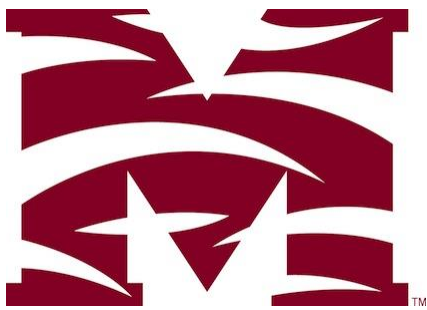


Name \_\_\_\_\_

## 4<sup>th</sup> Grade ELA Remote Learning Packet Week 36



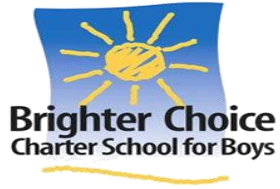
Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

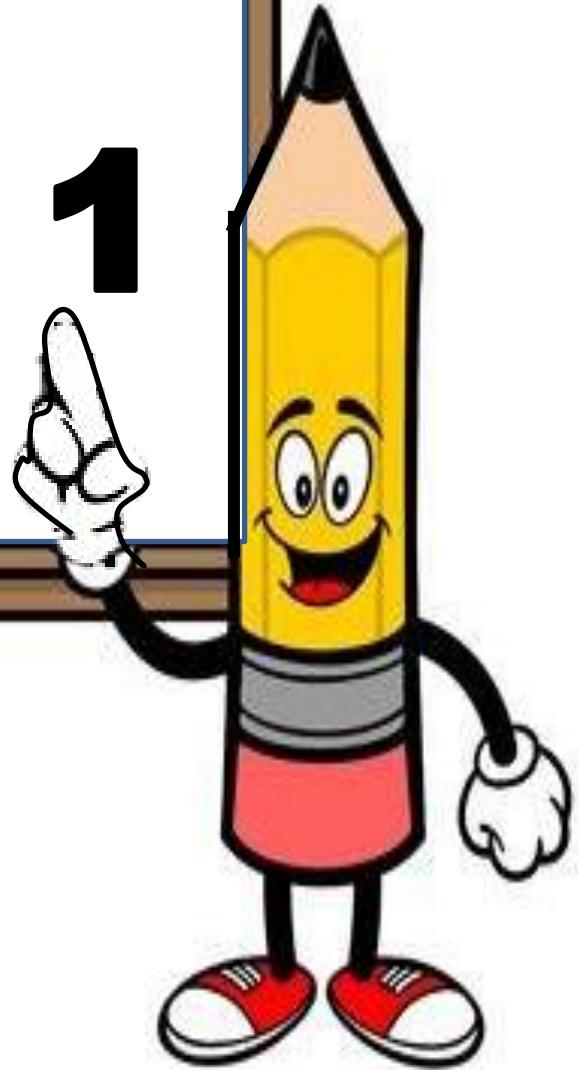
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(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



# Day # 1



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 36 Day 1 Notes, American Revolution

### Do Now

What have you learned about the American Revolution thus far?

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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand the author's purpose?
<b>Objective</b>	I can explain the reason for why an author writes a piece of literature.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

# Author's Purpose

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	The author wants their writing to be <b>entertaining</b> . They want to keep you interested. <i>Examples: Stories, Fantasy, Poetry</i>

<b>author's purpose</b>	This is the reason or _____ in writing. It can be to persuade, entertain/amuse, or inform the reader.
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<b>inform</b>	The author present information or _____ real things. Many facts are included in this type of writing.
<b>entertain</b>	The author wants to _____ the reader and provide entertainment from their writing.

## CFU: Skill Activity: Author's Purpose

### Example

Professor Howard Gardner believes that people are smart in different ways. In his studies, he found many different kinds of intelligence. For example, some people have interpersonal intelligence. This means that they work well with others. They are also good at sensing other people's feelings. Counselors and teachers have this kind of intelligence.

**Statement of Purpose:** The author wrote this mostly to inform the reader that people can be smart in many different ways.

<p><b>Example 1</b></p> <p>Dogs are related to wolves, which is why they look and act similar. But there are some major differences between dogs and wolves. For example, dogs and wolves both have 42 teeth. But wolf teeth are much stronger than dog teeth. Another difference is that dogs like to be around people and other dogs, but wolves prefer to be alone.</p>	<p><b>Statement of Purpose:</b></p>
<p><b>Example 2</b></p> <p>Minecraft is a game where players build different structures. The game is designed to look blocky and pixelated. Players can choose between survival, creative, adventure, or spectator modes. There is also a multiplayer mode. Minecraft is the best-selling video game of all time.</p>	<p><b>Statement of Purpose:</b></p>

## Application: 3 Reads of Text: William Barton's Letter

William Barton's Opinion Letter

January 1777

Dear Father,

I arrived safely at the Patriot camp yesterday evening. It is certainly not like living in our warm, comfortable home, but the excitement in the air is keeping us all warm. I can feel a fire burning in my heart as I prepare for the day's training. It is with great joy that I join this regiment, so determined for the cause of freedom. Father, I know my words will be hard for you to hear, but I feel I have no choice but to join the fight for independence from Great Britain.

You say that we are British subjects, but we are not treated like we are part of Great Britain. We are forced to pay high taxes on everything. We have to buy stamps for newspapers, paper, even playing cards! Yet, despite this, we have no say in government decisions. The King sends his own governors to rule us and we have no representatives in the British Parliament. British soldiers watch our every move, and have even killed innocent people. The British soldiers sent here threaten, not protect, us. There is no choice but to fight for our freedom! General Washington is a great leader, and I know he will lead our army to victory.

I truly am sorry for the worry I have caused you and Mother. I will do my best to send regular letters so that your fear and worry may not last long. As long as I am well, you will hear word from me. I believe I am doing what is right—I hope you can respect that and find a way to be proud of your son. I know this cause is one worth fighting—and perhaps dying—for.

Fondly,

William Barton

What is the author's purpose of this letter? Use two details from the text to support your response.

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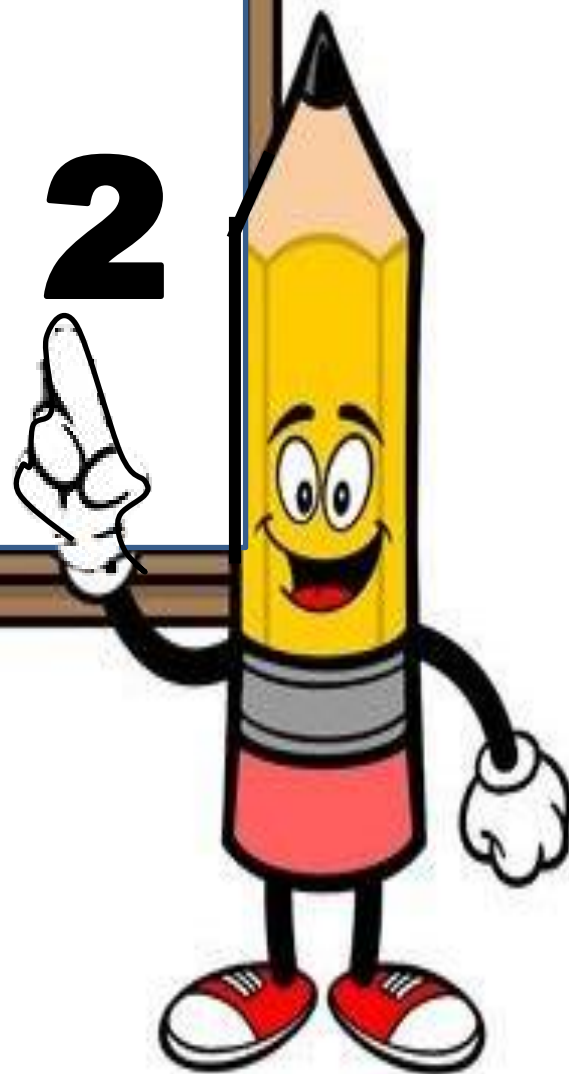
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# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 2 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 36 Day 2 Notes, American Revolution

### Do Now

What is a patriot?

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What is a Loyalist?

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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand the author's purpose?
<b>Objective</b>	I can explain the reason for why an author writes a piece of literature.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)






Input: Notes on Content/Vocabulary/Anchor Chart

# Author's Purpose

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<b>entertain</b>	The author wants to _____ the reader and provide entertainment from their writing.

**CFU: Skill Activity: Author's Purpose**

<p>There was an old man in a tree, Who was horribly bored by a bee; When they said, "Does it buzz? He replied, "Yes it does!" "It's a regular brute of a Bee."</p>	<p><b>Statement of Purpose:</b> The author writes this poem to entertain the reader about a bee in a tree. It will most likely make the reader laugh or smile.</p>
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<p><b>Example 1:</b> Vote for Carl for Class President! Carl is a leader! Last year in fourth grade, he was a great vice president. This year he volunteers to help with after school clubs. He will do great things for our class. Carl promises more school dances. And better choices at lunch. So vote for Carl for class president next Tuesday!</p>	<p><b>Statement of Purpose:</b></p>
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<p><b>Example 2</b> When sewing quilt squares together first, turn up the hem and press it into place. Then turn under a small edge on the inside hem. Press that down too. Next, pin the hem into place. Then thread the needle. Sew the hem in place. Use longer stitches on the inside and smaller stitches on the outside of your quilt. That way the stitches barely show.</p>	<p><b>Statement of Purpose:</b></p>
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**Application: 3 Reads of Text: Robert Barton's Letter**

Robert Barton's Opinion Letter

February 1777

Dear William,

I am glad to hear you arrived safely and are well. Please do keep me informed of your well-being. You will always be my son, so I care very much about how you are doing. Your mother, sister, brother, and I arrived safely in New York and are settling in as best we can. Leaving our home and the store was difficult, as you know, but we had to go to a place where our beliefs are respected. We are loyal citizens of Great Britain, and will remain so.

It does greatly disappoint me to hear you continue on with your rebel ideas. You forget that paying those taxes is our duty as subjects of the British crown. Great Britain protected us against France in the last war, and British soldiers continue to keep us safe. The Royal governors are good men, and serve us wisely. All of this costs money, and we must pay our fair share.

You cannot win this war, William. I know you are now part of their army, so it hurts me to say this, but the rebel Patriots will not be able to defeat the British army without a navy. Remember, speeches and pamphlets are fine, but soldiers win a war. Your group is a ragtag bunch. I do hope you are able to stay safe among them, William.

Please continue to write to let us know how you are. We worry every day that something has happened to you in battle. Despite our differing views about this war, we are still family and will never be enemies. We miss you and care about you.

Fondly,

Father

What is the author's purpose of this letter? Use two details from the text to support your response.

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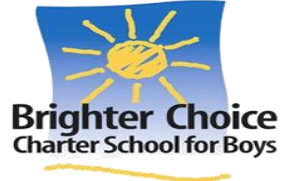
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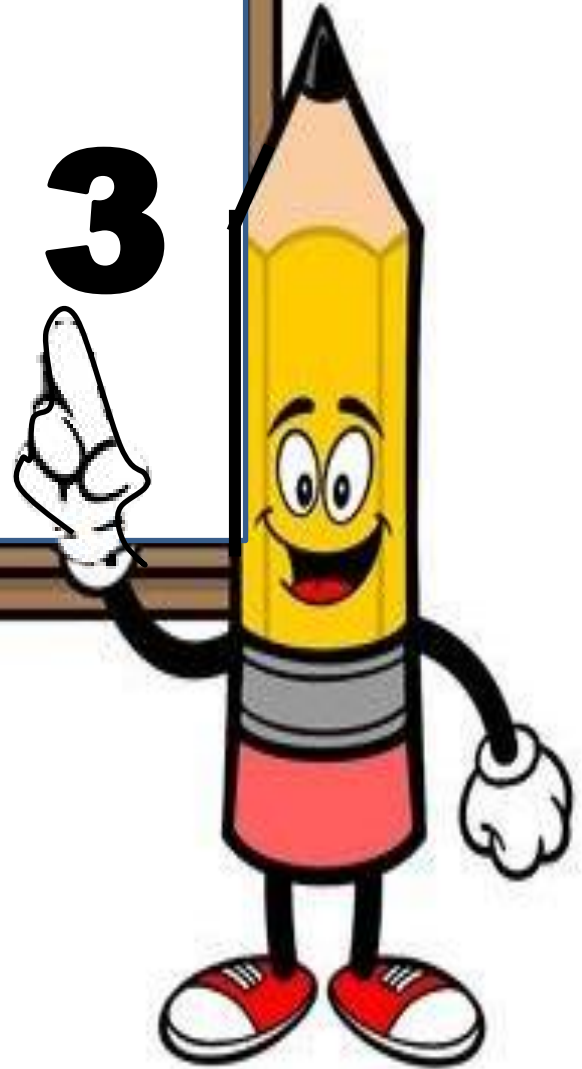
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# Day # 3



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 3 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 36 Day 3 Notes, American Revolution

### Do Now

What are the three reasons an author writes a text? (think PIE)

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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand the author's purpose?
<b>Objective</b>	I can explain the reason for why an author writes a piece of literature.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

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**CFU: Skill Activity: Author’s Purpose**

<p>Students should be assigned a computer to use throughout the school year. Among many reasons, studies show that students who attend schools have a 1:1 computer policy do better academically.</p>	<p><b>Statement of Purpose:</b> The author’s purpose is to persuade the reader to agree with the point that computers are necessary for student academic success.</p>
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<p><b>Example 1</b> People who wanted to travel from the east to settle in the west in the mid 1800s traveled on the Oregon Trail in wagon trains. The trail started in Iowa and Missouri and stretched about 2,000 miles (3,220 km) to Oregon. Over 50,000 settlers made this long and dangerous journey. Not everyone who started the journey made it to Oregon. Many died from illness, accidents, and bad weather.</p>	<p><b>Statement of Purpose:</b></p>
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<p><b>Example 2</b> “As it is now time for my son, the prince, to marry, we shall hold a great contest to find the strongest and bravest princess in all the kingdom,” announced the king. Prince Harold sighed. He didn’t care who won the contest. He didn’t want to get married. He wanted to train unicorns.</p>	<p><b>Statement of Purpose:</b></p>
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**Application: 3 Reads of Text: Violence is Not the Answer**

## Violence Is Not the Answer!

As a Quaker during the American Revolution, there is a lot of pressure to be involved in the war coming from both the Patriots and the Loyalists. Colonists from both sides are pressuring us to take oaths and declare our loyalty, with threats of fines or prison if we do not. It is important, however, to stay uninvolved. Taking a side, either side, goes against our beliefs as Quakers.

One of our beliefs is to treat everyone equally. We believe in simple worship, honesty, and equality. Equality means we believe each person in this world is valued equally and that everyone should be treated the same. If we choose to fight, we are not valuing the side we fight against as equals.

Another of our beliefs is nonviolence. We need to refuse to join the Patriot army or support the war because doing so will lead to violence. Paying taxes that go toward the military means giving money to people who will use violence to get what they want. And, fighting in the army for either side will mean having to hurt or kill others.

Finally, we believe we should not take any oaths. The Bible tells us to always tell the truth, which we do, so if we are always honest, then taking an oath isn't necessary. We know this means you may be fined, put into prison, or called Loyalists and traitors. Getting involved in this war goes against everything we believe in. Do not do it!

Demonstrate your beliefs and stay out of the war!

What is the author's purpose of this piece of writing? Use two details from the text to support your response.

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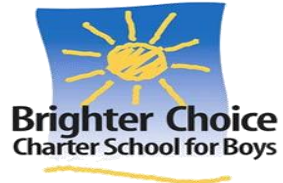
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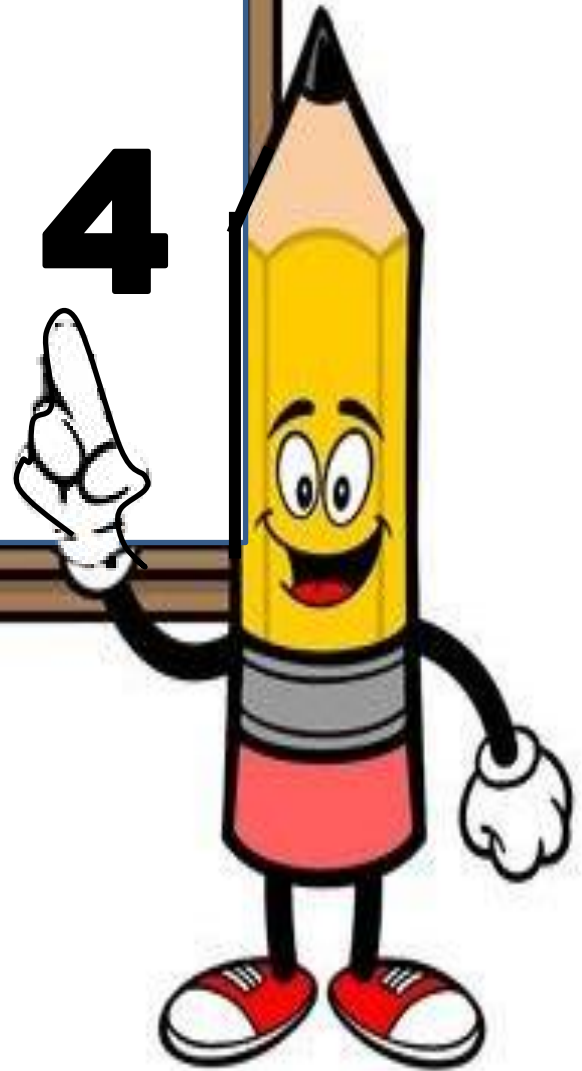
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# Day # 4



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 4 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 36 Day 4 Notes, American Revolution

### Do Now

What were the Quaker's viewpoints of the Revolution?

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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand the author's purpose?
<b>Objective</b>	I can explain the reason for why an author writes a piece of literature.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

Input: Notes on Content/Vocabulary/Anchor Chart

# Author's Purpose

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<b>entertain</b>	The author wants to _____ the reader and provide entertainment from their writing.

**CFU: Skill Activity: Author's Purpose**

<p>The development of a reliable steam engine in the late 1700s sparked the Industrial Revolution. Before the invention of the steam engine, machines were powered mostly by wind, water, horses, or humans.</p>	<p><b>Statement of Purpose:</b> The author's purpose of this text is to inform the reader about the development and reliability of steam engines.</p>
<p><b>Example 1</b> Marsupials are a type of mammal. Female marsupials have a pocket that they use for carrying and protecting their young. Most marsupials, such as kangaroos, wallabies, wombats, and koalas live in Australia. The only marsupial native to North America is the opossum.</p>	<p><b>Statement of Purpose:</b></p>
<p><b>Example 2</b> I know you are super busy, but can you please help me with the math homework today? You are so good at math, and I am really having trouble. Plus if you help me today, I will help you with your book report next week. Also, my mom made these totally yummy cookies today and we can have some while we are working.</p>	<p><b>Statement of Purpose:</b></p>

**Application: 3 Reads of Text: Stay Loyal**

## Stay Loyal!

The rebel Patriots have caused us enough trouble. Between the Boston Tea Party and the lies they spread about the so-called Boston Massacre, they have done no good. Their desire to have independence from Great Britain is simply absurd. We are British citizens and should stay loyal to the crown!

It is our duty as citizens of England to remain loyal. Great Britain protected us during the French and Indian War. Now, our tax dollars go to repay them for the soldiers they sent to protect us during that war and who are here now to protect us. We have only one king—King George III.

The British army is stronger than the Patriot army. It is the strongest army in the world! Washington has not won any major battles, and his army needs guns and supplies. They do not have a navy—there is no way they can defeat the British soldiers.

Even slaves have reason to join our cause—they have been promised freedom if they serve for the British. They make our army that much stronger, with their knowledge of local roads and rivers. The Patriots do not suspect them as scouts or spies, so they can pass on information to our army easily.

The reasons are clear: our army is stronger and more knowledgeable. Be proud to be British and stay loyal to Great Britain during this terrible war!

What is the author's purpose of this piece of writing? Use two details from the text to support your response.

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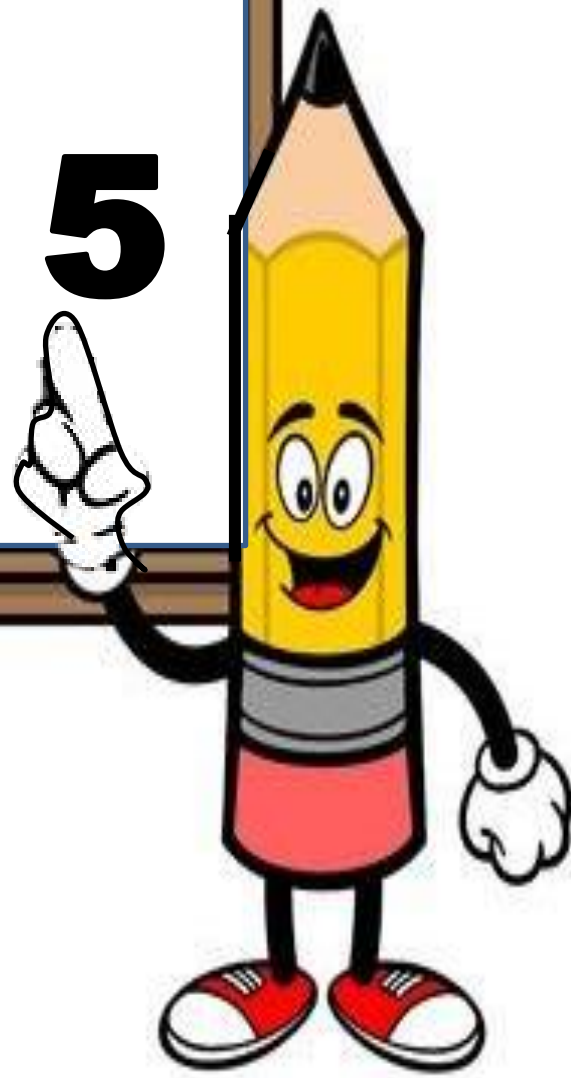
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# Day # 5



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 5 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 36 Day 5 Notes, American Revolution

### Do Now

Why do you believe some colonists wanted to “stay loyal” during the Revolution?

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<b>Standard</b>	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.
<b>LEQ</b>	Why is it important to understand the author’s purpose?
<b>Objective</b>	I can explain the reason for why an author writes a piece of literature.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

**Plan your own Broadside.**

**After researching different perspective from the American Revolution, write a broadside. Write your broadside as if you were a Loyalist, Patriot, or wanting to remain neutral in the war.**

**Who are you writing for/ in support of (circle one):** Loyalists   Patriots   Neutral

**Opinion:**

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Reason 1:
Evidence:
Reason 2:
Evidence:



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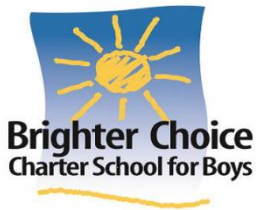
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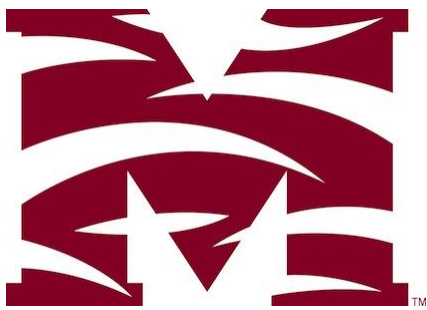
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Name \_\_\_\_\_

## 4<sup>th</sup> Grade ELA Remote Learning Packet Week 37



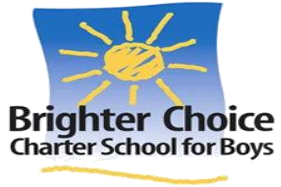
Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

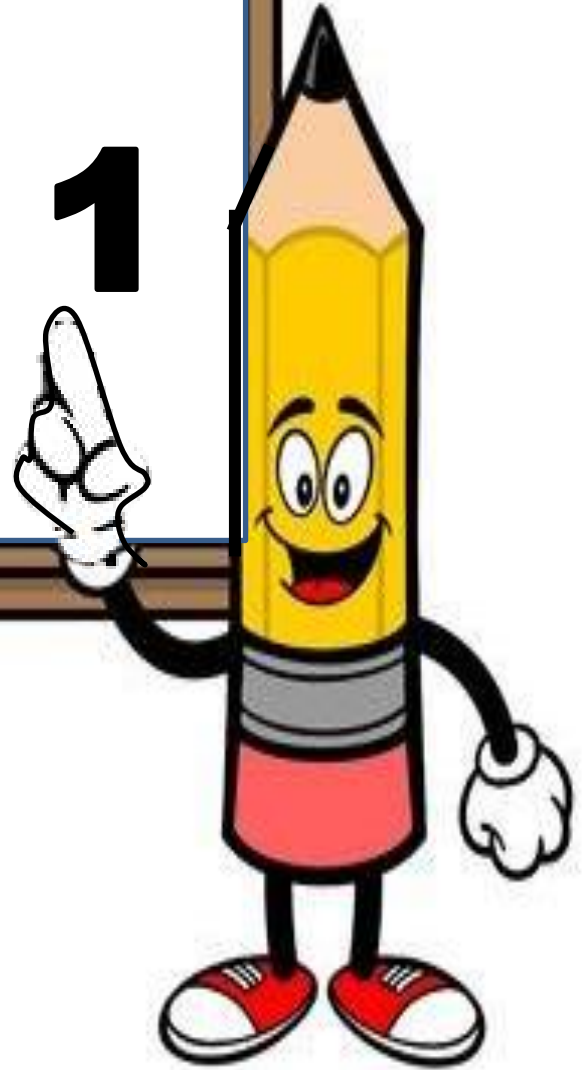
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(Date)

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**Day # 1**



Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 1 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 37 Day 1 Notes, Suffrage Movement

### Do Now

What have you learned about the American Revolution thus far?

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<b>Standard</b>	<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>LEQ</b>	How can stories inspire us to take action and contribute to a better world?
<b>Objective</b>	I can determine how women made a stand to participate in politics and fight injustices.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

# Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

<b>I</b>	Inference - the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
<b>D</b>	Definition - the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
<b>E</b>	Example - an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
<b>A</b>	Antonym - a word with opposite meaning is used in the sentence or nearby sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
<b>S</b>	Synonym - words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

**CFU: Skill Activity: Context Clues**

<p><b>Example 1</b> The ocean at the North Pole is known as the Arctic Ocean. Massive ice as well as <b>permafrost</b> is found on most islands in the Arctic. Permafrost is soil, rock, or sediment that has been colder than the freezing point of water for at least two years. Permafrost does not melt. It thaws. An analogy is when a freezer door is left open. The ice in the freezer may melt into a liquid but the food does not change state. It still remains solid but is thawed.</p>	<p><b>Permafrost is...</b></p> <hr/> <hr/> <hr/> <p><b>Use permafrost in a sentence:</b></p> <hr/> <hr/> <hr/>
<p><b>Example 2</b> Hundreds of thousands of different <b>species</b> live in the ocean. Life in the ocean ranges from extremely large whales to organisms that are so small that they can only be seen with a microscope. Scientists claim to have only explored 5% of the Earth's oceans so far. This means that many life forms probably exist in the oceans that have yet to be discovered.</p>	<p><b>Species is...</b></p> <hr/> <hr/> <hr/> <p><b>Use species in a sentence:</b></p> <hr/> <hr/> <hr/>

**Application:** 3 Reads of Text: Ten Suffragists Arrested while picketing at the White House






## Ten Suffragists Arrested while Picketing at the White House

August 28, 1917

Women started parading in front of the White House for “**woman suffrage**,” women’s right to vote, during January 1917. On August 28 of that year, 10 suffragists were arrested. The women wanted President Woodrow Wilson to support the proposed Anthony amendment to the Constitution, which would guarantee women the right to vote. They started off standing silently, holding **picket** signs reading, “Mr. President, what will you do for Woman Suffrage?” and “How Long Must Women Wait for Liberty?” Riding through the White House gates, his wife by his side, President Wilson customarily tipped his hat to the protestors.

Between June and November 1917, 218 protestors from 26 states were arrested and charged with “obstructing sidewalk traffic” outside the White House gates. During that time, messages on the picket signs became more demanding. The women took advantage of the United States’ entry into World War I on April 6. When Russian envoys came through Washington, posters proclaimed that the United States was a **democracy** in name only. Bystanders erupted in violence. What was the suffragists’ next move?

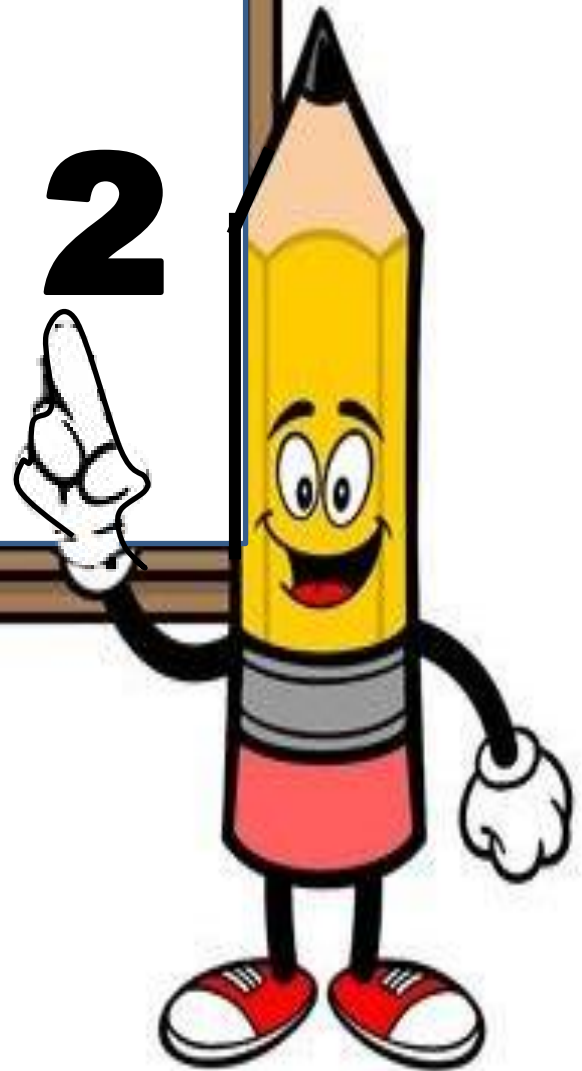
The leader of the National Woman’s Party, Alice Paul, staged a hunger strike in jail after her arrest. Prison doctors had to force-feed her and others. With all the pressure from **publicity** generated by the White House pickets, the arrests and forced-feedings of women protestors, President Wilson finally lent his support to the suffrage amendment in January 1918. Congress approved it, and on August 18, 1920, with the ratification of the Nineteenth Amendment, women achieved the right to vote. That date is now commemorated as Women’s Equality Day.

word	Definition in your own words	
<p>woman suffrage</p>	<hr/> <hr/> <hr/> <hr/>	
<p>suffragists</p>	<hr/> <hr/> <hr/> <hr/>	
<p>picket</p>	<hr/> <hr/> <hr/> <hr/>	
<p>democracy</p>	<hr/> <hr/> <hr/> <hr/>	
<p>publicity</p>	<hr/> <hr/> <hr/> <hr/>	





# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 2 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 37 Day 2 Notes, Suffrage Movement

### Do Now

What is a suffragist?

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<b>Standard</b>	<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>LEQ</b>	How can stories inspire us to take action and contribute to a better world?
<b>Objective</b>	I can determine how women made a stand to participate in politics and fight injustices.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

# Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

<b>I</b>	Inference - the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
<b>D</b>	Definition - the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
<b>E</b>	Example - an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
<b>A</b>	Antonym - a word with opposite meaning is used in the sentence or nearby sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
<b>S</b>	Synonym - words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

**CFU: Skill Activity: Context Clues**

<p><b>Example 1</b> Ocean levels are constantly rising and falling throughout the day. The changes in ocean levels are called <b>tides</b>. Ocean tides change due to gravitational pull of the moon and the sun as well as the rotation of Earth. In the open ocean, the water typically rises and falls around two feet during each cycle of the tides. In the Bay of Fundy in Canada however, the tide can rise and fall by as much as 40 feet during a cycle of the tides.</p>	<p><b>Tides are...</b></p> <hr/> <hr/> <hr/> <p><b>Use tides in a sentence:</b></p> <hr/> <hr/> <hr/>
<p><b>Example 2</b> <b>Tsunamis</b> are large waves that can be extremely dangerous. A tsunami wave is not created in the same way a normal ocean wave forms. Tsunamis are caused when a large amount of water is moved suddenly. Most commonly, tsunamis happen when an underwater earthquake occurs. During an underwater earthquake, large holes open on the ocean floor. As the ocean water rushes in to fill those huge holes, a tsunami wave might begin.</p>	<p><b>Tsunamis are...</b></p> <hr/> <hr/> <hr/> <p><b>Use tsunami in a sentence:</b></p> <hr/> <hr/> <hr/>

**Application:** 3 Reads of Text: The Suffragists: From Tea Parties to Prison

## The Suffragists: From Tea Parties to Prison (Oral Transcript)

**Gluck**

Before the prison part, can you describe more what happened with the picketing. Were you **harassed** while you were picketing?

**Kettler**

We were terribly harassed. There were always men and women standing out there harassing us and throwing some pretty bad insults—and pretty **obscene** ones.

**Gluck**

The women, too?

**Kettler**

The women weren't obscene, but the men were quite obscene. During that period, somebody shot right through the open windows of the Little White House of the headquarters—could have killed any woman that happened to be in the right position for it. And we couldn't get police protection. We just couldn't get it! The police, as I said, left us alone; but when the crowd got too noisy and the police couldn't get rid of them, then they **hailed** us in for obstructing traffic.

**Gluck**

How large a crowd would gather everyday?

**Kettler**

I don't remember, but it seemed pretty big to me.

**Gluck**

Of the people passing by, were they all **hostile**? Did you get any support?

**Kettler**

We had some support, but you took your life in your hands. If any of the bystanders supported us, they could be beaten by the rest of the crowd.

**Gluck**

How did you handle the bystanders? Did you just ignore them?

**Kettler**

We just ignored them. These were our instructions: “Just absolutely pay no attention to them.” Then, towards the end, I know they started throwing stuff at the women. We had no police protection whatever—absolutely none. The only protection we had [laughter] was when we were arrested; then we were protected. [Laughter]

**Gluck**

How did you feel about all this? Were you pretty frightened?

**Kettler**

Oh, I was brave. My goodness. I was fighting for a cause. I didn’t pay attention to them.

**Gluck**

How did it work? Did the four people stand there all day, or did someone come and—

**Kettler**

I don’t remember. We probably must have had shifts. I don’t think that we were there all day; I think we were there so many hours. We did have shifts. What did Doris Stevens say about it? Do you recall? You know, I had two books and I gave them both away. (I’m like that; when I value a thing very much and I value a friendship, I give what I value.)

**Later in the interview:**

**Gluck**

So you were picketing a couple of days, then, before the arrest?

**Kettler**

I don’t really know how long I picketed. I cannot tell you that, I do not remember. On one of the picketing days, the police hauled us in and took us to jail.

**Gluck**

When you were arrested, were the four of you in one van when they took you off?

**Kettler**

I suppose so—or one car, whatever it was. All four of us would be arrested at one time. Immediately, the lawyer or somebody was sent to the city jail to **bail** us out.

**Gluck**

So you weren't really in jail very long when you were first arrested?

**Kettler**

No, we were probably there an hour. We were bailed out right away and then we appeared in court.

**Gluck**

How long did you have to wait for your trial to come up, then?

**Kettler**

I don't remember, but it wasn't very long. After all, they [the N.W.P.] had to board us and that costs money. But they really got a lot of money; they got a lot of contributions.

**Gluck**

Once you knew you were going to be going to jail, then, how did you feel?

**Kettler**

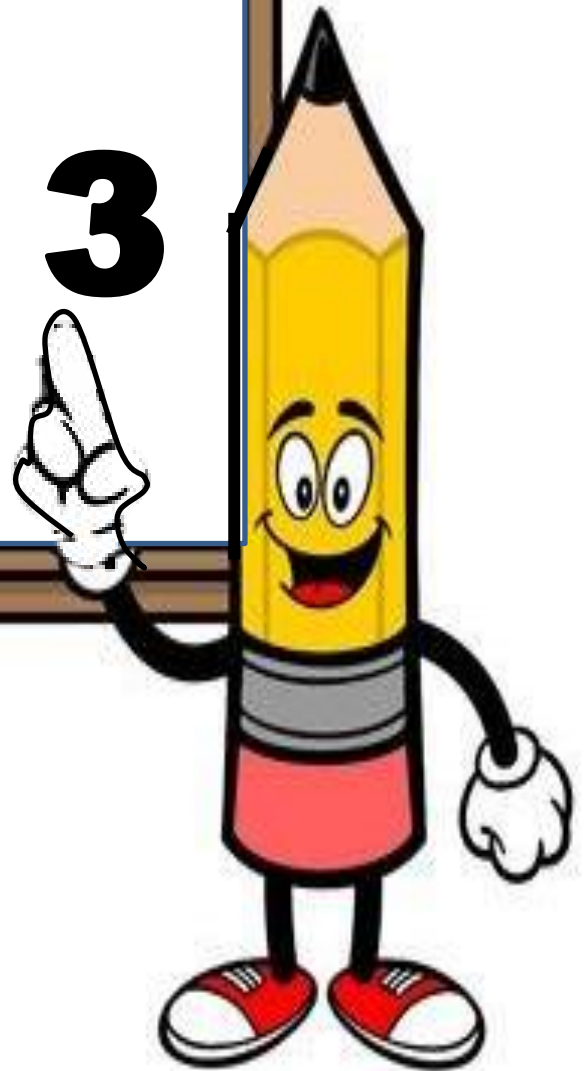
I already knew. As I said, I knew it when I was in New York because Katherine told me. She said, "You might go to jail; you might be arrested." I said, "That's all right." But I could not have gone again to jail.

<b>word</b>	<b>Definition in your own words</b>
<b>harassed</b>	<hr/> <hr/> <hr/> <hr/>
<b>obscene</b>	<hr/> <hr/> <hr/> <hr/>
<b>hauled</b>	<hr/> <hr/> <hr/> <hr/>
<b>hostile</b>	<hr/> <hr/> <hr/> <hr/>





# Day # 3



Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 3 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 37 Day 3 Notes

# SPA #6

# Greeting the Sun, A Maushop Story

*retold by Joseph Bruchac*

- 1 Long ago, as the Sun traveled across the sky, one of the first places he came to each morning was the land of the Wampanoag people. He would shine down on them, giving them warmth and light. But instead of thanking him for what he gave them, the Wampanoag people would look up into the sky, squint their eyes, and cover their faces with their hands.
- 2 "I do not like those little people making faces at me," said the Sun one day. "I will no longer visit their land. I will stay on the other side of the sky, where the people appreciate me."
- 3 So, when the next day came, the Sun did not rise up in the sky. Everything in the land of the Wampanoag people stayed dark and cold. The people became afraid and began to cry out.
- 4 "Someone help us," they cried. "Everything is dark. The Sun is missing. The world is going to end."
- 5 Maushop, the giant, had been sleeping, but the sound of many frightened voices woke him.
- 6 "Hunh," Maushop said. "It is dark."
- 7 Maushop stood up from the place where he had been sleeping on the beach, just below the great cliffs at Gay Head. He saw the little fires burning in the village of the Wampanoag people. Walking very carefully, so that he would not step on anyone in the darkness, Maushop went into the village.
- 8 "Maushop," the people cried. "You must help us. The Sun did not rise today. How can we survive without the Sun?"
- 9 "I will go and find the Sun," Maushop said.
- 10 Maushop turned and stepped into the ocean. He began to wade toward the east. His legs were so long that it took him only four steps to cross the

ocean and four more steps to come to the other side of the world. There Maushop saw the Sun sitting in the middle of the sky and not moving.

11 “Older Brother,” Maushop called up to the Sun, “why are you here? It is long past the time for you to bring the new day to the other side of the world. The people there are in darkness, and they are afraid.”

12 “I am glad to see you, Younger Brother,” said the Sun. “But as for those people on the other side of the world, I am not going there anymore. They never said thank you when I gave them light and warmth. All they did was squint their eyes and make ugly faces. I am going to stay here, where the people appreciate me.”

13 Maushop turned and walked back across the ocean to the land of the Wampanoag people. He told the people what the Sun had said.

14 “If the Sun returns,” the people promised, “we will greet him every morning. We will smile up at him and say thanks to him every day.”

15 Maushop turned and walked back to the other side of the world.

16 “Older Brother,” Maushop said to the Sun, “the people on my side of the world are sorry. They want you to return. They promise that they will greet you with smiles and words of thanks every morning.”

17 “No,” said the Sun. “I do not think they will remember what they promised. I will stay here. I will not move.”

18 Maushop decided that he would have to show the Sun that the people really meant what they said. Maushop went to the spiders.

19 “My friends,” said Maushop, “I need a big net. Will you weave it for me?”

20 “We will do as you ask,” the spiders answered. They wove a huge net that was very strong.

21 Maushop picked up the net and went back to the Sun.

22 “Older Brother,” Maushop said, “I want you to see that the people on the other side of the world meant what they said. You do not have to move. I will move you.”

23 Then Maushop threw that great net over the Sun. He grabbed the ends of the net in his hands, put it over his shoulder, and dragged the Sun back across the sky. Maushop was so strong that the Sun could not resist him.

24 As soon as they reached the land of the Wampanoags, the Sun heard voices calling up to him.

- 25 “Thank you,” the voices called. “Thank you for bringing us light and warmth. Thank you for the gift of another day.”
- 26 The Sun looked down at all of the people. They were not making ugly faces anymore. They were smiling up at him.
- 27 “Younger Brother,” said the Sun to Maushop, “you were right. The people on this side of the world are happy to see me. From now on, as long as they greet me this way, I will come to their land every day.”

1. Which sentence suggests that the Sun feels it is a bad idea to trust the Wampanoag people?
  - A. “ ‘I do not like those little people making faces at me,’ Said the Sun one day.” (paragraph 2)
  - B. “So, when the next day came, the Sun did not rise up in the sky.” (paragraph 3)
  - C. “But as for those people on the other side of the world, I am not going there anymore.” (paragraph 12)
  - D. “I do not think they will remember what they promised.” (paragraph 17)
  
2. Which is the best summary of this story?
  - A. Maushop lives near the Wampanoag people. He goes to talk to the Sun on the other side of the world. The sun called Maushop his younger brother. Maushop is also friends with the spiders. The spiders weave a net for Maushop to use.
  - B. The Sun leaves the land of the Wampanoag people because he is not happy with them. When the Sun does not come back, the people

turn to Maushop for help. He finds the Sun on the other side of the world and finds out why the Sun will not come back. When the people say they will change their ways, Maushop finds a way to get the Sun to return.

- C. The Sun and Maushop are friends. When the Sun leaves the land of the Wampanoag people, they ask Maushop to help get the Sun to come back. Maushop makes two trips to the other side of the world.
  - D. When the Sun leaves the land of the Wampanoag people, they want him to come back. They need help to find out where the Sun went. Maushop agrees to go look for the Sun and tell him that the people want him to come back. Maushop is able to do this because he is a giant and can travel around the world quickly.
3. Read these sentences from paragraph 23 of the story.

**He grabbed the ends of the net in his hands, put it over his shoulder, and dragged the Sun back across the sky. Maushop was so strong that the Sun could not resist him.**

What does the word “resist” mean in these lines?

- A. offer to protect
- B. shine back at
- C. fight against
- D. care for

4. The Sun gets angry with the Wampanoag people because he thinks they are being mean

- A. ungrateful
- B. childish
- C. unfair
- D. cruel

5. Which detail best supports the idea that Maushop cares for the Wampanoag?

- A. “Maushop, the giant, had been sleeping, but the sound of many frightened
- B. “Maushop stood up from the place where he had been sleeping on the beach, just below the great cliffs at Gay Head.” (paragraph 7)
- C. “Walking very carefully, so that he would not step on anyone in the darkness, Maushop went into the village.” (paragraph 7)
- D. “ ‘Maushop,’ the people cried. ‘You must help us.’ “ (paragraph 8)

6. What is the theme of the story “Greeting the Sun, A Maushop Story” ? Use two details from the story to support your response.

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7. What did Maushop do that helps you infer this story is fictional? Use two details from the story to support your response.

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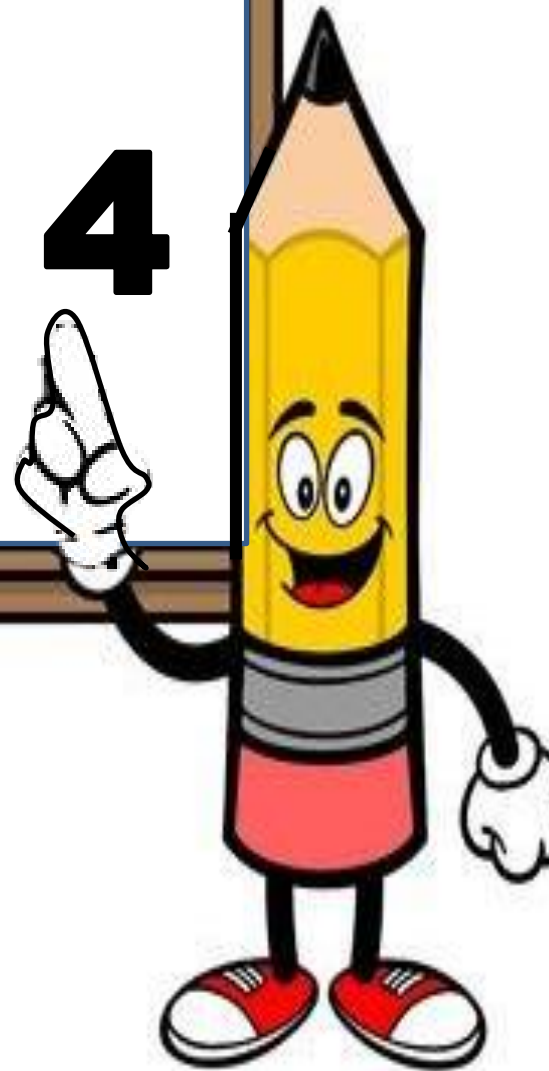
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# Day # 4



Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 4 Date: \_\_\_\_\_  
Hampton Howard Morehouse

## Week 37 Day 4 Notes

# SPA #6 continued...