usually do not pay taxes on any money they might earn.

For many African women, the informal economy has become an area of opportunity. They can start a new business without a lot of money. In this lesson, you will get to know some of these women micro-entrepreneurs.

### ►Geotermis

gender-based division of labor the division of work into two categories based on gender. The result is that men and women do different kinds of work.

informal economy the part of the economy in which goods and services are exchanged outside of government control. People who work in the informal economy often sell goods on the street or in a street market.

micro-enterprise a very small business with few or no employees

micro-entrepreneur a person who starts and runs a very small business

Gender Equality in Africa, 2006



## MICRO-ENTREPRENEURS:...



### The Country of Mali

Mali is a large country in West Africa. The Sahara covers the northern half of Mali. Grasslands of the Sahel spread across most of the southern half.

## 2. Grinding Peanuts in Rural Mali

The sound of wood hitting wood is common in many villages in Mali. It is the sound of women preparing two of Mali's most common foods for cooking. These foods are grains and peanuts. It takes a lot of energy to grind them enough to make them into meals.

Mali is one of the poorest countries in the world. Much of its population lives in rural villages. Women work especially hard. But things are changing in some villages in Mali. Women starting small businesses are playing a large role.

**A Machine Changes the Way Women Work** In the small village of Sanankoroni in Mali, a machine grinds peanuts so that the village women do not have to pound them by hand. The machine grinds the peanuts much faster and also does a better job.

Grinding peanuts is just one thing this machine does. It is called a *multifunctional platform*. The multifunctional platform is a simple, sturdy machine. It can be used



in many ways. Its heart is a small engine. It runs either on diesel fuel or on oil from plants. Rubber belts connect it to different tools. The women of Sanankoroni connect the engine to a grinding tool. That tool turns peanuts into peanut butter.



#### A Machine with Many Functions

The multifunctional platform is built around a simple engine. But the things it can do are anything but simple. This machine can be attached to different tools. Depending on the tool, it can grind grains, pump water, generate electricity for lights, charge batteries, and much more.

The multifunctional platform was created by a Swiss inventor. He believed that the machine would improve women's lives. He was right. His invention has changed how women spend their time. Many used to spend three days grinding 100 pounds of peanuts by hand. Now the machine can do that in just over an hour. Women have more time to earn money. For example, they can sell the peanut butter. In Mali, 50% of the people live on less than \$2 per day. The average yearly household income increased by nearly \$70.

**Aid from International Organizations** The women of Sanankoroni bought the multifunctional platform. They had help from the United Nations Development Programme (UNDP). This is an international organization. It works to reduce poverty in developing countries. The women formed a group. They raised half the cost of the machine. The UNDP provided the rest of the money. The UNDP program in Mali has served as a model for both other organizations and African nations.

In addition, groups have also given small amounts of credit to people. These are small loans to given to help poor people. The average loan amount in developing countries is often less than \$1,000. It could be for less than \$100. The loan amounts are small. Therefore these groups are known as *micro-credit organizations*.

As with buying multifunctional platforms, women often work in groups to obtain small loans. No member of a group can take out another loan until everyone's first loan has been repaid. Women make sure group members repay her part of the loan.



#### The Platform's Positive Impact

By providing economic benefits and increasing free time, the multifunctional platform has enabled women to improve their health. Women can afford, and have the time, to visit to local health clinics more regularly. Moreover, clinics use the electricity generated by the machines and can now provide services to the community after dark.

**Earning While Learning New Skills** The Sanankoroni Women's Association started a peanut-grinding business with their multifunctional platform. Customers from Sanankoroni and nearby villages pay a fee to use the machine to grind peanuts. Then the women earn money by running the machine for their customers.

The new business owners have learned many new skills. For example, they have learned how to run the machine. And they've learned to keep it in good repair. They have learned how to create schedules for their workers and customers. And they have learned basic accounting. This way they make sure they have enough money to buy fuel and to pay their workers.

**Improving the Quality of Life** Thousands of villages in Mali and other nations in Africa now have their own multifunctional platform. This machine has improved the quality of life in these communities. For example, families in Sanankoroni have more time together. Now the women do not have to spend all day grinding peanuts by hand.

Another improvement in these villages is that attitudes toward education have changed. Before the machine arrived, only 9 women in Sanankoroni, a village of 460 people, could read and write. A year later, more than 40 women were attending classes. They are learning how to read. Girls who used to stay home to help with chores are now going to school.

In the village of Mountougoula, women bought a generator. They connected it to their machine to produce electricity. The generator runs the lighting system they set up in their village. The lights have made the village safer at night. And storeowners are making more money now that people can shop after dark.

The machine has improved the lives of men as well. The Sanankoroni Women's Association hired several men to work in their business. They work as mechanics, maintaining and repairing the machine. "It's better than farming," says one mechanic.

However, not all villages have experienced this success. For example, some villages do not have the tools or parts they need. They need these tools and parts to keep the machines in good working order. Buying these items can increase costs beyond what they can earn from the machine. If the machine is not taken care of, the gains made by the community may be lost.



#### A Machine Brings Change

The multifunctional platform has changed the lives of many people in Mali. More girls are attending school because they no longer need to stay home and help with chores like grinding. Women are hiring men to repair and run the machines. Families have more time to be together.



#### The Country of Uganda

Uganda is a densely populated country in East Africa. Its capital, Kampala, lies on the shores of Lake Victoria, Africa's largest freshwater lake.

### 3. Selling in Uganda's "Poor Man's Market"

Kalerwe market is in Uganda. It is an amazing place to visit. From the center of the market, stalls stretch as far as the eye can see. Between them, buyers roam the muddy, crowded lanes. Sellers shout about the food, goods, and services they have to sell. Kalerwe is known as the "poor man's market." But it attracts all kinds of people from nearby Kampala. Kampala is the capital of Uganda. They come to the market for its bargain prices.

Markets like Kalerwe are quite common in Uganda. They are common in most other African countries. Such markets are part of the informal economy. Here people can sell goods and services without getting a business license. The sellers can keep their earnings without having to pay taxes. Many successful women micro-entrepreneurs got their start in these markets. This includes Margaret Saajjabi.

**Bananas Fund a Micro-enterprise** Margaret Saajabi runs several profitable micro-enterprises in Uganda. She owns land in Kalerwe market. She rents many market spaces to other people. Some of her renters have built stalls in the space. Others sell their goods and services in the open air. Her renters include hairdressers, electricians, vegetable sellers, and cooks.

Margaret was born into a very large family. She was studying in high school. Her father told her there was not enough money for her to stay in school. She then left high school and worked for the police. Later she worked as a telephone operator. But she longed to start her own business.

Margaret got her start by selling bananas by the side of the road. She then received micro-credit to help her grow her business. She received multiple loans. When she had enough money, she began buying land in Kalerwe market. Besides renting out market spaces, she sells large cans of water to local people. She created a parking lot that can accommodate 50 cars. People who come to Kalerwe pay to park there.



Open-Air Markets Are Popular Much of the buying and selling in Uganda goes on in outdoor markets like this one. Some microentrepreneurs build stalls, and others sell their goods and services in the open. Such markets are part of Africa's informal economy.





#### **An Outdoor Beauty Shop**

Some of Africa's most successful micro-enterprises can be found in local markets. Many are owned by women. With the money they earn, women can send their children to school or build homes for their families.

**Difficulties for Ugandan Women in Business** Margaret found that women face special challenges in business. One of these is getting money to start or expand a business. In Uganda, women often do not have the education or collateral to obtain a loan. Collateral means something of value used to get a loan. For example, few women own land that can be used as collateral. Moreover, women often have financial hardships. These hardships require them to use loan money to pay for food or schooling. This leaves little or no money to invest in their business. Margaret faced such difficulties herself. At times, she had difficulty repaying loans.

To get around this problem, Margaret created a savings club with other women. They could help one another save money. When a woman needs a loan, she borrows from others in the club.



#### **A Micro-entrepreneur at Work**

Margaret Saajabi has built a successful business from very small beginnings. She once sold bananas. Now she rents out space to other micro-entrepreneurs.

**Supporting an Extended Family** Supporting an Extended Family Margaret is a good example of how one woman's success can help others. In her case, those who have benefited the most from her success are the members of her large family. She supported her own 6 children. She also helped raise 19 nieces and nephews. Margaret ensured that all of them finished school.

Margaret believes that a good education is important for both girls and boys. Also, she believes that all children should learn to respect the value of work. She required the children in her family to work at Kalerwe market during their school holidays.

**Creating New Economic Opportunities** Margaret's success has rippled outward from her extended family. Her success has helped other people in her community. The people who rent market space from her now have a way to make

money for their families. She has also hired guards for her parking business. And she plans to build more shops. In this way she can employ more young women. Moreover, she even started an elementary school in her village. The school serves 450 students.

Margaret encourages other women to start their own businesses. "You have to be confident," she says. "Develop the skills of your trade. Don't beg off and say, 'I'm just a woman.'" If she had thought that way, she might still be selling bananas by the side of the road.



#### The Country of Botswana

Botswana is a sparsely populated country in the center of Southern Africa. Gaborone, the capital and largest city, is located on the border between Botswana and South Africa.

## 4. Cooking Up Comfort Food in Botswana

Kgosi lives and works in Gaborone. This is the busy capital of Botswana. It is a country in southern Africa. However, Kgosi grew up in a rural village. At lunchtime, he used to long for a hot dish of *stampa* (shredded beef) or *papa*

(mixed corn and beans). These are the "comfort foods" that he grew up with. Unfortunately, the only restaurants near his workplace in Gaborone were fast-food chains.

One day Kgosi looked down the street. He saw a colorfully painted food truck. It had a sign above. It said, "Mama's Fast Food." Wonderful smells drifted out of the caravan. Kgosi knew at once that the foods of his childhood were cooking inside.



#### Kgosi's "Comfort Food"

In addition to *stampa* and *papa*, other traditional foods from Botswana include dried mopane worms, the porridge-like cornmeal pap, and *madombi* (pictured). *Madombi* are traditional steamed bread dumplings that are served with stew. Microentrepreneurs can sell foods like this out of a truck or trailer to earn money.

**A Used Trailer Becomes a Street-Side Restaurant** Kgosi is typical of many people who live and work in the city of Gaborone. They grew up in the country. Then they moved to the capital to find work. Most eat breakfast and lunch near their workplaces. This has created an opportunity. Many women micro-entrepreneurs opened food trucks in modified trailers. These are similar to trailers that people in the United States might use for camping.

A woman must do several things to start a food truck business. First she needs to purchase a trailer. She often has to go to neighboring South Africa. Because of the trailer's cost, women have to save money for years to afford one. Or they often

## MICRO-ENTREPRENEURS :...

have to borrow money. They may seek help from parents or family members. Or they borrow money from organizations that provide loans to micro-entrepreneurs.

Most caravans come with a small stove and a cooler already installed. But these are not enough to run a food truck. The women must then hire someone to equip the trailer with a kitchen. They hire people to build shelves and racks to store supplies. And they need to buy gas tanks to fuel the stove.

Finally, a woman must find somewhere to park her food truck. Any place where many people work and shop is a good location. Women must also have access to a car. Or they must hire someone to drive the trailer to her chosen spot. Many food truck owners set up plastic chairs and patio tables. People eat outside under a canvas canopy. This way they enjoy a meal that reminds them of home.

**Creating Jobs Along with Food** Successful food truck owners can make enough money to repay their loans. They can then expand their business. Some save enough money to buy a small truck. This makes it easier to buy supplies in South Africa. Here the prices are usually lower.

## MICRO-ENTREPRENEURS :...



### Community Meeting

Members of a group that obtained a microfinance loan collect repayment. Group members ensure that other members repay their part of the loan. None of the group members is eligible to receive another loan from the lender until the first loan has been repaid.

As their businesses grow, some women who own food trucks can hire workers. They often hire family members to help cook, clean, and transport supplies. Some micro-entrepreneurs also create opportunities for other women. This way others can start their own businesses. For example, a restaurant owner might prepare "box lunches." Another woman will sell them in a different part of the city. This financial arrangement benefits both women.

The families of these micro-entrepreneurs may also benefit. In some cases, women may earn enough money to send their children to school. And they can buy land and build homes. However, not everyone who gets a loan from a micro-credit organization may see such benefits. Recent studies have suggested that loans are not as effective as had been hoped. Evidence has shown that most borrowers have seen little improvement in their income or overall financial well-being.



Although loans are not likely to end poverty, they have helped micro-entrepreneurs create profitable businesses. The people of Botswana, and other African nations such as Uganda and Mali, benefit from new jobs. These jobs are created when micro-entrepreneurs start businesses. This helps increase economic development as well as the nations' GDPs.

## Summary

In this lesson, you learned that women in Africa face many challenges. Poverty is widespread. The gender-based division of labor has made it difficult for African women to earn money. You met some of the micro-entrepreneurs. They have started small businesses as part of the informal economy. Through their micro-enterprises, these resourceful women have been able to build successful businesses.

Women micro-entrepreneurs can be found in every country. Most of them face similar challenges. One of these is finding the money needed to start a small business. Although these women need only a relatively small loan, banks are generally unwilling to make loans to the poor. As a result, some turn to micro-credit organizations.

Women are part of a larger movement in the growth of micro-enterprises across Africa. As you examine the map of micro-credit organizations in the next section, think about the effects of these loans.

## Global Connections

This map shows where micro-credit organizations make the most loans worldwide. You can learn more about these loans by examining the information in the table under the map.

**In what parts of the world are micro-credit organizations most active? Why might this be so?** Micro-credit organizations are most active in Africa, Asia, and Latin America. Most banks in these regions will not make loans to poor people. Micro-credit organizations have stepped in to help poor people get start-up loans for businesses. Around 400 million people in developing countries own small businesses. And many of these micro-entrepreneurs got their start with small business loans.

**Which gender gets the most micro-loans? Why might this be so?** More than 80 percent of small business loans are made to women micro-entrepreneurs. Part of the reason for this is that it is women who need the most help. The majority of people living in poverty are women and their children. Also, micro-credit organizations tend to view women as a good risk. However, studies have come to varying conclusions about whether women are really more likely to repay their loans. Overall, more than 95 percent of micro-loans are repaid.

**How can micro-credit organizations better help women?** Micro-credit organizations aim to help people help themselves. However, many are concerned that micro-loan programs are one-size-fits-all. They may not be appropriate for everyone seeking loans. For example, many believe that borrowers offered more suitable repayment options. Such options could provide borrowers with better long-term economic stability.

### Fast Facts About Micro-credit

Around 400 million people in developing countries run micro-enterprises.

Nearly 4,000 micro-credit organizations served more than 210 million clients in 2013.

Around 95% of micro-entrepreneurs who get loans pay them back.

More than 80% of micro-loans are made to women.

More than half of borrowers lived in extreme poverty in 2013.

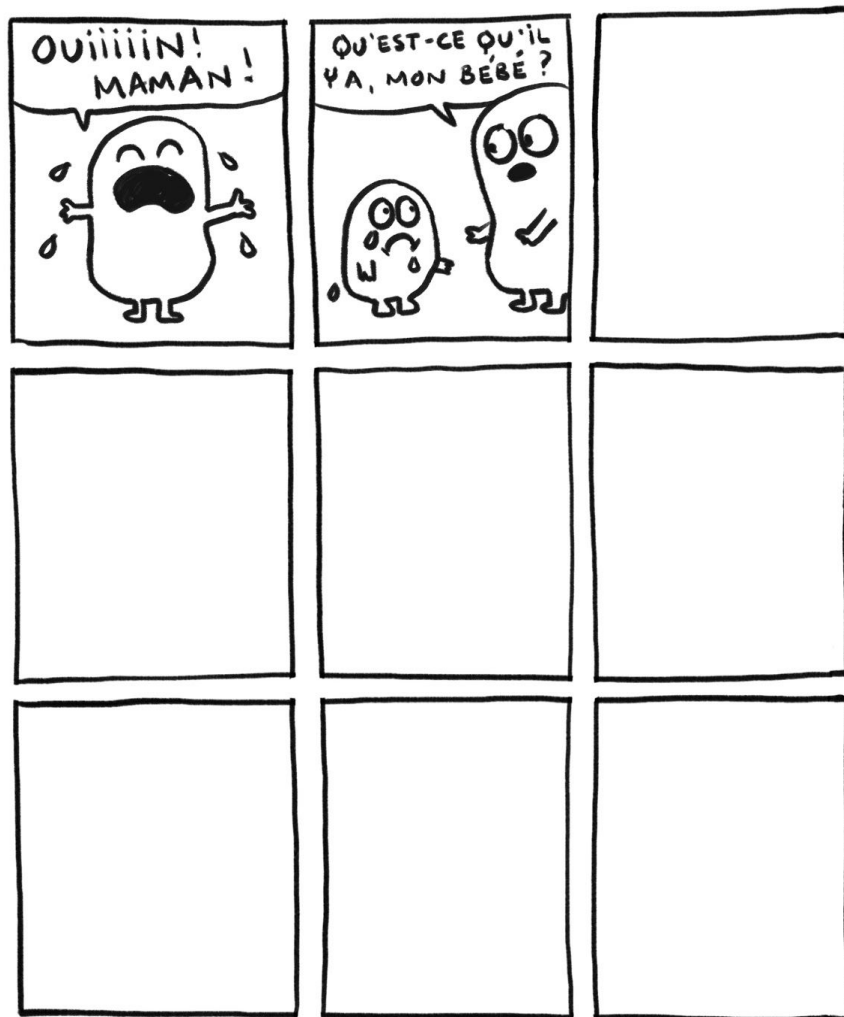
Micro-credit Organizations Around the World, 2017



## World Languages - At Home Activities

- Teach 8 words from the language you are studying to someone you live with. They must be connected to each other...like 8 adjectives, or foods, or people words.
- Research a legend from a country where the language you are studying is spoken. Draw a picture or build a sculpture of the legendary creature. In the language you are studying, retell a summary of the legend and share your thoughts about it.
- Choose a country that speaks the language you are studying, and prepare a mini-poster of info about the country. Include at least 10 interesting factoids. Make your mini-poster attractive and eye-catching.
- Complete the cartoon below. (If French is not the language that you are studying, change the 2 speech bubbles to say: "Waaah! Mom!" "What's wrong, my baby?" in your language.)

☆ CONTINUE CETTE BÉDÉ ☆



## At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

## Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.



# Color Matters

“When multiple colors dance across the same scene,  
the result can be a carnival.”

—Annie Griffiths

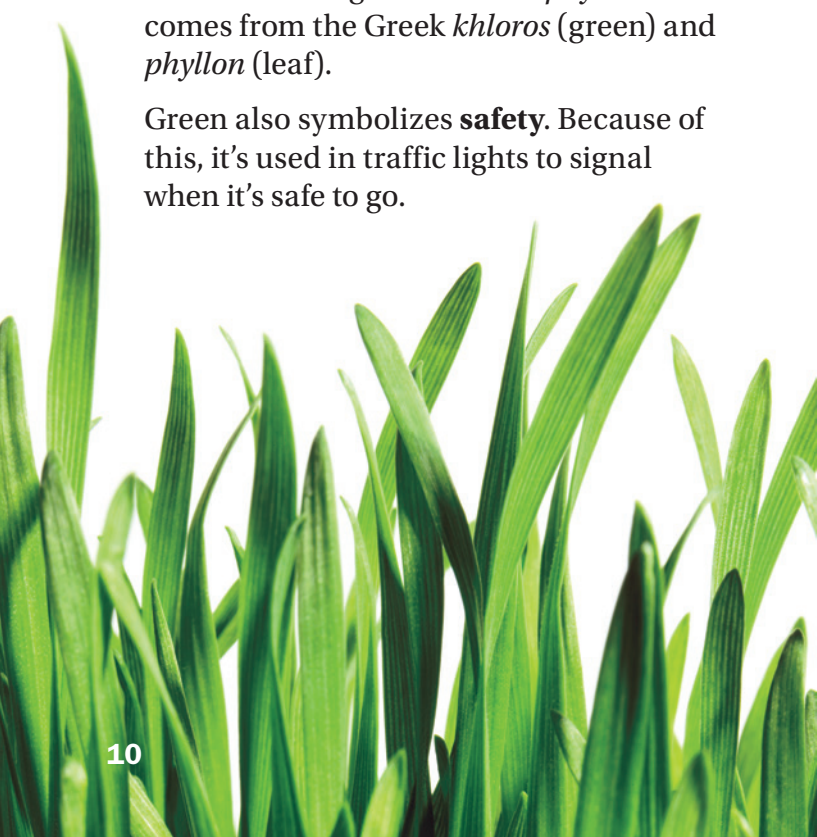
1. Name all of the different colors that you see in the photo. Which is your favorite?
2. Would you like to be at the place in the photo? Why or why not?
3. Imagine this photo in black and white. What would you think of it? What would be lost?



1 Your brain can see 7 million colors. How many of them can you name? What do different colors make you think of? Discuss. Then listen and read. TR: 2




**RED** is a symbol of **good luck** in many cultures. It is the traditional color for **wedding** dresses in China and India. But many cultures associate red with **danger**. This is why we see it on **emergency** vehicles and warning signs. Eight percent of the population is red-green **colorblind**: they can't clearly see the difference between red and green.



**GREEN** is a color that makes people feel at peace because it's the most common color in nature. The green in leaves and grass comes from something called *chlorophyll*. This word comes from the Greek *khloros* (green) and *phyllon* (leaf).

Green also symbolizes **safety**. Because of this, it's used in traffic lights to signal when it's safe to go.




**BLUE** is the most popular color in the world. More than half the world's flags have blue in them. Blue is also the most common color used by businesses. Many businesses use the color blue to **represent** them in logos and advertisements. This is because blue helps us feel like we can **trust** them.

**ORANGE** gets its name from the fruit. The word originally described the taste of the fruit's peel, but by the sixteenth century, *orange* was also the name of this **bright** color.



**YELLOW** is the color of taxis and school buses because it's the most **visible** color on the road. Like red, yellow is also used to **warn** people of dangerous situations. Because it attracts attention, yellow is used for highlighter pens. The bright color activates different parts of the brain that help the reader remember the highlighted text.



**INDIGO** is a dark color between blue and purple. Indigo clothing was a sign of luxury in the past because indigo **dye** came from a rare plant. It was very expensive, and few people could wear clothes made with this dye. Now we use indigo dye to make blue jeans.



**VIOLET** is a **light** purple color. It is one of the oldest colors in the world. There are violet cave paintings in France that are 25,000 years old! However in some countries, for example Thailand and Brazil, violet is the color of **death**.

2 Learn new words. Listen and repeat. TR: 3

3 Work in pairs. Which colors make you feel happy? Sad? Angry? Excited?



4 Read and write the words from the list. Make any necessary changes.

bright      danger      light      represent  
safety      visible      war      wedding

Photographer Annie Griffiths has traveled all around the world. In many of the places she’s visited, Annie has seen \_\_\_\_\_. However, Annie chooses to focus on the beauty of the places and the people she meets. This photo is one of her favorites. It shows her son resting next to her friend. She took it after a \_\_\_\_\_ celebration in Jordan. For Annie, the photograph expresses her son’s feeling of \_\_\_\_\_ and happiness.

Annie loves to use \_\_\_\_\_ colors in her photos. She says, “It’s difficult to photograph a very dark thing, for example the black fur of a panther, or a very \_\_\_\_\_ thing, for example a snowy field. But one spot of color in a picture can make it look amazing.”

5 Learn new words. Listen to these words and match them to the definitions. Then listen and repeat. TR: 4 and 5

common      flag      luxury      to signal

- 1. \_\_\_\_\_ to give a sign or a warning
- 2. \_\_\_\_\_ happening often
- 3. \_\_\_\_\_ a special thing
- 4. \_\_\_\_\_ the symbol of a country

6 Choose an activity.

- 1. **Work independently.** Choose a favorite photograph, and show it to the class. Describe the photo, and talk about its colors. Explain why you like it so much.
- 2. **Work in pairs.** Discuss the saying: *A picture is worth a thousand words.* What do you think this means? Do you agree with it? Why or why not?
- 3. **Work in groups.** Your teacher asks you to paint your classroom. Which colors will you choose for the walls, ceiling, desks, and chairs? Why? Create a design suggestion together.



Photographer  
Annie Griffiths



SPEAKING STRATEGY TR: 6

Correcting information

The sky is blue.      Actually, it isn't blue.  
As a matter of fact, the light from the sun is lots of colors.  
In fact, we see blue because blue light rays are shorter than light rays of other colors.  
After all, the sky changes from blue to red when the sun sets in the evening.

7 Listen. How do the speakers correct information? Write the words and phrases you hear. TR: 7

8 Read and complete the dialogue.

Jaime: White is the most popular color for wedding dresses.  
Ana: \_\_\_\_\_, it isn't a popular color everywhere.  
Jaime: Really?  
Ana: Yes. \_\_\_\_\_, white is the color of death in China, Korea, and other Asian countries.  
Jaime: Wow, I didn't know that.  
Ana: \_\_\_\_\_, red is the color of weddings and celebrations in India and China.  
Jaime: Interesting! I think red is a great color for wedding dresses.  
\_\_\_\_\_, it is a symbol of love in many cultures!



9 Work in pairs. Place all of the cards on the desk with the photos facing up. Both students take cards with matching photos. One partner reads information, and the other corrects it.



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Polar bears have white fur.  
As a matter of fact, their fur isn't white. It's clear, but it reflects the light. This makes it look white.

10 Work in groups. When is it important to correct information? What do you need to consider when correcting what someone else says? How do the words and phrases above help you to communicate better?



## GRAMMAR TR: 8

### Comparatives and superlatives: Comparing two or more things

Adjective	Comparative	Superlative
Purple is a <b>popular</b> color.	Green is <b>more popular than</b> purple.	Blue is <b>the most popular</b> color in the world.
Green peppers are <b>tasty</b> .	Red peppers are <b>tastier than</b> green peppers.	Yellow peppers are <b>the tastiest</b> peppers.
Red grapes are <b>good</b> .	Red grapes are <b>better than</b> green grapes.	Red grapes are <b>the best</b> .

- 11 **Read.** Choose the correct word or phrase to complete the paragraph.

hungrier      larger      most delicious      sweeter      worse

When you see your favorite food on a red plate, you probably feel hungry. But you feel \_\_\_\_\_ when it's on a white plate. Why? Research shows that colors can really affect our feelings about food. For example, when you add red dye to water, it tastes \_\_\_\_\_ than normal water, as if you've added sugar. The food that you think is the \_\_\_\_\_ will probably taste \_\_\_\_\_ to you if you change its color to blue. This is because blue is a very unnatural color for food.

Color can also affect how much we eat. In one experiment, people were asked to serve themselves some pasta with white sauce. The people with red plates took a small portion, while the people with white plates took a much \_\_\_\_\_ portion. Can you guess why this happens?



- 12 **Read.** Complete the sentences with the correct comparative or superlative forms. Then listen and check your answers. TR: 9

- Dark green vegetables are \_\_\_\_\_ (high/low) in vitamin C than light green vegetables.
- Yellow bananas are \_\_\_\_\_ (salty/sweet) green bananas, but green bananas are \_\_\_\_\_ (good/bad) for you.
- Blue is \_\_\_\_\_ (common/unusual) color for food.
- \_\_\_\_\_ (healthy/popular) diet includes foods of many different colors.

- 13 **Work in pairs.** Make a list of your five favorite foods. Then share your list. Make comparisons about those foods.

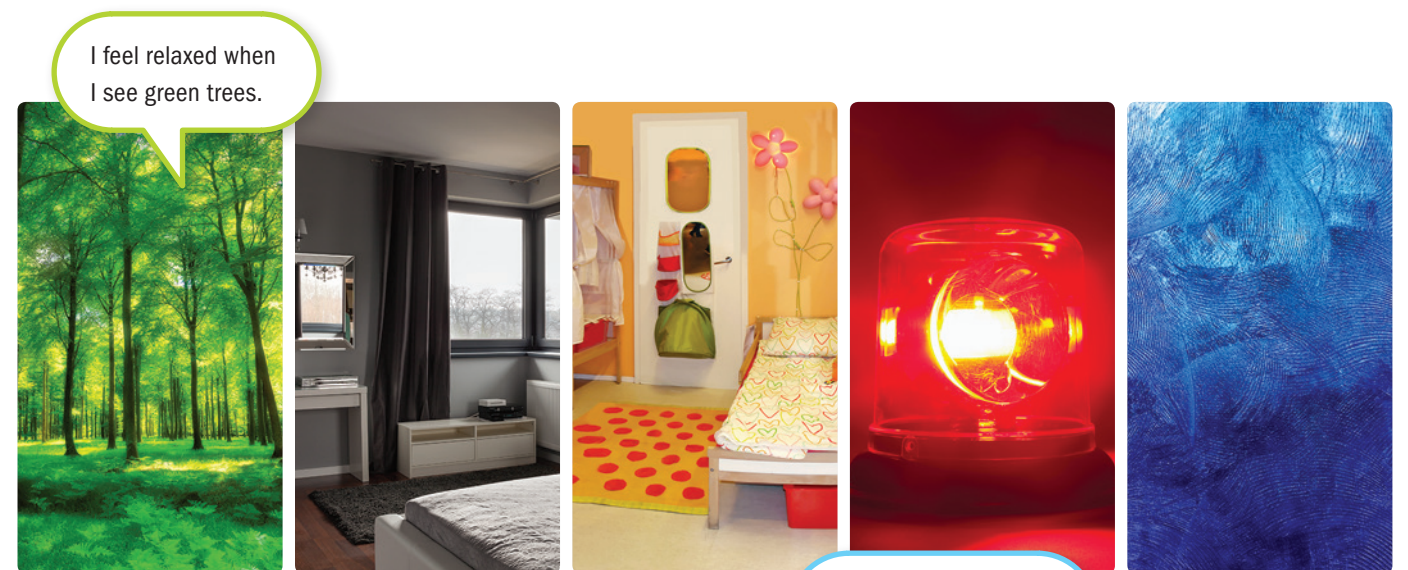
Apples are better for you than cookies, but cookies are sweeter!

- 14 **Learn new words.** Listen and read to find out about colors and moods. Then listen and repeat. TR: 10 and 11

We make strong **connections** between colors and feelings.



- 15 **Work in pairs.** Discuss how you feel when you see these things.



I feel nervous when I see red lights on a car.

Me, too! But I feel more relaxed when I look at blue artwork.

- 16 **Work in groups.** Compare your answers to Activity 15 with another pair. Then choose two other colors and say how they make you feel.



# PURPLE POWER

## THE HISTORY OF ONE OF THE MOST POPULAR COLORS

Purple is one of the most popular colors today. There are purple clothes, purple handbags, purple bicycles, purple furniture, even purple computers! But in the past, purple was a very expensive and unusual color.

Let's take a look at the rich and sometimes dangerous history of the color purple.

### THE VERY BEGINNING

Some scientists believe that the first organisms to appear on Earth over 500 million years ago probably looked purple, not green. Plants today are green because they use green chlorophyll to produce energy. But these early organisms probably used something called *retinal*, which is a dark purple color.



### 500 YEARS AGO

In sixteenth-century England, purple was only for royalty. Queen Elizabeth I's clothes were purple, but ordinary people were not allowed to wear the color.



### 150 YEARS AGO

In 1856, William Perkin, an 18-year-old science student, noticed something strange while conducting an experiment. The chemicals he used to clean his equipment combined with the chemicals he used in his experiment, and produced a bright purple color. This discovery led Perkin to start a company using this chemical combination to make purple dye. The dye was much cheaper than the sea-snail dye. Thanks to Perkin, now anyone can wear purple clothes.



### 3,000 YEARS AGO

During the time of the Roman Empire, it was very difficult to make purple dye. The dye came from sea snails. But 10,000 dead sea snails got you just one gram of purple dye . . . as well as a very bad smell! This special purple dye was called *Tyrian purple*, and it was the preferred color of emperors.



**17 Before you read, discuss in pairs.** Look at the photos and the timeline. What do you think the reading is about?

**18 Learn new words.** Find these words in the text. Use the other words in the sentences to guess each word's meaning. Then listen and repeat. **TR: 12**

company   to notice   ordinary   royalty

**19 While you read, think about the order of the events.** **TR: 13**

**20 After you read, discuss in pairs.**

1. Why do scientists think that the earliest organisms were purple?
2. Why was the color purple so expensive during the Roman Empire?
3. Who usually wore purple in England in the sixteenth century?
4. How did William Perkin discover a way to make purple dye? What advantage did his discovery have?

**21 Read the text again.** Number the events in the order that they happened.

- \_\_\_\_\_ Only Queen Elizabeth I wears purple clothes.
- \_\_\_\_\_ Sea snails are used to make purple clothes for emperors.
- \_\_\_\_\_ Many of the Earth's plants appear to be purple, not green.
- \_\_\_\_\_ Anyone can wear purple clothes.
- \_\_\_\_\_ William Perkin discovers how to make purple dye.

**22 Discuss in groups.**

1. What color clothes do you like to wear? Why?
2. In Roman and Elizabethan times, purple was a sign of luxury. What color means luxury to you? Does the color purple have any special meaning in your culture?
3. Why do some people like to have luxury items, such as clothing? Are luxury items important to you? Why or why not?



GRAMMAR **TR: 14**

**The: Identifying general and specific things**

There's a coat in my closet. **The** coat is red.

**The** sun is shining in **the** sky.

People often feel depressed when they see **the** color black.

**29 Read.** Circle the correct word.

*The / A* Colors of Success

Imagine you're at a shopping mall. You want to go to *the / a* café and get *the / a* drink and *the / a* snack. There are two different cafés in the mall. How do you choose *the / a* café you want to visit? You probably look at the prices and the menus. But *the / a* colors that *the / a* café uses are also very important.



Do you want to feel calm and relaxed? Then you will probably choose The Coffee Place. *The / A* green color makes you think of nature and peace.

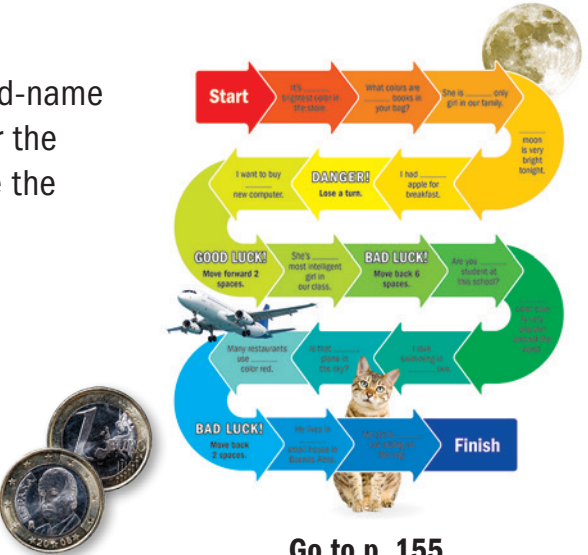
Do you want to go someplace exciting and lively? Then you will probably choose The Coffee Machine. Many companies use *the / a* color red because it seems bright and fun, and it attracts young people.



Think about your favorite brands. Which colors do they use? What do those colors mean to you?

**30 Work in pairs.** Take turns naming familiar brand-name products. Can your partner name the colors for the brand? Why do you think the companies chose the colors for each product?

**31 Work in pairs.** Take turns. Use a coin to move. (Heads = 1 space; tails = 2 spaces) Complete each sentence with *the* or *a* / *an*.



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WRITING

A topic sentence introduces the main idea of a paragraph. The topic sentence is usually the first sentence of the paragraph. It explains:

- why you are writing
- what you want to say

Look at these examples of topic sentences:

*In this article, I'm going to discuss the history of the color orange.*  
*When taking a photograph, it's important to think about light and color.*

**32 Read the announcement and the response.** Underline the topic sentence.

COMPETITION

Write and tell us about your favorite color.

What color do you want to see at home and around town this season? Tell us what the color means to you.

I would like to tell you about my favorite color and explain why I think it's perfect for this season. My favorite color is orange. I think it's a warm and bright color, and it makes me feel happy and safe. When I see this color, I think of fall. Although it gets cooler and the days are much shorter, I love the fall. When I go outside, I enjoy walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this color. It's great to be at home and sit by the warm fire with my family. Orange is also the color of my favorite food—pumpkin soup. It's so delicious! This warm and beautiful color should be everywhere this season—outside, in our homes, and even on our plates!

**33 Work in pairs.** Make a list of the things that the writer connects with his/her favorite color. Do you think his/her ideas are effective? Why or why not?

**34 Write.** Write a paragraph about your favorite color and what you associate with this color. Use a strong topic sentence.



## Magazine Article

Most magazine articles are nonfiction. Many have **headings** to divide the text into readable parts. Articles also use **photos** and **captions** to make the text more interesting and to help readers understand more about the topic.

Magazine articles can be written about an author's experiences, using **I** and **me**. They can be written to entertain or to inform. Match tone and purpose as you read. **Specific language** and **punctuation** are clues to how the author feels about the events.

### Look Into the Text

#### *My Collection* heading

**I** collect masks, so **my** house is filled with them. I have about 150.

Masks amaze me with their power. They change how people look and act!



photo

◀ In ancient Greece, actors wore masks like this one. They played different characters by changing their masks.

caption

As you read, bring together different ideas to create generalizations.



# Prepare to Read

## Learn Key Vocabulary

**Study the Words** Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

### Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

### Key Words

**belief** (bu-lēf) *noun*

► page 505



A **belief** is a feeling that something is true or right. One **belief** is that your wish comes true if you break a wishbone and get the bigger part.

**carve** (karv) *verb*

► page 505



To **carve** means to cut shapes from a material like stone or wood. The artist uses sharp tools to **carve** this sculpture.

**Synonym:** cut

**collect** (ku-lekt) *verb*

► page 504



To **collect** means to gather things of interest. This boy **collects** stamps.

**costume** (kos-tüm) *noun*

► page 512



A **costume** is a set of clothes that someone wears to look like another person. You can dress up in a **costume** for a special occasion.

**decorate** (de-ku-rāt) *verb*

► page 506



To **decorate** means to add things to make something look better. The baker **decorates** the fancy dessert.

**design** (di-zīn) *noun*

► page 511



A **design** is a drawing or a pattern. The tiles are placed so they form a colorful **design**.

**mask** (mask) *noun*

► page 504



A **mask** is something a person wears to hide his or her face. The girl will wear a **mask** to a dress-up party.

**perform** (pur-form) *verb*

► page 508

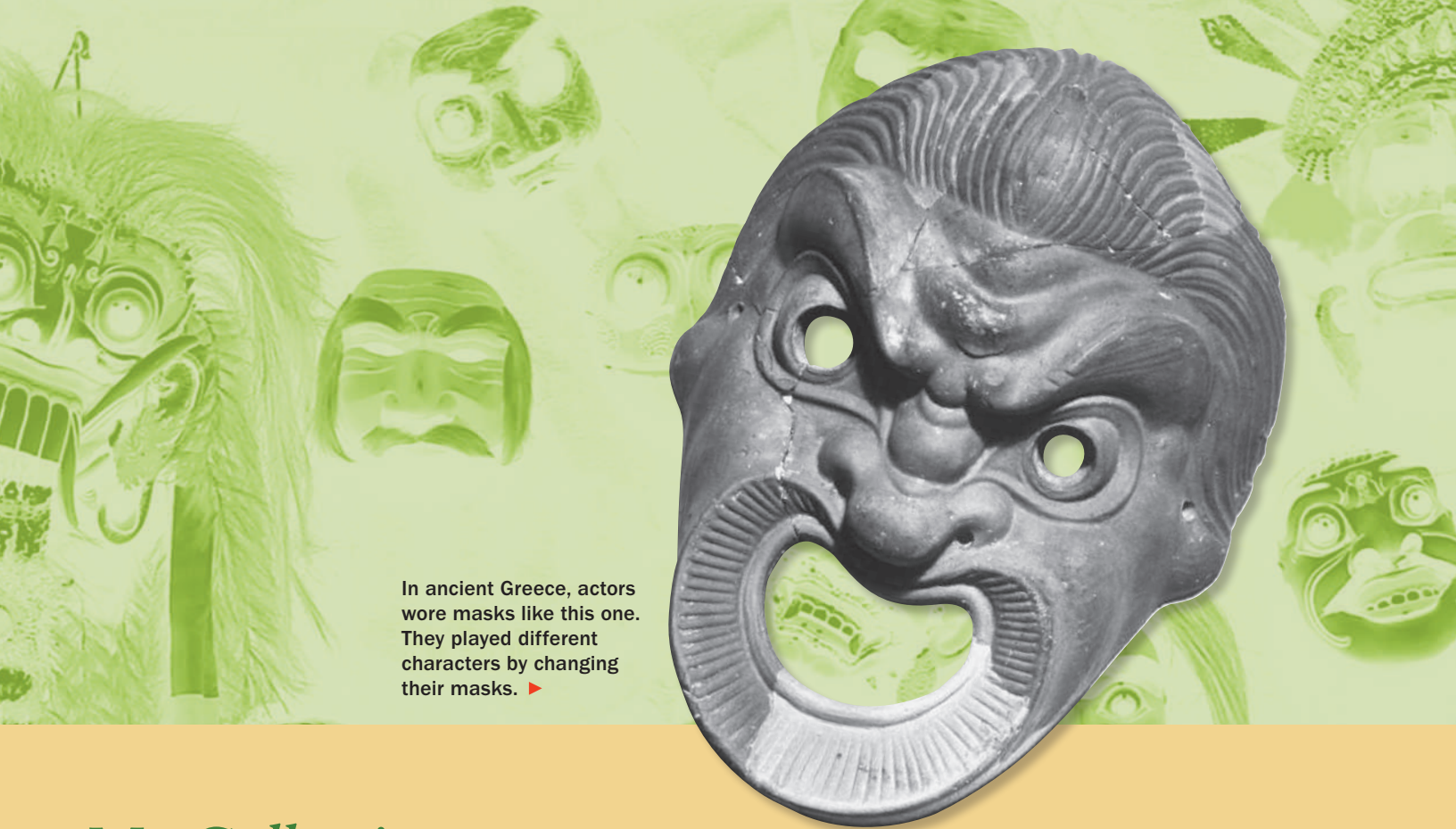


To **perform** means to dance, sing, act, or play music for an audience. Students **perform** on stage for special events.

**Practice the Words** Work with a partner. Write a question using two Key Words. Answer your partner's question using a different Key Word. Keep going until you have used all of the words twice.

Questions	Answers
Where will you wear the <u>mask</u> that you <u>carved</u> from wood?	I will wear it to <u>perform</u> .





In ancient Greece, actors wore masks like this one. They played different characters by changing their masks. ▶

## My Collection

My young neighbor was shocked. It was her first visit to my house, and everywhere she **turned**, another strange face stared back at her. There were big faces and small faces. Some were bright, and others were plain. At last, she said, “You really have an interesting place here!”

I **collect masks**, so my house is filled with them. I have about 150. Masks amaze me with their power. They change how people look and act!

I take trips to study masks. In Greece, I watched people make masks that were just like masks used **in ancient times**. Back then, actors wore masks in plays. Different masks helped actors play more than one part.

My trip to Romania was great, too. There I saw masks change people into hairy, wild men. To celebrate the start of spring, people put on these masks and then run through the streets.

### Key Vocabulary

**collect** *v.*, to gather things of interest

**mask** *n.*, something a person wears to hide his or her face

### In Other Words

**turned** looked  
**in ancient times** a long time ago

# Full of *Spirit*

One of my favorite trips was to Bali. It is an island in Indonesia that is famous for its wooden masks. There I learned how to **carve** wooden masks.

Carving masks is hard work. After the masks are carved, artists paint them with many colors. They use 15 to 20 **coats** of paint to get each mask just right. Some artists add hair or jewels.

The masks are used in plays about good and evil. People in Bali believe that the character's **spirit** lives in each mask. Wearing masks helps people act as those characters.

Many cultures have similar **beliefs** about the power of masks.

An actor from Bali wears a mask in a play. The mask helps the actor show the spirit of the character. ►



## Key Vocabulary

**carve** *v.*, to cut shapes from a material like stone or wood

**belief** *n.*, a feeling that something is true or right

## In Other Words

**coats** layers  
**spirit** life force

## Look Into the Text

1. **Author's Point of View** Why does the author think that **masks** have power?
2. **Steps in a Process** How does an artist in Bali make a wooden **mask**? List three steps in order.



# Festival Faces

People in Bhutan, a small **nation** in Asia, use masks to tell stories, too. The people there hold festivals to keep evil spirits away and bring good **fortune**.

At the festivals, dancers wear masks that show spirits, **demons**, and other characters. The masks are carved out of wood, and then they are painted and **decorated**.

The audience knows each character by its mask. That helps people follow the stories. These dances tell favorite tales from their religion, known as Buddhism. These stories tell how to lead a good life.

A masked dancer from Bhutan performs a jumping dance. ►



Festival dancers in Bhutan wear masks that help the audience follow the story. ►



## Key Vocabulary

**decorate** *v.*, to add things to make something look better

## In Other Words

**nation** country  
**fortune** luck  
**demons** evil creatures, monsters

## Cultural Background

Buddhism is a religion and a set of beliefs. A Buddhist is someone who follows the ideas of Siddhartha Gautama, a prince and teacher who lived in India and Nepal about 2500 years ago. Buddhism spread through Asia and the rest of the world.

# Facing *Change*

The Dogon people live in West Africa. They make many different kinds of masks that **differ** from village to village. Some masks are twice as tall as a man. Others look like cloth bags covered with shells. Some have tall, thin wood pieces on top. Some are simple wooden faces.

Masks are especially important for rituals that honor the dead. Dancers

**perform** in masks when someone dies.

They dance on the roof of the person's house to show respect for the dead person.

The Dogon also wear masks to dance at festivals. Doing so helps keep Dogon traditions alive. That's important to many Dogon, since the world keeps changing, and they don't want their ways to die out.

The Dogon wear masks at festivals. The masks are an important part of their tradition. ▶



## Key Vocabulary

**perform** *v.*, to dance, sing, act, or play music for an audience

## In Other Words

**differ** are different



# Wearing the Wolf

Masks are not the only way that people make faces. Some people put paint or ink on their faces to change the way they look.

The Northern Arapaho people in Wyoming do that. They wear paint and **headgear** to look like wolves.

The wolf is special to them because the Northern Arapaho see wolves as teachers.

Watching wolves taught them to hunt and showed them how to share food.

Now the Arapaho honor wolves with dances they perform at **gatherings** called powwows. Face paint helps dancers **look the part**.

▼ A Northern Arapaho man wears a wolf headdress and face paint. He is ready for a powwow, or gathering.



## In Other Words

**headgear** special hats

**gatherings** meetings

**look the part** seem like wolves

## Look Into the Text

1. **Summarize** How does a Dogon dancer show respect for someone who dies?
2. **Viewing** Look at the photo of the Northern Arapaho man. Describe how he has made himself look like a wolf.

▼ Face paint helps the Karo people stand out from neighboring groups.



## Standing Out

The Karo are a people from the East African country of Ethiopia who also paint themselves.

They live near a larger group of people. Since both groups speak similar languages, the Karo could easily blend into the larger group and lose their culture.

Instead, they want to **stand out**. To do so, they **smear** white and yellow paint on their faces. Sometimes they add dots and lines. Their face paint says, “Look at me. I am proud to be Karo!”

### In Other Words

**stand out** be different  
**smear** spread, wipe



# Read My Face

The Maori are a people in New Zealand. To them, **designs** on a face tell a story. One side of a man's face tells about his father's family, and the other side tells about his mother's family. Women also wear these designs. But they do not have as many as men.

Maori face decorations **are permanent**. Artists cut the designs into the skin. Then they put color into the cuts to make blue-black marks.

The process takes a long time and is very painful, yet the Maori accept the pain because the designs are signs **of belonging to** the group.

▼ The Maori wear permanent designs on their faces. The designs tell about a person's family.



## Key Vocabulary

**design** *n.*, a drawing or pattern

## In Other Words

**are permanent** do not come off  
**of belonging to** that they are a part of

## Look Into the Text

1. **Compare and Contrast** How are face painting **designs** similar for the Karo and Maori? How are they different?
2. **Analyze** What clues tell you that face **designs** are important to the Maori people?



# Familiar Faces

I travel far and wide to see masks, but I can also find masks and decorated faces here at home, too. Kids wear masks with **costumes**, and sports fans paint their faces in the colors of their team.

All over the world, a new face is a chance to act like a new person. That is why making faces has such power! ♦

The author **poses** with some of the masks **from his collection**. ▼

## Key Vocabulary

**costume** *n.*, clothes that someone wears to look like another person

## In Other Words

**poses** has his picture taken **from his collection** that he collected

## Look Into the Text

1. **Details** According to the text, what are some reasons that people wear masks here in the U.S.?
2. **Word Choice** What does the author mean by the phrase “a new face” in the first sentence of the last paragraph?

# Connect Reading and Writing

## Vocabulary

beliefs

carve

collect

costumes

decorated

design

masks

perform

## CRITICAL THINKING

- SUM IT UP** Discuss your Author's Purpose Chart with a partner. Use your chart to summarize the article.

Word Choice	Tone	Purpose
shocked; strange face	friendly	to entertain

Author's Purpose Chart

- Analyze** Why do you think many people make **masks** to express their **beliefs** about important matters like good and evil and death?
- Draw Conclusions** The author **collects masks** from around the world. What does this activity say about him?
- Explain** The Karo and the Maori **decorate** their faces with **designs** for a special reason. What is it?

## READING FLUENCY

**Intonation** Read the passage on page 580 to a partner. Assess your fluency.

- I did not pause/sometimes paused/always paused for punctuation.
- What I did best in my reading was \_\_\_\_\_.

## READING STRATEGY

What strategy helped you understand this selection?  
Tell a partner about it.

## VOCABULARY REVIEW

**Oral Review** Read the paragraph aloud. Add the vocabulary words.

Some Native American groups in the Northwest make \_\_\_\_\_ to wear on their faces and \_\_\_\_\_ to wear as special clothing. One dance they \_\_\_\_\_ is called the Winter Dance. The masks are \_\_\_\_\_ with different colors. Artists cut, or \_\_\_\_\_, masks inside of masks. The \_\_\_\_\_ on the outside is an animal and on the inside is a human. The masks are based on the powerful \_\_\_\_\_ of the Native Americans. Because the masks are unusual, many people \_\_\_\_\_ them.

**Written Review** Choose a **belief** you have, such as a belief in friendship or hard work. Draw a **mask** that expresses your belief. Then write a description of the mask. Use five vocabulary words.



## Explore Artful Expressions

What did you learn about the **beliefs** of some mask makers from reading this selection? Include examples from the selection in your response.



# Connect Across the Curriculum

## Vocabulary Study

### Analyze Idioms

#### Academic Vocabulary

- **communicate** (ku-myū-nu-kāt) *verb*  
When you **communicate**, you share information.

An **idiom** is a group of words that, together, **communicates** a meaning that is different from what the words mean by themselves.

*My brother makes a face when he has to come inside to do his homework.*

The context explains that “to make a face” means to change expression.

**Interpret Idioms** Use context clues to determine what each underlined phrase **communicates**. Then use the idiom to express your own ideas.

1. When the author travels, he keeps an eye out for interesting masks.
2. He looks for unusual masks that stand out from others.
3. It costs him an arm and a leg to buy a rare and valuable mask.
4. Once he lost a mask, and he turned his place upside down to find it.

## Research/Speaking

### Explore Ancient Greek Drama

#### Academic Vocabulary

- **element** (e-lu-munt) *noun*  
An **element** is a basic part of a whole.

Many ancient Greek plays written 2,500 years ago are still performed today. Movies and TV use **elements** of ancient Greek drama.

**Research a Topic** Choose a question to find out more about this connection:

- What characters in movies or TV shows are based on characters from ancient Greek drama? How are the stories similar and different?
- What was the *chorus* in ancient Greek drama? How is this **element** used today?
- What were ancient Greek stages, costumes, and props like? How are these **elements** different today? Use the text features in books, magazines, and on the Internet to locate information. Find reviews of plays, movies, and TV. Watch TV episodes and movies that have **elements** of ancient Greek drama to answer the question you chose.

**Plan and Give Your Report** Gather information for an oral report. Include facts and details that will interest listeners. Find or create visuals, such as pictures, maps, or charts. Use them as you deliver your report.



HISTORY

## Use Appropriate Language

**Act It Out** With a group, create a short play to present to the class. Use the masks you made on page 513. Present your play, and then discuss it with the audience. Use appropriate language for each occasion. Use some compound sentences.

We wrote this play "The Sisters," and we hope you enjoy it.

## Writing and Grammar

### Write About Your Interests

**Study the Models** When you write about something you enjoy doing, you can make your writing more interesting by using a blend of short and long sentences.

#### NOT OK

Masks are beautiful, and I love to make them, and I enjoy wearing them. I wear my own masks in parades or at parties, I let other kids wear them, too. My friends love my masks, and sometimes they try to make their own masks, and they ask me what to do. I show them the materials they will need, I explain all the steps to them.

The sentences go on and on. The reader thinks: "I can't understand this."


#### OK

Masks are beautiful. I love to make them, and I enjoy wearing them. I wear my own masks in parades or at parties, and I let other kids wear them, too. My friends love my masks. Sometimes they try to make their own masks, but they always ask me what to do. I show them the materials they will need, and I explain all the steps to them.

The sentences are different lengths, and the text flows smoothly. There are no run-on sentences.

**Revise It** Work with a partner to revise this passage. Fix run-on sentences or overly long sentences.

I collect stamps and I have relatives in South America and they send me letters and postcards. They always choose the most interesting stamps, some of the stamps have photos of famous people on them, some show famous buildings. I also belong to a stamp club and we meet once a month and we share our stamp collections with one another.

 **WRITE ON YOUR OWN** Write about something you do that expresses your personality and interests. Include short and long sentences. Watch out for run-on sentences.

#### REMEMBER

- A **conjunction** joins the two clauses in a compound sentence.
- Usually, a comma (,) comes before the conjunction:

I have a hat collection, **and** my brother collects rocks.

## Analyze Plot

**How Is Writing Sequenced?** The **plot** of a story is the **series** of events or episodes that happen. The story often starts with an **exposition, or introduction**. Often the plot involves a problem to be solved. The events build up to the **climax**, or most intense part. The final events finish the story and resolve the problem.

As you read, identify important events that move a story forward and help you analyze the plot.

### Look Into the Text

## Wings

“Look at that strange boy!”

Everyone from the neighborhood is pointing fingers and watching the sky.

“How’s he doing that?”

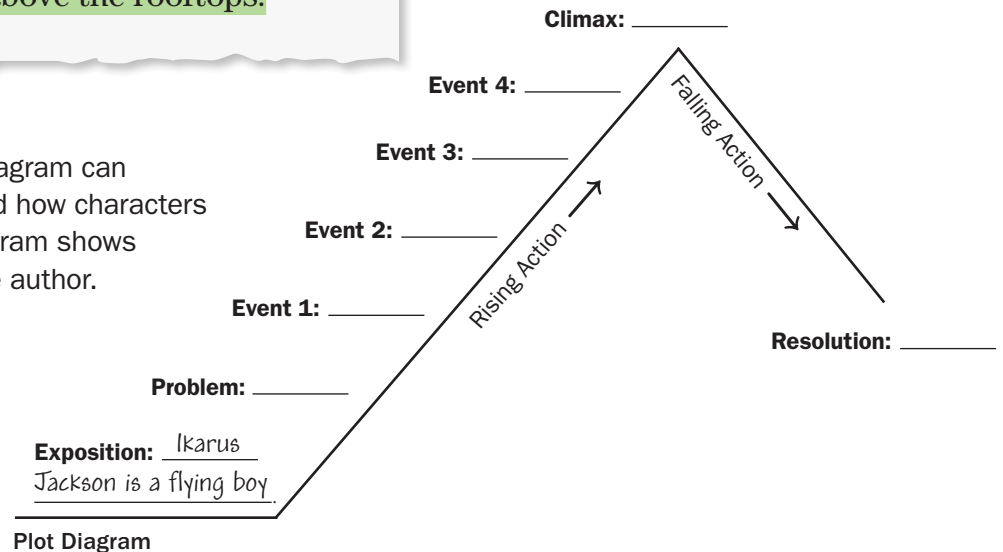
They stretch their necks and shake their heads.

Ikarus Jackson, a new boy on my block, is flying above the rooftops.

The author states the exposition, or introduction, to the story.

## Practice Together

**Begin a Plot Diagram** A Plot Diagram can help you analyze plot events and how characters respond in a text. This Plot Diagram shows the exposition introduced by the author.



### Academic Vocabulary

- **series** (sear-ēz) *noun*  
A **series** is a group of related things that are put in a certain order.

### Reading Strategies

- Plan
- Monitor
- Make Connections
- Visualize
- Ask Questions
- Determine Importance
- Make Inferences

**Synthesize** Bring together ideas gained from texts and blend them into a new understanding.

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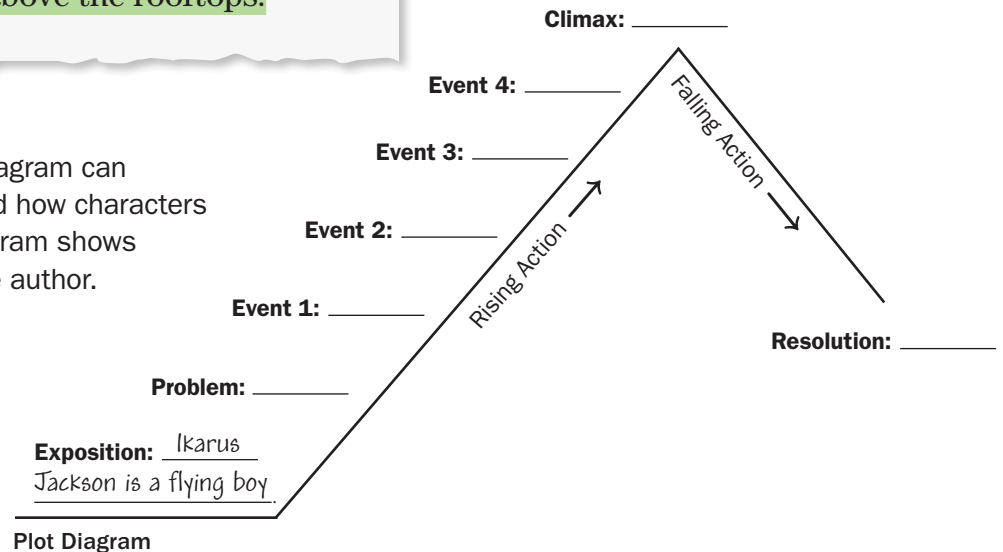
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# Connect Across the Curriculum

## Vocabulary Study

### Analyze Similes

#### Academic Vocabulary

- **compare** (kum-pair) *verb*

When you **compare** two things, you think about how they are alike and different.

A **simile** is one kind of figurative language. It **compares** two unlike things, usually with the words *like*, *as*, or *than*.

**EXAMPLE** He swept through the schoolyard like a slow-motion instant replay.

This simile **compares** the way Ikarus moves to a sports replay. This helps you imagine how Ikarus moves with slow, repeated movements.

**Interpret Similes** Find similes with a partner. Complete the chart.

Simile	What It Compares	How They're Alike
like the spirals on a seashell, p. 530		
like a leaf playing in the wind, p. 531		
like snow, p. 531		

Simile Chart

## Literary Analysis

### Compare Characters

#### Academic Vocabulary

- **interpret** (in-tur-prut) *verb*

To **interpret** means to explain or tell what something means.

When writers refer to a person, place, or thing that is not described in the text, it is called an **allusion**. Readers have to **interpret** the allusion.

**EXAMPLE** Dillon, a real Superman, finished his homework, walked the dog, and made dinner all before seven o'clock.

The author alludes to Superman to tell about Dillon's character.

**Compare Characters** The name of the main character in "Wings" is an allusion to the myth about Icarus. **Interpret** the allusion:

- How are the two characters, Ikarus and Icarus, alike?
- What does the allusion communicate about the theme?
- How is the theme approached differently in the story and in the myth?
- How does the allusion help you understand the story?

## Retell a Story

**Partner Story Exchange** With a partner, take turns retelling the myth. Speak clearly. Use gestures and facial expressions. Tell events in order. Include some complex sentences.

Daedalus and Icarus were locked in a tower because Daedalus made the king angry.

## Writing and Grammar

### Write About Myths

**Study the Models** When you write a myth, keep your readers interested by using a variety of sentences. Mix short, simple sentences with compound and complex sentences.

#### NOT OK

Ajit read about Icarus and Daedalus. He wanted to read another myth. He went online. He found a Web site with myths from all over the world. He printed out a story about a flying horse named Pegasus. He loved the story. He wanted to read an illustrated version of it. He hurried to the library. It was still open.

The writer uses too many short sentences.

#### OK

**After** Ajit read about Icarus and Daedalus, he wanted to read another myth. He went online **and** found a Web site with myths from all over the world. He printed out a story about a flying horse named Pegasus. He loved the story, **but** he wanted to read an illustrated version of it. He hurried to the library **since** it was still open.

The writer uses conjunctions to combine sentences.

**Revise It** Work with a partner to revise the following passage. Fix fragments. Use conjunctions to combine sentences.

Mount Olympus is in the sky. It is beautiful. Because the Greek gods live there. One day, a man named Bellerophon tried to ride Pegasus to Mount Olympus. When the mighty god Zeus saw Bellerophon. He became angry. Zeus made an insect sting Pegasus. Bellerophon fell off Pegasus's back.



▲ Pegasus

#### REMEMBER

- Use conjunctions to combine sentences.
- A compound sentence uses the conjunctions **and**, **but**, or **or**.  
Daedalus made wings, **and** he escaped.
- A complex sentence uses conjunctions like **because**, **since**, or **when**.  
Daedalus made wings **because** he wanted to escape.



**WRITE ON YOUR OWN** Think of a myth you have read, or create your own. Write it, using short and long sentences.





## Welcome to the JUNGLE

A Jumanji inspired workout

All you need is yourself and a dice! Don't have a dice? Write 1-6 on a piece of paper and put it into a hat to draw!

The workout is:

10 ROUNDS and each round you are going to roll the dice 3 times.

Each number represents a movement you must do.

- 1 = 20 mountain climbers
- 2 = 10 jumping jacks
- 3 = 5 burpees
- 4 = 5 Jaguar crawls
- 5 = 10 Body weight squats
- 6 = 20 Seated Rotation

Between rounds RUN FOR YOUR LIFE for 20 seconds. Don't have room to run? Run in place as fast as you can!

Example of what a round could look like:

I roll a 5, that means I must do 10 body weight squats.  
Then I roll a 3, that means 5 burpees.  
Lastly, I roll a 1 so I need to do 20 mountain climbers.  
Once I finished, I must run for my life for 20 seconds!  
**REPEAT THIS 10 TIMES!**

Rules:

1. If you need to take a rest, try and take it after you have completed a round and ran for your life. Try not to rest more than 30-45 seconds.
2. If you roll a number twice in a round you get a do over! Roll again!

## NOW ROLL THE DICE AND UNLEASH THE EXCITEMENT!

