

**English Language  
Arts/Artes del Lenguaje  
Inglés**



**Roanoke City**  
PUBLIC SCHOOLS

**Teacher Contact  
Information:**  
Información de  
contacto del  
profesor:

**Family Learning  
Resources:  
Remote Learning Edition  
Recursos de  
Aprendizaje Familiar:  
Edición de Aprendizaje  
Remoto**

**7th Grade/7° grado**



# Family Learning Resources: Remote Learning Edition

Winter 2026 - 5 Days of Resources

## Content Areas Included

- English Language Arts
- Mathematics
- Science
- Social Studies

## Objective

This document will provide families with remote learning resources in the four core content areas for the anticipated extended closure of schools due to inclement weather.

## Recommendations for Usage

- These necessary materials focus on reinforcing previously learned concepts - no new materials are covered.
- Students should be able to complete with minimal adult assistance. However, discussing the purpose and understandings from resources can help establish a deeper connection to the materials.
- Students are encouraged to write down questions that they might have about the materials so that they may be discussed with teachers.
- In addition to the completion of these materials, RCPS recommends that students take time to read - either independently or with others.

## Questions & Follow Up Notes

Please do not hesitate to reach out to your student's teachers with any questions. These resources are designed to support remote learning during school closures and help minimize disruptions to instruction. **Students should bring this booklet with them when they return to school.**

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# Recursos de Aprendizaje Familiar: Aprendizaje Remoto



Invierno 2026 – 5 días de recursos

## Áreas de contenido

- Lenguaje (Inglés)
- Matemáticas
- Ciencias
- Estudios Sociales

## Objetivo

Este documento ofrece a las familias recursos de aprendizaje remoto en las cuatro áreas académicas principales, pensados para apoyar la continuidad educativa durante cierres escolares prolongados debido a las inclemencias del tiempo.

## Recomendaciones de Uso

- Estos materiales necesarios se centran en reforzar conceptos aprendidos previamente - no se cubre material nuevo.
- Los estudiantes deberían poder completar las actividades con una asistencia mínima de un adulto. Sin embargo, conversar sobre el propósito y los aprendizajes de los recursos puede ayudar a establecer una conexión más profunda con el material.
- Se anima a los estudiantes a escribir las preguntas que puedan tener sobre los materiales para que puedan ser comentadas con los maestros.
- Además de completar estos materiales, RCPS recomienda que los estudiantes dediquen tiempo a la lectura, ya sea de manera independiente o con otras personas.

## Preguntas y notas de seguimiento

Por favor, no dude en comunicarse con los maestros de su estudiante si tiene alguna pregunta. Estos recursos están diseñados para apoyar el aprendizaje remoto durante los cierres escolares y ayudar a minimizar las interrupciones en la instrucción. **Los estudiantes deben traer este folleto cuando regresen a la escuela.**

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# Grade 7 ELA Remote Learning Packet

Complete one day per remote learning day. Work at your own pace. Write in complete sentences. Turn in all work when you return to school OR submit online if your teacher asks you to do so.

## Day 1 – Reading With Purpose

**Curriculum Alignment:** Intro Unit

**Focus Skills:** Main idea, text features, purpose (RI.1, RI.2)

### Activities

#### 1. Independent Reading (10 min)

- a. Read any school appropriate book of choice.
- b. Write a brief summary of what you read.

#### 2. Vocabulary Development (10 min)

- a. What does the Greek Root **graph** mean?
- b. Write five words that include **graph**.
- c. Use those five words in a sentence.

#### 3. Informational Reading (15–20 min)

Read one informational document

- a. Examples: Student handbook, School expectations, classroom syllabus, cell phone policy, any other formal document

#### 4. Comprehension Task (15 min)

Answer the following questions about the informational selection you read:

- a. What did you read?
- b. What is the **purpose** of the document? Who is this document written for?
- c. List **two text features** (headings, bold print, bullets).
- d. Write a **3–4 sentence summary** of the main idea.

#### 5. Exit Reflection (5 min)

*Why is it important to understand technical or school documents?*

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## Day 2 – Fiction & Character

**Curriculum Alignment:** Unit 1 Taking Action

**Focus Skills:** Character, Conflict, Theme

### Activities

#### 1. Independent Reading (10 min)

- a. Read any school appropriate book of choice.
- b. Write a brief summary of what you read.

#### 2. Vocabulary Development (10 min)

- c. What does the Latin Root *port* mean?
- d. Write five words that include *port*.
- e. Use those five words in a sentence.

#### 2. Literary Reading (15–20 min)

- a. Read this passage:

#### **Lessons from failure: Why we try, try again**

*Your mindset after facing failure can make all the difference*

Bethany Brookshire

In this informational text, Bethany Brookshire discusses a study that explores how people respond to failure and what makes them try again.

**As you read, take notes on what makes people try again after failure.**

Everyone experiences failures. But not everyone brushes themselves off and tries again. A new study shows that focusing on what can be learned from a failure appears to help people persevere — with a better chance of success the next time.

Jamil Bhanji is a *neuroscientist* at Rutgers University in Brunswick, N.J. There are two main parts to any challenge that may cause someone to fail, he says. First, there are the aspects a person can control. Whether students study for a test, for instance, is under their control. But there also are aspects outside people's control. Getting sick could make someone too tired to study, even if he might want to.

No matter what causes a letdown, there can be many ways to cope, Bhanji explains. One way is to concentrate on what led to the failure in the first

place. If someone fails a test, a problem-focused approach might be to study more or better the next time.

But people who fail can also try focusing on emotions, says Bhanji. The test-taker might feel bad now, but he can convince himself that things will look brighter in the morning. Bhanji describes that as an emotion-focused approach.

Bhanji's team wanted to find out what strategies people use to forge ahead after failing. To test this, they brought 30 volunteers into a lab and had them play a computer game. The game modeled a classroom, and the aim was for players to graduate from the class. Those who succeeded would earn \$10.

But getting a player's character to move across the computer screen and pass the class was no easy task. Along the way, players faced setbacks that could return their characters back to where they had started. For instance, one set of players encountered an "exam." They had to guess at the right answer to a test, pressing the right key to move forward. If they guessed wrong, they moved back to start. Another group of players faced a non-voluntary "course cancellation." Their players, too, got sent back to the beginning of the game — but there was nothing they could have done to prevent it.

After each "failure," players were asked if they would like to try again.

The scientists looked at activity levels in parts of each volunteer's brain as they played. The researchers used a brain-scanning technique known as *functional magnetic resonance imaging*, or fMRI. It measures where blood flow is highest and lowest. An area with lots of blood flow suggests that the brain region is active. The researchers looked for which brain areas' blood flow changed when the players decided to try again.

They found that activity was reduced in some parts of the brain when players were tackling challenges. For instance, the *ventral striatum* (VEN-truhl Stry-AY-tum) sits deep in the skull and is important in motivation — such as whether to try again. Activity here dropped off when players brushed off a failure that had been within their control (such as guessing the wrong key and failing that so-called exam). The lower the activity in this brain region, the more likely a player was to give the game another go. Reduced activity in this area may not be pleasant, since it's associated with getting something wrong. But it also is associated with learning. As they change their behavior, participants might begin to feel they can do better next time.

But when players were faced with a course cancellation — something they couldn't control — the activity dropped in a different part of their brains. That part is located right above the eyes and called the *ventromedial prefrontal cortex* (VEN-troh-MEED-ee-uhl Pree-FRON-tul KOR-tex). This area affects how we judge risk, control our emotions, and make decisions. And for uncontrollable setbacks, the lower the activity here, the more likely players were to not give up.

After a setback we can't control, you realize that this "isn't due to your own actions [and] you can't correct that behavior," Bhanji explains. And this is where successful people put more emphasis on interpreting their emotions in a way that allows them to forge ahead. So, when failures are beyond someone's control, he says, rethinking our emotional responses seems to help.

### **Persevering under pressure**

Many failures — from exams to athletics — occur during times of stress. That prompted Bhanji and his team to repeat their experiment. This time, the scientists stressed out their participants before they played the game. This was a physical and mental stress: participants dipped their hands in ice cold water while a video camera recorded their faces.

After this ice-water bath, the group that faced "exams" still kept trying over, and over when they failed. But the group facing course cancellations — conditions they could not control — were now more likely to give up. This could mean that when people are under stress, they are only motivated to forge on if they can learn from their setbacks. If failures are beyond their control, stress may make them less able to control their emotions — and persevere.

Bhanji presented the new data on October 19 here at the Society for Neuroscience annual meeting.

This study helps scientists understand what helps people surmount setbacks, says Candace Raio. She's a psychologist at New York University in New York City. But she warns, the computer game was short, as was the ice-water bath. It would be interesting to see if stress and the ability to learn from mistakes have a similar impact on sticking with longer-term goals, she says. These might include staying in school until you graduate or finishing some long-term project, such as building a game.

Most obstacles "are not entirely under our control, and not entirely out of our control," Bhanji observes. If people focus on the parts over which they

have some control, "they will be more likely to be persistent," he suspects — even in times of stress.

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### 3. Story Analysis (15 min)

Read and answer the following questions in complete sentences:

1. PART A: Which statement identifies the central idea of the text?

- a. The people who are most successful think of failures as caused by uncontrollable forces rather than their own decisions.
- b. Studies have shown that people are more upset about failures caused by their own actions, rather than those outside of their control.
- c. In the face of failure, it's beneficial for people to focus on the things they can control, including how they respond to failure.
- d. People with stress in their lives are less likely to try again after a failure; therefore, it's important to remain calm and positive in the face of failure.

2. PART B: Which detail from the text best supports the answer to Part A?

- a. "Bhanji's team wanted to find out what strategies people use to forge ahead after failing. To test this, they brought 30 volunteers into a lab and had them play a computer game." (Paragraph 5)
- b. "Activity here dropped off when players brushed off a failure that had been within their control (such as guessing the wrong key and failing that so-called exam)." (Paragraph 9)
- c. "So when failures are beyond someone's control, he says, rethinking our emotional responses seems to help." (Paragraph 11)
- d. "This could mean that when people are under stress, they are only motivated to forge on if they can learn from their setbacks." (Paragraph 13)

3. How does paragraph 2 contribute to the development of ideas in the text?

- a. It shows how there are different causes of failure.

- b. It emphasizes how frustrating failures outside of our control can be
- c. It reveals the different ways that people perceive failure.
- d. It introduces the best way for someone to approach a challenge.

4. How can Bhanji's study affect other people's experiences with failure?

- a. Bhanji's data show people how they can benefit from failing and trying again.
- b. Bhanji's data prove that people should try to avoid failure when approaching challenges.
- c. Bhanji's data encourages people to rethink their definition of failure.
- d. Bhanji's data show people what response to failure will make them likely to try again.

5. How does the discussion of the ventral striatum and the ventromedial prefrontal cortex help us understand how the brain is affected by failure? Provide a written response.

#### 6. Vocabulary Application (5 min)

Review the vocabulary words below. Write a sentence for 3 of them.

- a. Persevere (*verb*): to continue doing something even if it's difficult
- b. Neuroscientist (*noun*): a person who studies how the brain and nervous system work
- c. Cope (*verb*): to deal with a problem or difficulty to move forward
- d. Surmount (*verb*): to overcome a difficult obstacle
- e. Persistent (*adjective*): continuing to do something even if it's difficult

## Day 3 – Poetry & Mood

**Curriculum Alignment:** Unit 2 – *Reality Check*

**Focus Skills:** Mood, Tone, Word Choice

### Activities

#### 1. Independent Reading (10 min)

1. Read any school appropriate book of choice.
2. Write a brief summary of what you read.

#### 2. Vocabulary Development (10 min)

1. What does the Latin Root **cred** mean?
2. Write five words that include **cred**.
3. Use those five words in a sentence.

#### 3. Poetry Reading (15–20 min) Read this poem:

Utopian

Alicia Ostriker

**As you read, take notes on the poet's use of word choice in describing the city.**

My neighbor's daughter has created a city

you cannot see

on an island to which you cannot swim

ruled by a noble princess and her athletic consort

all the buildings are glass so that lies are impossible

beneath the city they have buried certain words

which can never be spoken again

chiefly the word divorce which is eaten by maggots

when it rains you hear chimes

rabbits race through its suburbs

the name of the city is one you can almost pronounce

#### 4. Poetry Response (15 min)

1. What is the main theme of the poem?

- a. Everyone has a right to equal opportunities.
- b. Moving to a new home can solve many problems.
- c. Hard work and determination will always lead to success.
- d. Imagining a perfect world is a way to escape one's reality.

2. The poet creates an uneasy tone in the poem mainly through the use of —

- a. dialogue.
- b. setting descriptions.
- c. character descriptions.
- d. contrasting viewpoints.

3. What is the purpose of lines 5-7 of the poem?

- a. to argue that the city is the best place in the world
- b. to present the speaker's point of view of perfect cities
- c. to highlight the values of the people who live in the city
- d. to create an image of the island where the city is located

4. What do lines 1-3 and line 11 of the poem reveal about the city? Write your response

#### 5. Quick Write (10 min)

Explain how word choice helps create mood in a poem.

# Day 4 – Media and Truth

## Curriculum Alignment: Unit 2 – *Reality Check*

### Focus Skills: Informational Text & Reality vs. Perception

#### Activities

##### 1. Independent Reading (10 min)

1. Read any school appropriate book of choice.
2. Write a brief summary of what you read.

##### 2. Vocabulary Development (10 min)

1. What do the Latin Roots *jur, jus, and jud* mean?
2. Write five words that include *jur, jus, or jud*.
3. Use those five words in a sentence.

##### 1. Literary Reading (15–20 min)

Read this selection:

#### The Plymouth Thanksgiving Story

Chuck Larsen

What is often called the "First Thanksgiving" was a feast that included English settlers and Native Americans in 1621. The feast was a celebration of the settlers' successful harvest, which the Native Americans played a large role in by teaching the settlers how to successfully grow new kinds of crops. Native American historian and author Chuck Larsen remembers hearing the story as a child and realizing that the Thanksgiving story usually does not focus on the story from the perspective of the Wampanoag, the Indians who helped the Pilgrims. Larsen includes additional details about the Wampanoag in this version of the Thanksgiving story. Thanksgiving has been celebrated as an official federal holiday since 1873.

**As you read, take notes on how the version of Thanksgiving told in this article is different from the versions of the first Thanksgiving that you have heard before.**

When the Pilgrims crossed the Atlantic Ocean in 1620, they landed on the rocky shores of a territory that was inhabited by the Wampanoag (Wam-pa-NO-ag) Indians. The Wampanoags were part of the Algonkian-speaking people, a large group that was part of the Woodland Culture area. These Indians lived in villages along the coast of what is now Massachusetts and Rhode Island. They lived in round roofed houses called wigwams. These were made of poles covered with flat sheets of elm or birch bark. Wigwams differ in construction from tipis that were used by Indians of the Great Plains.

The Wampanoags moved several times during each year, in order to get food. In the spring they would fish in the rivers for salmon and herring. In the planting season they moved to the forest to hunt deer and other animals. After the end of the hunting season people moved inland where there was greater protection from the weather. From December to April, they lived on food that they stored during the earlier months.

The basic dress for men was the breechclout; a length of deerskin looped over a belt in back and in front. Women wore deerskin wrap-around skirts. Deerskin leggings and fur capes made from deer, beaver, otter, and bearskins gave protection during the colder seasons, and deerskin moccasins were worn on the feet. Both men and women usually braided their hair, and a single feather was often worn in the back of the hair by men. They did not have the large, feathered headdresses worn by people in the Plains Culture area.

There were two language groups of Indians in New England at this time. The Iroquois were neighbors to the Algonkian-speaking people. Leaders of the Algonquin and Iroquois people were called "sachems" (SAY-chems). Each village had its own sachem and tribal council. Political power flowed upward from the people. Any individual, man or woman, could participate, but among the Algonquians more political power was held by men. Among the Iroquois, however, women held the deciding vote in the final selection of who would represent the group. Both men and women enforced the laws of the village and helped solve problems. The details of their democratic system were so impressive that about 150 years later Benjamin Franklin invited the Iroquois to Albany, New York, to explain their system to a delegation who then developed the "Albany Plan of Union." This document later served as a model for the Articles of Confederation and the Constitution of the United States.

These Indians of the Eastern Woodlands called the turtle, the deer and the fish their brothers. They respected the forest and everything in it, as equals. Whenever a hunter made a kill, he was careful to leave behind some bones or meat as a spiritual offering, to help other animals survive. Not to do so, would be considered greedy. The Wampanoags also treated each other with respect. Any visitor to a Wampanoag home was provided with a share of whatever food the family had, even if the supply was low. This same courtesy was extended to the Pilgrims when they met.

We can only guess what the Wampanoags must have thought when they first saw the strange ships of the Pilgrims arriving on their shores. But their custom was to help visitors, and they treated the newcomers with courtesy.

It was mainly because of their kindness that the Pilgrims survived at all. The wheat the Pilgrims had brought with them to plant would not grow in the rocky soil. They needed to learn new ways for a new world, and the man who came to help them was called "Tisquantum" (Tis-SKWAN-tum) or "Squanto" (SKWAN-toe).

Squanto was originally from the village of Patuxet (Pa TUK et) and a member of the Pokanokit Wampanoag nation. Patuxet once stood on the exact site where the Pilgrims built Plymouth. In 1605, fifteen years before the Pilgrims came, Squanto went to England with a friendly English explorer named John Weymouth. He had many adventures and learned to speak English. Squanto came back to New England with Captain Weymouth. Later Squanto was captured by a British slaver who raided the village and sold Squanto to the Spanish in the Caribbean Islands. A Spanish Franciscan priest befriended Squanto and helped him to get to Spain, and later on a ship to England. Squanto then found Captain Weymouth, who paid his way back to his homeland. In England Squanto met Samoset of the Wabanake (Wab-NAH-key) Tribe, who had also left his native home with an English explorer. They both returned together to Patuxet in 1620. When they arrived, the village was deserted and there were skeletons everywhere. Everyone in the village had died from an illness the English slavers had left behind. Squanto and Samoset went to stay with a neighboring village of Wampanoags.

One year later, in the spring, Squanto and Samoset were hunting along the beach near Patuxet. They were startled to see people from England in their deserted village. For several days, they stayed nearby observing the newcomers. Finally, they decided to approach them. Samoset walked into the village and said "Welcome," Squanto soon joined him. The Pilgrims were very surprised to meet two Indians who spoke English.

The Pilgrims were not in good condition. They were living in dirt-covered shelters, there was a shortage of food, and nearly half of them had died during the winter. They obviously needed help and the two men were a welcome sight. Squanto, who probably knew more English than any other Indian in North America at that time, decided to stay with the Pilgrims for the next few months and teach them how to survive in this new place. He brought them deer meat and beaver skins. He taught them how to cultivate corn and other new vegetables and how to build Indian-style houses. He pointed out poisonous plants and showed how other plants could be used as medicine. He explained how to dig and cook clams, how to get sap from the maple trees, use fish for fertilizer, and dozens of other skills needed for their survival.

By the time fall arrived things were going much better for the Pilgrims, thanks to the help they had received. The corn they planted had grown well. There was enough food to last the winter. They were living comfortably in their Indian-style wigwams and had also managed to build one European-style building out of squared logs. This was their church. They were now in better health, and they knew more about surviving in this new land. The Pilgrims decided to have a thanksgiving feast to celebrate their good fortune. They had observed thanksgiving feasts in November as religious obligations in England for many years before coming to the New World.

The Algonkian tribes held six thanksgiving festivals during the year. The beginning of the Algonkian year was marked by the Maple Dance, which gave thanks to the Creator for the maple tree and its syrup. This ceremony occurred when the weather was warm enough for the sap to run in the maple trees, sometimes as early as February. Second was the planting feast, where the seeds were blessed. The strawberry festival was next, celebrating the first fruits of the season. Summer brought the green corn festival to give thanks for the ripening corn. In late fall, the harvest festival gave thanks for the food they had grown. Mid-winter was the last ceremony of the old year. When the Indians sat down to the "first Thanksgiving" with the Pilgrims, it was really the fifth thanksgiving of the year for them!

Captain Miles Standish, the leader of the Pilgrims, invited Squanto, Samoset, Massasoit (the leader of the Wampanoags), and their immediate families to join them for a celebration, but they had no idea how big Indian families could be. As the Thanksgiving feast began, the Pilgrims were overwhelmed at the large turnout of ninety relatives that Squanto and Samoset brought with them. The Pilgrims were not prepared to feed a gathering of people that large for three days. Seeing this, Massasoit gave orders to his men within the first hour of his arrival to go home and get more food. Thus, it happened that the Indians supplied the majority of the food: Five deer, many wild turkeys, fish, beans, squash, corn soup, corn bread, and berries. Captain Standish sat at one end of a long table, and the Clan Chief Massasoit sat at the other end. For the first time the Wampanoag people were sitting at a table to eat instead of on mats of fur spread on the ground. The Indian women sat together with the Indian men to eat. The Pilgrim women, however, stood quietly behind the table and waited until after their men had eaten, since that was their custom.

For three days the Wampanoags feasted with the Pilgrims. It was a special time of friendship between two very different groups of people. A peace and friendship agreement was made between Massasoit and Miles Standish,

giving the Pilgrims the clearing in the forest where the old Patuxet village once stood to build their new town of Plymouth.

It would be very good to say that this friendship lasted a long time; but unfortunately, that was not to be. More English people came to America, and they were not in need of help from the Indians as were the original Pilgrims. Many of the newcomers forgot the help the Indians had given them. Mistrust started to grow and friendship weakened. The Pilgrims started telling their Indian neighbors that their Indian religion and Indian customs were wrong. The Pilgrims displayed an intolerance toward the Indian religion, similar to the intolerance displayed toward the less popular religions in Europe. The relationship deteriorated and within a few years the children of the people who ate together at the first Thanksgiving were killing one another in what came to be called King Phillip's War.

It is sad to think that this happened, but it is important to understand all of the story and not just the happy part. Today the town of Plymouth Rock has a Thanksgiving ceremony each year in remembrance of the first Thanksgiving. There are still Wampanoag people living in Massachusetts. In 1970, they asked one of them to speak at the ceremony to mark the 350th anniversary of the Pilgrim's arrival. Here is part of what was said:

"Today is a time of celebrating for you — a time of looking back to the first days of white people in America. But it is not a time of celebrating for me. It is with a heavy heart that I look back upon what happened to my People. When the Pilgrims arrived, we, the Wampanoags, welcomed them with open arms, little knowing that it was the beginning of the end. That before 50 years were to pass, the Wampanoag would no longer be a tribe. That we and other Indians living near the settlers would be killed by their guns or dead from diseases that we caught from them. Let us always remember, the Indian is and was just as human as the white people.

"Although our way of life is almost gone, we, the Wampanoags, still walk the lands of Massachusetts. What has happened cannot be changed. But today we work toward a better America, a more Indian America where people and nature once again are important."

"The Plymouth Thanksgiving Story" by Chuck Larsen. Copyright © 1986 by Manataka American Indian Council. Reprinted with permission, all rights reserved.

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**2. Literary Response:** Answer the following questions:

**1.** According to the text, what is the relationship between the Iroquois democratic system and the Constitution of the United States?

- a. The Iroquois democratic system was based on the U.S. Constitution.
- b. The U.S. Constitution rejected the Iroquois democratic system.
- c. The U.S. Constitution was influenced by the Iroquois democratic system.
- d. Representatives from the Iroquois democratic system wrote part of the U.S. Constitution.

**2.** How do paragraphs 7-8 contribute to the development of ideas in the text?

- a. It explains how Squanto learned English to reveal one of the reasons why Squanto was able to be so helpful to the Pilgrims.
- b. It shows that Squanto learned English by helping the pilgrims prepare for the Thanksgiving feast.
- c. It demonstrates that without the Iroquois democratic system, Squanto would not have been able to assist the pilgrims.
- d. It tells the story of how Squanto learned English to reveal why so many of the English settlers died from an illness.

**3.** How does the following excerpt from paragraph 9 contribute to the author's version of the Thanksgiving story: "The Pilgrims were not in good condition. They were living in dirt-covered shelters, there was a shortage of food, and nearly half of them had died in the winter"?

- a. It reminds the reader that the American frontier was a dangerous place, especially during the winter.
- b. It demonstrates why the Pilgrims needed help from Squanto.
- c. It reveals that the Pilgrims needed to learn more about the poisonous plants in the area.
- d. It shows that if the Pilgrims had worked harder, they would not have needed Squanto's help.

**4. PART A:** Which of the following statements best summarizes the author's main purpose?

- a. The author's purpose is to explain the fascinating history and culture of the Wampanoags.

- b. The author's purpose is to share a story of Thanksgiving with key details about the Indians that are often left out of history.
- c. The author's purpose is to convince the reader that Pilgrims were responsible for the death of many of the Wampanoag.
- d. The author's main purpose is to explain that telling the old Thanksgiving story is wrong, because the Pilgrims actually had many Thanksgivings each year.

5. PART B: Which of the phrases from the text best support the answer to Part A?

- a. "When the Indians sat down to the 'First Thanksgiving' with the Pilgrims, it was really the fifth thanksgiving of the year for them!" (Paragraph 11)
- b. "It is important to understand all of the story and not just the happy part." (Paragraph 15)
- c. "When the Pilgrims arrived, we, the Wampanoags, welcomed them with open arms." (Paragraph 16)
- d. "Although our way of life is almost gone, we the Wampanoags, still walk the lands of Massachusetts." (Paragraph 17)

6. How does the phrase, "the relationship deteriorated and within a few years the children of the people who ate together at the first Thanksgiving were killing one another" (Paragraph 14) contribute to the author's purpose in the text?

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## Day 5 – Reflection & Writing

**Curriculum Alignment:** 1<sup>st</sup> and 2<sup>nd</sup> Nine Weeks Writing

**Focus Skills:** Writing, voice, reflection (W.1, W.2)

### Activities

#### 1. Independent Reading (10 min)

1. Read any school appropriate book of choice.
2. Write a brief summary of what you read.

#### 2. Vocabulary Development (10 min)

1. What does the Latin Root *mal and male* mean?
2. Write five words that include *mal or male*.
3. Use those five words in a sentence.

#### 3. Narrative Writing (25–30 min)

Write a one page response or a paragraph answering the following:

*What helps people face challenges or determine what is real and true?*

- Use first-person point of view
- Use examples from this week's readings
- Include thoughts, feelings, and sensory details

#### 4. Self-reflection (10 min)

- a. What reading skill did you improve this week?
- b. Which activity was most challenging?
- c. What strategy helped you succeed?

