

Week of June 15 – 19

Grade: 6

Content: ELA

Learning Objective: Greetings 6th graders! We hope you are safe and well with your families! This week we are providing you with 5 engaging and informative readings from **Common Lit** to choose from. We are also providing you with ways to boost your important reading skills through on-line programs. Students with a device and access to the internet should spend time on these sites as well as work on Common Lit activities each week.

Common Lit Activities:

Text Title	Genre
The Farmer and the Viper	fable
The Story of the Lazy Boy: A Kachari Folktale	folktale
A Matter of Taste	Informational text
Marley Dias: The 13-Year-Old Activist and Author	Informational text
Father of all Forecasters (Available only on the Common Lit platform; your teachers can assign this to you.)	Informational text
At Your Fingertips (Available only on the Common Lit platform; your teachers can assign this to you.)	Informational text
We Have Been Friends Together	Poem

Skills Activities: The following websites provide students with more practice with important reading skills. Only students at the identified schools have access to these sites. Directions for logging on are also in this folder.

School	Program
North, East, West, Plouffe	Amplify Reading
Ashfield, South, Davis	Power Up
Mrs. K Silva's classes at West Mrs. Holm's classes at West Mrs. Freschett's classes at West	READ 180

Name: _____ Class: _____

The Farmer and the Viper

By Aesop
620-560 BCE

Aesop was a storyteller who lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as "Aesop's Fables," which did not survive in writing but were passed down by people retelling them. They have deeply influenced children's literature and modern storytelling culture. As you read, note the language used to describe the snake and the farmer.

- [1] One winter a Farmer found a Viper frozen and numb with cold, and out of pity picked it up and placed it in his bosom.¹ The Viper was no sooner revived² by the warmth than it turned upon its benefactor³ and inflicted⁴ a fatal bite upon him; and as the poor man lay dying, he cried, "I have only got what I deserved, for taking compassion⁵ on so villainous a creature."

Kindness is thrown away upon the evil.



"Snake" by I for Detail is licensed under CC BY 2.0

"The Farmer and the Viper" by Aesop is in the public domain.

1. an old-fashioned word for chest
2. **Revive (verb):** to restore life, strength, or consciousness
3. someone who helps or supports another
4. **Inflict (verb):** to cause something unpleasant or painful to another person
5. **Compassion (noun):** concern or sympathy for someone else's suffering

Text-Dependent Questions

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

1. Which of the following statements best describes the actions of the viper and the farmer?
 - A. The man helps the viper out of fear.
 - B. The viper bites the man out of fear.
 - C. The viper bites the man out of instinct.
 - D. The man helps the viper out of love for all God's creatures.

2. PART A: Which of the following statements best describes the central theme of this fable?
 - A. Good deeds are rarely rewarded.
 - B. People should not put themselves in danger to help the untrustworthy.
 - C. We betray those who help us because we know they will forgive us.
 - D. The needy are often dangerous and should not be helped.

3. PART B: Which phrase from the text best supports the answer to Part A?
 - A. "out of pity picked it up and placed it in his bosom." (Paragraph 1)
 - B. "The Viper was no sooner revived by the warmth" (Paragraph 1)
 - C. "I have only got what I deserved" (Paragraph 1)
 - D. "Kindness is thrown away upon the evil." (Paragraph 2)

4. What purpose does the following quote serve? "I have only got what I deserved, for taking compassion on so villainous a creature."
 - A. It reveals the moral of the story.
 - B. It makes the reader pity the man.
 - C. It makes the story funny because it is unexpected.
 - D. It makes the snake seem less evil.

5. How is the viper characterized in contrast to the farmer? Provide examples from the text in your answer.

Name: _____ Class: _____

The Story of The Lazy Boy: A Kachari Folktale

By Compiled by Rev. Sidney Endle
1911

In the early 1900s, a missionary named Reverend Sidney Endle wrote about the Kachari people, who live in the Assam region of India. In his book, he translated several of their spoken folktales, including the following story about a boy who tries to plant seeds after everyone else has finished. As you read, take notes on how the moral, or lesson, develops throughout the story.

- [1] There was once a very lazy boy. And when everybody else had planted out his paddy,¹ he was only setting forth to plough. But the old man of the season, seeing him, said "The season has gone; what are you ploughing for now? The paddy is all planted out, and it is late."

But the boy would not listen to him, and ploughed sturdily ahead, beating his cattle soundly as he went. And when the old man again and again questioned him, he cried "What sort of old man is this? Can he not see that I am busy? I know very well what I am about."



"Cultivation" by Dignata Talukdar is licensed under CC BY 2.0.

But the old man said gently, "Nay, my son: but it is for your good that I would speak to you."

And the boy said "Speak quickly then, and have done with it."

- [5] And the old man said, "My son, the season is gone; what avails² it to plough now?"

And then the boy cried "Where has it gone? And when has it gone? And why has it gone? And how shall I find it?"

But the old man of the season said, "You should have ploughed when others did. The season has gone, and no man can bring it back."

But the boy said, "I must bring it back; else, how shall I eat, and how shall I live? Do tell me where it is gone."

And as he would not let the god go, finally, losing patience, he said "You go over there, and you will find an old man with a snow-white head ploughing in a field. You get hold of him and do as he tells you." So saying, he made his escape. Then the lad hastened home to his mother and bade her cook supper quickly, and tie him up some rice to take with him on the morrow, for he was going to bring back the departed season for ploughing.

1. wet land in which rice is grown
2. **Avail (verb):** to help or benefit

[10] "For," said he, "when I was ploughing to-day, an old man told me that the season was gone, and that if I went after him and pursued him I would find him, and that I must do as he would tell me." So she rose very early in the morning, and, giving him to eat and drink, sent him on his way.

And as he went, he asked all he met "Can you tell me where the old man of the season has gone?"

But they said, "Everyone knows that the season is gone, but where it is gone, or why it is gone, who can say?"

At last, when he was nearly in despair, he saw an old man ploughing afar off, and shouted to him "Stay a moment, father, stay; I want to ask you a question."

But the old man was busy, and went his way. Then the lad pursued him and never ceased calling after him till at last the old man losing patience, turned upon him, and said, "What pertinacious³ noisy lad is this, who won't leave me alone?"

[15] But the lad said, "Be not angry, my father; I am fallen into great trouble, and it behooves⁴ you to help me."

"Speak quickly, then," said the old man.

And the boy said, "I take you to be the old man of the season, and I pray you not to slay me. All the others have planted out their paddy, and I have fallen behind, and have planted "

But the old man said, "It is too late for me to return. Go you back, and plant your paddy as best you can." And so the lad hastened back and planted out his seedlings in such heedless haste as became him. And that's all.

"The Story of The Lazy Boy: A Kachari Folktale" compiled by Rev. Sidney Endle (1911) is in the public domain.

3. **Pertinacious** (*adjective*): stubborn or insistent

4. **Behoove** (*verb*): to be necessary or proper for

Text-Dependent Questions

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

1. PART A: Which of the following statements best describes a theme of the text?
 - A. No matter how hard someone works, there's no way to get back lost time.
 - B. One should never give up, even if there is little chance of success.
 - C. Working hard once is more rewarding than working often at a steady pace.
 - D. Young people should respect their elders by offering to do their work for them.

2. PART B: Which of the following quotes best supports the answer to Part A?
 - A. "But the boy would not listen to him, and ploughed sturdily ahead, beating his cattle soundly as he went." (Paragraph 2)
 - B. "What sort of old man is this? Can he not see that I am busy? I know very well what I am about." (Paragraph 2)
 - C. "You should have ploughed when others did. The season has gone, and no man can bring it back." (Paragraph 7)
 - D. "And so the lad hastened back and planted out his seedlings in such heedless haste as became him." (Paragraph 18)

3. How does the boy compare to the other characters in the story?
 - A. The boy represent the beginning of the season, and the old men represent the end of the season.
 - B. The other characters are seen working, while the boy continues to avoid work by chasing after the season.
 - C. The other characters stick to their traditions, but the boy questions them and tries to create a new solution to his problem.
 - D. The boy actually believes that the old men are the seasons, but the adults know that they are just men.

4. How does the conversation between the boy and the old man in paragraphs 13-18 contribute to the story?
 - A. The old man convinces the boy that there is still hope for a good harvest and encourages him to stop worrying.
 - B. The old man yells at the boy for interrupting him and the boy learns to be more respectful of his elders.
 - C. The old man refuses to go back and this helps the boy change from a lazy boy to a more hard-working one.
 - D. The old man refuses to go back, and this helps the boy realize that he cannot fight time or undo his mistakes.

5. In the story, the old men represent the seasons. How do their characters contribute to the theme of the story?

Name: _____ Class: _____

A Matter of Taste

By Jeanne Miller
2018

When you think about taste, you probably think about your tongue, but taste involves a lot more than just the buds on your tongue. In this informational text, Jeanne Miller explains how taste works. As you read, take notes on the different parts of your body that allow you to taste.

The tongue, the nose, and the brain all work together to notice flavors.

- [1] Have you ever tried the jelly bean test? It's an experiment that proves the importance of the nose in the sense we call "taste." Hold your nose closed and put a jelly bean or some other fruit-flavored candy in your mouth. Chew the candy. You'll taste sweetness and maybe a little sourness but not much else. Then open your nose. Suddenly, you'll get the full force of the fruit flavor. Chewing releases molecules, which are groups of atoms stuck together, in the candy. In the mouth, these molecules trigger basic tastes: sweet, salty, sour, and bitter. Odor molecules also float from the back of the mouth up into the nose.



"Untitled" by Khamkhor is licensed under CC0

The Chemical Senses

The little bumps on your tongue are called papillae. They hide tiny taste buds. Inside the taste buds are even smaller structures called receptors.¹ When a sweet food molecule reaches a sweet receptor, it fits into it like the last piece of a jigsaw puzzle. The same is true for a bitter food molecule—it has a different shape that matches a different receptor. When a molecule locks into a matching receptor, a chemical signal goes to the brain that says, "Sweet!" or "Bitter!"

With salty and sour tastes, the process is a little different; it's not shape-based. Still, these taste molecules stimulate² receptors on the tongue, causing a signal to travel to the brain. The signal reveals there's something salty or sour in the mouth.

Meanwhile, in the nose, odor molecules bind to some of the many receptors there and send their own signals to the brain. These pathways to the brain are separate from the taste buds' paths. When the brain combines the signals from the tongue and the nose, it figures out the food's identity from its flavor. It might announce, "Strawberry!" or "Broccoli!" or "Dill pickle!"

1. cells that respond to molecules
2. **Stimulate (verb):** to activate

- [5] What we think of as taste is really a combination of input from our taste buds and input from the aroma detectors in our nose. Scientists call taste and smell the chemical senses. The job of our taste buds and the odor receptors in our noses is to detect chemicals—in our food or in the environment.

The End of the Tongue Map

Psychologist Linda Bartoshuk of the University of Florida has been studying taste and smell most of her life. She remembers, “When I was in college, my father developed lung cancer, and one of the things that really bothered him was that food didn’t taste right.” This can result from cancer treatments, but at the time she didn’t understand the cause. Bartoshuk thinks it may have been this experience that, in graduate school, drew her to study taste.

At the time, a diagram appeared in many textbooks and articles showing that receptors for sweet taste are in the front of the tongue, bitter in the back, and salty and sour on the sides of the tongue. Bartoshuk knew this was wrong, as did many others. She wondered where the mistaken map had come from. It turns out that an American psychologist had misunderstood a table published by a German researcher decades earlier. The table showed sensitivities to sweet, salty, sour and bitter tastes relative to areas of the tongue. The American published his mistaken interpretation of the table in 1942, and the tongue map was born. It still shows up in some books and articles. In fact, taste buds on all parts of the tongue have receptors for all tastes. You can test this by dipping a Q-tip in saltwater or lemon juice or a sugar solution and touching the front, sides, and back of your tongue with it.

Bartoshuk once visited an elementary school class where the students had tested the tongue map they saw in their textbook. She asked if they’d gotten the same answers as the book. They admitted they hadn’t. The students thought they must have messed up. Bartoshuk assured³ them that the book was wrong and they were right.

Beyond the Tongue

The four basic tastes are hardwired in humans. Bartoshuk says, “If you take a newborn baby and put a drop of sugar on its tongue the baby will look happy. The love of sweet is hardwired in the brain, present from birth.” Something bitter might make a baby cry, sour causes a baby’s mouth to pucker, and a mild salt taste is appealing to a baby. All these reactions make sense.

- [10] Sweet tastes, like those of ripe fruits, suggest a food that provides needed energy. Every calorie (a measure of food energy) was important to our ancient hunting and gathering ancestors. Bitter tastes, on the other hand, could indicate poison. Many plants produce bitter toxins to keep from being eaten. Sourness might mean a fruit is unripe and indigestible or even spoiled, or it could point out a dangerous acid. Salt is something we need (in moderation) for our muscles and nerves to work properly.

3. **Assure** (*verb*): to tell someone something confidently

The nose and tongue are the first stops for the detection of chemicals in our food. But we actually have taste receptors throughout our digestive system. In addition to taste receptors for sweet, salty, sour, and bitter, our tongues also have receptors for umami, which is the savory flavor associated with cooked meat. The taste receptors for umami detect glutamate, an element naturally found in proteins. Protein molecules are too large to stimulate the taste or odor receptors in the mouth and nose. But in the stomach, digestion breaks them into their parts. Glutamate slips into the receptors there, and a signal goes to the brain that says, "Protein!" Our bodies need protein. We learn to associate the smell of glutamate-containing food with something good. The aroma molecules from roast chicken or grilled steak tell us we're getting protein even before the glutamate receptors in the stomach know it.

Bartoshuk says, "It's one thing to detect chemicals in the mouth. That's very useful for taste. But there are a lot of other potential uses of chemical detectors in the body. Sometimes Nature just uses the same receptors." Sweet receptors in the gut can tell the pancreas to release insulin, a hormone that keeps blood sugar levels healthy. Bitter receptors in the gut can tell the body not to absorb molecules that might be toxic.

A Volatile Situation

In 2005 Bartoshuk accepted a position at the University of Florida. She says, "I started hanging out with colleagues in horticulture⁴ who wanted Florida fruits and vegetables to taste better." One colleague wanted to make tomatoes taste better. She explains that the food industry has a standard way of approaching a problem like this. She says, "Let's say you want to make a new chocolate cake mix. Well, you find out everything that goes into it, and you make every different chocolate cake possible with those ingredients." Then volunteers taste the cake and report what they like. Comparing people's likes with the various ingredients in the cakes they tasted, she says, helps you see how to put together the best chocolate cake ever.

She adds, "That's exactly what we wanted to do with tomatoes. And we did it." Tomatoes don't have separate ingredients like cakes, but they do have a number of chemical components.⁵ To make a better tomato, growers may focus on breeding varieties with lots of the chemical components people like best. For this experiment, they measured the sugars, acids, and aroma molecules of 80 varieties of tomatoes. Volunteers tasted the tomatoes and rated flavor intensity, sweetness, and sourness, and how much they liked them. Researchers could see which chemical components made people like tomatoes more.

Making Fruit More Appealing

- [15] Aroma molecules are known in taste research as volatiles. Those are the odor molecules that travel from the back of the mouth to the nose. When the brain puts taste signals and aroma signals together, they can affect each other. For example, some volatiles can make a sweet taste.

Bartoshuk says, "It turns out that fruits have many, many such compounds in them... Take a fruit like a strawberry. You bite into it and it tastes sweet, and you think you're tasting sugar. To some extent you are, but the volatiles in the strawberry can also make that sugar message two to three times as intense. We know about 100 volatiles that will enhance sweet."

4. agriculture

5. mixtures

Try the jelly bean experiment again, but this time bite into a strawberry or an orange or another sweet fruit with your nose closed. After you've chewed it, open your nose and see if the fruit tastes sweeter to you than it did with your nose closed. If it does, you're sensing the sweet-enhancing volatiles.

Fruit growers have bred crops for larger yields⁶—more apples or peaches per tree, for example. It takes energy for plants to make more fruit. That leaves less energy for increasing sugar content. However, it costs a plant little energy to produce volatile compounds that make a fruit seem sweeter. Bartoshuk and her colleagues found that some varieties of fruits have more sweet-enhancing volatiles than others. This is especially true of older varieties, ones that weren't bred to have higher yields.

The scientists plan to cross varieties with lots of sweet-enhancing volatiles with varieties that produce a lot of fruit. A resulting peach might taste super sweet while being low in sugar. Bartoshuk hopes that what they're doing will result in a wider variety of healthy and delicious choices in the grocery store.

- [20] Her enthusiasm for this project is obvious. "We have a whole new world to explore. We don't know what the rules are yet," she says. "The thing that gets me up in the morning to go to work is: how does this work?"

Spoken like a true scientist.

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6. the amount of a product produced

Text-Dependent Questions

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

1. PART A: Which of the following describes the central idea of the text?
 - A. The nose and tongue often send conflicting messages to the brain that can make food taste bad.
 - B. Humans have taste receptors that are unique to them and will likely taste different things in food.
 - C. The nose and tongue send messages to the brain to give humans information about what they've eaten.
 - D. Humans often eat without breathing through their nose and miss out on the full experience of taste.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "Hold your nose closed and put a jelly bean or some other fruit-flavored candy in your mouth. Chew the candy." (Paragraph 1)
 - B. "When the brain combines the signals from the tongue and the nose, it figures out the food's identity from its flavor." (Paragraph 4)
 - C. "the students had tested the tongue map they saw in their textbook. She asked if they'd gotten the same answers as the book. They admitted they hadn't." (Paragraph 8)
 - D. "Sourness might mean a fruit is unripe and indigestible or even spoiled, or it could point out a dangerous acid." (Paragraph 10)

3. Which of the following describes why the author most likely discusses the jelly bean experiment in paragraph 1?
 - A. to prove that all humans naturally crave the taste of sugar
 - B. to provide an example of an experiment that engages the four main tastes
 - C. to provide an example of a taste experiment that readers can try themselves
 - D. to prove that the nose is more important than the tongue when it comes to taste

4. How does the section "The end of the tongue map" contribute to the development of ideas in the text? (Paragraphs 6-8)
 - A. It shows that there was false information about the tongue for a long time.
 - B. It shows that no two people have the same taste receptors on their tongue.
 - C. It shows that most people don't believe that all part of the tongue can taste.
 - D. It shows that some people only have taste receptors on certain parts of their tongue.

5. What does "hardwired" most closely mean in paragraph 9?
 - A. built-in
 - B. added on
 - C. upgraded
 - D. downgraded

6. What is the relationship between crops bred for greater yields and sweet-enhancing volatiles?
- A. Farmers have discovered they cannot control the sweet-enhancing volatiles in crops bred for greater yields.
 - B. Crops that are bred to have greater yields often have more sweet-enhancing volatiles.
 - C. Farmers are more concerned with the quality of crops' sweet-enhancing volatiles than yields.
 - D. Crops that are bred to have greater yields naturally have fewer sweet-enhancing volatiles.
7. How does the discussion of Bartoshuk contribute to the text?
- A. It provides information about one scientist who is learning about taste and educating others.
 - B. It shows how she was able to solve the mystery about why her father's taste receptors changed.
 - C. It shows how her own tastes have altered as she has aged and her taste receptors changed.
 - D. It provides information about the scientist who got the tongue map removed from textbooks.
8. Based on the information in paragraphs 9-12, how do you think receptors in the nose and on the tongue might have helped our ancient ancestors survive? Use evidence from the text to support your answer.

Name: _____ Class: _____

Jesse Owens

By Shelby Ostergaard
2018

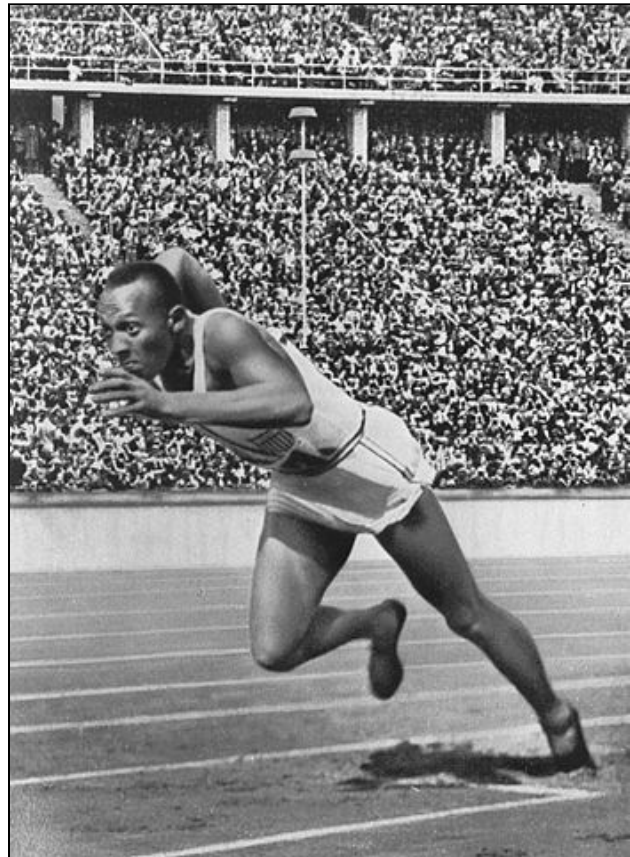
James Cleveland "Jesse" Owens (1913-1980) was an African American track and field athlete. Owens won four gold medals at the Summer Olympics in Germany in 1936. In this informational text, Shelby Ostergaard provides additional information about Owens' life and success in the Olympics. As you read, take notes on the challenges that Owens faced in sports and in life.

[1] Jesse Owens could run. He could run faster and jump longer than anyone in the world. But when he set out to prove this at the Summer Olympics in Berlin in 1936, no one wanted him there. No one wanted him running that race. He wasn't even welcome in the country, let alone the stadium. But Jesse Owens was an expert at overcoming hurdles and blazing his own path forward. He was determined to compete, no matter how many barriers were in his way.

Early Life

Jesse Owens was born on September 12, 1913, in the town of Oakville, Alabama, but he moved to Cleveland, Ohio, when he was nine. He was actually named James Cleveland Owens and nicknamed J.C. — but in Ohio, one of his teachers couldn't understand his thick Southern accent. She thought he called himself Jesse. It stuck.

His athletic career began at East Technical High School. He won three track and field events while competing in the 1933 National Interscholastic Championships. He went on to race for Ohio State University and was later nicknamed "The Buckeye Bullet," as Ohio is known as the Buckeye State. While at university, he matched one world record in the 100-yard dash and broke three others: the long jump, the 220-yard dash, and the 220-yard low hurdles. Owens was used to winning. He competed in 42 different collegiate events in 1935 and won all of them.



"Jesse Owens3" by Unknown is in the public domain.

Owens was a star track performer in college, but he also faced major challenges. His school did not offer scholarships for track and field, as the sport was not as well respected back then, so Owens had to work a series of jobs throughout college to pay for his tuition. In addition, the University did not allow Owens to live on campus because of his race. Owens, like many African Americans during this time period, was subject to racist treatment and was often discriminated against.

- [5] He would not let this deter¹ him, however, and continued to succeed on the track. Owens enjoyed running because, as he said, “it was something you could do by yourself, and under your own power.” It was this mindset that would lead him to the pinnacle² of athletics, where he would face even more challenges.

The Olympics

At the 1936 Summer Games, Jesse Owens became the first person ever in Olympic history to win four gold medals in track and field, claiming victory in the long jump, the 100-meter dash, the 200-meter dash, and as a member of the 4x100 meter relay. His feats remained unmatched until the 1984 Summer Olympics. But what Jesse Owens — the son of a sharecropper³ and the grandson of slaves — did was particularly special because of when and where he did it.

The 1936 Summer Olympics were the first to be broadcast on television and took place in Berlin, Germany, during a turbulent⁴ time. Fascism⁵ was spreading across Europe, and Germany’s Chancellor, Nazi leader Adolf Hitler, was at the center of it. International tensions were high. Europe was on the brink of World War II, which officially broke out three years after the Summer Olympics. People were terrified. But the games and the excitement surrounding them continued in spite of the impending war.

The reception Owens received in Berlin was cold. Hitler criticized the United States for including athletes of color and Jewish athletes on the roster. He believed that they were inferior to white athletes and could not believe that the United States had chosen people of diverse ethnicities to represent itself on the world stage. Owens was called racial slurs in public and was generally mistreated by the Berliners.

The heightened exposure of the games that broadcast television provided was exciting for Hitler; he believed it was a chance for favorable world news coverage of Nazi Germany. Hitler planned to use the Summer Olympics to prove his theories that “Aryans,” or white Europeans, were a superior race to all others. Jesse Owens’ success at the Olympics undermined this completely, proving that athletes of color were not in any way inferior to white athletes. Hitler was angered by Owens’ success. He stormed out of the stadium and refused to shake Owens’ hand. Instead of stories about German successes, the papers were filled with articles about Owens breaking records and Hitler’s overblown response to his wins. Both Owens’ medals and Hitler’s reaction catapulted Jesse Owens into international fame.

After the Olympics

- [10] But fame did not lead to post-Olympic success. Athletes didn’t come home to multi-million dollar endorsements deals then as they do now. Owens was only 22 when he became an international hero, but he never again competed as a traditional athlete. Owens found that there were many people willing to congratulate him on his success but few who would offer him a job. To earn money after the Olympics, Owens raced against cars and horses, and he even played for the basketball exhibition team, the Harlem Globetrotters.

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1. **Deter** (*verb*): to discourage someone from doing something
 2. the most successful point
 3. a farmer who gets a portion of the crop they harvest for a landowner
 4. **Turbulent** (*adjective*): characterized by conflict or disorder
 5. a political system characterized by a very powerful leader and state control of social and economic life

Despite his achievements as a national hero, Owens was still a black man in a deeply divided and racially segregated United States. He faced discrimination and aggression when he returned home. Even as a gold-winning Olympic athlete, he wasn't allowed to ride in the front of the bus. He couldn't use the front door to enter public buildings. He couldn't raise his family where he wanted. Jesse Owens wasn't invited to shake hands with Adolf Hitler after his biggest win, but he wasn't invited to shake hands with President Franklin Delano Roosevelt, either.

He eventually set up a public relations and marketing business in Chicago, Illinois, and traveled the country to speak at conventions and other business gatherings. He encouraged individual achievement, regardless of race, class, or creed.⁶ His speeches often called back to why he fell in love with running in the first place — it was something he could do himself without having to rely on others to allow him to do it.

Jesse Owens died in 1980 from cancer. His accomplishments continue to inspire even after his passing. It is difficult to achieve something that you have never seen someone else achieve. Before Jesse Owens, there were few black athletes whose success shown so bright. Jesse Owens was celebrated around the world and cheered on by people of every race. He did not let the opinions of anyone hold him back or stop him from running.

"Jesse Owens" by Shelby Ostergaard. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

6. the beliefs that a person lives by

Text-Dependent Questions

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

1. PART A: Which statement best expresses the central idea of the text?
 - A. Jesse Owens used his platform after his win at the Olympics to bring attention to how white and black athletes are treated differently.
 - B. Even after Jesse Owens returned from the Olympics, he continued to better himself as an athlete and compete.
 - C. When Jesse Owens returned from the Olympics, he demanded respect and to be treated like the hero he was.
 - D. Jesse Owens didn't allow the racial discrimination he faced at home or abroad to keep him from doing what he loved and succeeding at it.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "He would not let this deter him, however, and continued to succeed on the track. Owens enjoyed running...it was something you could do by yourself, and under your own power." (Paragraph 5)
 - B. "Instead of stories about German successes, the papers were filled with articles about Owens breaking records and Hitler's overblown response to his wins." (Paragraph 8)
 - C. "To earn money after the Olympics, Owens raced against cars and horses, and he even played for the basketball exhibition team, the Harlem Globetrotters." (Paragraph 9)
 - D. "He eventually set up a public relations and marketing business in Chicago, Illinois, and traveled the country to speak at conventions and other business gatherings." (Paragraph 11)

3. What is the author's main purpose in the text?
 - A. to show how the Olympic games have changed over time, specifically in the treatment of black athletes
 - B. to provide information about Jesse Owens' famous wins and the effect that they, and his attitude, had on others
 - C. to criticize the United States for disrespecting Jesse Owens in the past and not giving him the credit he deserved
 - D. to emphasize the discrimination that black athletes from all nations faced during the Olympic games

4. How do paragraphs 9-10 contribute to the development of ideas in the text?
 - A. They provide students with important historical information about segregation.
 - B. They prove that the United States wasn't impressed with Jesse Owens' win.
 - C. They emphasize how poorly Jesse Owens was treated, even as an Olympic winner.
 - D. They show how little the United States used to care about Olympic winners.

5. What is the relationship between Jesse Owens' attitude and his success as a runner?

Name: _____ Class: _____

Marley Dias: The 13-Year-Old Activist & Author

By Barrett Smith
2017

Activist and soon-to-be author Marley Dias is only 13 years old. In this informational text, Barrett Smith discusses why Dias felt compelled to start the campaign #1000blackgirlbooks and how it has developed over time. As you read, take notes on how Dias responded to the problem she encountered, and how her work has affected others.

- [1] Have you ever felt tired of the books you read in school? That’s how Marley Dias felt when she was 11 years old and all of the books she read in school “were about white boys and their dogs.” Dias says she couldn’t connect with the characters in the books so she “couldn’t learn lessons from those stories.”



"Nostalgia: Library" by Eugene Kim is licensed under CC BY 2.0.

When Dias complained to her mother about her problem, her mother asked her what she was going to do about it. Dias thought about her options. She could just ask her dad to buy her a lot of new books. But after doing some research to find books with black girls as the main characters, she realized that there weren't very many to choose from. According to Cooperative Children’s Book Center, fewer than 10 percent of children's books released in 2015 had a black person as the main character. Recently, there has been a movement to make books more diverse.¹ Many school libraries tend to have older books, though, which are even less diverse. Dias realized she probably wasn't the only black girl feeling like she couldn't relate to her school reading curriculum. With the help of her mother, she decided to create a drive called #1000blackgirlbooks.

Dias’ goal with the #1000blackgirlbooks campaign was to collect 1,000 books about black girls. She would donate these books to communities such as schools and libraries. She also created a resource guide to help people find these books. Dias has raised almost 4,000 books. Now, she has started talking to teachers and lawmakers about how to include diverse books in schools. She is also starting a book fair to continue to collect books to donate to other schools and communities where children might feel the same way she did.

At first, Dias says she was worried about not meeting her goal of 1000 books. Now she says there are strangers thanking her for doing this. Dias has been able to reach so many people with her hard work because she is fighting for an important issue. Dias says the exclusion² of black girls in literature and schools “hurts all of us. I’m working to create a space where it feels easy to include and imagine black girls and make black girls like me the main characters of our lives.” Dias has inspired many young people to do similar drives.

1. **Diverse (adjective):** differing from one another
2. **Exclusion (noun):** the act of leaving someone out

- [5] Dias wants to continue to inspire young people to do something about their frustrations. She is writing her own book called *Marley Dias Gets It Done — and So Can You*. Her publishers say her book will be a “keep it real guide” to social activism.³ She will share tips for kids to make changes in their lives and communities and “pay it forward about whatever makes your heart sing.” Dias wants to give other kids the tools to get support from their parents and teachers, use social media for good, and make change effectively.

“Marley Dias: The 13-Year-Old Activist” by Barrett Smith. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

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

1. PART A: Which of the following identifies the central idea of the text?
 - A. Dias' decision to take action when she faced something unfair led to a movement that influenced others.
 - B. Dias drew attention to the issue that black girls are rarely the main characters in books, prompting authors to include them.
 - C. Dias believed that she lucked into her role as a social activist, and that it would be hard for others to accomplish something similar.
 - D. Dias was met with resistance when she attempted to bring attention to the lack of black main characters in books, but she persisted.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Dias says she couldn't connect with the characters in the books so she 'couldn't learn lessons from those stories.'" (Paragraph 1)
 - B. "When Dias complained to her mother about her problem, her mother asked her what she was going to do about it." (Paragraph 2)
 - C. "Dias has raised almost 4,000 books. Now, she has started talking to teachers and lawmakers about how to include diverse books in schools." (Paragraph 3)
 - D. "She will share tips for kids to make changes in their lives and communities and 'pay it forward about whatever makes your heart sing.'" (Paragraph 5)

3. PART A: How did Dias' parents react to her complaints about the lack of black main characters in books?
 - A. They sympathized with her, but didn't think there was much that could be done.
 - B. Her mother encouraged Dias to take action and carry out her plan.
 - C. Her father offered to buy her more books with black main characters.
 - D. They encouraged her to write her own books with black main characters.

4. PART B: Which quote from paragraph 2 best supports the answer to Part A?
 - A. "Dias thought about her options. She could just ask her dad to buy her a lot of new books."
 - B. "But after doing some research to find books with black girls as the main characters, she realized that there weren't very many to choose from."
 - C. "Dias realized she probably wasn't the only black girl feeling like she couldn't relate to her school reading curriculum."
 - D. "With the help of her mother, she decided to create a drive called #1000blackgirlbooks."

5. How does the detail “the exclusion of black girls in literature and schools ‘hurts all of us’” help develop ideas in the text (Paragraph 4)?

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. Marley Dias didn't feel represented in the books that she read. Have you ever felt like you couldn't relate to the main characters of books? Why or why not?
2. How does the text show what kids are capable of at a young age? Have you ever engaged in any activity to create positive change? If so, describe it. If you haven't, what kind of positive change would you like to see in your community? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. How has Marley Dias changed how people approach children's literature and how they view activism? How has she influenced your own views on what you might be able to accomplish?
4. How did Marley Dias become the leader of the #1000blackgirlbooks campaign? What traits does she possess that make her a good leader?

Name: _____ Class: _____

We Have Been Friends Together

By Caroline Elizabeth Sarah Norton
1830

Caroline Elizabeth Sarah Norton (1808-1877) was an English author who wrote during the early and mid-nineteenth century. She worked hard to change what she thought was wrong in society. In this poem, a speaker describes a conflict in a friendship. As you read, take notes on how the speaker describes their friendship and what is troubling it.

[1] We have been friends together,
In sunshine and in shade;
Since first beneath the chestnut-trees
In infancy we played.

[5] But coldness dwells within thy¹ heart,
A cloud is on thy brow;
We have been friends together —
Shall a light word part us now?

We have been gay² together;
[10] We have laugh'd at little jests;³
For the fount of hope was gushing
Warm and joyous in our breasts.
But laughter now hath fled thy lip,
And sullen glooms thy brow;

[15] We have been gay together —
Shall a light word part us now?

We have been sad together,
We have wept, with bitter tears,
O'er the grass-grown graves, where slumber'd

[20] The hopes of early years.
The voices which are silent there
Would bid thee clear thy brow;
We have been sad together —
Oh! what shall part us now?



"Best Friends" by Ronda is licensed under CC BY-ND 2.0.

"We Have Been Friends Together" (1830) by Caroline Elizabeth Sarah Norton is in the public domain.

-
1. another term for "your"
 2. lighthearted and carefree
 3. **Jest** (*noun*): a joke

Text-Dependent Questions

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

1. PART A: Which statement best expresses a theme of the poem?
 - A. Even the strongest friendship will end with an argument.
 - B. A friendship that has endured difficult times is more likely to last.
 - C. Best friends that have been through good and bad times can survive anything.
 - D. No matter how close friends are in the beginning, they will eventually grow apart.

2. PART B: Which quote from the poem best supports the answer to Part A?
 - A. "Since first beneath the chestnut-trees / In infancy we played." (Lines 3-4)
 - B. "But laughter now hath fled thy lip, / And sullen glooms thy brow" (Lines 13-14)
 - C. "O'er the grass-grown graves, where slumber'd / The hopes of early years." (Lines 19-20)
 - D. "We have been sad together — / Oh! what shall part us now?" (Lines 23-24)

3. How does the repetition of the phrase "Shall a light word part us now?" contribute to the meaning of the poem?
 - A. It emphasizes the disbelief the speaker feels that their friendship should end.
 - B. It stresses the real concern that speaker feels that their friendship will end.
 - C. It shows how unbothered the speaker is by the possibility of their friendship ending.
 - D. It minimizes the speaker's fight with their friend.

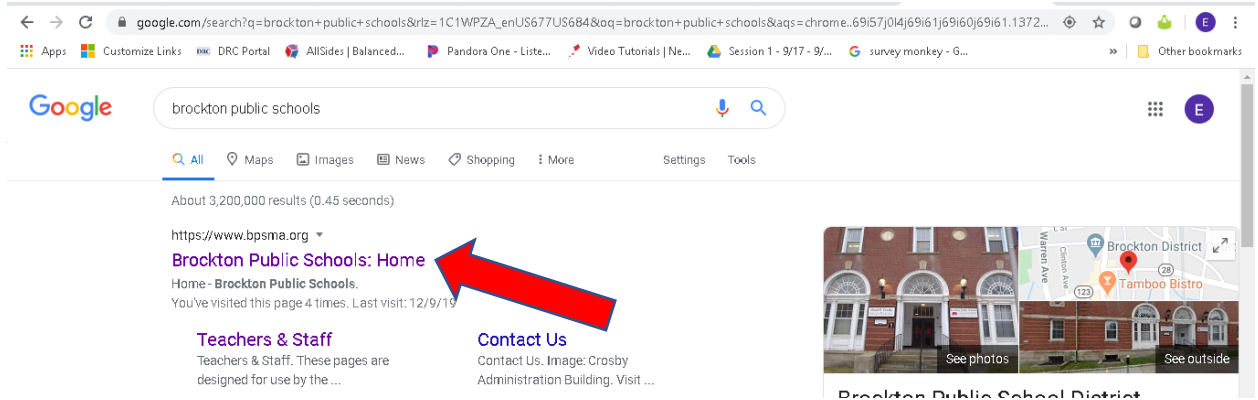
4. What does "O'er the grass-grown graves, where slumber'd / The hopes of early years" in lines 19-20 mean as used in the poem?
 - A. The speaker and their friend lost someone close to them.
 - B. The speaker considers their friendship to be dead.
 - C. The speaker and their friend have been greatly let down in the past.
 - D. The speaker doesn't think there is hope for their friendship in the future.

5. How does the final stanza contribute to the development of the poem's theme? Cite evidence from the poem in your response.

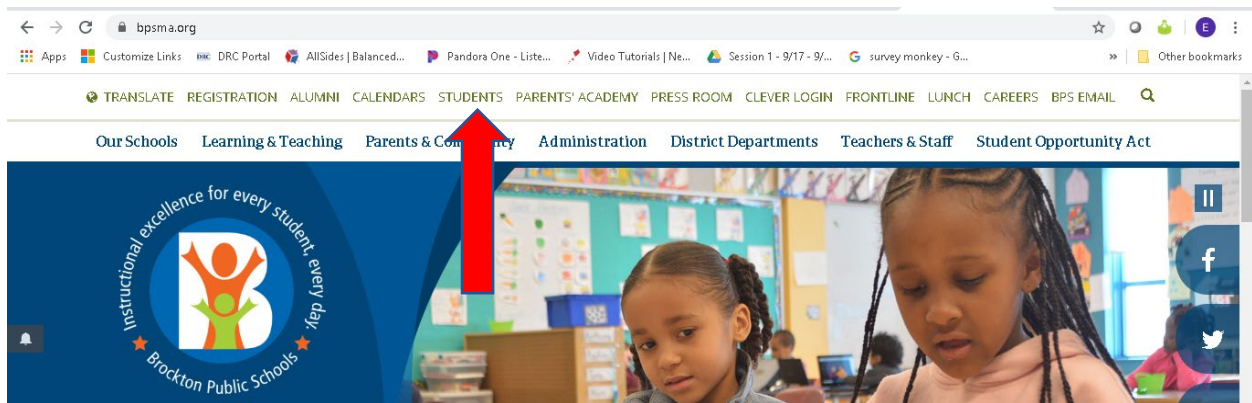
How to Log on to Power Up from Home

(For only Ashfield, South and Davis 6-8 students)

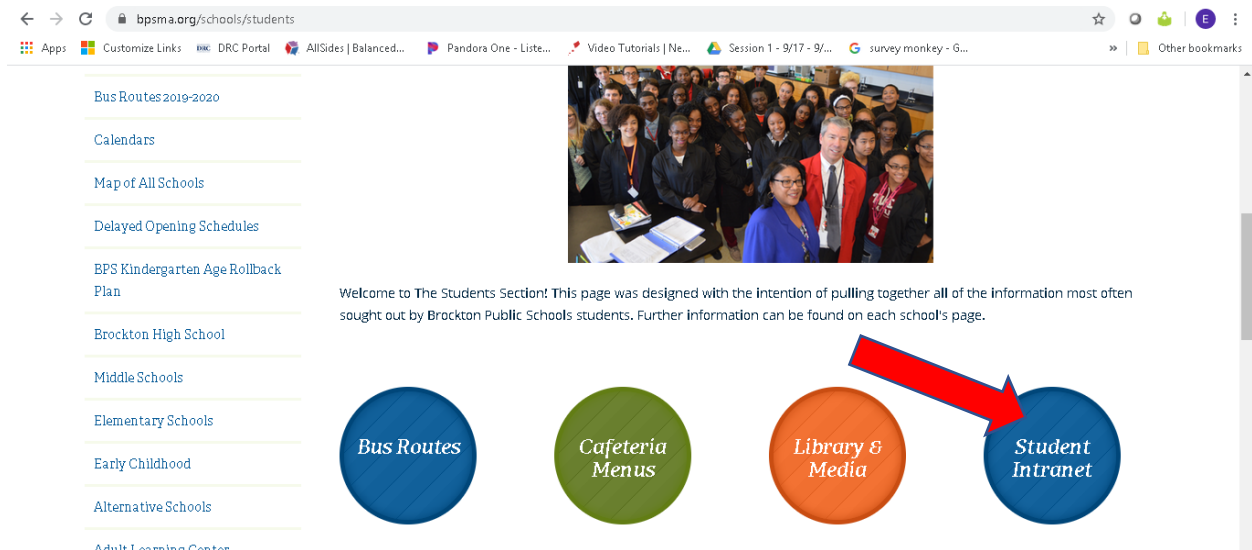
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.



Scroll to the bottom of the page and choose **Student Intranet**



Choose ELA

The screenshot shows the BPS Student Intranet Home page. The browser address bar displays 'studentintranet.bpsma.org'. The page features a red header with 'BPS Student Intranet' and links for 'Infinite Campus', 'Email', and 'BPS Website'. A left-hand navigation menu is visible, with 'Home' selected and 'ELA' highlighted by a red arrow. Below the menu, the main content area is titled 'Home' and contains four circular icons: 'Destiny' (a tree), 'Clever' (a blue 'C'), 'Infinite Campus' (a green circle with a white path), and 'Office 365' (an orange circle with a white 'O').

Choose Power Up

The screenshot shows the BPS Student Intranet ELA Resources page. The browser address bar displays 'studentintranet.bpsma.org/ela.html'. The page features a red header with 'BPS Student Intranet' and links for 'Infinite Campus', 'Email', and 'BPS Website'. A left-hand navigation menu is visible, with 'Home' selected and 'ELA' highlighted. Below the menu, the main content area is titled 'ELA Resources' and is divided into two sections: 'Middle School' and 'Elementary School'. The 'Middle School' section contains three circular icons: 'Imagine Learning' (a red and blue figure), 'Lexia PowerUp' (a blue circle with 'LEXIA POWER UP LITERACY' text), and 'Imagine Learning' (a red and blue figure). A red arrow points to the 'Lexia PowerUp' icon. The 'Elementary School' section contains two circular icons: 'Imagine Learning' (a red and blue figure) and 'Read, Write, Think' (a green and white circle with 'read write think' text).

Choose **Student** and log in with their **six-digit lunch number** for both the username and password.

The screenshot shows the Lexia PowerUp Literacy login page for Brockton Public Schools. The page features a blue background with a smiling young man wearing a hat and a plaid shirt. The Lexia PowerUp Literacy logo is prominently displayed. Below the logo, the text 'Brockton Public Schools' is visible. There are two tabs: 'Student' (selected) and 'Educator'. Below the tabs, there are two input fields: 'Username' and 'Password'. The 'Password' field has a 'Show' button next to it. At the bottom, there is a 'Log In' button.

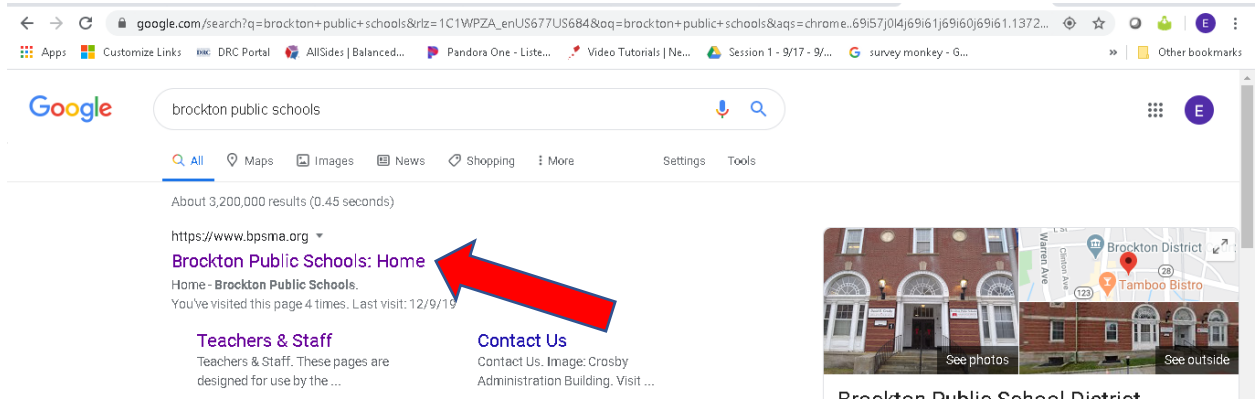
Students are urged to complete their word study minutes on Monday, Grammar minutes on Tuesday, Reading Comprehension on Wednesday and Thursday and the topic of their choice on Friday.

The image shows a dashboard with four vertical cards on a dark blue background. Each card has a colored header, a circular progress indicator, and a timer. The cards are: 1. Word Study (blue header, blue background, circular progress at 0, timer 35 min left, goal 35 min). 2. Grammar (green header, green background, circular progress at 0, timer 35 min left, goal 35 min). 3. Comprehension (orange header, orange background, circular progress at 0, timer 35 min left, goal 35 min). 4. Your Progress (yellow header, yellow background, circular progress at 0, timer 35 min left, goal 35 min). Each card features an illustration: Word Study shows a person with a magnifying glass over a globe; Grammar shows a man thinking; Comprehension shows a person reading; Your Progress shows a trophy.

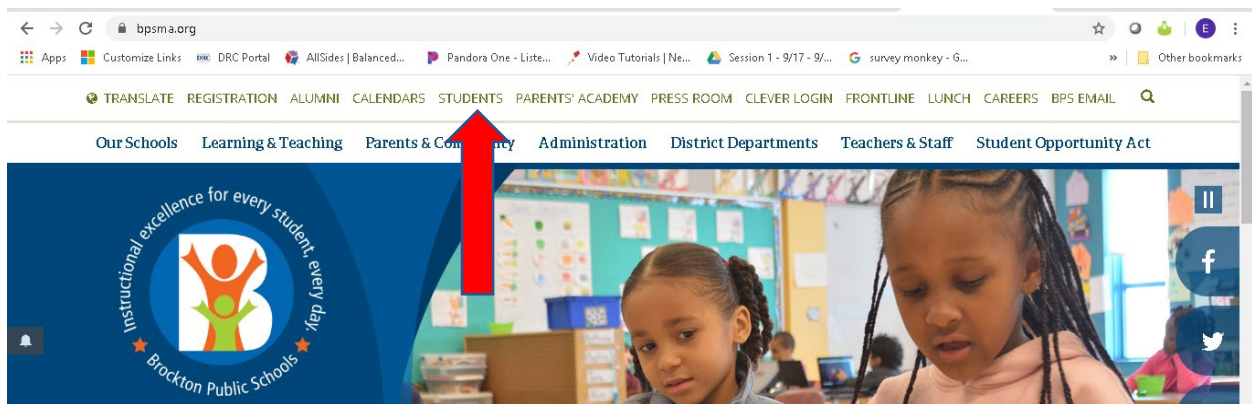
Category	Progress	Time Left	Goal
Word Study	0	35 min left	35 min
Grammar	0	35 min left	35 min
Comprehension	0	35 min left	35 min
Your Progress	0	35 min left	35 min

How to Log on to Clever from Home to Access Amplify READING Curriculum

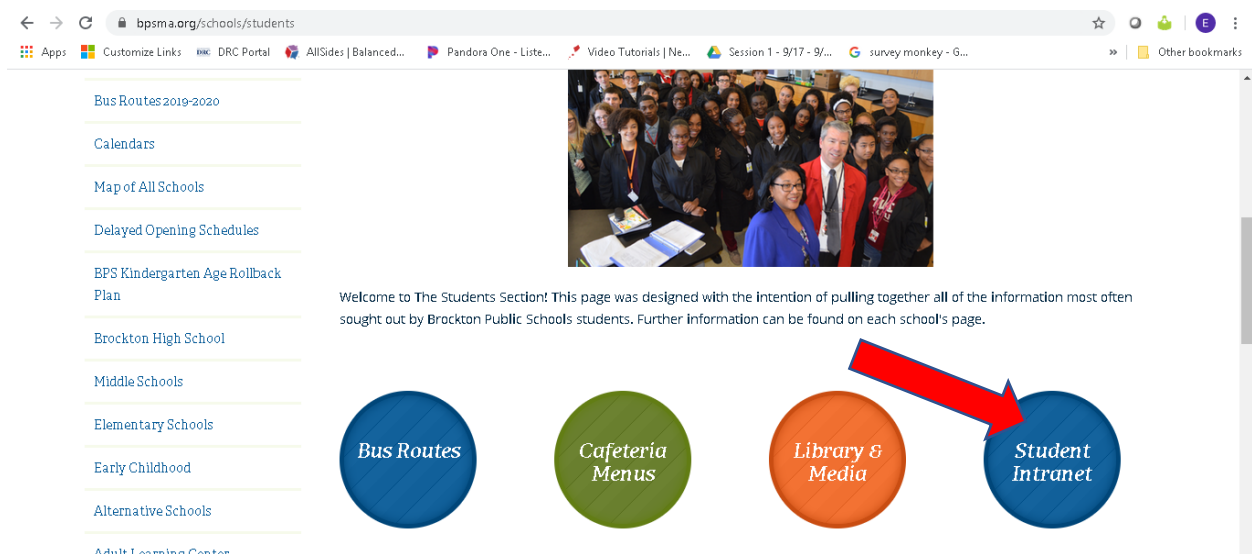
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.



Scroll to the bottom of the page and choose **Student Intranet**



Choose Clever.

The screenshot shows the BPS Student Intranet home page. The browser address bar displays "studentintranet.bpsma.org". The page features a navigation menu on the left with links for Home, ELA, Math, Reading, Science, Social Science, BPS Website, and Nutrition Survey. The main content area is titled "Home" and displays four large circular icons: a tree for "Destiny", a blue "C" for "Clever", a green circle for "Infinite Campus", and an orange circle for "Office 365". A red arrow points to the Clever icon.

Choose Amplify Curriculum

The screenshot shows the Clever portal for Brockton Public Schools. The browser address bar displays "clever.com/in/brockton/staff/portal". The page features a navigation menu on the left with links for ELA, MATH, SCIENCE, SOCIAL SCIENCE, At Home Resources, ENRICHMENT, STAFF DATA APPLICATIONS, and BPS HOME. The main content area is titled "WHAT IS TRENDING..." and displays a grid of icons for various educational resources. A red arrow points to the Amplify Curriculum icon.

Choose the hamburger menu in the top left corner.

The screenshot shows the AmplifyELA interface. The browser address bar displays "AmplifyELA > All Units". The page features a navigation menu on the left with links for ELA, MATH, SCIENCE, SOCIAL SCIENCE, At Home Resources, ENRICHMENT, STAFF DATA APPLICATIONS, and BPS HOME. The main content area displays "8th Grade" with a dropdown arrow. A red arrow points to the hamburger menu icon in the top left corner.

Click in "Go To My Account"

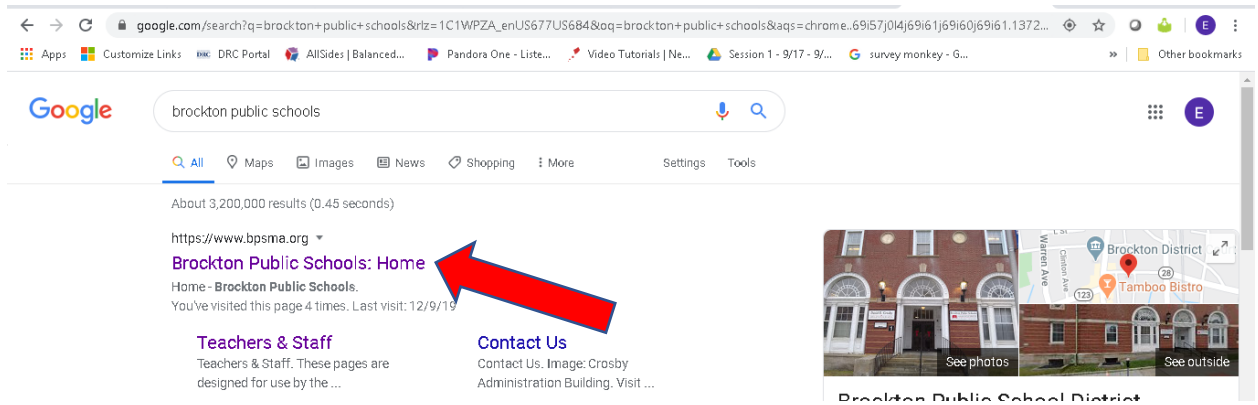
The screenshot shows the AmplifyELA user interface. At the top right, it says "AmplifyELA > All Units" and "8th Grade" with a dropdown arrow. On the left, a user profile dropdown menu is open, showing the user's name "Hello KELLY SILVA" and email "kellycoopersilva@bpsma.org". Below the name are "Log Out" and "Go To My Account" with a gear icon. A red arrow points to the "Go To My Account" option. Below the dropdown are icons for "Amplify ELA", "Tools", "Classwork", and "Library". The main content area shows two lesson cards: one with a colorful abstract background and another with a portrait of a man.

Click on Reading 6-8

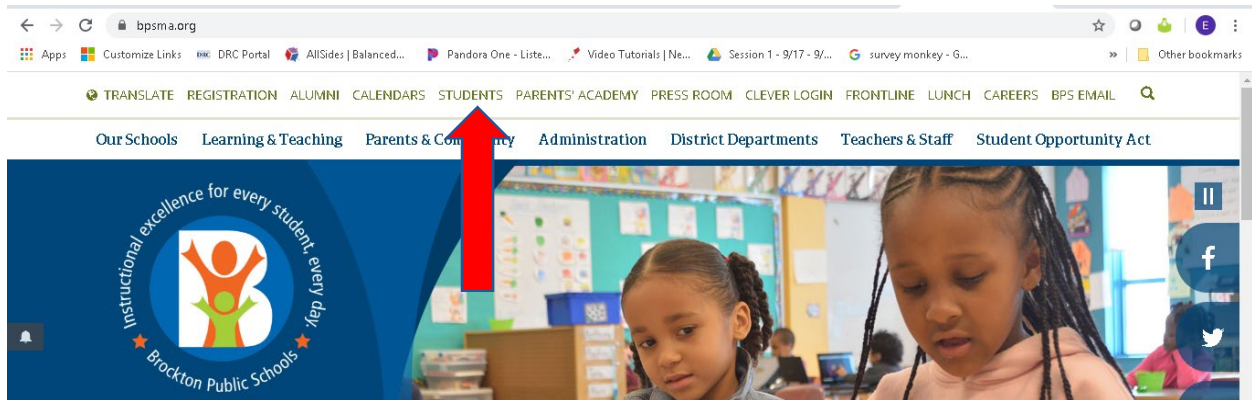
The screenshot shows a button labeled "Reading 6-8". To the left of the text is a circular icon containing a stylized figure in a red hood. The button has a light gray background and rounded corners.

How to Log on to **READ 180** from Home

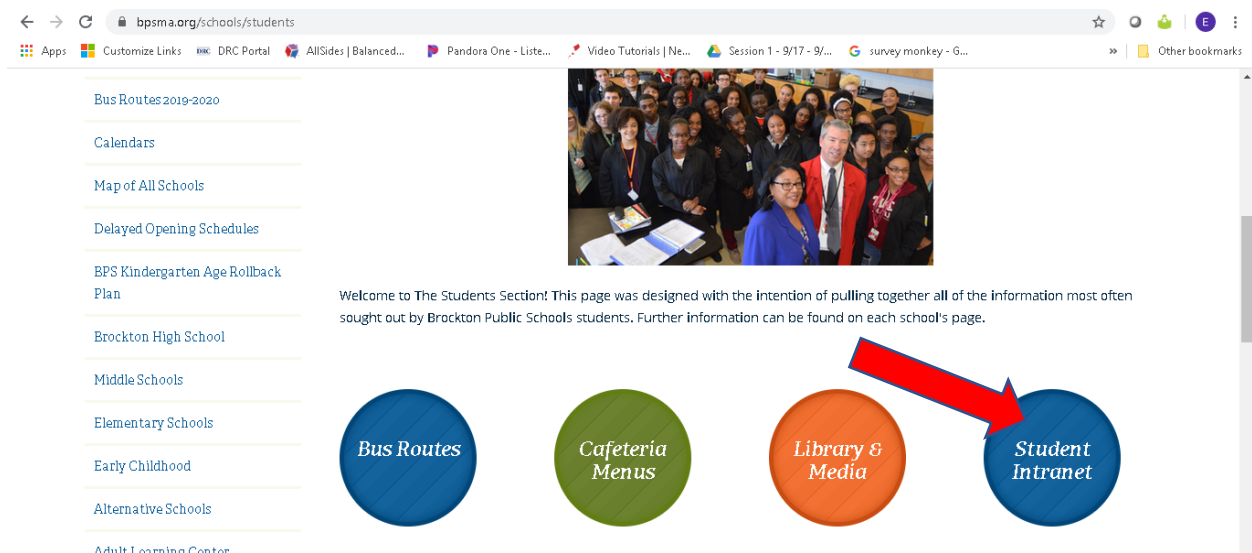
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.

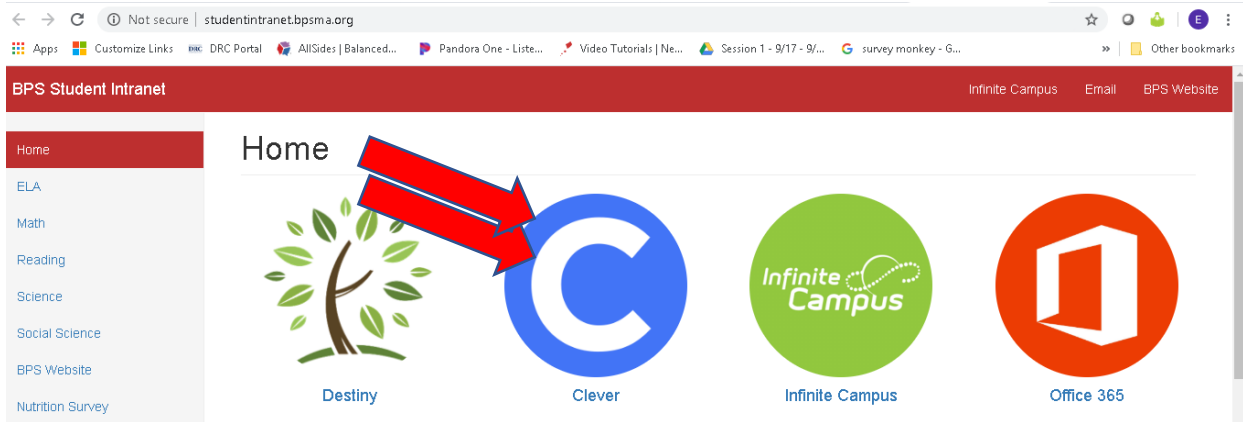


Scroll to the bottom of the page and choose **Student Intranet**

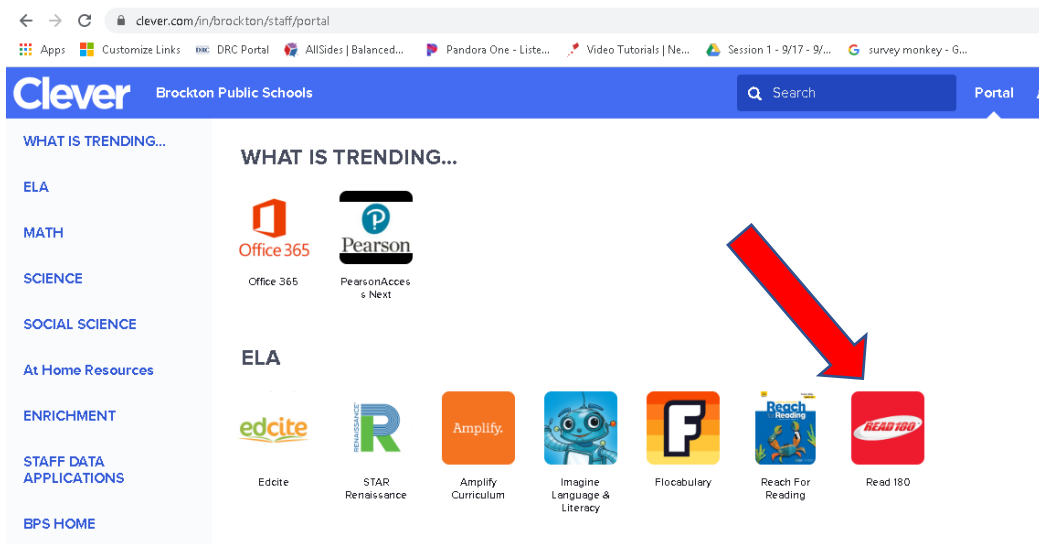


Choose **Clever**. Students will have to log on with their Username: 6-digit lunch number @bpsma.org and the password is their 8-digit birthday bps1920

Example: Username: 123456@bpsma.org Password: 06142007bps1920



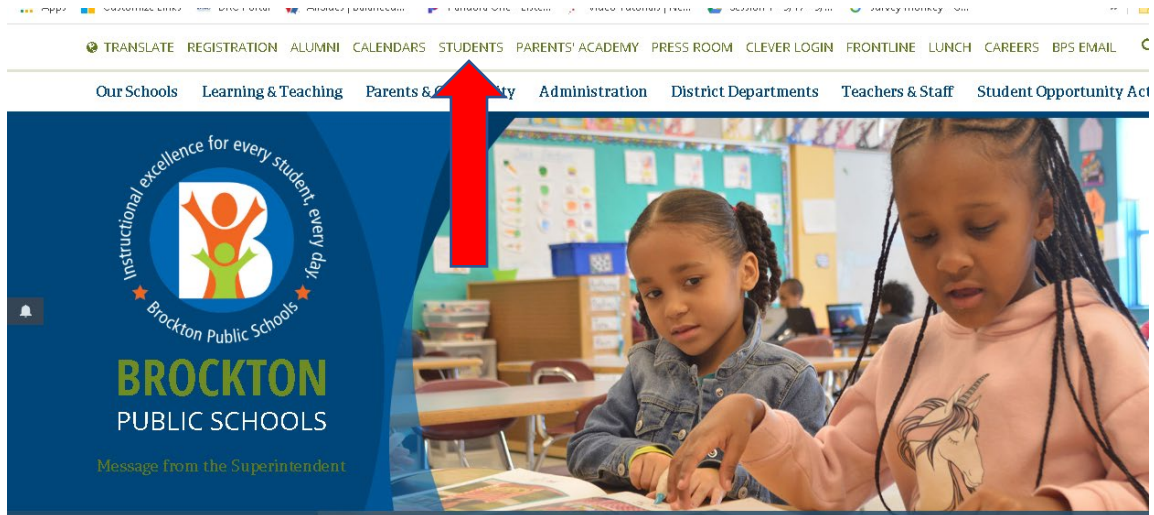
Choose **READ 180**



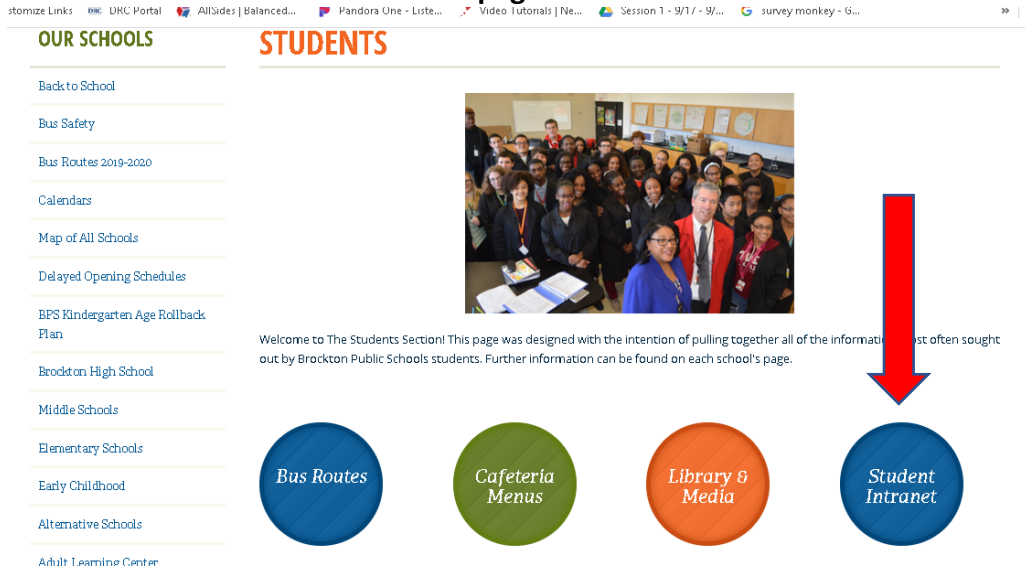
Log on with the username: 6-digit lunch number (123456) and the password: 6-digit lunch number followed by their first and last initials. (123456am)

Directions for Students to Access Common Lit. from Home

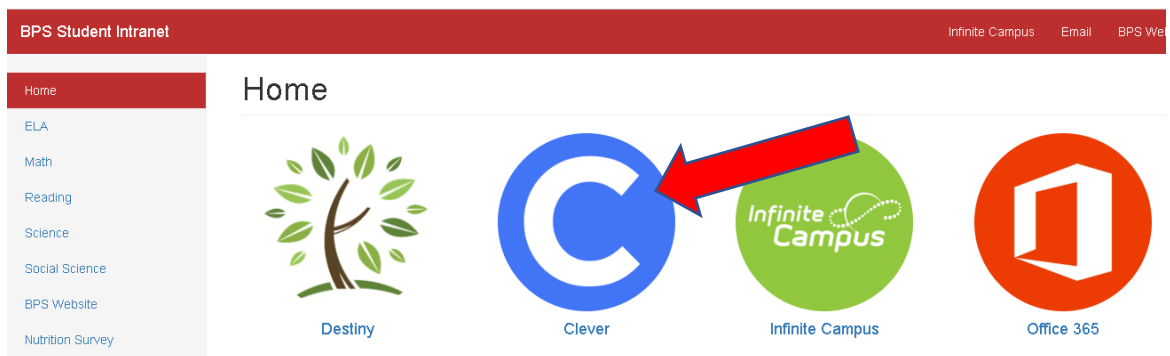
1. Go to the BPS website and choose Students.



2. Scroll to the bottom of the student page and choose the blue Student Intranet button.

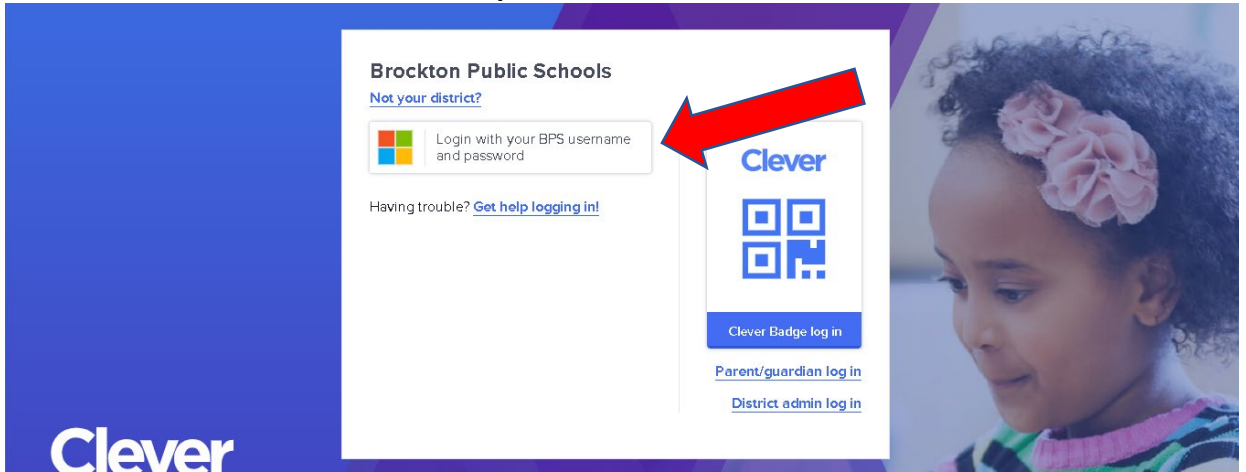


3. Choose the Clever button.



4. Log In with your BPS username and password. Your username is your 6-digit lunch number and your password is your 8-digit birthdaybps1920.

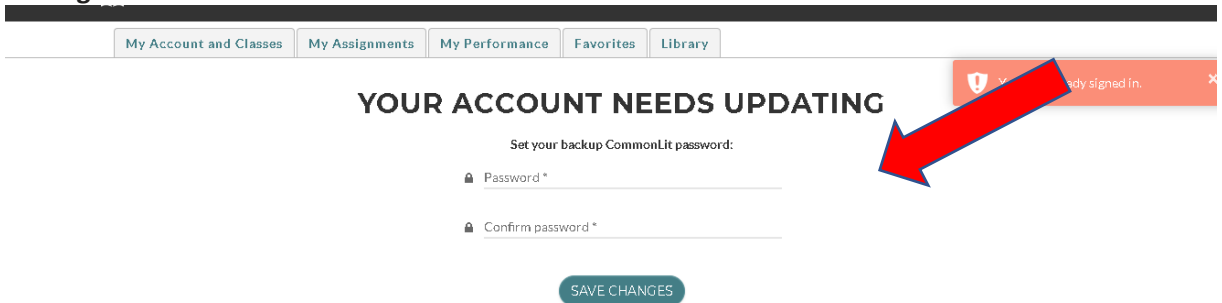
Example: password: 123456
 Username: 12052007bps1920



5. Choose the Common Lit app.



6. You will see "Your Account Needs Updating" will asked to set a backup password so you can access your account even in the case of a Clever outage or issue. You will never be asked to do that again.



7. Once you do that, you will be let into the Common Lit and you can do your assignment. Under the heading **ASSIGNMENTS TO DO**.


COMMON LIT

My Account and Classes My Assignments My Performance Favorites Lit

MY ASSIGNMENTS

ASSIGNMENTS TO DO

ENGLISH - WILLIAMS - 03

 **THE GIFT OF THE MAGI**
BY: O. Henry

▲ This assignment is due 05/04/2020.

GRADING IN PROGRESS

Assignments will be moved to this section once responses have been submitted.

COMPLETED ASSIGNMENTS

Assignments will be moved to this section once all student responses have been submitted and graded.

Good luck!