Learning Packet Overview

Hey team!

I hope that you and your families are all happy and healthy. This learning packet is going to be super similar to what we do in LLI. You will...

1. Read the text(s)
2. Annotate the text(s)
3. Complete a graphic organizer on the text(s)
4. Write a response to the text(s)

Please note, some lessons will have more texts than others. If you have ANY questions while you’re working on this or any of your work, you can text or call us using the numbers above.

Ms. Krudys & Ms. Parker

Necessary Materials

You will need...
- Your learning packet
- A pen or pencil
- A highlighter (if you like to highlight while you annotate)

How students will be successful

Students will be successful if:
- Students read text(s) completely
- Students annotate the text(s) (if you are completing work on the computer, create a comment on the Google Doc to show your annotation)
- Students complete the graphic organizer
- Students complete the written response using the Criteria for Success

How caregivers can help students be successful

Caregivers can help students be successful by:
- Asking your student questions about the text
- Checking your student’s annotations (there should be approximately 1 per paragraph—maybe more, no less!)
- Ensure your student has completed the graphic organizer
- Ensure your student has completed the written response (check the Criteria for Success!)

CLASS CODE - qimfvdn
Lesson # 1 – Tuesday March 24th, 2020
What Makes Someone a Hero?

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts surrounding the idea of being a hero.

<table>
<thead>
<tr>
<th>Text 1</th>
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</thead>
</table>
| **What Makes Someone a Hero**  
ReadWorks.org | 2014 |
| Heroes are people who do something brave, unusual, or important. Heroes are men and women who take risks. They make a positive difference in the world. |
| Some heroes lived long ago. George Washington was the first president of the United States. Some heroes did great things recently. Sally Ride was an astronaut and an educator, and the first American woman to go into space. |
| Some of the greatest heroes did not just do remarkable things that made them famous. In their everyday lives, they behaved in ways that made people admire their character. Character is a group of qualities that make up who a person is. Heroes are often people with great character. |
| Many people with great character are honest. Honest people tell the truth, even when it is hard to do. Someone with great character may also be compassionate. A compassionate person cares about others and works to help them. |
| A person with great character may also be responsible. Responsible people do things they promised to do. Other people can depend on them. |
| Heroes can combine great actions with great character. Now think: Do you have a hero? |
Rosa Parks exhibition presents civil rights hero in her own words
The Guardian | January 1, 2020

“I had been pushed around all my life and felt at this moment that I couldn’t take it anymore,” wrote Rosa Parks. “When I asked the policeman why we had to be pushed around? He said he didn’t know. ‘The law is the law. You are under arrest.’ I didn’t resist.”

Parks likely wrote the note soon after her arrest in Montgomery, Alabama, on the evening of December 1, 1955. She was arrested for refusing to surrender her seat on a crowded bus to a white passenger. The law at the time said black passengers had to give their seats to white passengers when the bus was full.

On December 5, the note went on display with 90 other items owned by Parks. The exhibition is the first show of Parks’ personal collection at the Library of Congress in Washington, D.C.

Important Moment In Civil Rights Movement

Parks’ decision to break the law was an important moment in the civil rights movement. Her arrest started the 381-day boycott of the Montgomery bus system. During that time, protesters refused to use the city buses. The protest led to the Supreme Court ruling against segregation on public transportation in 1956.

Jane Gunter, now 80, a white woman, was on the bus that day. She remembered a large man shouting at Parks. Gunter offered her seat to Parks, but was stopped by a white man. The driver made everyone get off the bus as he called the police.

Parks was arrested, but it was the start of a lifelong friendship with Gunter. “She was a great woman, strong but tender,” Gunter said of Parks.

Parks died at age 92 at her home in Detroit, Michigan, in October 2005. She became the first woman to lie in honor in the U.S. Capitol Rotunda in Washington.

Long Life of Political Activism
Parks is generally shown as a quiet seamstress defined by the bus incident. However, the show, titled Rosa Parks: In Her Own Words, makes clear that her arrest was merely one part of a long life of political activism.

The exhibit shows the racism and threats the Parks family faced. Parks wrote about protecting her house from the Ku Klux Klan. She also wrote about a white boy threatening to hit her when she was a child.

The display also shows Parks’s political work. There are records of the Montgomery bus boycott and letters to Congressman John Conyers. Parks worked on Conyers’ congressional staff from 1965 to 1988. The Presidential Medal of Freedom, awarded to Parks at the White House in 1996, is also in the exhibition.

Rights of Women, Workers, and Prisoners
Together, the items tell the story of a woman who fought for racial equality and the rights of women, workers and prisoners. Parks supported the Black Power movement, which fought for equal rights. She also spoke out against apartheid, or segregation, in South Africa and other injustices around the world.

In a letter, she wrote that she would rather be killed than not be able to speak against mistreatment.

Adrienne Cannon, who planned the exhibition, said, “We want to present her as a seasoned, lifelong activist and we also want to show that’s not all of who she was. She was a woman. She was a wife. She was a mother. She was a daughter. She was an aunt. She was a young girl who attracted the boys and she went to dances and parties.”

Cannon is an expert in black history at the library. She added, “The power of this collection is that it reveals the truth of a public figure that we thought we knew, that we discover we didn’t really know. That’s the power of any real manuscript collection: that surprise.”

One of Parks’ notes states, “I want to be remembered as a person who stood up to injustice … and most of all, I want to be remembered as a person who wanted to be free and wanted others to be free.”
### Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Topic of Both Texts</th>
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<td>Main Idea:</td>
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<td>Main Idea:</td>
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<table>
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<tr>
<th>Supporting Detail from “Important Moment In Civil Rights Movement”</th>
<th>Supporting Detail from “Long Life Of Political Activism”</th>
<th>Supporting Detail from “Rights of Women, Workers, And Prisoners”</th>
</tr>
</thead>
</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Based on the two texts, define the word “hero”. Cite evidence from both texts in your response.

<table>
<thead>
<tr>
<th>Criteria for Success:</th>
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<tbody>
<tr>
<td>Sentence 1 – Assertion</td>
</tr>
<tr>
<td>Based on the texts “What Makes Someone a Hero” and “Rosa Parks Exhibition Presents Civil Rights Hero in Her Own Words”, a hero is ____.</td>
</tr>
<tr>
<td>Sentences 2-3 – Context</td>
</tr>
<tr>
<td>In the text “What Makes Someone a Hero”, the author explains ____. Similarly, in the text “Rosa Parks Exhibition Presents Civil Rights Hero in Her Own Words”, the author explores ____.</td>
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<tr>
<td>Sentence 4-5 – Evidence</td>
</tr>
<tr>
<td>Both authors agree that a hero is <strong><strong>. In “What Makes Someone a Hero”, the author writes, “</strong></strong>” (pg. #). Additionally, in “Rosa Parks Exhibition Presents Civil Rights Hero in Her Own Words”, the author states, “____” (pg. #).</td>
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<tr>
<td>Sentence 6 – Interpretation</td>
</tr>
<tr>
<td>It is evident that a hero is ____. then because ____.</td>
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Lesson # 2 – Wednesday March 25th, 2020
Recycling and Upcycling

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts surrounding recycling and upcycling.

<table>
<thead>
<tr>
<th>Text 1</th>
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<tbody>
<tr>
<td><strong>A Playground Problem</strong></td>
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<tr>
<td>ReadWorks.org</td>
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<tr>
<td>Have you ever built a model? A model is a small copy of something. People make models of buildings, cars, and many other things. Models can be fun to build. They can also communicate ideas to other people. Let’s say your town wants to build a playground. However, the town only has a small amount of money to spend. People are chosen to design and build the playground. They know they must keep costs low. The design team decides to save money by reusing materials. The team will use old tires to make swings. The designers will recycle plastic bottles and milk jugs to make rides. Someone suggests building play tunnels out of old plastic tubes. Those ideas will save money. The ideas will also help the earth by not making more trash. The team builds a model using recycled materials. The designers bring their model to the town leaders. The leaders look it over. They ask lots of questions. The leaders ask for some changes, but they like what they see. The model helps everyone understand how the playground can work. Soon, the playground is built. It looks like the model, only much bigger!</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Text 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Japan prepares for Olympics with recycles-metal medals</strong></td>
</tr>
<tr>
<td>The Washington Post</td>
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</table>

He also heard there was a shelter that needed him. So, he decided to try.
Japan’s electronic trash is being turned into treasure. At the Tokyo Olympics next summer all of the medals will be made from recycled metals.

Five thousand medals will be awarded at the Games and Paralympics. They have all been crafted entirely from recycled consumer devices. They are designed to resemble polished stones. Organizers say they are the first medals in Olympic history to be made from recycled metals.

The People of Japan Took Part

The move toward recycling has been underway for some time. Medals at the 2016 Games contained recycled material. The silver and bronze medals were made from 30 percent recycled materials. A small fraction of the 2010 medals were made of recycled circuit boards.

The 2020 medals represent the contributions of Japanese citizens. They are the result of a crowdsourcing project. It began more than two years ago. People were asked to recycle their cellphones and small devices and appliances.

"A project that allows the people of Japan to take part in creating the medals is really good," said Koji Murofushi. Murofushi is the Tokyo 2020 sports director. "There's a limit on the resources of our earth," he said. "Recycling these things will make us think about the environment."

6.2 Million Cellphones Recycled

Tokyo organizers set out to gather as much as eight tons of metal (16,000 pounds) to yield the three tons (6,000 pounds) needed for the medals. Collection began in April 2017. About 32 kilograms (roughly 70 pounds) of gold was salvaged from 6.2 million mobile phones. More than 12,000 pounds, or six tons, of silver and bronze were also recovered.

On one side, the medals have an image of Nike, the goddess of victory. They also show the Olympic rings and the official name of the Games. The se are required by Olympic rules.
The other side is unique to each Olympics. The design was chosen from 400 entries. According to the organizers, 2020 medals "resemble rough stones that have been polished and which now shine, with 'light' and 'brilliance' their overall themes." They "collect and reflect" patterns of light. This symbolizes "the energy of the athletes and those who support them." The design is intended to "symbolize diversity." It also represents "a world where people who compete in sports and work hard are honored." Also, "the warm glow of friendship" is shown "by people all over the world holding hands."

**It Is Not a Japanese Event Without Mascots**

In keeping with that theme of friendship, four robotic versions of mascots will greet visitors at venues and shake their hands. The mascots were crowdsourced, too. They were chosen by more than 16,000 elementary school children. They will be Miraitowa for the Olympics and Someity for the Paralympics. They were created by Japanese artist Ryo Taniguchi. Miraitowa is named after the Japanese words for "future" and "eternity." Someity is named after a cherry blossom. It means "so mighty."

Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

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<tr>
<th>Supporting Detail from “The People of Japan Took Part”</th>
<th>Supporting Detail from “6.2 Million Cellphones Recycles”</th>
<th>Supporting Detail from “It Is Not a Japanese Event Without Mascots”</th>
</tr>
</thead>
</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Explain the benefits of recycling. Cite evidence from both texts in your response.

<table>
<thead>
<tr>
<th>Criteria for Success:</th>
</tr>
</thead>
</table>
| - **Sentence 1 – Assertion**  
  Two benefits of recycling are _____ and _____. |
| - **Sentences 2-4 – Context, Evidence, & Interpretation (Text 1)**  
  In the text “A Playground Problem”, the author details ____. The author writes, “____” (pg. #). This evidence shows that a benefit of recycling is _____ because ____. |
| - **Sentences 5-7 – Context, Evidence, & Interpretation (Text 2)**  
  Similarly, in the text “Japan Prepares for Olympics with Recycled-Metal Material”, the author explores ____. The author writes, “____” (pg. #). This evidence shows that a benefit of recycling is _____ because ____. |
| - **Sentence 8 – Conclusion**  
  Thus, two benefits of recycling are _____ and _____ because _____. |
Lesson # 3 – Thursday March 26th, 2020
Spy Devices

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts surrounding spy devices.

<table>
<thead>
<tr>
<th>Text 1</th>
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</thead>
</table>
| **How to Spy on Sharks**
ReadWorks.org | 2007 |

**Fish Finders**
A pointy gray fin, a toothy smile—almost everyone knows what a shark looks like. But scientists don’t know much about how the big fish live. That’s starting to change.

Scientists have been collecting information about sharks around the world with satellite tracking tags. Researchers place the tags into the flesh of a shark and release the fish into the water. The tags collect information about where the sharks travel and how deep and fast they swim. Scientists program the tags to stay fastened to the shark for a certain amount of time and then pop off and float to the ocean’s surface. Then the tags send the information they gathered to a satellite in space, which transmits the information to the scientists.

Satellite tags help scientists learn which shark species migrate (move from one area to another), where they go, and what they do there. A few years ago, researchers tracked a great white shark that traveled from Africa to Australia and back. The shark, nick-named Nicole, swam 12,400 miles in nine months. That’s halfway around the planet!

**Saving Sharks**
People often think of sharks as fearsome killers, but the truth is that people pose a great danger to sharks. Shark attacks always make the news, but they are rare. The International Shark Attack File says that, on average, sharks kill five to 15 people a year worldwide. Every summer, the number of shark attacks begins to rise compared with previous months, but researchers say it is not because sharks are more aggressive. The reason for the increase is that people are spending more time in the water—surfing, swimming, and fishing in shark habitat. Still, an attack is very unlikely. A person is 30 times more likely to be killed by lightning than by a shark.
Meanwhile, fishermen kill about 100 million sharks each year. Populations of great white sharks and other species are shrinking. Scientists hope to discover important areas where sharks like to spend time so those areas can be protected.

Shark Sub
Ocean explorer Fabien Cousteau has created a shark shaped submarine! Cousteau, the grandson of famed ocean explorer Jacques Cousteau, has traveled inside the shark sub to see how sharks behave when they don’t know they are being watched.

Text 2

**Maritime monitoring: U.S. on a quest to try sea creatures as spies**
Scientific American | April 28, 2019

We humans often watch and wonder at wildlife. A U.S. government group's new plan switches that around, though. It wants to use underwater animals to keep an eye on humans.

The group is studying sea life. They are researching everything from glow-in-the-dark plankton to goliath grouper. They want to know if these animals can serve as underwater spies.

It is the government's job to take care of a country. Sometimes, other countries want to cause people or places harm. As a result, the government is always looking for other countries' underwater drones, large nuclear submarines and other vehicles. They use expensive equipment for these searches. But sea animals may be able to find them. The research effort is called Persistent Aquatic Living Sensors (PALS).

**Animals Respond To Many Things**
Many sea animals respond to changes in the water around them. They respond to sights, sounds and even chemicals. For example, schools of black sea bass change their behavior when disturbed by underwater vehicles.

Microbes are tiny living things. Some underwater microbes react to the magnetic signatures of submarines. Existing spying technology can pick up this behavior, but until now, it has been treated as background noise.
Lori Adornato is in charge of the PALS research. It is being administered by the federal Defense Advanced Research Projects Agency (DARPA). This is the government group that creates new technology for the U.S. military.

PALS program uses the skills of ocean animals. They are very good at noticing changes in their environment, Adornato says.

**Sonar Sensors Expensive, Hard To Install**

Sonar is a system that uses sound pulses to find things underwater. It is used for most underwater spying today, but it’s not perfect. Other countries can detect those pulses, too. Also, sonar sensors are expensive and hard to install. Maintenance is also a challenge. Sonar sensors can rust and use a lot of electricity.

Living creatures might be better spies. They are self-powered and can sense visual, magnetic and chemical changes as well as sounds. They do not need to be installed and replace themselves naturally.

At least two challenges come with using living creatures for underwater spying, however. First, DARPA will need a way to pick up on the animal behavior they are looking for. The technology used to watch the animals could face the same problems as that being used today. Second, you need to understand what the different behaviors mean, according to Kim Martini. She studies the physical conditions of the ocean.

To see what is possible, DARPA is working with five teams of scientists. Each team will study a specific marine life form and its responses to underwater vehicles. Scientists will use underwater microphones, sonar and cameras. This will let them study and record the creatures’ behavior. They then will look at the data. Finally, the teams will develop technology that can send signals back to the military.

**Distress Call**

One of these teams is led by Laurent Chérubin. He is a physical oceanographer at Florida Atlantic University's Harbor Branch Oceanographic Institute. His group will record and study the noises made by goliath groupers. They can grow up to 8.2 feet in length. And they can weigh up to 800 pounds. These territorial fish are known to make low-sounding “booms” when divers approach them. Scientists suspect the boom is a distress call. It may be a response to all kinds of intruders, including underwater drones and submarines.
Chérubin and his team will test this idea. They will become well-acquainted with every detail of the species' behavior.

Alison Laferriere is an oceanographic engineer. She will lead a team of scientists focusing on snapping shrimp. These animals are some of the loudest underwater creatures. They make popping noises that are louder than a rocket launch. Laferriere says it sounds like the sizzle of frying bacon. The pops travel for long distances and could strike vehicles and bounce back to sensors, much like sonar does.

Other teams will look for useful patterns in the responses of glow-in-the-dark creatures to underwater vehicles. All of the scientists are expected to publish their findings in the next several years. When they do, we can listen in too.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

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<th>Supporting Detail from “Sonar Sensors Expensive, Hard to Install”</th>
<th>Supporting Detail from “Distress Call”</th>
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Part 3 – Written Response

Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Based on the two texts, what is the purpose of spying? Cite evidence from both texts in your response.

Criteria for Success:

- **Sentence 1 – Assertion**
  
  Based on the texts “How to Spy on Sharks” and “Maritime Monitoring: U.S. on a Quest to Try Sea Creatures as Spies”, the purpose of spying is _____.

- **Sentences 2-4 – Context, Evidence, & Interpretation (Text 1)**
  
  In the text “How to Spy on Sharks”, the author details ____. The author writes, “____” (pg. #). This evidence shows that a purpose of spying is _____ because _____.

- **Sentences 5-7 – Context, Evidence, & Interpretation (Text 2)**
  
  Similarly, in the text “Maritime Monitoring: U.S. on a Quest to Try Sea Creatures as Spies”, the author explores ____. The author writes, “____” (pg. #). This evidence shows that a purpose of spying is _____ because _____.

- **Sentence 8 – Conclusion**
  
  Based on these two texts, the main purpose for spying is _____ because _____.

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Lesson # 4 – Friday March 27th, 2020
Written Laws

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text surrounding laws.

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<thead>
<tr>
<th>Text 1</th>
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<tbody>
<tr>
<td>The Code of Hammurabi</td>
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<tr>
<td>ReadWorks.org</td>
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</table>

We may take for granted the existence of written laws. Many people grow up with the understanding that certain laws exist. If you fail to stop at a stop sign in your car, you will likely receive a fine. Refusal to pay your taxes can result in a prison sentence. In some states, killing another human being can even result in the death penalty.

The U.S. Constitution, the supreme law of the United States of America, was written to ensure that everyone knows the laws of living in this country. Instead of allowing a single ruler to impose his or her will, people are required to follow a set of written laws. Breaking them comes with certain punishments. Based on the code of laws, a judge determines the punishment for a particular crime. Committing murder is a much larger crime than running a red light. Thus, the punishment for murder is much greater than failing to stop at a red light.

Written laws existed long before the U.S. Constitution. Historians trace the creation of written laws to around 1772 B.C. At that time, what we now consider Iraq was known as Mesopotamia. And the ruler of Mesopotamia was a man named King Hammurabi. Hammurabi was a member of the Babylonian people. He was also a talented military leader and a smart governor. It was he who is credited with creating the first written laws.

Hammurabi’s Code often required the criminal to receive the same injury that he or she had inflicted on a victim in an effort to make the punishment fit the crime. Such laws may seem harsh today, but they were intended to prevent society from descending into chaos and disorder. They helped to advance the rule of law in Mesopotamia.
Hammurabi created 282 laws, which dealt with aspects of everyday life. Crimes came with specific penalties, and many of them were punishable by death. The laws were inscribed on a stone pillar, and became known as Hammurabi’s Code. To ensure that everyone knew all 282 laws, they were also probably read aloud in public on a regular basis. That way, no one could be excused for committing a crime because of not knowing the law. Laws in the United States function in a similar way. The United States government usually allows people full access to its laws, so the fact that you don’t know that running a red light is illegal in the U.S. does not excuse you from paying a fine for doing so.

One of many differences between Hammurabi’s Code and the U.S. Constitution is that the laws in Hammurabi’s Code often depended on social standing. Soldiers and noblemen had certain rights that ordinary citizens and poor people did not. Still, the existence of laws prevented a future single ruler from imposing his will on the populace.

Hammurabi’s Code also dealt with similar issues that we confront in our own justice system today. The laws covered issues related to trade, marriage, taxes, theft, and murder, among other things. To create the code, the king collected laws from different regions of Mesopotamia and compiled them into a single rulebook. If a person was accused of a crime, that person would face a judge. This judge would determine whether the accused person was innocent or guilty of the crime. If the person was found guilty, then the judge would prescribe the appropriate punishment as written in Hammurabi’s Code.

Here’s an example of how Hammurabi’s Code might have been used in Mesopotamia. Imagine a shepherd is accused of stealing a sheep that was taken from a nobleman’s flock. The shepherd and the nobleman are both brought before a judge. The nobleman introduces a witness. The witness claims to have seen the shepherd in the nobleman’s field the night before the nobleman realized one of his sheep was missing. Then, the witness says, “The shepherd picked a sheep up and ran off with it in the direction of his own propery.” The witness is certain it was the same man because she got a good look at the shepherd’s face and he was wearing the same hat that he now has on during this “trial.” Later, the nobleman points out that the sheep found at the shepherd’s place was marked with the nobleman’s brand.

In an attempt to defend himself, the shepherd claims he purchased the sheep from a man in town. The shepherd names the man in town, and that man is also brought before the judge. The man says that he has never seen the shepherd and also that he was not selling sheep in the market on the day that the shepherd says he bought the sheep. The man continues to say that he was visiting his daughters. The man’s daughters and their husbands act as witnesses and confirm that he was not in the market on said day.
Since the shepherd’s story of purchasing a sheep from the marketplace has been cast into doubt by witnesses, the judge determines that he is guilty of stealing the sheep. The judge consults Hammurabi’s Code.

Law number eight states: “If any one steals cattle or sheep, or an ass, or a pig or a goat, if it belongs to a god or to the court, the thief shall pay thirtyfold therefor.” This means that if a man steals a sheep that’s owned by the ruling class in Mesopotamia, he would be required to pay 30 times the amount of the sheep’s worth. The law continues: “If they belonged to a freed man of the king he shall pay tenfold; if the thief has nothing with which to pay he shall be put to death.” Because the shepherd is found guilty of stealing the sheep from a nobleman and noblemen are considered to be members of the court, the shepherd is required to pay 30 times the cost of the sheep based on the law. According to Hammurabi’s Code, if the shepherd does not have enough money to cover his payment, he will be put to death.

Fortunately for the shepherd, he has many other sheep in his flock. He sells 30 of his sheep and pays the nobleman. As a result, the shepherd now has only three sheep left in his flock.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>The Code of Hammurabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
</tr>
<tr>
<td>Main Idea:</td>
</tr>
<tr>
<td>Supporting Detail:</td>
</tr>
</tbody>
</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Explain three differences between Hammurabi’s Code and the U.S. Constitution. Cite evidence from the text in your response.

Criteria for Success:

- **Sentence 1 – Assertion**
  Three differences between Hammurabi’s Code and the U.S. Constitution are _____, _____, and _____.

- **Sentence 2 – Context**
  In the text “The Code of Hammurabi”, the author explores _____.

- **Sentences 3-6 – Evidence & Interpretation**
  The author writes, “_____” (pg. #). This illustrates a difference between the two codes of law because _____.
  Additionally, the author states, “_____” (pg. #). This shows a difference between the U.S. Constitution and Hammurabi’s Code because _____.
  Furthermore, the author asserts “_____” (pg. #). This notes a difference between the two texts because _____.

- **Sentence 7 – Conclusion**
  Overall, Hammurabi’s Code and the U.S. Constitution are different because _____.
Lesson # 5 – Monday March 30th, 2020
Buried Treasure

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text surrounding laws.

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buried treasure: Boy digs up jewels, coins from ancient Danish kingdom</td>
</tr>
<tr>
<td>Agence France-Presse</td>
</tr>
</tbody>
</table>

A 13-year-old boy and his teacher found buried treasure. But it was no pirate chest. They found a treasure pile that might have belonged to Harald Bluetooth. He was the king of Denmark more than a thousand years ago. Denmark is a country in northern Europe.

The teacher likes to study archaeology. Archaeologists study human history. They find very old objects. This helps us learn what people were like long ago. The teacher and the boy were using metal detectors. These hand-held machines beep when they get close to metal under the ground. They were searching on an island. The island is north of Germany and south of Denmark. There, they stumbled upon a piece of metal. At first, they thought it was worthless.

They took a closer look at it. That's when they realized that it was a shiny piece of silver.

**Necklaces, Pearls, Rings and Coins**
That weekend, scientists started to dig in that area. They found many things. The items are believed to have belonged to Bluetooth, who was king from around 958 to 986.

Necklaces, pearls and rings were found. A Thor's hammer was uncovered. Up to 600 chipped coins were found. More than 100 coins dated to Bluetooth's time. This is the largest number of Bluetooth coins ever found in this area.
Scientists can find out the age of the items. Then they can guess when the treasure was buried. They think the treasure might have been buried in the late 980s. This is when Bluetooth was known to have quickly left Denmark. His son led a group to fight against him. Bluetooth was forced out.

He went to Pomerania, an area that is now Germany and Poland. He died there in 987.

**A Rare Find**

The treasure helps prove that Bluetooth did leave Denmark for Pomerania. It is rare to make a find like this. This find might prove a story is true.

Bluetooth is known for bringing the people of Denmark together. He brought them together to make Denmark a country.

Today, we know Bluetooth from smartphones and laptops. For example, it is how smartphones connect to speakers without wires. This wireless technology is named after the Danish king.

**A Very Rich Country**

Brian Patrick McGuire is a professor in Denmark. He says all the treasure tells us something. It shows that Denmark was a very rich country at that time.

But then Harald’s son went against him. The last days were confusing, McGuire said.

Things were very unstable. Rich people buried their coins and jewels. They planned to dig them up when things got better, he said.

**Historians Learn from Find**

It is unclear how much money the treasure is worth. But it almost doesn't matter. The find has taught historians so much. There is very little written about this troubled period, McGuire added.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Supporting Detail from “Necklaces, Pearls, Rings, and Coins”:</th>
<th>Supporting Detail from “A Rare Find”:</th>
<th>Supporting Detail from “A Very Rich Country”:</th>
<th>Supporting Detail from “Historians Learn from Find”:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buried treasure: Boy digs up jewels, coins from ancient Danish kingdom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Topic:</th>
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</table>

<table>
<thead>
<tr>
<th>Main Idea:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Supporting Detail from “Necklaces, Pearls, Rings, and Coins”:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Detail from “A Rare Find”:</td>
</tr>
<tr>
<td>Supporting Detail from “A Very Rich Country”:</td>
</tr>
<tr>
<td>Supporting Detail from “Historians Learn from Find”:</td>
</tr>
</tbody>
</table>
## Part 3 – Written Response

Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

---

### What can we learn from discovered items from the past? Cite evidence from the text in your response.

#### Criteria for Success:

- **Sentence 1 – Assertion**
  When items from the past are discovered, scientists archaeologists can learn _____.

- **Sentence 2 – Context**
  In the text “Buried Treasure: Boy Digs Up Jewels, Coins from Ancient Danish Kingdom”, the author explores _____.

- **Sentence 3 – Evidence**
  The author writes, “_____” (pg. #).

- **Sentence 4 – Interpretation**
  Archeologists can learn ____ about the past from discovered items because _____.

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Lesson # 6 – Tuesday March 31st, 2020
Empathy and Sympathy

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text surrounding laws.

Text 1

The difference between empathy and sympathy
ThoughtfulCo | December 19, 2017

Is that “empathy” or “sympathy” you're showing? These two words are often incorrectly used in place of one another, though their differences are important.

Sympathy is a simple expression of concern for another person’s tough times.

Empathy goes beyond sympathy. Empathy is when one person is able to feel what another person is feeling.

However, if empathy is taken too far, it can be bad. Extreme empathy can be harmful to a person’s emotional health.

Sympathy

Sympathy is feeling concern for someone. This is often a wish for that person to be happier or better off. An example of sympathy is finding out someone is seriously ill, then feeling concerned and wishing them wellness.

In general, sympathy has a deeper level of concern than pity. Pity is really just a simple expression of sorrow.

However, sympathy does not mean that someone’s feelings for another person are because they share experiences or emotions. That is called empathy.

Empathy

Empathy is being able to recognize and share another person’s emotions.
Empathy is often confused with sympathy, pity and compassion. However, these feelings are just recognizing another person’s distress.

Pity usually means a person does not deserve something bad that has happened. It also often means the person is powerless to do anything about it.

Compassion is a deeper level of empathy. Compassion shows the desire to help the suffering person. Empathy must have a shared experience. So, people generally feel empathy only for other people, not for animals. While people may be able to sympathize with a horse, for example, they cannot truly empathize with it.

The Three Types Of Empathy

Paul Ekman is a psychologist who studies emotions. He has identified three types of empathy.

- Cognitive empathy: This is understanding and predicting the feelings and thoughts of others by imagining yourself in their situation.
- Emotional empathy: This is feeling what people feel, or at least feeling emotions similar to theirs. In emotional empathy, there is always some level of shared feelings.
- Compassionate empathy: This is when people do things to help. They are driven to do this because they feel concern for another person’s suffering.

Empathy can comfort people in distress. Empathy can also do great harm.

Empathy Can Lead To Misplaced Anger

Empathy can make people angry. This may happen if someone mistakenly thinks that another person is threatening a person they care for.

For example, a parent may notice a stranger staring at his or her child. Although the stranger does not do or say anything harmful to the child, the parent may think the stranger is harmful. This drives the parent into a state of rage. This shows how empathy and harmful acts can be related.

Empathy Can Drain Your Wallet

Doctors have reported cases of patients being overly empathetic and harming themselves.
One such example is a person giving away his or her life savings to random people in need. This happens when someone feels he or she is responsible for the distress of others. Then, he or she feels guilty and may do extreme acts to feel less guilty.

**Empathy Can Harm Relationships**

Doctors warn that empathy should never be confused with love. Love can make a relationship better, but empathy cannot do this. Empathy may make a relationship end sooner.

A scene from the TV series "The Simpsons" is an example of harmful empathy.

In the scene, Bart is upset about the failing grades on his report card. He says, “This is the worst semester of my life.” His dad, Homer, tries to comfort Bart by telling him, it is “your worst semester so far.”

**Empathy Can Lead To Fatigue**

Mark Stebnicki is a counselor who coined the term “empathy fatigue.” This means becoming exhausted from constantly being involved in illness, disability, pain, grief and loss of others.

Empathy fatigue is common in certain jobs. Counselors, doctors, nurses, lawyers and teachers may experience it. This can lead to health problems.

Paul Bloom is a professor at Yale University. He thinks it might be better for people to have less empathy in some cases, rather than more.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th><strong>The difference between empathy and sympathy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td><strong>Main Idea:</strong></td>
</tr>
<tr>
<td><strong>Supporting Detail:</strong></td>
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<tr>
<td><strong>Supporting Detail:</strong></td>
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<tr>
<td><strong>Supporting Detail:</strong></td>
</tr>
<tr>
<td><strong>Supporting Detail:</strong></td>
</tr>
</tbody>
</table>
Part 3 – Written Response

Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

What is the difference between empathy and sympathy? Cite evidence from the text in your response.

Criteria for Success:

- **Sentences 1-3 – Introduction & Assertion**
  Sympathy is ____. On the other hand, empathy is ____. The difference between sympathy and empathy is ____.
- **Sentence 4 – Context**
  In the text “The Difference Between Sympathy and Empathy”, the author explores ____.
- **Sentence 3 – Evidence**
  The author writes, “_____” (pg. #).
- **Sentence 4 – Interpretation**
  Thus, sympathy and empathy are different because ____.
Lesson # 7 – Wednesday April 1st, 2020
Under-the-Sea Life

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains two texts about life under the sea

### Text 1

**Blue Bloods of the Sea**
ReadWorks.org | 2007

Some people are afraid of horseshoe crabs. Their hard shells, pointy tails, and six pairs of legs make them scary-looking animals. But horseshoe crabs actually help people. Their special blue blood is used by doctors to help fight diseases. Now some scientists say the number of horseshoe crabs is falling, and they need our help.

**Blue Bloods of the Sea**
Scientists believe the horseshoe crab population around the world is falling - for many reasons. Fishermen catch horseshoe crabs and use them as bait. Pollution is hurting some of the areas in North America, from Maine to Mexico, where horseshoe crabs live. Seabirds hunt the crabs and eat the eggs that female horseshoe crabs lay.

In the United States, some states are passing laws that say how many crabs can be caught each year. The U.S. government wants to make Delaware Bay, where many horseshoe crabs live, a protected area. Delaware Bay is near Virginia, Maryland, and Delaware.

**Crabs Help People**
Horseshoe crabs help doctors fight diseases. Doctors use horseshoe crab blood to test medicines for harmful germs. Crab blood clots, or thickens, when it comes in contact with germs that can cause disease. If the crab blood does not clot, the medicine is free of bacteria, and people can safely use it.
Doctors use a needle to remove some of the special blue blood from a crab. Blood is taken from about 300,000 horseshoe crabs each year. Scientists say that no horseshoe crabs are killed when the blood is taken. The horseshoe crabs are later returned to their habitat or area where they live.

**Time Will Tell**

Efforts are being made to help protect horseshoe crabs. Scientists warn it will take 20 to 30 years to see if the horseshoe crab population has increased.

**Text 2**

**Huge rock block covered in marina animals headed to Australia**

*Al Jazeera | September 5, 2019*

A big slab of volcanic rock is floating across the Pacific Ocean toward Australia. Scientists say it could help the Great Barrier Reef.

The good news comes at a time when people are worried about the future of the ecosystem. It is suffering under climate change.

Australia's Queensland University of Technology (QUT) said the floating sheet of pumice rocks is expected to reach Australian shores in about eight months.

It could bring with it billions of marine animals. Those marine animals attached themselves to the sheet along the way.

The sheet is made up of pumice rocks. Pumice is produced when magma, or liquid rock, is cooled quickly. It is very light and soft.

**58-Mile "Raft"**

The pumice sheet is called a raft. It stretches for almost 58 miles, according to the university in mid-August.
NASA is the U.S. space agency. NASA said an underwater volcano near the island nation of Tonga likely produced the raft. Tonga is in the South Pacific Ocean. It is made up of 170 volcanic islands.

The underwater volcano erupted sometime around August 7.

A couple first spotted the raft on August 15. Michael Hoult and Larissa Brill came across it at night while sailing to Fiji. Fiji is a country in the South Pacific. It lies about two-thirds of the way from Hawaii to New Zealand.

The couple said in a Facebook post that they entered a block of floating chunks of pumice stones. They said the stones ranged in size. Some were small as marbles, while others were as big as basketballs.

They added that the block stretched for as far as they could see in the moonlight.

The couple was stuck for a little bit because rocks jammed their boat. They were later able to move out of the block.

The couple later sent samples of the pumice stone to the university researchers.

**Bringing Healthy Corals Back To Great Barrier Reef**

Scott Bryan is one of the geologists studying those samples. He said the raft is going to "bring new healthy corals and other reef dwellers to the Great Barrier Reef."

He later told the Australian Broadcasting Corp. (ABC) that the rock mass was probably composed of "billions to trillions of pieces of pumice." Each is "a vehicle for some marine organism."

He said the pumice raft will be covered in a whole slew of organisms by the time it arrives. It will be full of organisms such as corals, crabs, snails, worms and algae. Algae are tiny plants that live in the water.

The Great Barrier Reef covers almost 135,000 square miles. It made the World Heritage List of UNESCO as the most extensive and spectacular coral reef ecosystem on the planet in 1981.

UNESCO is the United Nations (U.N.) cultural agency. The U.N. is a group of countries that work together to promote international cooperation.
Unfortunately, the Great Barrier Reef has suffered a lot of damage in recent years due to rising water temperatures, which destroy large areas of coral.
Part 2 — Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Topic of Both Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Bloods of the Sea</td>
</tr>
<tr>
<td>Main Idea:</td>
</tr>
<tr>
<td>Supporting Detail from “Blue Bloods of the Sea”</td>
</tr>
<tr>
<td>Huge rock block covered in marina animals headed to Australia</td>
</tr>
<tr>
<td>Main Idea:</td>
</tr>
<tr>
<td>Supporting Detail from “58-Mile ‘Raft’”</td>
</tr>
</tbody>
</table>
Part 3 – Written Response

Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

### Why is life under the sea important to protect? Cite evidence from both texts in your response.

<table>
<thead>
<tr>
<th>Criteria for Success:</th>
</tr>
</thead>
</table>
| Sentence 1 – Assertion | Life under the sea is important to protect because _____.
| Sentence 2-4 – Context, Evidence, & Interpretation (Text 1) | In the text “Blue Bloods of the Sea”, the author explores _____. The author states, “_____” (pg. #). It is important to protect life under the sea because _____.
| Sentence 5-7 – Context, Evidence, & Interpretation (Text 2) | Similarly, in the text “Huge rock block covered in marina animals headed to Australia”, the author details _____. The author states, “_____” (pg. #). It is important to protect life under the sea because _____.
| Sentence 4 – Interpretation | Based on both texts, it is important to protect life under the sea because _____.
Ashleigh Krudys | Aerryelle Parker
(615) 815-1224 | (615) 378-7790
akrudys@kippnashville.org | aparker@kippnashville.org
Office Hours: 10:00 a.m. – 5:00 p.m.
Lesson # 8 – Thursday April 2nd, 2020
Working Dogs

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text about working dogs.

### Text 1

**Should Dogs Work?**
ReadWorks.org | 2009

Many pet dogs spend their days sleeping around the house. They play catch with their owners. They have all their meals delivered straight to their bowls. Pet dogs give their owners love and friendship. In return, the dogs live carefree lives.

Some dogs don’t have it so easy. They are put to work, but these dogs are not paid in cash. They are paid in shelter, food, and love. Those are the same things that many pet dogs get. Service dogs give more than pet dogs give. People depend on them for serious work. There are many kinds of service dogs. Some dogs guide people who are deaf or blind. The dogs act as people’s eyes and ears.

Other dogs do police work. There are about 15,000 police dogs in the United States. The dogs search for missing people and hunt down criminals. Many dogs are also used to search for drugs and bombs. Service dogs often work long hours. Meanwhile, pet dogs have the freedom to sleep and play whenever they want to. Is it fair that some dogs should have to work? Read the debate and then decide.

**Yes! Dogs Should Work**

Service dogs are workers and pets. Usually, they get more attention than pets get. Service dogs often work for their owners, so the dogs spend a lot of time with the people who care for them. Service dogs live happy and useful lives.

Service dogs have to work hard, but they enjoy what they do. Their work can be stressful at times. Since the work can be stressful, the owners make sure that the dogs stay happy. To do that, they give the dogs lots of love and praise for their work. This makes the dogs feel good about the work they do. It makes the dogs want to work more.
Police and service work can be dangerous for dogs. Dogs are brave to do this kind of work. They are willing to face danger when they work.

In 2001, about 350 dogs worked at the World Trade Center site. One rescue worker said, "If these dogs only knew the difference they make. Certainly, there's nothing that can replace... a dog's nose. And absolutely nothing that can replace a dog's heart."

**No! Dogs Should Not Work**

Dogs are meant to be pets. They live short lives compared to humans. They should be allowed to enjoy all of their days. Dogs are meant to be companions, not workers. Service dogs are put under too much stress. Their jobs are not fun. Some service dogs are servants. They do things like opening dresser drawers and pulling their owners' wheelchairs.

Servant dogs, such as guide dogs for people who are blind, are not put in danger. But police dogs are not as lucky. They face life-and-death situations. While people can choose to put their lives on the line, dogs don't have that choice.

In 2001, a police dog was shot and killed by police officers. The dog had caught a person the police were chasing. The police officers didn't realize that the dog was on their side. They thought he was vicious. So they killed him. Weeks before the dog was killed, he had acted as a search-and-rescue dog when the World Trade Center was attacked in New York City.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Should Dogs Work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Argument 1:</td>
</tr>
<tr>
<td>Supporting Detail for Argument 1:</td>
</tr>
<tr>
<td>Supporting Detail for Argument 2:</td>
</tr>
<tr>
<td>Supporting Detail for Argument 2:</td>
</tr>
</tbody>
</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

In your opinion, should dogs work? Why or why not? Cite evidence from the text in your response.

<table>
<thead>
<tr>
<th>Criteria for Success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– <strong>Sentence 1 – Assertion</strong></td>
</tr>
<tr>
<td>Dogs_____ work because _____.</td>
</tr>
<tr>
<td>– <strong>Sentence 2 – Context</strong></td>
</tr>
<tr>
<td>In the text “Should Dogs Work?”, the author explores _____.</td>
</tr>
<tr>
<td>– <strong>Sentence 3 – Evidence</strong></td>
</tr>
<tr>
<td>In the text “Should Dogs Work?”, the author states, “_____” (pg. #).</td>
</tr>
<tr>
<td>– <strong>Sentence 4-5 – Interpretation &amp; Conclusion</strong></td>
</tr>
<tr>
<td>This evidence shows that dogs who work _____. Thus, I believe that dogs _____ work because _____.</td>
</tr>
</tbody>
</table>

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Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts about floods.

Text 1

Reducing the Impact of Flooding
Atlas Obscura | 2017

Floods are the most common weather-related disaster. In fact, 56% of people who face weather-related disasters are affected by flooding. The United Nations (UN) has found that over 157,000 people have died in flood storms over the past 20 years. The UN has also found that 2.3 billion people have been negatively impacted by flooding during this period.

What are the impacts of flooding on people’s lives? Flooding can ruin farms, which means that farmers lose their crops. This can lead to starvation. For example, rural India has suffered from major floods for many years. The UN studied this region and discovered that many of the people were underweight. The UN also discovered that babies who grew up in flooded areas suffered from malnutrition. People suffer from malnutrition when they don’t eat enough nutritious food.

Floods can also ruin homes and leave people homeless. When people lose their farms and homes to flooding, it is very difficult to survive and remain healthy.

There are some strategies to reduce the impacts of flooding, however. Most homes have gaps where water can seep in. One strategy is to cover these gaps with bags full of sand. The sandbag will block the water from seeping through the gaps. The sandbags are most effective at blocking water when they are stacked into a pyramid. Another strategy is to clean out the gutters before the storm hits. Gutters help to redirect water away from a home. If leaves clog the gutters, the gutters will not work. A third strategy is to buy a sump pump. A sump pump pumps water out of a flooded home.

Text 2

Rescue response to Hurricane Harvey draws flood of volunteers
Rory Carroll, The Guardian | September 4, 2017
John Brown brought a battered 16-foot fishing boat. He drove it through flooded streets, looking for strangers to rescue.

Dale Montalban brought a wetsuit. He waded into the dark, churning waters, helped people into to boats, and carried their bags.

Cassandra Luna brought a life vest. She had bought it at Walmart in case someone, anyone, might need it.

All three of these people were volunteers. They came to help people in and around Houston, Texas, where Hurricane Harvey hit last week. The large hurricane poured rain down on Houston and other cities. It caused dangerous flooding in the area.

**Volunteers Came On Their Own Time And Dime**

Brown, Montalban and Luna were not the only volunteers to show up. Many, many helpers spread out across flooded areas around Houston. They said they would stay and help all week.

No one sent the volunteers. No one was paying them, either. They came to help people they had never met. And they faced heavy rain and dangerous conditions. Officials warned that Hurricane Harvey, which by then had changed from a hurricane into a tropical storm, would continue to cause destruction.

"I think it's beautiful, everybody coming together to do this," said Brown.

**Residential Streets Turned Into Bubbling Bayous**

He was surrounded by a horrible scene. Flood waters rushed through Woodlands, a community just north of Houston. Hundreds of families were trapped in their homes. Leafy streets and avenues were turned into waist-high rivers.

Brown's own town 30 miles away had some flooded areas, too. Yet he traveled to Woodlands with his boat to help other people who were in greater need.
Montalban felt the same pressing need to help. He worked for hours in rising waters. He helped deliver families, property and pets to drier land. From there, people boarded buses and other vehicles. They drove to shelters and other safe spaces.

One Nation, Indivisible

Luna's offering was an orange life vest. The $9.95 price tag was still on it. "I was imagining there wasn't going to be any help," Luna said. "But there are so many people here."

Together, the volunteers were a symbol of an important American idea: one nation, indivisible, where citizens look out for each other. Everyone could see a disaster was happening. And everyone wanted to be a part of the response.

There was a sense of unity among the rescuers and rescued. Both groups included people of different races and backgrounds. Everyone came together and there was a remarkable calm in the area.

Meanwhile, the storm continued to rage. Across Texas, 20 people died as a result of Hurricane Harvey. Hundreds of thousands were left without power. Many towns were unrecognizable after Harvey hit.

Boat Owners Come To The Rescue

The volunteer response in Woodlands was all the more amazing because only two of the seven boats that pulled people to safety belonged to the fire department. Private citizens owned the rest.

"The private response has been tremendous," said David Polnick. He works for the Woodlands fire department. "I've even had to turn help away because there's been so much."

"Why do I do this?" Brown wondered as he directed his boat past a lamppost and some fallen trees. "Well, why not?" Brown had picked up more than 50 people by early afternoon and planned to continue till after dark.

One boat returned with an elderly couple, Dora and Ted Perez. Ted was in a wheelchair. Another boat came loaded with dogs. One man was using an inflatable pool to transport food and kitchenware to safe, dry places.
A woman named Claire Torres climbed out of a rescue boat, holding an infant close. She was smiling. "It's all good," she said. "We have a place to stay."

**Volunteers Put Own Lives In Danger**

Volunteers were working all across the city of Woodlands, offering a helping hand.

At one point, a family in a black SUV got stuck in a downpour of rain on a major highway. The car was at risk of being swept away in the water. Luckily, it was spotted and pulled to safety by Nick and Jeremy Hicks, brothers who own a tow-truck business.

Would they be doing more rescues? "You bet," said Nick. "It feels good, man."
### Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Topic of Both Texts</th>
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</tbody>
</table>

#### Reducing the Impact of Flooding

**Main Idea:**

#### Supporting Detail:

<table>
<thead>
<tr>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
</tr>
</thead>
</table>

#### Rescue response to Hurricane Harvey draws flood of volunteers

**Main Idea:**

#### Supporting Detail from “Volunteers Came on Their Own Time and Dime”

#### Supporting Detail from “Residential Streets Turned into Bubbling Bayous”

#### Supporting Detail from “One Nation, Indivisible”

#### Supporting Detail from “Boat Owners Come to the Rescue”

#### Supporting Detail from “Volunteers Put Own Lives in Danger”
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Explain the devastation that floods can cause. Cite evidence from both texts in your response.

Criteria for Success:
- **Sentence 1 – Assertion**
  Floods can cause major devastation. For example, _____.
- **Sentence 2 – Context**
  In the text “Reducing the Impact of Flooding”, the author explores _____. Similarly, in the text “Rescue Response to Hurricane Harvey Draws Flood of Volunteers”, the author illustrates _____.
- **Sentence 3 – Evidence**
  The author states, “_____” (ReadWorks.org, pg. #). This shows a devastating impact of a flood is _____. The author also states, “_____” (Carroll, pg. #). A negative impact of a flood is _____.
- **Sentence 4-5 – Interpretation & Conclusion**
  Both authors present evidence that shows that a flood is extremely devastating, particularly because a flood _____ and ______.
# Literature Support

## Block 3

### Ms. Parker’s Group

## Learning Packet Overview

Hey team!

I hope that you and your families are all happy and healthy. This learning packet is going to be super similar to what we do in LLI. You will...

5. Read the text(s)  
6. Annotate the text(s)  
7. Complete a graphic organizer on the text(s)  
8. Write a response to the text(s)

Please note, some lessons will have more texts than others. If you have ANY questions while you’re working on this or any of your work, you can text or call us using the numbers above.

Ms. Krudys & Ms. Parker

## Necessary Materials

You will need...  
- Your learning packet  
- A pen or pencil  
- A highlighter (if you like to highlight while you annotate)

## How students will be successful

<table>
<thead>
<tr>
<th>Students will be successful if:</th>
<th>How caregivers can help students be successful</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read text(s) completely</td>
<td>Asking your student questions about the text</td>
<td></td>
</tr>
<tr>
<td>Students annotate the text(s) (if you are completing work on the computer, create a comment on the Google Doc to show your annotation)</td>
<td>Checking your student’s annotations (there should be approximately 1 per paragraph—maybe more, no less!)</td>
<td></td>
</tr>
<tr>
<td>Students complete the graphic organizer</td>
<td>Ensure your student has completed the graphic organizer</td>
<td></td>
</tr>
<tr>
<td>Students complete the written response using the Criteria for Success</td>
<td>Ensure your student has completed the written response (check the Criteria for Success!)</td>
<td></td>
</tr>
</tbody>
</table>

CLASS CODE - qimfvdn
Lesson # 1 – Tuesday March 24th, 2020
The World Cup

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains one text about soccer.

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
</thead>
</table>
| **Opinion: World Cup – U.S. out, new teams in**  
Fred Bowen, Washington Post | June 19, 2018 |

*Fred Bowen is the author of this article. Bowen is a sportswriter. He has written 23 books for kids.*

The men's World Cup soccer tournament began on Thursday. The World Cup takes place every four years. It is one of the world's biggest sporting events.

Russia is hosting the tournament this year. And the U.S. team will not be playing. It didn't win enough games to make it into the tournament.

That does not mean Americans shouldn't watch and enjoy the World Cup. They cannot cheer for the home team — so they will just have to find another team to support! How do you pick one? Here are some suggestions.

**Family History**
The United States is a country of immigrants. Almost every family has relatives who used to live in another country. Some of these relatives came to the U.S. long ago. Others may have arrived more recently.

The World Cup is a good time to learn about your family history. Thirty-two countries compete in the tournament. Ask your parents or grandparents: What country or countries did your ancestors come from? How long ago did they move to America?
The answers may give you some great stories. They also may help you find a new favorite team. You can root for a country where your relatives once lived.

**Small but Good**

Iceland is a tiny nation near Greenland. It has less than 350,000 people. It is the smallest country to play in the World Cup.

This will give you an idea of how small Iceland is: There are about 327 million people in the United States. That is almost 1,000 times more people than Iceland. Even Washington, D.C. has more people than Iceland. Our nation's capital has about twice as many people.

Iceland may be small, but the men's team is good. It's ranked 22nd in the world.

**One Problem**

I have one problem with soccer. Players don't score enough goals. Many times, neither team makes a goal. The final score of a game can be 0-0.

Goals are not a problem for Germany, though. This country won the last World Cup. They were the highest-scoring team in the past three tournaments. If you like seeing players score goals, Germany may be the team for you.

**Top Players**

Soccer is the most popular game in Europe. They call it football there. The big teams in Europe have many fans. They also have most of the world's top players.

In the World Cup, players play for their countries, not their local teams. One way to pick a World Cup team is to cheer for your favorite player's team. Some of the world's top players are competing in the World Cup this
year. Lionel Messi and Cristiano Ronaldo are two examples. Messi is from Argentina. Ronaldo is from Portugal. Other favorites include Neymar of Brazil and Mohamed Salah from Egypt.

Who is my favorite player? Fred! He is on the Brazil team. Many Brazil players go by just one name. Brazil's team is ranked Number 2 in the world. This team plays a beautiful game.

I think I found my new favorite team. Viva Brazil!

Part 2 – Graphic Organizer
Once you have read and annotated the text, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Four Factors for Determining Who to Root for in the World Cup:</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>
Part 3 – Written Response
Once you have read and annotated the text and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Why should Americans watch the World Cup even if The United States’ team isn’t in the competition? Cite evidence from the text in your response.

Criteria for Success:

- **Sentence 1 – Context**
  In the article “Opinion: World Cup – U.S. Out, New Teams In”, author Fred Bowen explores _____.

- **Sentence 2 — Assertion**
  Americans should watch the World Cup even if the United States’ team isn’t in the competition because _____.

- **Sentence 3 — Evidence**
  Bowen writes, “_____” (pg. #).

- **Sentence 4 — Interpretation**
  Americans should still watch the World Cup because ______.
Lesson # 2 – Wednesday March 25th, 2020
Friendship

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text about friendship between animals.

### Text 1

**Your cat and dog really can be best friends**
Ian Sample | August 8, 2018

Kitties and puppies are not naturally best friends. Still, they often must live together.

Somehow, they find a way to get along. A new study tells us how.

More than 700 people were asked questions in a survey. This group was from the United States, Australia, Canada and countries in Europe.

**Cats Are Not Afraid To Fight**

The study said that about 80 out of 100 people felt that their pets got along. Only 3 out of 100 said that their cats and dogs really did not get along.

Mostly, the two pets seem to get along. However, cats were more ready to fight. Cats were three times more likely to threaten pups. They were much more likely to hurt dogs in a fight.

Most pups were not worried about a cat attack, though. More than 1 out of 5 picked up toys to show them to cats. Only about 1 of every 20 cats did the same for dogs.

**A Dog And Cat Really Can Be BFFs**
Researchers in the United Kingdom performed the study. They wanted to find out what made for happy cat and dog relationships.

More people have different kinds of pets, like both a cat and a dog. So, it is important that they get along. Sophie Hall helped to lead the study. She worked with a team of researchers. The study was published in the Journal of Veterinary Behavior.

Cats and dogs are often seen as enemies, she said. This is not always true.

**Are You Hissing at Me?**

The study found that many cats hissed and swatted at dogs. Nearly 3 of every 5 owners said this happened. Only about 1 of every 5 said their dogs threatened cats. However, fewer than 10 of every 100 cats ever harmed the other animal. Only 1 of every 100 dogs ever caused harm.

Dogs have been house pets for a very long time. They have been pets longer than cats, Hall said. Dogs are more easily trained. They can probably control their behavior more.

Cats are most often likely to lose a fight. So, they might need to feel safe more often. This might explain their nervous behavior around dogs.

**Happy Together**

It is best to get a young cat, Hall says. Younger than a year old may be best. This way, the cat can get used to the dog while it is a kitten.

Hall has good news for people who have both cats and dogs. She says it is OK to have both pets. They really will get along.
Part 2—Graphic Organizer
Once you have read and annotated the text, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Differences Between Cats and Dogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dogs</td>
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Similarities Between Cats and Dogs

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<td></td>
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</tbody>
</table>
Part 3 – Written Response
Once you have read and annotated the text and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Can cats and dogs be friends? Cite evidence from the text in your response.

<table>
<thead>
<tr>
<th>Criteria for Success:</th>
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</thead>
<tbody>
<tr>
<td>Sentence 1 – Context</td>
</tr>
<tr>
<td>In the article “Your cat and dog really can be best friends”, author Ian Sample explores ________.</td>
</tr>
<tr>
<td>Sentence 2 – Assertion</td>
</tr>
<tr>
<td>Cats and dogs _____ be friends because ______.</td>
</tr>
<tr>
<td>Sentence 3 – Evidence</td>
</tr>
<tr>
<td>Sample writes, “____________________” (pg. #)</td>
</tr>
<tr>
<td>Sentence 4 – Interpretation</td>
</tr>
<tr>
<td>Cats and dogs _____ be friends. This evidence shows that because ______.</td>
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</tbody>
</table>

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Lesson # 3 – Thursday March 26th, 2020  
Caring for an Animal

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text about caring for an animal.

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
</thead>
</table>
| Lisa and the Squirrel  
ReadWorks.org | 2014 |

Lisa was excited to go to college, but at the same time, she was sad to leave home. Her mother and father gave her a big, tight hug, and said they would visit her all the time. But Lisa was still unhappy. She felt like she was leaving so many things at home—her stuffed animals, her high school friends, and her most favorite pet, her squirrel Scamper. Scamper wasn't really a pet; he lived in the garden. But Lisa had found Scamper when he was a tiny baby, and they had been best friends ever since.

Scamper had fallen out of a tree and hurt his leg, and he was laying on the ground in the garden of Lisa’s backyard one afternoon when Lisa came home from school. She was in the sixth grade. She had always wanted a pet, but her parents did not want animals in the house. Lisa saw a small ball of fur out back, a brown blob in the green grass. What could it be? She moved closer and saw that it was a baby squirrel. She rushed inside to tell her parents. Dad was in the kitchen making dinner, and Mom was working on her next history book. They did not want to be disturbed. What should she do?

Lisa thought quickly. She found gloves in the garage and put them on. Then she went back outside and slowly lifted the baby squirrel off the floor with her hands. She carried him to the porch and laid him on the table. His left leg looked a little bent, and it did not look the same as his right leg. Something must be wrong, Lisa thought. She knew a vet who lived at the end of her street, so she bundled the squirrel in a washcloth and walked quickly, but carefully, to the vet's house. Dr. Buhr answered the door himself and took the squirrel from Lisa. He put the squirrel on his operating table and examined the animal. "It's just a small sprain," he
said to Lisa. "The squirrel will be fine with a bit of rest. Can you make sure he stays off his feet for a week or two?"

"Yes, I can," Lisa replied. She carried the squirrel home with a big smile on her face. She named him Scamper.

For the next two weeks, Lisa's parents called her Doctor Lisa, because of how well she was looking after the squirrel. They had agreed that she could take care of Scamper for two weeks, and after that he would return to his home in the trees, and the woods behind their house. Lisa was happy with that idea. She kept an eye on the squirrel until the two weeks were up, and then she placed him on a branch of a tree in their backyard. Slowly, Scamper began to climb it. As he got stronger, he was able to jump from branch to branch. Lisa was even happier now that Scamper was all right again. "Good-bye, Scamper," she said to him. "It was great to spend two weeks with you." She went back into the house and thought she would never see him again.

But when she came home from school the next day, Scamper was waiting for her in the garden. And the day after that. And the day after that. Lisa and Scamper became best friends.

During the first few weeks of college, Lisa missed Scamper a lot. Then one day when she was walking to class, wearing a green t-shirt and her yellow backpack, she saw a squirrel. It stared at her with big, beady eyes. It looks just like Scamper, she thought happily. Let me make friends with it. And suddenly Lisa missed Scamper a little less.
**Part 2 – Graphic Organizer**
Once you have read and annotated the text, complete the graphic organizer below.

| Three quotes from the text that describe Lisa’s relationship with Scamper |
|---|---|---|
| 1. | 2. | 3. |
Part 3 – Written Response

Once you have read and annotated the text and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Describe Lisa’s relationship with Scamper. Cite evidence from both texts in your response.

<table>
<thead>
<tr>
<th>Criteria for Success:</th>
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</thead>
<tbody>
<tr>
<td><strong>Sentence 1 – Context</strong></td>
</tr>
<tr>
<td>In “Lisa the Squirrel”, Lisa _____</td>
</tr>
<tr>
<td><strong>Sentence 2—Assertion</strong></td>
</tr>
<tr>
<td>Lisa’s relationship with Scamper is best described as ____________ because ____________</td>
</tr>
<tr>
<td><strong>Sentence 2 – Evidence</strong></td>
</tr>
<tr>
<td>Lisa says, “______” (ReadWorks.org, pg. #)</td>
</tr>
<tr>
<td><strong>Sentence 3 – Interpretation</strong></td>
</tr>
<tr>
<td>This evidence shows _____, which proves that Lisa’s relationship with Scamper is _____</td>
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Lesson # 4 – Friday March 27th, 2020
Finding Treasure

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text about finding hidden treasure.

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
</thead>
</table>
| **The Treasure Hunt**
ReadWorks.org | 2013

Jordan loves to use clues to solve riddles. That’s why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan’s birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

“Well, first, you would need to make a map!” says Cameron’s mom.

“How do we do that?” Cameron asks.

His mom pulls out a piece of paper and several crayons. “First, you need to draw the place where you will hide the treasure,” she says. “How about you draw our backyard?”

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a green crayon and draws the big trees that surround their backyard. “See? There are plenty of places to hide a treasure,” she tells him.
The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. “It’s perfect!” she says, excited.

“Now, we just need to mark the places where we will hide the clues and then the treasure,” Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. “We can hide a clue under here!” she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. “We can also put clues near those spots!” he says.

His mom comes outside and sees them planning the treasure hunt. “Don’t forget to draw the bird fountain on the map,” she says. “You can draw the fountain with a blue crayon so that Jordan will know that it’s filled with water.”

Cameron and Annie run to get the map. “We can also add the rock by the trampoline so that Jordan can find the clue,” Annie says.

“And we should draw the tree by the porch!” Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron’s backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. “It should be a chest full of candy!” Annie says.

“That’s cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!” says Cameron.
They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron’s house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

“This is so exciting! Thank you so much, guys!” Jordan exclaims. She sets out to find her treasure, with the map in hand.
Part 2—Graphic Organizer

Once you have read and annotated the text, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>The Story’s Plot</th>
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<tbody>
<tr>
<td>Beginning</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Conflict</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
How will Jordan use the treasure map Cameron and Annie created to find the treasure? Cite evidence from both texts in your response.

Criteria for Success:

- **Sentence 1 — Context**
  In “The Treasure Hunt,” Jordan ______.

- **Sentence 2 — Assertion**
  Jordan will use the treasure map Cameron and Annie created to find the treasure by ______.

- **Sentence 3 — Evidence**
  Jordan says, “______” (ReadWorks.org, pg. #).

- **Sentence 4 — Interpretation**
  This evidence shows that________________, which proves Jordan will use the map to find the treasure by ________.
Lesson # 5 – Monday March 30th, 2020
The Aquarium

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text surrounding laws.

Text 1

A School Trip to the Aquarium
ReadWorks.org | 2013

Erica was very excited. Today her teacher, Ms. Lane, was taking the entire class on a field trip to the aquarium. Erica had been to the zoo with her family, but she had never been to the aquarium.

On the bus ride to the aquarium Erica and her best friend Samantha talked about what they wanted to see the most.

“I want to see the penguins,” said Samantha.

“I want to see the fish,” said Erica.

When they got to the aquarium Ms. Lane lined the class up.

“We have to stay together,” Ms. Lane said. “This way no one will get lost.”

Erica listened to Ms. Lane and grabbed Samantha’s hand, and the class moved forward in one big group.

Their first stop in the aquarium was to see the penguins. Samantha was so excited that she ran right up to the glass.
Erica thought the penguins were cute, even though they smelled pretty bad. They walked funny outside of the water, but were graceful when they were swimming. As the class watched the penguins move around the rocks, Erica noticed that some of them walked together. Others had little baby penguins by their side.

“How come some of those penguins stay together?” Erica asked Ms. Lane.

“Well, some kinds of penguins stay together for a long time,” said Ms. Lane. “They keep each other warm, and they protect their babies. King penguins live in colonies with hundreds of other penguins.”

“Do they talk to each other?” asked Samantha.

“They do,” Ms. Lane said. “They use vocal signals. Or they use visual signals.”

“Like you do when you hold up your hand for us to be quiet,” Erica said.

“Yes, it’s like that,” said Ms. Lane. “You see my signal and you know to be quiet because I have something important to tell you. Penguins use signals to let other penguins know if there is danger.”

Ms. Lane pointed at a little baby penguin. “By staying in a group the older penguins are also able to keep their baby penguins fed,” she said. “Without the group the babies would get lost or go hungry.”

“I am glad they help each other,” said Samantha. Erica agreed.

Ms. Lane asked the class to line back up and to find their partners.

“Look, we are like the penguins,” said Samantha as she waddled next to Erica. That made Erica laugh.
The class moved as a group to the next room where there was a big tank full of fish. There were fish of all different shapes and sizes. Some were bright colors and some were darker colors. Most of the fish swam around on their own but there was also a group of little fish all swimming together.

“Why are all those little fish swimming together?” asked a boy in Erica’s class.

“Sometimes fish swim in a group for protection,” said Ms. Lane.

“What kind of protection?” Erica asked.

“Well, since they are small, if they were on their own other bigger fish could eat them,” said Ms. Lane. “But when they all swim together, they look like a bigger fish.”

The class looked into the tank at the group of little fish. Ms. Lane was right; when they all swam together they looked a lot like a big fish.

“This way when a bigger fish sees them, it doesn’t realize that they are a whole bunch of small fish,” said Ms. Lane. “A group of fish that swim together is called a school.”

“Like us,” said Samantha. “We are a school because we all stay together, and no one gets lost.”

“Some schools of fish stick together in order to survive in their environment,” said Ms. Lane. “For instance, if it is cold, some fish will move together to warmer water.”

Erica watched the fish swim together. She liked that the fish and the penguins helped each other by staying in a group. Animals were smarter than she thought.
Part 2—Graphic Organizer
Once you have read and annotated the text, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>What Erica Thought Before the Aquarium</th>
<th>What Erica Learned at the Aquarium</th>
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</thead>
<tbody>
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</tbody>
</table>
Part 3 – Written Response
Once you have read and annotated the text and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Why does Erica think animals might be smarter than she thought? Cite evidence from the text in your response.

Criteria for Success:

- **Sentence 1 – Context**
  In “A School Trip to the Aquarium,” Erica _____.

- **Sentence 2—Assertion**
  Erica thinks animals might be smarter than she thought because _____.

- **Sentence 2 — Evidence**
  Erica says, “_____” (ReadWorks.org, pg. #).

- **Sentence 3 — Interpretation**
  Erica learns _____ about animals, which makes her think they might be smarter than she thought.
| 10:00 a.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. | 5:00 p.m. |
|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
Lesson # 6 – Tuesday March 31st, 2020
Life on Mars

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts surrounding the idea of extraterrestrial life.

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
</thead>
</table>
| **Life on Mars: Exploration & Evidence**  
Nola Taylor Redd | December 15, 2017 |

When imagining locations where extraterrestrial life could potentially dwell, few places inspire the imagination like one of Earth's closest neighbors. For centuries, man has looked to Mars and imagined it as a home for other beings. Over the last fifty years, various missions to the red planet have sought to determine the probability of such an evolution. But how likely is life on Mars?

When searching for life, most astrobiologists agree that water is key. All forms of terrestrial life require water, and while it is possible that life could evolve without the precious liquid, it is easier to search for conditions that are known to be optimal, rather than conditions we suppose could be."

This raises a problem on Mars. The planet today is dry and barren, with most of its water locked up in the polar ice caps. The planet's thin atmosphere allows radiation from the sun to irradiate the surface of the planet, adding to the environment's challenges. Evidence for water first showed up in 2000, when images from NASA's Mars Global Surveyor found gullies that appeared to have formed from flowing water.

But Mars wasn't always a desolate wasteland. Scientists think that, in the past, water may have flowed across the surface in rivers and streams, and that vast oceans covered the planet. Over time, the water was lost into space, but early conditions on the wetter planet could have been right for life to evolve. One estimate
suggests that an ancient ocean could have covered as much as 19 percent of the planet's surface, compared to the 17 percent covered by Earth's Atlantic Ocean.

"With Mars losing that much water, the planet was very likely wet for a longer period of time than was previously thought, suggesting it might have been habitable for longer," said Michael Mumma, a senior scientist at Goddard, said in a statement.

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**Text 2**

**Planet Y**
ReadWorks.org | 2018

Zack stared out the window of the spaceship. The ship had left Earth two weeks ago, and Zack had stared out the window every day. All he ever saw were millions of stars in a deep black sky.

Today he could see Planet Y. The surface of the planet had areas of blue water and green land, just like Earth. Zack’s mom stepped up behind him. “We’re going to land soon,” she said. “What do the aliens on Planet Y look like?” Zack asked.

Zack’s mom shook her head. “We don’t know. This is the first time anyone from Earth will land on Planet Y.”

A beeping sound filled the spaceship. “Better get back to your seat,” Zack’s mom said.

Zack nodded and strapped himself into his seat. He could barely contain his excitement. Finally, the spaceship landed on the planet.
Zack ran to the window. The ship had landed in a green field, just like the field behind his school back home.

A dog ran up to the ship. “Hey, that looks like an Earth dog!” Zack said. His mom opened the door of the ship.

The dog stood there.

“Howdy,” said the dog. “Welcome to Planet Y.”

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**Part 2 – Graphic Organizer**

Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Differences Between the 3 Planets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mars</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Similarities Between the 3 Planets</th>
</tr>
</thead>
</table>

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Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

What do Mars, Planet Y, and Earth all have in common? Cite evidence from both texts in your response.

Criteria for Success:

- Sentences 1-2 – Introduction & Assertion
  Mars, Planet Y, and Earth are all planets written about in the texts “Life on Mars: Exploration and Evidence” and “Planet Y”. They all have _____ in common, even though they are all very different.

- Sentences 3-4 – Context
  In the text “Life on Mars: Exploration and Evidence”, author Nola Taylor Redd explores ____. In the text “Planet Y”, Zack _____.

- Sentences 5-6 – Evidence
  Taylor Redd writes, “_____” (pg. #). Similarly, Zack says, “_____” (ReadWorks.org, pg. #).

- Sentence 4 – Interpretation
  These pieces of evidence show that Earth, Mars, and Planet Y are all similar because ____.
Lesson # 7 – Wednesday April 1st, 2020  
Helping Your Neighbor

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text about helping others.

Text 1

Becoming an Artist
ReadWorks.org | 2015

Mario and his brother Jose owned an art store in San Francisco, which they were very proud of. They sold the best paints, the best sketch pads, the best stationery, and the best easels. Artists from all over the world came to their store to buy their supplies. Whether they were world-famous artists, or art students, they knew that Mario and Jose sold the best art products for the best prices. Not only that, but Mario and Jose were very helpful and kind people. They helped their customers find whatever they needed. It didn't matter if you didn't know exactly what you wanted: Mario or Jose would walk with you through the store, point out all the different art supplies you could think of, and help you figure out what would be useful to you.

One day a young man came into their store. He had messy brown hair, a long beard, and tiny, beady eyes. He seemed to be searching for something.

"Can I help you?" Mario asked the man.

"I'm not sure. I don't know. You see, I... well, I actually don't have... The thing is, I'd like to buy some... But maybe I should just... I think I'll come back another time." The man spoke so quickly that he stumbled over his words, and then left almost immediately.
Mario looked at Jose. "Was it something I said?" he asked his business partner.

"No," Jose replied. "I don't think that man was ready to become an artist yet."

Mario and Jose forgot about the man and went back to their other customers, making sure that they had enough of their special watercolor paints, their oil paints, and their extra sharp charcoal pencils. You never knew what artists might need for their work!

A week later, the man was back. Mario stayed at the cash register and let Jose try this time.

"Hello, you’re back," Jose said with a smile on his face, to make the man feel welcome. "Please feel free to look around our store, and let me know if you have any questions."

Jose let the man walk around on his own, so that he wouldn't feel nervous. Mario and Jose stayed by the cash register, but kept an eye on the man as he went up and down each aisle of the store. Fifteen minutes later, the man came to the front of the store with a sketch pad and some charcoal pencils.

"I'd like to buy these, but I don't have any money. I'm sorry, I don't know what to do."

"That's no problem," Mario said. "Since it's your first time here, consider these two items a gift. It's always scary to start out as an artist. We wish you luck!"

The man looked up at Mario and Jose and smiled. "Thank you so much for your kindness," he said. "I won't forget this."

***

Two years later, an enormous package was delivered to Mario and Jose's store. What could it be? They hadn't ordered anything this large. They opened it, and inside was a beautiful painting of their store—the entrance,
Mario and Jose inside it, the sculpture outside the store! Attached to the painting was a note, which read:

"You helped me start my journey as an artist. Please accept this payment as thanks!"

Mario and Jose looked up the artist's name, and sure enough, it was the man who had come into their store without being able to pay for supplies. He was now a successful artist, living in Italy, and selling his work all over the world!

Mario and Jose framed the painting and proudly put it at the front of their store.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>The Story’s Plot</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Middle</td>
<td>End</td>
</tr>
<tr>
<td>Characters</td>
<td>Setting</td>
<td>Conflict</td>
</tr>
</tbody>
</table>


Part 3 – Written Response
Once you have read and annotated the text and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

How did Mario and Jose help the artist get started on his journey? Cite evidence from both texts in your response.

Criteria for Success:
- **Sentences 1-3 – Context & Introduction**
  In “Becoming an Artist”, Mario and Jose_____. They learn about an artist’s journey. The artist’s journey is _____.
- **Sentence 4—Assertion**
  They help the artist get started on his journey by _____.
- **Sentence 3 – Evidence**
  The artist says, “_____” (ReadWorks.org, pg. #).
- **Sentence 4 – Interpretation**
  Jose and Mario help the artist on his journey because they_____. This helps the artist because _____.

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Lesson # 8 – Thursday April 2nd, 2020
Traveling with Toys

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text about unique jobs.

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### Text 1

**Toying with travel: Businesses help your stuffed animals play tourist**
**Atlas Obscura | December 12, 2017**

Plenty of children have a favorite stuffed animal. It is not unusual for them to take it with them everywhere. Many will even take it on trips to new places.

Now some adults are doing the same thing! They are taking stuffed animals to famous tourist spots. They pose the toys for pictures. Then they share the photos on the Internet.

**Going To Faraway Places**

Sonoe Azuma lives in Japan, a country in Asia. She travels with a toy eel named Unagi. "Unagi" means "eel" in Japanese. Her friends started to ask if they could take Unagi on trips, too. They sent Azuma the pictures. Azuma was thrilled to see Unagi in faraway places like Paris. “It was a way to see a different part of the world,” she says.

That gave Azuma an idea. She decided to start a special company. It is named after her toy eel. Unagi Travel Agency takes stuffed animals on vacation. They leave their owners home! So far, more than 100 toys have taken trips.

**Stuffed Animal Adventures**
The service is both simple and fun. First, clients send their stuffed animal to Azuma. She takes it to famous places in Japan and photographs their adventures. Then she sends the photos to the owners. People like seeing their stuffed animal out in the world. After a few weeks, Azuma ships the stuffie home.

This is more than silly fun, says Azuma. It can help people who feel unhappy. She tells about a boy who stopped going to school because he had been bullied. His mother was worried about him. Her son was very shy. He did not want to leave the house. So, his mother sent his favorite stuffed animal on vacation with Azuma. The boy loved seeing pictures of his toy enjoying the trip. It made him feel brave. He started wanting to go outside again, too. Later, he went back to school.

**Plushy Passport**

Other businesses take care of traveling toys, too. A woman named Stephanie Tuschen started a company that makes passports for stuffed animals. A passport is a small book. People need one to travel to other countries. It has their photo and other details. Guards check passports at airports and put a stamp in it.

Tuschen first made a passport for her hedgehog puppet. Its name is Illigel. The passport has Illigel's photo, just like a real passport. Then, she started making them for other people's toys. So far, her company has made 852 passports. She says many guards smile when they see one. They usually stamp it too!
Part 2—Graphic Organizer
Once you have read and annotated the text, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>3 Quotes That Describe Azura’s Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
Part 3 – Written Response
Once you have read and annotated the text and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Explain Azuma’s business. Cite evidence from the text in your response.

 Criteria for Success:

- **Sentence 1 – Context**  
  In “Toying with Travel: Businesses Help Your Stuffed Animals Play Tourist”, the author explores _____.

- **Sentence 2—Assertion**  
  Azuma’s business is _____.

- **Sentence 3 – Evidence**  
  The author writes, “_____” (Atlas Obscura, pg. #).

- **Sentence 4 – Interpretation**  
  The purpose of Azuma’s business is to _____.

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Lesson # 9 – Friday April 3rd, 2020

Road Trips

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text about an interesting road trip.

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
</thead>
</table>
| **West Coasting**  
ReadWorks.org | 2014 |

It had been an incredible trip. The long hours in the car made Drew feel tired and jumpy and grumpy all at the same time, but it was totally worth it.

The views were amazing. They had seen jagged mountains, forests filled with towering trees, oceans with rocks jutting out from the waves, and so much more. Now, they were in the desert. Miles and miles of desert, cacti, and small patches of grass were all Drew could see.

Drew got sleepy, staring out the window. It was like being in the ocean, when you looked out and couldn’t tell where it began or where it ended. Sometimes, the road looked hazy and blurry to him. In fact, it looked wet. When Drew shared his observation with his parents, his dad told him it was a mirage.

“What’s a mirage?” asked Drew.

“It’s something that you see that isn’t really there. A natural optical illusion,” his dad explained.

Drew decided he would ask Mrs. Potter, his favorite science teacher, about it when he got back to school in September. They had been on the road, traveling for three weeks now. They started in Oregon, then drove through California, and now they were in Arizona.
They had gone on lots of hikes, and Drew could feel his legs getting stronger with each hike. After the first one, his thighs ached like crazy from the climbing, and his knees hurt from the decline. By the fourth hike, he still felt something in his thighs when he was climbing up for a while, but it was a more gentle burn.

Today they weren’t going on any big hikes. It was a day of a lot of driving and resting. After a few long hours and a couple of bathroom breaks, they arrived at the Desert Museum. Most of the museum was outside. Drew had never been to a museum outside before!

There were two aviaries, which are big places where people keep birds. One aviary was just for hummingbirds. Drew thought hummingbirds were the most adorable, beautiful animals he had ever seen. They flapped their little wings so quickly that they looked like they were floating in place up in the air. Drew’s mom told him that hummingbirds are the smallest living species of bird. A woman who worked at the museum told Drew and his parents that the hummingbird’s heart is the size of a pencil eraser and that it beats 1,260 times per minute. Wow!

Drew’s other favorite part of the museum was the cactus garden. Drew never knew there were so many different kinds of cacti. Some had red things growing on top of them—prickly pears, and you could actually eat the pears! They tasted very different from the kind of pears Drew was used to.

“Spines” are what the woman who worked at the museum called the sharp spikes that stick out of the cactus. Some of the cacti had pretty big, sharp spines, while others had hair-like spines. Drew touched them, and they weren’t as soft as they looked. A couple stuck right into the palm of his hand and his mom had to put on her glasses to pluck them out for him.

By the end of the day, Drew’s head was exploding with all the facts he had learned about the desert and the plants and animals that live there. He could have stayed at the museum for longer, but it was time to get back on the road. Drew was excited to stare out the window. The desert was a fascinating place.
Part 2—Graphic Organizer
Once you have read and annotated the text, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>The Story’s Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Characters</td>
</tr>
</tbody>
</table>

- **Beginning**: Start of the story
- **Middle**: Development of the story
- **End**: Resolution of the story
- **Characters**: Main characters involved
- **Setting**: Environment where the story takes place
- **Conflict**: Central problem or issue
What is the purpose of a road trip? Cite evidence from the text in your response.

Criteria for Success:

- **Sentence 1 – Assertion**
  The purpose of a road trip is ______. For example, Drew and his family take a road trip to ______ in the story “West Coasting”.

- **Sentence 2 – Context**
  Drew ______.

- **Sentence 3 – Evidence**
  Drew says, “______” (ReadWorks.org, pg. #).

- **Sentence 4-5 – Interpretation & Conclusion**
  Drew and his family go on a road trip to ______ and learn ______. The purpose of read trips is to ______, as evident in Drew’s trip with his family.
Learning Packet Overview

Hey team!

I hope that you and your families are all happy and healthy.

For the next 2 weeks, I want you to get onto DuoLingo for 30 minutes every day. It’s important you are practicing your English!

Ms. Krudys & Ms. Parker

Necessary Materials

You will need...
- Your phone or computer
- Internet access or cellular data

How students will be successful

<table>
<thead>
<tr>
<th>Students will be successful if:</th>
<th>How caregivers can help students be successful:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Students log into DuoLingo every day</td>
<td>– Asking your student what he/she is learning today</td>
</tr>
<tr>
<td>– Students practice their English on DuoLingo every day for 30 minutes</td>
<td>– Monitoring time for your student</td>
</tr>
</tbody>
</table>

CLASS CODE - qimfvdn
Literature Support  
Block 6  
Ms. Parker’s Group

### Learning Packet Overview
Hey team!

I hope that you and your families are all happy and healthy. This learning packet is going to be super similar to what we do in LLI. You will...

9. Read the text(s)  
10. Annotate the text(s)  
11. Complete a graphic organizer on the text(s)  
12. Write a response to the text(s)

Please note, some lessons will have more texts than others. If you have ANY questions while you’re working on this or any of your work, you can text or call us using the numbers above.

Ms. Krudys & Ms. Parker

### Necessary Materials
You will need...

- Your learning packet  
- A pen or pencil  
- A highlighter (if you like to highlight while you annotate)

### How students will be successful

<table>
<thead>
<tr>
<th>How students will be successful</th>
<th>How caregivers can help students be successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be successful if:</td>
<td>Caregivers can help students be successful by:</td>
</tr>
<tr>
<td>- Students read text(s) completely</td>
<td>- Asking your student questions about the text</td>
</tr>
<tr>
<td>- Students annotate the text(s) (if you are completing work on the computer, create a comment on the Google Doc to show your annotation)</td>
<td>- Checking your student’s annotations (there should be approximately 1 per paragraph—maybe more, no less!)</td>
</tr>
<tr>
<td>- Students complete the graphic organizer</td>
<td>- Ensure your student has completed the graphic organizer</td>
</tr>
<tr>
<td>- Students complete the written response using the Criteria for Success</td>
<td>- Ensure your student has completed the written response (check the Criteria for Success!)</td>
</tr>
</tbody>
</table>

CLASS CODE - qimfvdn
Lesson # 1 – Tuesday March 24th, 2020
What Makes Someone a Hero?

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts surrounding the idea of being a hero.

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Makes Someone a Hero</td>
</tr>
<tr>
<td>ReadWorks.org</td>
</tr>
</tbody>
</table>

Heroes are people who do something brave, unusual, or important. Heroes are men and women who take risks. They make a positive difference in the world.

Some heroes lived long ago. George Washington was the first president of the United States. Some heroes did great things recently. Sally Ride was an astronaut and an educator, and the first American woman to go into space.

Some of the greatest heroes did not just do remarkable things that made them famous. In their everyday lives, they behaved in ways that made people admire their character. Character is a group of qualities that make up who a person is. Heroes are often people with great character.

Many people with great character are honest. Honest people tell the truth, even when it is hard to do. Someone with great character may also be compassionate. A compassionate person cares about others and works to help them.

A person with great character may also be responsible. Responsible people do things they promised to do. Other people can depend on them.

Heroes can combine great actions with great character. Now think: Do you have a hero?

| Text 2 |
Rosa Parks exhibition presents civil rights hero in her own words

The Guardian | January 1, 2020

“I had been pushed around all my life and felt at this moment that I couldn’t take it anymore,” wrote Rosa Parks. “When I asked the policeman why we had to be pushed around? He said he didn’t know. ‘The law is the law. You are under arrest.’ I didn’t resist.”

Parks likely wrote the note soon after her arrest in Montgomery, Alabama, on the evening of December 1, 1955. She was arrested for refusing to surrender her seat on a crowded bus to a white passenger. The law at the time said black passengers had to give their seats to white passengers when the bus was full.

On December 5, the note went on display with 90 other items owned by Parks. The exhibition is the first show of Parks’ personal collection at the Library of Congress in Washington, D.C.

**Important Moment In Civil Rights Movement**

Parks’ decision to break the law was an important moment in the civil rights movement. Her arrest started the 381-day boycott of the Montgomery bus system. During that time, protesters refused to use the city buses. The protest led to the Supreme Court ruling against segregation on public transportation in 1956.

Jane Gunter, now 80, a white woman, was on the bus that day. She remembered a large man shouting at Parks. Gunter offered her seat to Parks, but was stopped by a white man. The driver made everyone get off the bus as he called the police.

Parks was arrested, but it was the start of a lifelong friendship with Gunter. “She was a great woman, strong but tender,” Gunter said of Parks.

Parks died at age 92 at her home in Detroit, Michigan, in October 2005. She became the first woman to lie in honor in the U.S. Capitol Rotunda in Washington.

**Long Life of Political Activism**
Parks is generally shown as a quiet seamstress defined by the bus incident. However, the show, titled Rosa Parks: In Her Own Words, makes clear that her arrest was merely one part of a long life of political activism.

The exhibit shows the racism and threats the Parks family faced. Parks wrote about protecting her house from the Ku Klux Klan. She also wrote about a white boy threatening to hit her when she was a child.

The display also shows Parks’s political work. There are records of the Montgomery bus boycott and letters to Congressman John Conyers. Parks worked on Conyers’ congressional staff from 1965 to 1988. The Presidential Medal of Freedom, awarded to Parks at the White House in 1996, is also in the exhibition.

**Rights of Women, Workers, and Prisoners**

Together, the items tell the story of a woman who fought for racial equality and the rights of women, workers and prisoners. Parks supported the Black Power movement, which fought for equal rights. She also spoke out against apartheid, or segregation, in South Africa and other injustices around the world.

In a letter, she wrote that she would rather be killed than not be able to speak against mistreatment.

Adrienne Cannon, who planned the exhibition, said, “We want to present her as a seasoned, lifelong activist and we also want to show that’s not all of who she was. She was a woman. She was a wife. She was a mother. She was a daughter. She was an aunt. She was a young girl who attracted the boys and she went to dances and parties.”

Cannon is an expert in black history at the library. She added, “The power of this collection is that it reveals the truth of a public figure that we thought we knew, that we discover we didn’t really know. That’s the power of any real manuscript collection: that surprise.”

One of Parks’ notes states, “I want to be remembered as a person who stood up to injustice … and most of all, I want to be remembered as a person who wanted to be free and wanted others to be free.”
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Topic of Both Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What Makes Someone a Hero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rosa Parks exhibition presents civil rights hero in her own words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Detail from “Important Moment In Civil Rights Movement”</th>
<th>Supporting Detail from “Long Life Of Political Activism”</th>
<th>Supporting Detail from “Rights of Women, Workers, And Prisoners”</th>
</tr>
</thead>
</table>
Part 3 – Written Response

Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Based on the two texts, define the word “hero”. Cite evidence from both texts in your response.

Criteria for Success:

- **Sentence 1 – Assertion**
  Based on the texts “What Makes Someone a Hero” and “Rosa Parks Exhibition Presents Civil Rights Hero in Her Own Words”, a hero is _____.

- **Sentences 2-3 – Context**
  In the text “What Makes Someone a Hero”, the author explains _____. Similarly, in the text “Rosa Parks Exhibition Presents Civil Rights Hero in Her Own Words”, the author explores _____.

- **Sentence 4-5 – Evidence**
  Both authors agree that a hero is _____. In “What Makes Someone a Hero”, the author writes, “_____” (pg. #). Additionally, in “Rosa Parks Exhibition Presents Civil Rights Hero in Her Own Words”, the author states, “_____” (pg. #).

- **Sentence 6 – Interpretation**
  It is evident that a hero is _____ then because _____.

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Lesson # 2 – Wednesday March 25th, 2020
Recycling and Upcycling

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts surrounding recycling and upcycling.

| Text 1
| ---
| **A Playground Problem**
| ReadWorks.org | 2014

Have you ever built a model? A model is a small copy of something. People make models of buildings, cars, and many other things. Models can be fun to build. They can also communicate ideas to other people.

Let’s say your town wants to build a playground. However, the town only has a small amount of money to spend.

People are chosen to design and build the playground. They know they must keep costs low. The design team decides to save money by reusing materials. The team will use old tires to make swings. The designers will recycle plastic bottles and milk jugs to make rides. Someone suggests building play tunnels out of old plastic tubes.

Those ideas will save money. The ideas will also help the earth by not making more trash.

The team builds a model using recycled materials. The designers bring their model to the town leaders. The leaders look it over. They ask lots of questions. The leaders ask for some changes, but they like what they see.

The model helps everyone understand how the playground can work. Soon, the playground is built. It looks like the model, only much bigger!

Text 2

| **Japan prepares for Olympics with recycles-metal medals**
| The Washington Post | August 11, 2019

He also heard there was a shelter that needed him. So, he decided to try.
Japan’s electronic trash is being turned into treasure. At the Tokyo Olympics next summer all of the medals will be made from recycled metals.

Five thousand medals will be awarded at the Games and Paralympics. They have all been crafted entirely from recycled consumer devices. They are designed to resemble polished stones. Organizers say they are the first medals in Olympic history to be made from recycled metals.

The People of Japan Took Part

The move toward recycling has been underway for some time. Medals at the 2016 Games contained recycled material. The silver and bronze medals were made from 30 percent recycled materials. A small fraction of the 2010 medals were made of recycled circuit boards.

The 2020 medals represent the contributions of Japanese citizens. They are the result of a crowdsourcing project. It began more than two years ago. People were asked to recycle their cellphones and small devices and appliances.

"A project that allows the people of Japan to take part in creating the medals is really good," said Koji Murofushi. Murofushi is the Tokyo 2020 sports director. "There’s a limit on the resources of our earth," he said. "Recycling these things will make us think about the environment."

6.2 Million Cellphones Recycled

Tokyo organizers set out to gather as much as eight tons of metal (16,000 pounds) to yield the three tons (6,000 pounds) needed for the medals. Collection began in April 2017. About 32 kilograms (roughly 70 pounds) of gold was salvaged from 6.2 million mobile phones. More than 12,000 pounds, or six tons, of silver and bronze were also recovered.

On one side, the medals have an image of Nike, the goddess of victory. They also show the Olympic rings and the official name of the Games. The se are required by Olympic rules.
The other side is unique to each Olympics. The design was chosen from 400 entries. According to the organizers, 2020 medals "resemble rough stones that have been polished and which now shine, with 'light' and 'brilliance' their overall themes." They "collect and reflect" patterns of light. This symbolizes "the energy of the athletes and those who support them." The design is intended to "symbolize diversity." It also represents "a world where people who compete in sports and work hard are honored." Also, "the warm glow of friendship" is shown "by people all over the world holding hands."

**It Is Not a Japanese Event Without Mascots**

In keeping with that theme of friendship, four robotic versions of mascots will greet visitors at venues and shake their hands. The mascots were crowdsourced, too. They were chosen by more than 16,000 elementary school children. They will be Miraitowa for the Olympics and Someity for the Paralympics. They were created by Japanese artist Ryo Taniguchi. Miraitowa is named after the Japanese words for "future" and "eternity." Someity is named after a cherry blossom. It means "so mighty."

### Part 2 – Graphic Organizer

Once you have read and annotated both texts, complete the graphic organizer below.

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<thead>
<tr>
<th>Topic of Both Texts</th>
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<th>A Playground Problem</th>
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<td>Main Idea:</td>
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<th>Japan prepares for Olympics with recycled-metal medals</th>
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<td>Main Idea:</td>
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<tr>
<th>Supporting Detail from “The People of Japan Took Part”</th>
<th>Supporting Detail from “6.2 Million Cellphones Recycles”</th>
<th>Supporting Detail from “It Is Not a Japanese Event Without Mascots”</th>
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</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

**Criteria for Success:**

- **Sentence 1 – Assertion**
  Two benefits of recycling are _____ and _____.

- **Sentences 2-4 – Context, Evidence, & Interpretation (Text 1)**
  In the text “A Playground Problem”, the author details ____. The author writes, “______” (pg. #). This evidence shows that a benefit of recycling is _____ because _____.

- **Sentences 5-7 – Context, Evidence, & Interpretation (Text 2)**
  Similarly, in the text “Japan Prepares for Olympics with Recycled-Metal Material”, the author explores ____. The author writes, “______” (pg. #). This evidence shows that a benefit of recycling is _____ because _____.

- **Sentence 8 – Conclusion**
  Thus, two benefits of recycling are _____ and _____ because _____.
Lesson # 3 – Thursday March 26th, 2020
Spy Devices

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts surrounding spy devices.

Text 1

How to Spy on Sharks
ReadWorks.org | 2007

Fish Finders
A pointy gray fin, a toothy smile—almost everyone knows what a shark looks like. But scientists don’t know much about how the big fish live. That’s starting to change.

Scientists have been collecting information about sharks around the world with satellite tracking tags. Researchers place the tags into the flesh of a shark and release the fish into the water. The tags collect information about where the sharks travel and how deep and fast they swim. Scientists program the tags to stay fastened to the shark for a certain amount of time and then pop off and float to the ocean’s surface. Then the tags send the information they gathered to a satellite in space, which transmits the information to the scientists.

Satellite tags help scientists learn which shark species migrate (move from one area to another), where they go, and what they do there. A few years ago, researchers tracked a great white shark that traveled from Africa to Australia and back. The shark, nick-named Nicole, swam 12,400 miles in nine months. That’s halfway around the planet!

Saving Sharks
People often think of sharks as fearsome killers, but the truth is that people pose a great danger to sharks. Shark attacks always make the news, but they are rare. The International Shark Attack File says that, on average, sharks kill five to 15 people a year worldwide. Every summer, the number of shark attacks begins to rise compared with previous months, but researchers say it is not because sharks are more aggressive. The reason for the increase is that people are spending more time in the water—surfing, swimming, and fishing in shark habitat. Still, an attack is very unlikely. A person is 30 times more likely to be killed by lightning than by a shark.
Meanwhile, fishermen kill about 100 million sharks each year. Populations of great white sharks and other species are shrinking. Scientists hope to discover important areas where sharks like to spend time so those areas can be protected.

**Shark Sub**

Ocean explorer Fabien Cousteau has created a shark shaped submarine! Cousteau, the grandson of famed ocean explorer Jacques Cousteau, has traveled inside the shark sub to see how sharks behave when they don’t know they are being watched.

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**Text 2**

**Maritime monitoring: U.S. on a quest to try sea creatures as spies**

*Scientific American | April 28, 2019*

We humans often watch and wonder at wildlife. A U.S. government group's new plan switches that around, though. It wants to use underwater animals to keep an eye on humans.

The group is studying sea life. They are researching everything from glow-in-the-dark plankton to goliath grouper. They want to know if these animals can serve as underwater spies.

It is the government's job to take care of a country. Sometimes, other countries want to cause people or places harm. As a result, the government is always looking for other countries' underwater drones, large nuclear submarines and other vehicles. They use expensive equipment for these searches. But sea animals may be able to find them. The research effort is called Persistent Aquatic Living Sensors (PALS).

**Animals Respond To Many Things**

Many sea animals respond to changes in the water around them. They respond to sights, sounds and even chemicals. For example, schools of black sea bass change their behavior when disturbed by underwater vehicles.

Microbes are tiny living things. Some underwater microbes react to the magnetic signatures of submarines. Existing spying technology can pick up this behavior, but until now, it has been treated as background noise.
Lori Adornato is in charge of the PALS research. It is being administered by the federal Defense Advanced Research Projects Agency (DARPA). This is the government group that creates new technology for the U.S. military.

PALS program uses the skills of ocean animals. They are very good at noticing changes in their environment, Adornato says.

**Sonar Sensors Expensive, Hard To Install**

Sonar is a system that uses sound pulses to find things underwater. It is used for most underwater spying today, but it’s not perfect. Other countries can detect those pulses, too. Also, sonar sensors are expensive and hard to install. Maintenance is also a challenge. Sonar sensors can rust and use a lot of electricity.

Living creatures might be better spies. They are self-powered and can sense visual, magnetic and chemical changes as well as sounds. They do not need to be installed and replace themselves naturally.

At least two challenges come with using living creatures for underwater spying, however. First, DARPA will need a way to pick up on the animal behavior they are looking for. The technology used to watch the animals could face the same problems as that being used today. Second, you need to understand what the different behaviors mean, according to Kim Martini. She studies the physical conditions of the ocean.

To see what is possible, DARPA is working with five teams of scientists. Each team will study a specific marine life form and its responses to underwater vehicles. Scientists will use underwater microphones, sonar and cameras. This will let them study and record the creatures’ behavior. They then will look at the data. Finally, the teams will develop technology that can send signals back to the military.

**Distress Call**

One of these teams is led by Laurent Chérubin. He is a physical oceanographer at Florida Atlantic University’s Harbor Branch Oceanographic Institute. His group will record and study the noises made by goliath groupers. They can grow up to 8.2 feet in length. And they can weigh up to 800 pounds. These territorial fish are known to make low-sounding "booms" when divers approach them. Scientists suspect the boom is a distress call. It may be a response to all kinds of intruders, including underwater drones and submarines.
Chérubin and his team will test this idea. They will become well-acquainted with every detail of the species' behavior.

Alison Laferriere is an oceanographic engineer. She will lead a team of scientists focusing on snapping shrimp. These animals are some of the loudest underwater creatures. They make popping noises that are louder than a rocket launch. Laferriere says it sounds like the sizzle of frying bacon. The pops travel for long distances and could strike vehicles and bounce back to sensors, much like sonar does.

Other teams will look for useful patterns in the responses of glow-in-the-dark creatures to underwater vehicles. All of the scientists are expected to publish their findings in the next several years. When they do, we can listen in too.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

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</table>
Based on the two texts, what is the purpose of spying? Cite evidence from both texts in your response.

Criteria for Success:

- **Sentence 1 – Assertion**
  Based on the texts “How to Spy on Sharks” and “Maritime Monitoring: U.S. on a Quest to Try Sea Creatures as Spies”, the purpose of spying is ______.

- **Sentences 2-4 – Context, Evidence, & Interpretation (Text 1)**
  In the text “How to Spy on Sharks”, the author details ______. The author writes, “______” (pg. #). This evidence shows that a purpose of spying is ______ because ______.

- **Sentences 5-7 – Context, Evidence, & Interpretation (Text 2)**
  Similarly, in the text “Maritime Monitoring: U.S. on a Quest to Try Sea Creatures as Spies”, the author explores ______. The author writes, “______” (pg. #). This evidence shows that a purpose of spying is ______ because ______.

- **Sentence 8 – Conclusion**
  Based on these two texts, the main purpose for spying is ______ because ______.
Lesson # 4 – Friday March 27th, 2020
Written Laws

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text surrounding laws.

Text 1

The Code of Hammurabi
ReadWorks.org | 2015

We may take for granted the existence of written laws. Many people grow up with the understanding that certain laws exist. If you fail to stop at a stop sign in your car, you will likely receive a fine. Refusal to pay your taxes can result in a prison sentence. In some states, killing another human being can even result in the death penalty.

The U.S. Constitution, the supreme law of the United States of America, was written to ensure that everyone knows the laws of living in this country. Instead of allowing a single ruler to impose his or her will, people are required to follow a set of written laws. Breaking them comes with certain punishments. Based on the code of laws, a judge determines the punishment for a particular crime. Committing murder is a much larger crime than running a red light. Thus, the punishment for murder is much greater than failing to stop at a red light.

Written laws existed long before the U.S. Constitution. Historians trace the creation of written laws to around 1772 B.C. At that time, what we now consider Iraq was known as Mesopotamia. And the ruler of Mesopotamia was a man named King Hammurabi. Hammurabi was a member of the Babylonian people. He was also a talented military leader and a smart governor. It was he who is credited with creating the first written laws.

Hammurabi’s Code often required the criminal to receive the same injury that he or she had inflicted on a victim in an effort to make the punishment fit the crime. Such laws may seem harsh today, but they were intended to prevent society from descending into chaos and disorder. They helped to advance the rule of law in Mesopotamia.
Hammurabi created 282 laws, which dealt with aspects of everyday life. Crimes came with specific penalties, and many of them were punishable by death. The laws were inscribed on a stone pillar, and became known as Hammurabi’s Code. To ensure that everyone knew all 282 laws, they were also probably read aloud in public on a regular basis. That way, no one could be excused for committing a crime because of not knowing the law. Laws in the United States function in a similar way. The United States government usually allows people full access to its laws, so the fact that you don’t know that running a red light is illegal in the U.S. does not excuse you from paying a fine for doing so.

One of many differences between Hammurabi’s Code and the U.S. Constitution is that the laws in Hammurabi’s Code often depended on social standing. Soldiers and noblemen had certain rights that ordinary citizens and poor people did not. Still, the existence of laws prevented a future single ruler from imposing his will on the populace.

Hammurabi’s Code also dealt with similar issues that we confront in our own justice system today. The laws covered issues related to trade, marriage, taxes, theft, and murder, among other things. To create the code, the king collected laws from different regions of Mesopotamia and compiled them into a single rulebook. If a person was accused of a crime, that person would face a judge. This judge would determine whether the accused person was innocent or guilty of the crime. If the person was found guilty, then the judge would prescribe the appropriate punishment as written in Hammurabi’s Code.

Here’s an example of how Hammurabi’s Code might have been used in Mesopotamia. Imagine a shepherd is accused of stealing a sheep that was taken from a nobleman’s flock. The shepherd and the nobleman are both brought before a judge. The nobleman introduces a witness. The witness claims to have seen the shepherd in the nobleman’s field the night before the nobleman realized one of his sheep was missing. Then, the witness says, “The shepherd picked a sheep up and ran off with it in the direction of his own property.” The witness is certain it was the same man because she got a good look at the shepherd’s face and he was wearing the same hat that he now has on during this “trial.” Later, the nobleman points out that the sheep found at the shepherd’s place was marked with the nobleman’s brand.

In an attempt to defend himself, the shepherd claims he purchased the sheep from a man in town. The shepherd names the man in town, and that man is also brought before the judge. The man says that he has never seen the shepherd and also that he was not selling sheep in the market on the day that the shepherd says he bought the sheep. The man continues to say that he was visiting his daughters. The man’s daughters and their husbands act as witnesses and confirm that he was not in the market on said day.
Since the shepherd’s story of purchasing a sheep from the marketplace has been cast into doubt by witnesses, the judge determines that he is guilty of stealing the sheep. The judge consults Hammurabi’s Code.

Law number eight states: “If any one steals cattle or sheep, or an ass, or a pig or a goat, if it belongs to a god or to the court, the thief shall pay thirtyfold therefor.” This means that if a man steals a sheep that’s owned by the ruling class in Mesopotamia, he would be required to pay 30 times the amount of the sheep’s worth. The law continues: “If they belonged to a freed man of the king he shall pay tenfold; if the thief has nothing with which to pay he shall be put to death.” Because the shepherd is found guilty of stealing the sheep from a nobleman and noblemen are considered to be members of the court, the shepherd is required to pay 30 times the cost of the sheep based on the law. According to Hammurabi’s Code, if the shepherd does not have enough money to cover his payment, he will be put to death.

Fortunately for the shepherd, he has many other sheep in his flock. He sells 30 of his sheep and pays the nobleman. As a result, the shepherd now has only three sheep left in his flock.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

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<th>The Code of Hammurabi</th>
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<td>Supporting Detail:</td>
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Part 3 – Written Response

Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Explain three differences between Hammurabi’s Code and the U.S. Constitution. Cite evidence from the text in your response.

Criteria for Success:

- **Sentence 1 – Assertion**
  Three differences between Hammurabi’s Code and the U.S. Constitution are _____, _____, and _____.

- **Sentence 2 – Context**
  In the text “The Code of Hammurabi”, the author explores _____.

- **Sentences 3-6 – Evidence & Interpretation**
  The author writes, “_____” (pg. #). This illustrates a difference between the two codes of law because _____.
  Additionally, the author states, “_____” (pg. #). This shows a difference between the U.S. Constitution and Hammurabi’s Code because _____.
  Furthermore, the author asserts “_____” (pg. #). This notes a difference between the two texts because _____.

- **Sentence 7 – Conclusion**
  Overall, Hammurabi’s Code and the U.S. Constitution are different because _____.
Lesson # 5 – Monday March 30th, 2020
Buried Treasure

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text surrounding laws.

### Text 1

**Buried treasure: Boy digs up jewels, coins from ancient Danish kingdom**

*Agence France-Presse | April 23, 2018*

A 13-year-old boy and his teacher found buried treasure. But it was no pirate chest. They found a treasure pile that might have belonged to Harald Bluetooth. He was the king of Denmark more than a thousand years ago. Denmark is a country in northern Europe.

The teacher likes to study archaeology. Archaeologists study human history. They find very old objects. This helps us learn what people were like long ago. The teacher and the boy were using metal detectors. These hand-held machines beep when they get close to metal under the ground. They were searching on an island. The island is north of Germany and south of Denmark. There, they stumbled upon a piece of metal. At first, they thought it was worthless.

They took a closer look at it. That's when they realized that it was a shiny piece of silver.

**Necklaces, Pearls, Rings and Coins**

That weekend, scientists started to dig in that area. They found many things. The items are believed to have belonged to Bluetooth, who was king from around 958 to 986.

Necklaces, pearls and rings were found. A Thor's hammer was uncovered. Up to 600 chipped coins were found. More than 100 coins dated to Bluetooth's time. This is the largest number of Bluetooth coins ever found in this area.
Scientists can find out the age of the items. Then they can guess when the treasure was buried. They think the treasure might have been buried in the late 980s. This is when Bluetooth was known to have quickly left Denmark. His son led a group to fight against him. Bluetooth was forced out.

He went to Pomerania, an area that is now Germany and Poland. He died there in 987.

**A Rare Find**

The treasure helps prove that Bluetooth did leave Denmark for Pomerania. It is rare to make a find like this. This find might prove a story is true.

Bluetooth is known for bringing the people of Denmark together. He brought them together to make Denmark a country.

Today, we know Bluetooth from smartphones and laptops. For example, it is how smartphones connect to speakers without wires. This wireless technology is named after the Danish king.

**A Very Rich Country**

Brian Patrick McGuire is a professor in Denmark. He says all the treasure tells us something. It shows that Denmark was a very rich country at that time.

But then Harald's son went against him. The last days were confusing, McGuire said.

Things were very unstable. Rich people buried their coins and jewels. They planned to dig them up when things got better, he said.

**Historians Learn from Find**

It is unclear how much money the treasure is worth. But it almost doesn't matter. The find has taught historians so much. There is very little written about this troubled period, McGuire added.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

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<thead>
<tr>
<th>Buried treasure: Boy digs up jewels, coins from ancient Danish kingdom</th>
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<td><strong>Topic:</strong></td>
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<td><strong>Main Idea:</strong></td>
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<tr>
<td>Supporting Detail from “Necklaces, Pearls, Rings, and Coins”:</td>
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<tr>
<td>Supporting Detail from “A Rare Find”:</td>
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<td>Supporting Detail from “A Very Rich Country”:</td>
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<tr>
<td>Supporting Detail from “Historians Learn from Find”:</td>
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</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

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<thead>
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<th>Criteria for Success:</th>
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<tr>
<td>– Sentence 1 – Assertion</td>
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<tr>
<td>When items from the past are discovered, scientists archaeologists can learn _____.</td>
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<tr>
<td>– Sentence 2 – Context</td>
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<tr>
<td>In the text “Buried Treasure: Boy Digs Up Jewels, Coins from Ancient Danish Kingdom”, the author explores _____.</td>
</tr>
<tr>
<td>– Sentence 3 – Evidence</td>
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<tr>
<td>The author writes, “____” (pg. #).</td>
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<tr>
<td>– Sentence 4 – Interpretation</td>
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<tr>
<td>Archeologists can learn ____ about the past from discovered items because _____.</td>
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What can we learn from discovered items from the past? Cite evidence from the text in your response.

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(Additional response area)
Lesson # 6 – Tuesday March 31st, 2020
Empathy and Sympathy

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text surrounding laws.

Text 1

The difference between empathy and sympathy
ThoughtfulCo | December 19, 2017

Is that “empathy” or “sympathy” you're showing? These two words are often incorrectly used in place of one another, though their differences are important.

Sympathy is a simple expression of concern for another person’s tough times.

Empathy goes beyond sympathy. Empathy is when one person is able to feel what another person is feeling.

However, if empathy is taken too far, it can be bad. Extreme empathy can be harmful to a person’s emotional health.

Sympathy
Sympathy is feeling concern for someone. This is often a wish for that person to be happier or better off. An example of sympathy is finding out someone is seriously ill, then feeling concerned and wishing them wellness.

In general, sympathy has a deeper level of concern than pity. Pity is really just a simple expression of sorrow.

However, sympathy does not mean that someone’s feelings for another person are because they share experiences or emotions. That is called empathy.

Empathy
Empathy is being able to recognize and share another person’s emotions.
Empathy is often confused with sympathy, pity and compassion. However, these feelings are just recognizing another person’s distress.

Pity usually means a person does not deserve something bad that has happened. It also often means the person is powerless to do anything about it.

Compassion is a deeper level of empathy. Compassion shows the desire to help the suffering person. Empathy must have a shared experience. So, people generally feel empathy only for other people, not for animals. While people may be able to sympathize with a horse, for example, they cannot truly empathize with it.

The Three Types Of Empathy
Paul Ekman is a psychologist who studies emotions. He has identified three types of empathy.

- Cognitive empathy: This is understanding and predicting the feelings and thoughts of others by imagining yourself in their situation.
- Emotional empathy: This is feeling what people feel, or at least feeling emotions similar to theirs. In emotional empathy, there is always some level of shared feelings.
- Compassionate empathy: This is when people do things to help. They are driven to do this because they feel concern for another person's suffering.

Empathy can comfort people in distress. Empathy can also do great harm.

Empathy Can Lead To Misplaced Anger
Empathy can make people angry. This may happen if someone mistakenly thinks that another person is threatening a person they care for.

For example, a parent may notice a stranger staring at his or her child. Although the stranger does not do or say anything harmful to the child, the parent may think the stranger is harmful. This drives the parent into a state of rage. This shows how empathy and harmful acts can be related.

Empathy Can Drain Your Wallet
Doctors have reported cases of patients being overly empathetic and harming themselves.
One such example is a person giving away his or her life savings to random people in need. This happens when someone feels he or she is responsible for the distress of others. Then, he or she feels guilty and may do extreme acts to feel less guilty.

**Empathy Can Harm Relationships**

Doctors warn that empathy should never be confused with love. Love can make a relationship better, but empathy cannot do this. Empathy may make a relationship end sooner.

A scene from the TV series "The Simpsons" is an example of harmful empathy.

In the scene, Bart is upset about the failing grades on his report card. He says, “This is the worst semester of my life.” His dad, Homer, tries to comfort Bart by telling him, it is “your worst semester so far.”

**Empathy Can Lead To Fatigue**

Mark Stebnicki is a counselor who coined the term “empathy fatigue.” This means becoming exhausted from constantly being involved in illness, disability, pain, grief and loss of others.

Empathy fatigue is common in certain jobs. Counselors, doctors, nurses, lawyers and teachers may experience it. This can lead to health problems.

Paul Bloom is a professor at Yale University. He thinks it might be better for people to have less empathy in some cases, rather than more.
**Part 2 – Graphic Organizer**

Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>The difference between empathy and sympathy</th>
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<tbody>
<tr>
<td><strong>Topic:</strong></td>
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<tr>
<td><strong>Main Idea:</strong></td>
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<tr>
<td><strong>Supporting Detail:</strong></td>
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</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

What is the difference between empathy and sympathy? Cite evidence from the text in your response.

Criteria for Success:
- **Sentences 1-3 – Introduction & Assertion**
  Sympathy is _____. On the other hand, empathy is _____. The difference between sympathy and empathy is _____.
- **Sentence 4 – Context**
  In the text “The Difference Between Sympathy and Empathy”, the author explores _____.
- **Sentence 3 – Evidence**
  The author writes, “_____” (pg. #).
- **Sentence 4 – Interpretation**
  Thus, sympathy and empathy are different because ____.
Lesson # 7 – Wednesday April 1st, 2020
Under-the-Sea Life

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains two texts about life under the sea

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
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</table>

**Blue Bloods of the Sea**  
ReadWorks.org | 2007

Some people are afraid of horseshoe crabs. Their hard shells, pointy tails, and six pairs of legs make them scary-looking animals. But horseshoe crabs actually help people. Their special blue blood is used by doctors to help fight diseases. Now some scientists say the number of horseshoe crabs is falling, and they need our help.

**Blue Bloods of the Sea**
Scientists believe the horseshoe crab population around the world is falling - for many reasons. Fishermen catch horseshoe crabs and use them as bait. Pollution is hurting some of the areas in North America, from Maine to Mexico, where horseshoe crabs live. Seabirds hunt the crabs and eat the eggs that female horseshoe crabs lay.

In the United States, some states are passing laws that say how many crabs can be caught each year. The U.S. government wants to make Delaware Bay, where many horseshoe crabs live, a protected area. Delaware Bay is near Virginia, Maryland, and Delaware.

Crabs Help People
Horseshoe crabs help doctors fight diseases. Doctors use horseshoe crab blood to test medicines for harmful germs. Crab blood clots, or thickens, when it comes in contact with germs that can cause disease. If the crab blood does not clot, the medicine is free of bacteria, and people can safely use it.

Doctors use a needle to remove some of the special blue blood from a crab. Blood is taken from about 300,000 horseshoe crabs each year. Scientists say that no horseshoe crabs are killed when the blood is taken. The horseshoe crabs are later returned to their habitat or area where they live.

**Time Will Tell**

Efforts are being made to help protect horseshoe crabs. Scientists warn it will take 20 to 30 years to see if the horseshoe crab population has increased.

---

**Text 2**

**Huge rock block covered in marina animals headed to Australia**

Al Jazeera | September 5, 2019

A big slab of volcanic rock is floating across the Pacific Ocean toward Australia. Scientists say it could help the Great Barrier Reef.

The good news comes at a time when people are worried about the future of the ecosystem. It is suffering under climate change.

Australia’s Queensland University of Technology (QUT) said the floating sheet of pumice rocks is expected to reach Australian shores in about eight months.

It could bring with it billions of marine animals. Those marine animals attached themselves to the sheet along the way.
The sheet is made up of pumice rocks. Pumice is produced when magma, or liquid rock, is cooled quickly. It is very light and soft.

58-Mile "Raft"
The pumice sheet is called a raft. It stretches for almost 58 miles, according to the university in mid-August. NASA is the U.S. space agency. NASA said an underwater volcano near the island nation of Tonga likely produced the raft. Tonga is in the South Pacific Ocean. It is made up of 170 volcanic islands.

The underwater volcano erupted sometime around August 7.

A couple first spotted the raft on August 15. Michael Hoult and Larissa Brill came across it at night while sailing to Fiji. Fiji is a country in the South Pacific. It lies about two-thirds of the way from Hawaii to New Zealand.

The couple said in a Facebook post that they entered a block of floating chunks of pumice stones. They said the stones ranged in size. Some were small as marbles, while others were as big as basketballs.

They added that the block stretched for as far as they could see in the moonlight.

The couple was stuck for a little bit because rocks jammed their boat. They were later able to move out of the block.

The couple later sent samples of the pumice stone to the university researchers.

Bringing Healthy Corals Back To Great Barrier Reef
Scott Bryan is one of the geologists studying those samples. He said the raft is going to "bring new healthy corals and other reef dwellers to the Great Barrier Reef."
He later told the Australian Broadcasting Corp. (ABC) that the rock mass was probably composed of "billions to trillions of pieces of pumice." Each is "a vehicle for some marine organism."

He said the pumice raft will be covered in a whole slew of organisms by the time it arrives. It will be full of organisms such as corals, crabs, snails, worms and algae. Algae are tiny plants that live in the water.

The Great Barrier Reef covers almost 135,000 square miles. It made the World Heritage List of UNESCO as the most extensive and spectacular coral reef ecosystem on the planet in 1981.

UNESCO is the United Nations (U.N.) cultural agency. The U.N. is a group of countries that work together to promote international cooperation.

Unfortunately, the Great Barrier Reef has suffered a lot of damage in recent years due to rising water temperatures, which destroy large areas of coral.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Topic of Both Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Bloods of the Sea</td>
</tr>
<tr>
<td>Main Idea:</td>
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</table>

<table>
<thead>
<tr>
<th>Supporting Detail from “Blue Bloods of the Sea”</th>
<th>Supporting Detail from “Crabs Help People”</th>
<th>Supporting Detail from “Time Will Tell”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huge rock block covered in marina animals headed to Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Idea:</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Detail from “58-Mile ‘Raft’”</th>
<th>Supporting Detail from “Bringing Healthy Corals Back to Great Barrier Reef”</th>
</tr>
</thead>
</table>
# Part 3 – Written Response

Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

**Why is life under the sea important to protect? Cite evidence from both texts in your response.**

<table>
<thead>
<tr>
<th>Criteria for Success:</th>
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</thead>
<tbody>
<tr>
<td><strong>Sentence 1 – Assertion</strong></td>
</tr>
<tr>
<td>Life under the sea is important to protect because_____</td>
</tr>
<tr>
<td><strong>Sentence 2-4 – Context, Evidence, &amp; Interpretation (Text 1)</strong></td>
</tr>
<tr>
<td>In the text “Blue Bloods of the Sea”, the author explores _____ . The author states, “_____” (pg. #). It is important to protect life under the sea because _____.</td>
</tr>
<tr>
<td><strong>Sentence 5-7 – Context, Evidence, &amp; Interpretation (Text 2)</strong></td>
</tr>
<tr>
<td>Similarly, in the text “Huge rock block covered in marina animals headed to Australia”, the author details <em><strong><strong>. The author states, “</strong></strong></em>” (pg. #). It is important to protect life under the sea because _____.</td>
</tr>
<tr>
<td><strong>Sentence 4 – Interpretation</strong></td>
</tr>
<tr>
<td>Based on both texts, it is important to protect life under the sea because _____.</td>
</tr>
</tbody>
</table>
Lesson # 8 – Thursday April 2nd, 2020
Working Dogs

Part 1 – Read and Annotate
Read and annotate the following text. This lesson contains one text about working dogs.

<table>
<thead>
<tr>
<th>Text 1</th>
</tr>
</thead>
</table>
| **Should Dogs Work?**  
ReadWorks.org | 2009 |

Many pet dogs spend their days sleeping around the house. They play catch with their owners. They have all their meals delivered straight to their bowls. Pet dogs give their owners love and friendship. In return, the dogs live carefree lives.

Some dogs don't have it so easy. They are put to work, but these dogs are not paid in cash. They are paid in shelter, food, and love. Those are the same things that many pet dogs get. Service dogs give more than pet dogs give. People depend on them for serious work. There are many kinds of service dogs. Some dogs guide people who are deaf or blind. The dogs act as people's eyes and ears.

Other dogs do police work. There are about 15,000 police dogs in the United States. The dogs search for missing people and hunt down criminals. Many dogs are also used to search for drugs and bombs. Service dogs often work long hours. Meanwhile, pet dogs have the freedom to sleep and play whenever they want to. Is it fair that some dogs should have to work? Read the debate and then decide.

**Yes! Dogs Should Work**
Service dogs are workers and pets. Usually, they get more attention than pets get. Service dogs often work for their owners, so the dogs spend a lot of time with the people who care for them. Service dogs live happy and useful lives.
Service dogs have to work hard, but they enjoy what they do. Their work can be stressful at times. Since the work can be stressful, the owners make sure that the dogs stay happy. To do that, they give the dogs lots of love and praise for their work. This makes the dogs feel good about the work they do. It makes the dogs want to work more.

Police and service work can be dangerous for dogs. Dogs are brave to do this kind of work. They are willing to face danger when they work.

In 2001, about 350 dogs worked at the World Trade Center site. One rescue worker said, "If these dogs only knew the difference they make. Certainly, there's nothing that can replace... a dog's nose. And absolutely nothing that can replace a dog's heart."

**No! Dogs Should Not Work**

Dogs are meant to be pets. They live short lives compared to humans. They should be allowed to enjoy all of their days. Dogs are meant to be companions, not workers. Service dogs are put under too much stress. Their jobs are not fun. Some service dogs are servants. They do things like opening dresser drawers and pulling their owners' wheelchairs.

Servant dogs, such as guide dogs for people who are blind, are not put in danger. But police dogs are not as lucky. They face life-and-death situations. While people can choose to put their lives on the line, dogs don't have that choice.

In 2001, a police dog was shot and killed by police officers. The dog had caught a person the police were chasing. The police officers didn't realize that the dog was on their side. They thought he was vicious. So they killed him. Weeks before the dog was killed, he had acted as a search-and-rescue dog when the World Trade Center was attacked in New York City.
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Should Dogs Work?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td><strong>Argument 1:</strong></td>
</tr>
<tr>
<td><strong>Supporting Detail for Argument 1:</strong></td>
</tr>
</tbody>
</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

In your opinion, should dogs work? Why or why not? Cite evidence from the text in your response.

Criteria for Success:

- **Sentence 1 – Assertion**
  Dogs_____ work because _____.

- **Sentence 2 – Context**
  In the text “Should Dogs Work?”, the author explores _____.

- **Sentence 3 – Evidence**
  In the text “Should Dogs Work?”, the author states, “_____” (pg. #).

- **Sentence 4-5 – Interpretation & Conclusion**
  This evidence shows that dogs who work _____. Thus, I believe that dogs _____ work because _____.
Lesson # 9 – Friday April 3rd, 2020
Flooding

Part 1 – Read and Annotate
Read and annotate the following texts. This lesson contains two texts about floods.

Text 1
Reducing the Impact of Flooding
Atlas Obscura | 2017

Floods are the most common weather-related disaster. In fact, 56% of people who face weather-related disasters are affected by flooding. The United Nations (UN) has found that over 157,000 people have died in flood storms over the past 20 years. The UN has also found that 2.3 billion people have been negatively impacted by flooding during this period.

What are the impacts of flooding on people’s lives? Flooding can ruin farms, which means that farmers lose their crops. This can lead to starvation. For example, rural India has suffered from major floods for many years. The UN studied this region and discovered that many of the people were underweight. The UN also discovered that babies who grew up in flooded areas suffered from malnutrition. People suffer from malnutrition when they don’t eat enough nutritious food. Floods can also ruin homes and leave people homeless. When people lose their farms and homes to flooding, it is very difficult to survive and remain healthy.

There are some strategies to reduce the impacts of flooding, however. Most homes have gaps where water can seep in. One strategy is to cover these gaps with bags full of sand. The sandbag will block the water from seeping through the gaps. The sandbags are most effective at blocking water when they are stacked into a pyramid. Another strategy is to clean out the gutters before the storm hits. Gutters help to redirect water
away from a home. If leaves clog the gutters, the gutters will not work. A third strategy is to buy a sump pump. A sump pump pumps water out of a flooded home.

**Text 2**

**Rescue response to Hurricane Harvey draws flood of volunteers**
Rory Carroll, The Guardian | September 4, 2017

John Brown brought a battered 16-foot fishing boat.

He drove it through flooded streets, looking for strangers to rescue.

Dale Montalban brought a wetsuit. He waded into the dark, churning waters, helped people into to boats, and carried their bags.

Cassandra Luna brought a life vest. She had bought it at Walmart in case someone, anyone, might need it.

All three of these people were volunteers. They came to help people in and around Houston, Texas, where Hurricane Harvey hit last week. The large hurricane poured rain down on Houston and other cities. It caused dangerous flooding in the area.

**Volunteers Came On Their Own Time And Dime**

Brown, Montalban and Luna were not the only volunteers to show up. Many, many helpers spread out across flooded areas around Houston. They said they would stay and help all week.

No one sent the volunteers. No one was paying them, either. They came to help people they had never met. And they faced heavy rain and dangerous conditions. Officials warned that Hurricane Harvey, which by then had changed from a hurricane into a tropical storm, would continue to cause destruction.

"I think it's beautiful, everybody coming together to do this," said Brown.
Residential Streets Turned Into Bubbling Bayous

He was surrounded by a horrible scene. Flood waters rushed through Woodlands, a community just north of Houston. Hundreds of families were trapped in their homes. Leafy streets and avenues were turned into waist-high rivers.

Brown's own town 30 miles away had some flooded areas, too. Yet he traveled to Woodlands with his boat to help other people who were in greater need.

Montalban felt the same pressing need to help. He worked for hours in rising waters. He helped deliver families, property and pets to drier land. From there, people boarded buses and other vehicles. They drove to shelters and other safe spaces.

One Nation, Indivisible

Luna's offering was an orange life vest. The $9.95 price tag was still on it. "I was imagining there wasn't going to be any help," Luna said. "But there are so many people here."

Together, the volunteers were a symbol of an important American idea: one nation, indivisible, where citizens look out for each other. Everyone could see a disaster was happening. And everyone wanted to be a part of the response.

There was a sense of unity among the rescuers and rescued. Both groups included people of different races and backgrounds. Everyone came together and there was a remarkable calm in the area.

Meanwhile, the storm continued to rage. Across Texas, 20 people died as a result of Hurricane Harvey. Hundreds of thousands were left without power. Many towns were unrecognizable after Harvey hit.

Boat Owners Come To The Rescue
The volunteer response in Woodlands was all the more amazing because only two of the seven boats that pulled people to safety belonged to the fire department. Private citizens owned the rest.

"The private response has been tremendous," said David Polnick. He works for the Woodlands fire department. "I've even had to turn help away because there's been so much."

"Why do I do this?" Brown wondered as he directed his boat past a lamp post and some fallen trees. "Well, why not?" Brown had picked up more than 50 people by early afternoon and planned to continue till after dark.

One boat returned with an elderly couple, Dora and Ted Perez. Ted was in a wheelchair. Another boat came loaded with dogs. One man was using an inflatable pool to transport food and kitchenware to safe, dry places.

A woman named Claire Torres climbed out of a rescue boat, holding an infant close. She was smiling. "It's all good," she said. "We have a place to stay."

**Volunteers Put Own Lives In Danger**

Volunteers were working all across the city of Woodlands, offering a helping hand.

At one point, a family in a black SUV got stuck in a downpour of rain on a major highway. The car was at risk of being swept away in the water. Luckily, it was spotted and pulled to safety by Nick and Jeremy Hicks, brothers who own a tow-truck business.

Would they be doing more rescues? "You bet," said Nick. "It feels good, man."
Part 2 – Graphic Organizer
Once you have read and annotated both texts, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Topic of Both Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing the Impact of Flooding</td>
</tr>
<tr>
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<tr>
<td>Main Idea:</td>
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</table>

<table>
<thead>
<tr>
<th>Supporting Detail from “Volunteers Came on Their Own Time and Dime”</th>
<th>Supporting Detail from “Residential Streets Turned into Bubbling Bayous”</th>
<th>Supporting Detail from “One Nation, Indivisible”</th>
<th>Supporting Detail from “Boat Owners Come to the Rescue”</th>
<th>Supporting Detail from “Volunteers Put Own Lives in Danger”</th>
</tr>
</thead>
</table>
Part 3 – Written Response
Once you have read and annotated the texts and completed the graphic organizer, complete the writing response below. Use the Criteria for Success to ensure you are answering all parts of the question! Remember, using the provided sentence starters is optional.

Explain the devastation that floods can cause. Cite evidence from both texts in your response.

Criteria for Success:

- **Sentence 1 – Assertion**
  Flooding can cause major devastation. For example, _____.

- **Sentence 2 – Context**
  In the text “Reducing the Impact of Flooding”, the author explores _____. Similarly, in the text “Rescue Response to Hurricane Harvey Draws Flood of Volunteers”, the author illustrates _____.

- **Sentence 3 – Evidence**
  The author states, “____” (ReadWorks.org, pg. #). This shows a devastating impact of a flood is _____. The author also states, “____” (Carroll, pg. #). A negative impact of a flood is _____.

- **Sentence 4-5 – Interpretation & Conclusion**
  Both authors present evidence that shows that a flood is extremely devastating, particularly because a flood ____ and _____.

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