

INTERMEDIATE READING AND WRITING



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Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

SECTION OVERVIEW

1: Unit 1 - Workers' Rights

Warm Up Questions

1. Where are some places you have worked? What were the conditions of those workplaces?
2. Can you think of poor conditions at a job? Do you know of employees that are treated badly? Describe how employees might be treated poorly and the poor conditions of some workplaces.
3. Have you heard of the expression “strength in numbers”? What do you think this phrase means?

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Thumbnail: Strawberry Picking // Field workers in California are almost exclusively immigrants who work at back-breaking labor to support themselves and their families. Remember them with gratitude the next time you're buying produce. (Unsplash License; [Tim Mossholder](#) via [Unsplash](#))

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1: Chapter 1

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

_____ 1. Children **absorb** information quicker than adults do. The sponge **absorbed** the liquid.

- a. take in
- b. leave
- c. give

_____ 2. President Obama called for immigration **reform**.

- a. change to a system
- b. make
- c. destroy

_____ 3. I work the morning **shift** from 6am to 11am.

- a. car
- b. period of time
- c. something given

_____ 4. The storm was a horrible **disaster** that caused over 500 deaths.

- a. a good event
- b. a miracle
- c. a bad event

_____ 5. The man watched his house on fire in **horror**.

- a. shock or fear
- b. wonder
- c. authority

_____ 6. A **devastating** flood ruined several homes and buildings.

- a. having a bad effect
- b. having a good effect
- c. having no effect

_____ 7. The school was closed because of a violent **incident**.

- a. accident
- b. event
- c. party

_____ 8. Failing the test was a **consequence** of not studying.

- a. cause
- b. contrast
- c. result

_____ 9. The teacher made us feel **inadequate** if we didn't know the answer.

- a. smart
- b. attentive
- c. not good enough

_____ 10. The USA and Canada have an **alliance**. They are **allies** because they support each other.

- a. enemy
- b. supporter
- c. acquaintance

_____ 11. Parents are **advocates** for their children. They fight for their children's rights.

- a. discipliner
- b. punisher
- c. supporter

_____ 12. He **contributes** to cleaning the house by putting his clothes away.

- a. help
- b. take
- c. remove

_____ 13. Children should not be around **hazards**, such as chemicals or weapons.

- a. items
- b. danger
- c. safety

_____ 14. The test **reveals** that there is no cancer.

- a. cover
- b. show
- c. give

Video: Triangle Fire

Exercise 3

Watch the PBS video *Triangle Fire* and answer the questions below based on the video.

1. According to the film, what demographics (age, gender, ethnic backgrounds) were represented among New York City's 100,000 garment workers?
2. What brought these immigrants to America, and what motivated them to work such long hours?

3. Why was the job at the Triangle Factory considered a "desired position"? What were the disadvantages to the job?
4. Why did factory owners/employers like Harris and Blanck view unionization as a threat and personal attack?
5. What were the neighborhoods around the factory like? How did the factory girls feel about this culture of wealth and leisure?
6. How did Blanck and Harris become so successful?
7. What factors inspired the Triangle Factory workers to go on strike?
8. Explain the fire and its effects.

The Triangle Shirtwaist Factory Fire by Mike Kubic

The Triangle Shirtwaist Factory fire of March 25, 1911, was the deadliest industrial disaster in U.S. history. The fatal event resulted in numerous factory workers' deaths and stunned the public. Mike Kubic, a former correspondent of *Newsweek* magazine, discusses the mistakes that led to this deadly disaster, as well as the drive for safer working conditions that followed.

As you read, take notes on what led to the death of so many people in the Triangle Shirtwaist Factory fire, and the impact that this tragedy had on people. Also, be ready to answer the questions based on this reading.

¹On the morning of March 25, 1911, New York social workers and politicians could look forward to their usual objective: helping to absorb the masses of destitute Europeans who were pouring into the city at the rate of 18,000 per month.

²The newcomers were part of one of America's biggest waves of immigrants: most of them were Jews fleeing deadly pogroms in Poland and Russia, and Italians escaping the hunger and poverty caused by poor harvests and lame economy. They arrived with little more than the clothes on their backs, and they headed straight from the pier for the teeming Lower East Side borough of Manhattan, which was then known as the gate to the New World.

³Just finding a place to sleep for these multitudes in the city's 100,000 cheap-rent tenement buildings was a big challenge. One-third of them were so run-down they had no lights in the hallways, and 200,000 of their rooms had no windows. A quarter of the families in the Lower East Side lived five or more to a room, and they frequently slept in shifts.

⁴But by the end of the day, the best of the New York do-gooders and political bosses took on a new, even more difficult mission: they set out to initiate progressive laws and reforms that eventually changed the safety and quality of life and work in America.

The Fire

⁵The event that inspired their bold agenda started that day at 4:35 p.m. in a Lower East Side clothing factory of the Triangle Shirtwaist Company. Someone tossed a burning match or cigarette into a big pail of scrapped cuttings, and the highly flammable material burst into a furious fire. It took less than 30 minutes for the inferno to devour the three top floors of a ten-story building filled with 500 garment workers, almost all of them recent immigrants.

⁶The fire was New York's deadliest industrial disaster ever: it caused the deaths of 146 seamstresses and other workers—123 women and 23 men, at least two of whom were 14 year-old girls working 72 hours a week for less than a dollar a day.

⁷The heart-rending tragedy was movingly described in *Forverts*, a Yiddish-language daily newspaper whose unnamed reporter apparently had been at the scene:

⁸"The flames spread very quickly," he wrote. "A stream of fire rose up through the elevators to the uppermost floors. In the blink of an eye, fire appeared in all the windows and tongues of flame climbed higher and higher up the walls...."



⁹“The fire grew stronger, larger and more horrifying. The workers on the upper floors were already not able to bear the heat and, one after another, began jumping from the eighth, ninth and 10th floors down to the sidewalk, where they died....

¹⁰“The firefighters were helpless.... Their ladders reached only to the seventh floor [and] they stood watching as... women fell like birds shot down from the burning floors above....

¹¹“On the eighth floor, a couple appeared in the window—a young man and woman. He held her tightly by the hand. Behind them, red flames were visible. The young man pulled the woman tenderly to his breast, kissing her on the lips, and then he let her go. She sprang off and landed heavily on the sidewalk. He leapt down and fell hard next to her, dead....

¹²“They transported the dead to the station houses and the wounded to the hospitals. But there were not enough ambulances and patrol wagons to do the job, so the neighborhood grocers, butchers and peddlers lent their trucks and pushcarts....”

Demand for Change

¹³The next day, the public’s horror over the devastating incident was joined by anger over what caused it. The first blunder, the newspapers pointed out, was the order of Max Blanck and Isaac Harris, the wealthy owners of the Triangle Company, that the factory’s doors and exits must be locked during the work hours.

¹⁴The then common rule was meant to keep the workers from taking unauthorized breaks, but this time, it had terrible consequences: some of the foremen with the keys were among the fire’s first victims, and they and the workers in their departments remained trapped behind the locked doors.

¹⁵Second, many of the employees who did get out in the hallway still could not escape because the stairwells were on fire, and the poorly maintained elevators were either too slow or crashed.

¹⁶The public was shocked also by the short ladders, leaking water hoses, and other abysmally inadequate equipment of the firefighters, who didn’t even have an axe with which to force open the doors and exits.

¹⁷And in the following days as the newspapers’ coverage shifted from the fire to the deplorable pay, working conditions, and living quarters of the immigrants, New Yorkers began losing their indifference to the fate of the newcomers. A subsequent sentence of Blanck and Harris to a scandalous \$20 fine (equivalent to about \$500 in today’s economy) completed the change of the political atmosphere. The indignant public demanded a dramatic change, and New York politicians showed they had listened to the vox populi.

¹⁸According to David von Drehle’s prize-winning book *Triangle—the Fire That Changed America*, the most effective response to the post-fire disclosures came from two young members of the Tammany Hall, a Democratic Party organization that traditionally dominated the New York City and State politics.

¹⁹One of them was Alfred (Al) E. Smith, a Catholic grade-school dropout and a witty and irresistible charmer who, von Drehle wrote, “mastered the circular, windy language of the bill-drafting priesthood,” knew “as well as anyone in Albany (New York’s State capital) whose bread was buttered where,” and was notorious for his skill in putting this information to use.

²⁰The other legal whiz was Robert (Bob) F. Wagner, an energetic and forceful pol known for his ability to ram new laws through a reluctant legislature. Both he and Smith were sons of immigrants and political prodigies: Wagner was 33 years old when he became the youngest leader of the New York State Senate, and Smith was elected the body’s majority leader at the age of 38.

²¹Adding to their effectiveness as reformers was an informal alliance they formed with 30-year-old Frances Perkins, a Boston-educated member of an old Maine family and a prominent social worker who shared with the “Tammany Twins” a deep sympathy for the workers and immigrants.

The Work of the Three Reformers

²²Before the fire, Perkins was already fighting for workers’ rights and a 54-hour work week as the executive secretary of Consumers’ League, a nonprofit advocacy group. Her big contribution to the Tammany reforms was to make herself an expert on workplace safety, and to support Wagner’s and Smith’s most important accomplishment, which was the creation of the Factory Investigating Commission.

²³Chaired by Wagner and co-chaired by Smith, the group was charged by the New York State legislature to “investigate factory conditions in [NYC] and other cities and to report remedial measures [necessary] to prevent hazard or loss of life among employees through fire, unsanitary conditions, and occupational diseases.”

²⁴According to von Drehle, the “Tammany Twins” then “set a blistering pace” that averaged nearly one public hearing a week, interviewing more than 220 witnesses and producing nearly 3,500 pages of testimony.

²⁵The Commission hired field agents to do on-site inspections of factories, first in the state’s nine largest cities and, in the next year, an additional 36 communities with industrial plants. They started by checking on fire safety and moved on to broader issues of the risks of injury in the factory environment.

²⁶In 1913, Wagner and Smith pushed 25 bills through the New York legislature, a record that according to von Drehle’s Triangle was “unmatched at that time in American history.”

²⁷The laws were designed to correct every deficiency revealed in the Lower East Side fire: for example, it required automatic sprinklers in high-rise buildings. Fire drills became mandatory in large shops. Factory doors had to be unlocked and had to swing outward.

²⁸Other reforms mandated better building access and exits, the use of fireproofing materials, the availability of fire extinguishers, and the installation of alarm systems. Going beyond safety measures, the reform provided for better eating and toilet facilities for workers, and limited the number of hours that women and children could work. To enforce the new laws, the Factory Commission instituted a complete reorganization of the state’s Department of Labor.

²⁹The legislative surge made New York one of America’s most progressive states and gave Wagner, Smith and Perkins a nationwide reputation as allies of the working class. Thanks to their work, the trio left behind one legacy of particularly incalculable value: today’s risk of death in an American work place is one one-thirtieth of what it was before the Triangle factory fire.

“[The Triangle Shirtwaist Factory Fire](#)” by Mike Kubic is licensed by [CommonLit](#) under [CC BY-NC-SA 2.0](#)

Text-Dependent Questions

Exercise 4

For the following questions, choose the best answer.

1. Which statement best identifies the central idea of the text?

- A. The Triangle Shirtwaist Factory fire was only one of many senseless disasters in American history.
- B. The two men solely responsible for improving working conditions in America were Robert Wagner and Alfred E. Smith.
- C. While the improvements made to working conditions were beneficial, they were too small to create lasting change in America.
- D. The Triangle Shirtwaist Factory Fire was the disaster that brought public attention to the need for improved working conditions in America.

2. Which quote from the text best supports the conclusion that living conditions for the immigrant population was destitute?

- A. “most of them were Jews fleeing deadly pogroms in Poland and Russia, and Italians escaping the hunger and poverty caused by poor harvests and lame economy.” (Paragraph 2)
- B. “They arrived with little more than the clothes on their backs” (Paragraph 2)
- C. “One-third of them were so run-down they had no lights in the hallways, and 200,000 of their rooms had no windows” (Paragraph 3)
- D. “they set out to initiate 3 progressive laws and reforms that eventually changed the safety and quality of life and work in America.” (Paragraph 4)

3. What is the meaning of the word “destitute” as used in paragraph 1?

- A. Extremely fearful
- B. Difficult to control
- C. Lacking basic necessities
- D. Feeling great excitement

4. Which statement best compares the characteristics of Robert Wagner and Alfred E. Smith?

- A. Both men were extremely committed to improving working conditions in America.
- B. Despite not finishing grade school, Alfred E. Smith had a better grasp on bill drafting than Robert Wagner.
- C. Robert Wagner was considered to be the more intelligent of the Tammany Twins, as Alfred E. Smith never finished grade school.
- D. Neither Robert Wagner nor Alfred E. Smith were as dedicated as Frances Perkins when it came to fighting for safer working conditions.

Reading Skills-Informational Diagram

Exercise 5

While the direct cause of factory fire was a spark that was thrown into scraps of material, many factors made this event a disaster. Skim the reading to find three causes that lead to this devastating event.

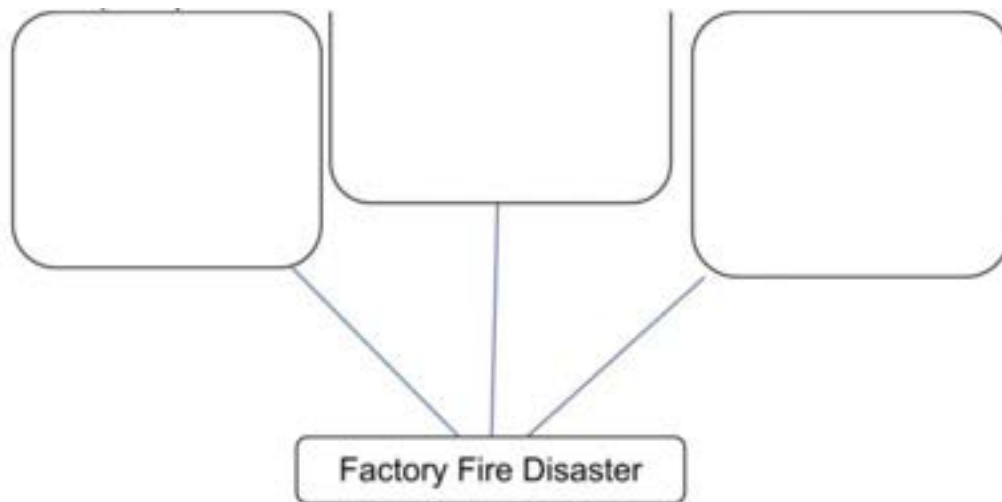


Figure 2

Exercise 6 Effects

The working conditions after the fire improved thanks to new laws. What were the requirements according to the new laws? Write the answers in your own words. Do not write full sentences.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Reading Skill-Grammar

Look at the following rules of using a colon (:).

1. List

I want the following items from the store: chips, cheese, bread, pickles, and tomatoes.

2. Explanation or paraphrase

He got exactly what he wanted: a new job with more benefits.

3. Introducing a quote

The teacher announced: "Time to submit your exams!"

4. After a greeting in a letter

Dear Lupita:

5. Time

6:00am

Exercise 7

Look at the following sentences below from the reading and identify which rule is being used. Write the number of the rule in front of the sentence. It is possible that two rules are used in one quote.

_____ 1. "On the morning of March 25, 1911, New York social workers and politicians could look forward to their usual objective: helping to absorb the masses of destitute Europeans." (paragraph 1)

_____ 2. "The newcomers were part of one of America's biggest waves of immigrants: most of them were Jews fleeing deadly pogroms in Poland and Russia." (paragraph 2)

_____ 3. "[T]he best of the New York do-gooders and political bosses took on a new, even more difficult mission: they set out to initiate progressive laws and reforms." (paragraph 4)

_____ 4. "The event that inspired their bold agenda started that day at 4:35 p.m. in a Lower East Side clothing factory of the Triangle Shirtwaist Company." (paragraph 5)

_____ 5. "The fire was New York's deadliest industrial disaster ever: it caused the deaths of 146 seamstresses and other workers—123 women and 23 men." (paragraph 6)

_____ 6. "The heart-rending tragedy was movingly described in *Forverts*, a Yiddish-language daily newspaper whose unnamed reporter apparently had been at the scene:" (paragraph 7)

_____ 7. "[I]t had terrible consequences: some of the foremen with the keys were among the fire's first victims." (paragraph 10)

_____ 8. "Both he and Smith were sons of immigrants and political prodigies: Wagner was 33 years old when he became the youngest leader of the New York State Senate, and Smith was elected the body's majority leader at the age of 38." (paragraph 16)

_____ 9. "The laws were designed to correct every deficiency revealed in the Lower East Side fire: for example, it required automatic sprinklers in high-rise buildings." (paragraph 23)

_____ 10. "Thanks to their work, the trio left behind one legacy of particularly incalculable value: today's risk of death in an American workplace is one one-thirtieth of what it was before the Triangle factory fire." (paragraph 25)

Writing Skills

The Basics of Paragraphs

In academic writing, a paragraph is a group of sentences about a single topic. Paragraphs can be different lengths depending on the writing situation.

A good paragraph has three parts:

1. a topic sentence that states what you will write about
2. supporting sentences (the body) that add explanations and details about the topic
3. a conclusion sentence that wraps up the paragraph, similar to the topic sentence

A paragraph is indented. Each sentence comes right after the other one, not on a new line. Each sentence ends with a period.

Exercise 8 Example Paragraph

Read the example paragraph below and answer the questions that follow.

There are several reasons why I am studying at Reedley College. First, the tuition is very low. I can take college classes at Reedley College for less than half of the cost of a university class. Second, Reedley College has great teachers and student support. My teachers really care about their students. Class sizes are small, and lots of free tutoring is available. Finally, Reedley College is close to my house. I live only five miles from Reedley College, so I can ride the bus there in less than 20 minutes. I could even ride my bike there in nice weather. For all of these reasons, I am taking classes at Reedley College.

1. Underline the topic sentence. What is this paragraph about?
2. How many reasons are given in the body of the paragraph?
3. What are they? Write a word or phrase for each reason.
 - 1.
 - 2.
 - 3.
4. Circle the conclusion sentence.
5. How many sentences are there in this paragraph?

Topic Sentences

The topic sentence is usually the first sentence of a paragraph. A topic sentence should contain a topic and a controlling idea. Some topic sentences also make the plan of the paragraph clear. For example, the topic sentence might have a plan like, “for many reasons,” “several qualities,” “three things,” or “a few differences.” A good topic sentence is not too general and not too specific. It shows the reader what will come in the paragraph.

A good topic sentence does NOT:

- Announce the topic. WRONG: “I am going to write about Reedley College.”
- Ask a question. WRONG: “Why am I going to Reedley College? I’d like to tell you.”
- Stand above the paragraph. It is NOT a title. It is a complete sentence.
- State a fact. WRONG: “Reedley College is located in Reedley, California.”

Exercise 9

Read the following topic sentences about American cities. Do they contain both the topic and a controlling idea? Circle the topic and underline the controlling idea.

1. Washington, DC, is the capital of my country.
2. New Orleans is a very interesting city.
3. There are many people in Los Angeles.
4. St. Augustine is a very beautiful city.
5. New York is the biggest city in the U.S.

Improve the topic sentences from the exercise above by adding controlling ideas.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 10

Read the following paragraphs. Create a good topic sentence for each paragraph.

Paragraph 1: Good Neighbors

Topic Sentence:

First, a good neighbor is quiet. Even if a neighbor is nice, it is hard to tolerate loud music late at night or dogs that bark a lot. Second, good neighbors are respectful. It is nice to have polite conversation with your neighbor. Neighbors should also respect others by shoveling their sidewalk in the winter and leaving enough parking space for everyone. Finally, a really good neighbor is generous. A good neighbor might bring you cookies during the holiday, or give you some gas if your lawn mower runs out. These are some of the most important qualities of a good neighbor.

Paragraph 2: Reducing Stress

Topic Sentence:

One way to reduce stress is to exercise. Some people jog or play high-impact sports to relax. Others just take a walk or a short bike ride. Another idea is talking to a friend or family member. It helps just to express how you are feeling when you are stressed. Lastly, listening to music can help you relax. Quiet, classical music relaxes some people. Listening to loud pop music while singing and dancing also releases stress. We all have stress, and these are three ways to reduce it.

Paragraph 3: My Worst Job

Topic Sentence:

I earned a lot of money from that job, but I was more miserable than I have ever been in my life. Working on an assembly line was very boring, and I had to concentrate the whole time with almost no breaks. All day long, I had to put DVDs into boxes, and I had to work very fast. The factory was hot and stuffy. Also, the supervisors watched us closely and yelled at us when we weren't working fast enough. Maybe the worst part of the job was the mood of my coworkers. It seemed like they all complained and gossiped. I didn't make a single friend in the eight months that I worked there. In sum, working in a factory was truly one of the worst experiences that I have ever had.

Titles versus Topic Sentences

If your instructor asks you to write a title for your paragraph, there are rules that you should follow:

1. Use capital letters for the important words and the first word of the title. Don't use capital letters for prepositions (of, for), conjunctions (and, or), or articles (the, a, an).
2. Don't write a sentence. Don't end it with a period.
3. Write something short that gives the topic of your paragraph. Look back at the titles in the sample paragraphs of this chapter. Do they all follow the rules for title writing?

Exercise 11 What is the difference between a title and a topic sentence?

1. Location:

A title's location:

A topic sentence's location:

2. Capital Letters:

In a title, capitalized words:

In a topic sentence, capitalized words:

3. Grammar:

A title is NOT:

It doesn't end with:

A topic sentence is:

It ends with:

4. A title is only required for formal compositions, usually written over a long time. A topic sentence is ALWAYS needed in a paragraph.

Read the following titles. What is wrong with each one? Write a few words to explain. One title is acceptable.

I want to visit Uzbekistan.

My Paragraph

Uzbekistan and Its Wonders

Exercise 12 Topic Sentence Practice

Choose the most effective topic sentence from the following sentence pairs.

1. a. This paper will discuss the likelihood of the Democrats winning the next election.
b. To boost their chances of winning the next election, the Democrats need to listen to public opinion.
2. a. The unrealistic demands of union workers are crippling the economy for three main reasons.
b. Union workers are crippling the economy because companies are unable to remain competitive as a result of added financial pressure.
3. a. Authors are losing money as a result of technological advances.
b. The introduction of new technology will devastate the literary world.
4. a. Rap music is produced by untalented individuals with oversized egos.
b. This essay will consider whether talent is required in the rap music industry.

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The Writing Process

Good writing doesn’t happen instantly or without some careful thought. To write with quality, good writers follow three steps of the writing process:

- 1) Pre-writing. In this step, brainstorm, choose the best ideas, and make a plan to organize the paragraph.
- 2) Rough draft. In other words, write the paragraph. Keep the ideas flowing. Try to write a good topic sentence and follow the plan from your pre-writing.
- 3) Revise and edit. Try to improve your paragraph. Make sure all of the sentences stay on topic. Check organization and work on the conclusion sentence. When you are sure the content is good, check the grammar.

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Writing Prompt

Consider the ideas from the informational diagram you completed from the reading. Create an outline and then a paragraph about what caused the factory fire disaster.

Exercise 13 Outline

Topic sentence:

Supporting point:

Supporting point:

Supporting point:

Concluding sentence:

Exercise 14 Paragraph 1 Draft 1

Write a paragraph based on your outline above.

Exercise 15 Revise and Edit

Check your paragraph above based on this checklist.

Title (follows the rules of titles)

Topic sentence (topic and controlling idea)

Sentences (complete with subjects and verbs, begin with capital letters, and end with periods)

Content (the ideas are related to the topic and flow with transitions)

Vocabulary Practice

Exercise 16 Sentence Completion

Complete the sentences using the vocabulary in the box below.

disaster devastating consequence
inadequate
advocate contribute reveal
shift

Table 1 Chapter 1 Sentence Completion

1. She is an _____ for animals. She tries to educate others on how to care for pets.
2. Because he works the night _____, he sleeps during the day.
3. Gaining weight was the _____ of eating too many potato chips.
4. Losing his job was _____ for his family. They had to move out of their home.
5. Don't tell Martha your secrets. She always _____ them!
6. The event was a _____. Nothing went well.
7. A 65% grade was _____ to pass the class.
8. An active student _____ to the class discussion.

Exercise 17 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. What are some examples of recent **disasters**? Are these **disasters** from nature or could they have been avoided?
2. What are some **consequences** of dropping out of school?
3. How does your family **contribute** to your education?
4. How much time is **adequate** to learn a language?
5. Why is it important for companies to **reveal** the ingredients of their products?

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2: Chapter 2

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

_____ 1. He had a lot of pain, but he **endured** and went to work anyway.

- a. difficult situation without complaining
- b. get better

_____ 2. The price was too high, so I **negotiated** and paid a lower amount.

- a. beg
- b. discussed
- c. steal

_____ 3. She **took advantage of** her mom living with her and left her children at home. I **took advantage of** the free time and took a nap.

- a. take care of
- b. use someone or something to get what you want

_____ 4. I **depend/rely on** my car. I could not work without it.

- a. need
- b. want
- c. get

Reading Skills-Margin Notes

Interacting with a text is important. One way to interact is by taking notes in the margins. These notes, called margin notes, could be a question or phrase stating the main idea. Look at the example below from the reading. The paragraph's main idea is defining labor unions and their history, so the margin note would be something like "Definition of a labor union and its history"

Definition of a labor union and its history	A labor union is a group of workers who join together to ask their employers for better payment, working hours, and working conditions. Labor unions are very common today, and many workers in the United States are members of different kinds of unions. However, unions did not always exist. Modern labor unions didn't appear in the United States until the late 1800s.
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Table 2 Margin Notes

Exercise 3

Look at the numbered items below that are main ideas of paragraphs from the reading. As you read, identify which paragraph the note belongs to and write it in the margins.

1. Effects of the Industrial Revolution
2. Coal Industry
3. Collective bargaining
4. Union benefits
5. Working with the government

Workers' Rights and the History of Labor Unions by Jessica McBirney

What is a labor union? In the past, when workers were mistreated by their employers, there was nothing they could do about it. Labor unions were the workers' solution to this problem. This article sets the scene for the dawn of labor unions, explores the history of workers' rights, and explains the strategies they still use today. **As you read this text, identify 3 strategies that union members used to seek justice and create change.**

¹Have you ever heard the phrase “There’s strength in numbers”? For many years, people who worked on farms, in factories, or in other low-wage positions were sometimes forced to endure terrible conditions with little pay. But they soon found, with “strength in numbers,” that they could take charge of their circumstances. That’s where labor unions come in.

²A labor union is a group of workers who join together to ask their employers for better payment, working hours, and working conditions. Labor unions are very common today, and many workers in the United States are members of different kinds of unions. However, unions did not always exist. Modern labor unions didn’t appear in the United States until the late 1800s.

³The United States experienced an Industrial Revolution from about 1860 until about 1920. People started to use machines and factories to make products instead of making them by hand. Factory owners became rich very quickly, but they did not treat their workers with kindness or respect. Employees had to work up to 12 hours per day for only a few dollars. They did not always get weekends off. In many industries, workers faced inhumane conditions such as having to bend over all day, or breathing in smoke from the machines.

⁴One of the worst industries to work in was the coal industry, where workers spent all day deep underground in coal mines. The mines were very dark and usually damp and cold. Workers had to breathe coal dust and poisonous gases. They had to crawl through the mine in narrow tunnels and pull carts full of coal behind them. There was always a chance that the whole mine could collapse from an explosion. Because coal miners were paid so little, many families could not afford to buy enough food. They had to send their children to work in the mines too, just so the family could have enough money to live on. Children worked six days a week



just like their parents, so they could not go to school.

⁵Workers decided they could not keep living such hard lives. They knew they had to work together to negotiate with the rich and powerful factory owners, so they grouped together to form labor unions. Labor unions used 3 different strategies to protect workers:

⁶The first strategy was called “collective bargaining.” Workers chose a few leaders to represent them in a meeting with the factory or mine owner. In this meeting, everyone would agree to a new contract that gave workers shorter hours, higher pay, and safer

working conditions. If the factory owner did not agree to the contract, all the workers would strike, or stop working until they got what they wanted. Many strikes occurred during the Industrial Revolution, and workers still go on strike today.

⁷The second strategy was giving benefits to union members. If any worker got hurt on the job, the union would pay for the doctor's visit, medicine, and sometimes food.

⁸The third strategy was working with the government to pass more laws. Union leaders could make deals with politicians to pass laws that helped workers. For example, child labor became illegal and the government began to send inspectors to make sure factories were safe.

⁹Unions were very successful in making sure business owners did not take advantage of their workers. Unions still serve many of these same functions today. Workers still go on strike when their employer will not agree to a better contract, and unions still work with the government to get laws passed. Many people across the country rely on unions to keep their jobs safe and their families fed.

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Text-Dependent Questions

Exercise 4

For the following questions, choose the best answer.

1. PART A: Which of the following best identifies a central idea of this text?
 - A. By forming unions, workers protected their rights and made important social changes.
 - B. Children were the first members of labor unions before the trend spread among adult workers.
 - C. Workers acted illegally and outside the law, so their strikes were not always respected.
 - D. Labor unions were a popular trend in the past, but after the Industrial Revolution, workers have moved beyond them.
2. PART B: Which phrase from the text best supports the answer to Part A?
 - A. "Labor unions are very common today, and many workers in the United States are members in different kinds of unions." (Paragraph 2)
 - B. "Many strikes occurred during the Industrial Revolution, and workers still go on strike today." (Paragraph 6)
 - C. "If any worker got hurt on the job, the union would pay for the doctor's visit, medicine, and sometimes food." (Paragraph 7)
 - D. "Many people across the country rely on unions to keep their jobs safe and their families fed." (Paragraph 9)
3. PART A: What does the word "inhumane" most closely mean as it is used in paragraph 3?
 - A. Not human; animal
 - B. Difficult yet rewarding
 - C. Unequal
 - D. Cruel and brutal
4. PART B: Which paragraph from the text provides the best support for the answer to Part A?
 - A. Paragraph 2
 - B. Paragraph 4
 - C. Paragraph 5
 - D. Paragraph 9

Vocabulary Skill-Suffix -er

When groups of letters are added to the end of a word, it is called a suffix. For example, the letter -al can be added to the word *education* to form the word *educational*. *Education* is a noun, but when the suffix -al is added, it becomes an adjective. The suffix

-er can have two meanings: a person or more. For example, the word *teacher* means a person who teaches. The word *sweeter* means more sweet.

Exercise 5

Look at the words below from the reading and identify the meaning of -er as either person (P) or more (M).

- ____ 1. Worker
- ____ 2. Safer
- ____ 3. higher
- ____ 4. Miner
- ____ 5. Shorter
- ____ 6. reformer

Writing Skill-Opinion Paragraph

In American college classes, instructors will often ask you to “take a stand” or position and give reasons for your opinion. It is not important that your opinion be the same as the instructor or your classmates. A good writer will have strong, detailed, well-expressed support. With any writing assignment, you will begin brainstorming ideas, forming an outline, then writing a first draft. Look at the list below. This is an example brainstorming strategy for a writing assignment of an opinion paragraph on why people decide not to get married.

Reasons not to get married:

haven't found the right person

other priorities

desire of freedom

The list above is not enough for an entire paragraph, so it should be expanded when put into an outline. See the outline below that was created based on the brainstorm.

Topic Sentence: Some people decide not to get married for several reasons.

Supporting Point 1: haven't found the right person

Supporting Detail 1: Sharon's story

Supporting Point 2: other priorities like career

Supporting Detail 2: example careers that make marriage difficult

Supporting Point 3: desire freedom

Supporting Detail 3: travel, move, choices

Concluding Sentence: People might decide not to get married because of finding the right person, making career a priority, and wanting freedom.

Exercise 6 Practice Identifying Reasons

Read the following paragraph based on the outline example. Answer the questions that follow.

Some people decide not to get married for several reasons. First of all, maybe these people didn't meet the right person to marry. For example, my friend Sharon wants to marry someone who is smart, handsome, rich, and kind. She wants to wait until she falls in love with this perfect man, so she hasn't gotten married yet, and she is now 58 years old. Secondly, some people think getting married will take their focus away from their career. Some jobs require traveling or long hours at work. For instance, movie directors and journalists often have to travel for long periods of time, so marriage is difficult for those people. Finally, some people don't get married because they want total freedom. If you stay single, you can quit your job, move, date, and try many things without thinking of another person. For all of these reasons, some people decide not to get married.

1. Underline the topic sentence. Where is it located?

2. Circle the transition words. How do they help the reader identify the reasons?

“Writing Skill-Opinion Paragraph” and “Practice Identifying Reasons” are a derivative of “[Low Intermediate ESL Writing](#)” by Heather Zettelmaier licensed under [CC BY-NC-SA 4.0](#)

Writing Prompt

Brainstorm for your paragraph by writing a list, form an outline, and write a first draft for the topic why labor unions are important. Use ideas from the reading Workers’ Rights and the History of Labor Unions to help you develop reasons why labor unions are important.

Exercise 7 Brainstorm

Write a list of reasons why labor unions are important.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 8 Outline

Transfer your strongest ideas from your brainstorm into an outline. Expand your ideas by putting examples and explanations.

Topic Sentence:

Supporting Point 1:

Supporting Detail 1:

Supporting Point 2:

Supporting Detail 2:

Supporting Point 3:

Supporting Detail 3:

Concluding Sentence:

Exercise 9 Opinion Paragraph Draft 1

Write a rough draft using the outline. Create full sentences that have signal words for each point and for examples.

Vocabulary Practice

Exercise 10 Sentence Completion

Complete the sentences using the vocabulary in the box below.

endure negotiate take advantage of rely/depend on

Table 3 Chapter 2 Sentence Completion

1. The USA _____ oil.
2. She _____ the hot sun every day during the summer.
3. The girl _____ the free air conditioning and visited the library often.
4. You cannot _____ with your teacher on how much homework you will have.

Exercise 11 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. Tell about a time you **took advantage of** a discount.
2. Whom or what do you **rely/depend on** for transportation?
3. What items can you **negotiate** the price with the seller? Give several examples.
4. What is an example of something you cannot **endure**?

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3: Chapter 3

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

_____ 1. I just **realized** they are sisters!

- a. suddenly know
- b. misunderstanding
- c. confusion

_____ 2. Joe went to the bank, but his wife remained in the car.

- a. leave
- b. drive
- c. stay

_____ 3. Rebecca wants you to **succeed** in learning English.

- a. be successful
- b. decrease
- c. teach

_____ 4. The computer can help you **improve** your English.

- a. show
- b. advance
- c. continue

_____ 5. When the teacher saw the fight, he **intervened** right away.

- a. be involved
- b. interview
- c. join

_____ 6. Flowers **emerge** in spring.

- a. end
- b. appear
- c. die

Reading Skills-Subheadings

Exercise 3

Look at the subheadings below from the reading. Write questions from these subheadings predicting what the section will include. The first has been done for you as an example.

1. Life As a Migratory Worker   What was life as a migratory worker like?
2. Government Intervention
3. Reform At Last

As You Read

Exercise 4

As you read, search for answers to the questions that you wrote from the subheadings. Write the main ideas of the paragraphs in the margin and highlight or mark the paragraph.

Mexican Migrant Workers in the 20th Century by Jessica McBirney

The United States is a nation made up of people with many different backgrounds. Since Mexico is a neighboring country, many of these people are Mexican or Mexican-American. This informational text describes how many immigrants and Mexican-Americans worked on farms for low pay and little respect throughout the 20th century, and even today. **As you read this text, take notes on the relationship between prejudice and earning a living.**

¹Have you ever had to move to a different town before? Maybe you just moved somewhere new, or maybe you have always lived in the same place. But can you imagine having to move to a new place every few months? This is what Mexican migrant farm workers had to do in California in the 1900s. Because they worked in fields and farms, they had to move several times a year, every time there was a new crop to harvest.

Who worked in the fields?

²Many people of Mexican descent had lived in California for a long time before it first became an American state in 1850. The territory used to belong to Mexico, and many residents did not leave when the United States bought the land.

³However, even more Mexican immigrants crossed the border when Mexico experienced a revolution in 1910. The revolution put some in danger and they fled for safety. The revolution also caused an economic downturn in Mexico, and many workers realized they could earn more money in the United States than they could in their home country.

⁴Workers continued to move to California and other southwest states throughout the 1920s. The U.S. government set up a program to give immigrants short-term work visas. The program was designed for workers to come to the U.S. for a short time, just long enough to earn money to send back to their families. Most workers relied on these visas to stay in the country, but some stayed long enough to earn their citizenship and have children.

⁵When the Great Depression hit the U.S. in the 1930s, unemployment across the country rose to 25%. Many white Americans grew upset, believing that immigrants were “taking” their jobs. They blamed the Mexican workers for the fact that so many other people did not have jobs. Local and even state governments began to deport anyone who looked Mexican. Police did not bother to check if the people they removed were citizens.



Life as a migratory worker

⁶The workers who remained in the states often became migratory workers. They had to move around as different crops came into season, so they could be employed all year round. Life as a migratory worker in the 1930s was hard. Even though agriculture in California depended on migratory workers, they made the lowest wages in the country. Farm owners did not treat their laborers with respect. Most farms did not have bathroom facilities or water for the workers to drink, and there was no place to wash dangerous pesticide chemicals off their hands.

⁷Families moved too much and did not make enough money to own a house, so they usually stayed in makeshift homes right next to the fields. They built these houses out of whatever they could find, including scrap wood, cardboard, canvas, or tin cans. Although it was technically illegal, some children had to work in the fields alongside their parents for long hours. Even when children could go to school during the days, they had to change schools so often that it was very difficult to learn.

Government intervention

⁸The U.S. government started programs to help families hurt by the Great Depression, but few of these programs applied to agricultural workers. The one program that brought some assistance was the Farm Security Administration, which set up living camps and provided food and medicine to migratory workers. They separated Mexican and Mexican-American workers from whites because they did not want racial tensions to cause problems in the camps.

⁹A few Mexican workers tried to organize strikes and protests during the Depression, but they did not succeed in improving working or living conditions. After the Depression ended, life did not get much easier for the migratory laborers. However, change began when Cesar Chavez first created a union for farm workers in 1965: the National Farm Workers Association. Chavez and the NFWA wanted higher wages and better working conditions for all laborers, Mexican and white alike.

Reform at last

¹⁰One of Chavez's most famous campaigns was his strike and boycott against grape growers in California. It began in 1965 when fruit companies refused to meet the demands of their workers. The workers went on strike and would not agree to keep working until they were paid better. To raise awareness and pressure the fruit companies, Chavez organized a 300-mile march to Sacramento, the capital of California. He also encouraged consumers around the country not to buy grapes. Finally, in 1970, the grape growers agreed to give their workers better wages.

¹¹Today, Mexican immigrants or people of Mexican descent still make up a large majority of farm workers. In 2005, a survey found that 53% of these workers were undocumented workers, 21% were permanent residents, and 25% were full U.S. citizens. Most farm workers still make less than \$10,000 per year, especially since many are paid per bucket of fruit they pick, rather than per hour. Despite some improvements from the 1930s, being a farm worker is still a dangerous and difficult job. Many organizations and politicians are still working to improve the lives of migrant laborers across the country.

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Text-Dependent Questions

Exercise 5

For the following questions, choose the best answer.

1. PART A: Which of the following statements best identifies a central idea of this text?

- A. America has always welcomed immigrants who built the country and made it more productive through history.
- B. During the Great Depression, jobs were scarce, but there was always a place for laborers working American soil to become wealthy and live out the American dream.
- C. Mexicans invaded America in the 1930s because there were no jobs in Mexico and they wanted to steal American wealth.
- D. Life as a migrant worker was difficult because of poverty and prejudice, and because it was hard to constantly adapt to life on the move.

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

- A. “and many workers realized they could earn more money in the United States than they could in their home country” (Paragraph 3)
- B. “Most workers relied on these visas to stay in the country, but some stayed long enough to earn their citizenship and have children” (Paragraph 4)
- C. “they made the lowest wages in the country. Farm owners did not treat their laborers with respect” (Paragraph 6)
- D. “The U.S. government started programs to help families hurt by the Great Depression,” (Paragraph 8)

3. PART A: What does the term “migratory workers” most closely mean as it is used in paragraph 6?

- A. People who remain in one country
- B. People who leave their country permanently
- C. Agricultural workers or farmers
- D. Workers who move from place to place

4. PART B: Which phrase from the text best supports the answer to Part A?

- A. “The workers who remained in the states often became migratory workers” (Paragraph 6)
- B. “They had to move around the state as different crops came into season,” (Paragraph 6)
- C. “so they could be employed all year round” (Paragraph 6)
- D. “Even though agriculture in California depended on migratory workers,” (Paragraph 6)

Reading Skill-Pronoun Reference

A pronoun is a word that refers to a noun that usually has already been mentioned. To identify which noun the pronoun is referencing, read the two previous sentences. For example, “I went to bed late. This made me tired the next day.” The word this is referring to the action of going to bed late.

Exercise 6

Look at the sentences below from Mexican Migrant Workers in the 20th Century. Circle the pronoun and underline the part in the previous sentence to which it refers. The first has been done for you.

1. “But can you imagine having to move to a new place every few months? **This** is what Mexican migrant farm workers had to do in California in the 1900s.” (paragraph 1)
2. “Workers continued to move to California and other southwest states throughout the 1920s. The U.S. government set up a program to give immigrants short-term work visas. The program was designed for workers to come to the U.S. for a short time, just long enough to earn money to send back to their families. Most workers relied on these visas to stay in the country, but some stayed long enough to earn their citizenship and have children.” (paragraph 4)
3. “Families moved too much and did not make enough money to own a house, so they usually stayed in makeshift homes right next to the fields. They built these houses out of whatever they could find.” (paragraph 7)
4. “The workers who remained in the states often became migratory workers. They had to move around as different crops came into season.” (paragraph 6)
5. “Today, Mexican immigrants or people of Mexican descent still make up a large majority of farm workers. In 2005, a survey found that 53% of these workers were undocumented workers, 21% were permanent residents, and 25% were full U.S. citizens.

Most farm workers still make less than \$10,000 per year, especially since many are paid per bucket of fruit they pick.” (paragraph 11)

Reading Skills-Compare and Contrast Connection

Exercise 7

Compare and contrast the lives of a factory worker (*The Triangle Shirtwaist Factory Fire*), a coal worker (*Workers’ Rights and the History of Labor Unions*), and a migrant worker (*Mexican Migrant Workers in the 20th Century*).

	Factory Worker	Coal Worker	Migrant Worker
Pay			
Work hours			
Workplace			
Conditions			

Table 4 Compare and Contrast Workers

Writing Skills-Compare and Contrast Organization

Exercise 8

There are two ways to organize a compare and contrast paragraph or essay: block method or point-by-point method. You will write a paragraph about two of the workers from Table 1 (select two of the three) using the point-by-point method. Complete the outline below using the information you used from Table 1.

For example, Point of comparison 3: Work Conditions

1. Coal workers: exposed to coal dust and poisonous gases
2. Migrant workers: exposed to dangerous pesticide chemicals

Topic Sentence:

A. Point of comparison 1: Pay

1. _____ Worker:
2. _____ Worker:

B. Point of comparison 2: Work hours

1. _____ Worker:
2. _____ Worker:

C. Point of comparison 3: Workplace

1. _____ Worker:
2. _____ Worker:

D. Point of comparison 4: Work Conditions

1. _____ Worker:
2. _____ Worker:

Concluding sentence:

Writing Skills-Signal Words

Exercise 9

Signal words help you show relationships between ideas. You could signal that you will provide another point (e.g., first, second, another, next) or connections (e.g., but, however, in contrast). Table 2 has words that signal contrast, and Table 3 has words show

similarity. Although all the words in Table 2 and Table 3 share similar meanings (to compare or to contrast), they are grammatically different. Notice in Table 2 the punctuation for however, in contrast, and on the other hand. How does their punctuation differ from while, whereas, and but? All of the signal words require a complete sentence before and after the signal word, but however, in contrast, and on the other hand require a semi-colon or period before them and a comma after them. Use the ideas in your outline to complete the sentences in Table 2 and 3.

Example: Coal workers were exposed to coal dust and poisonous gases, whereas migrant workers were exposed to dangerous pesticide chemicals.

	Sentence	Signal Words	Sentence
1.		; however, ; in contrast, ; on the other hand,	
2.		, while , whereas	
3.		, but	

Table 5 Contrast

	Sentence	Signal	Sentence
1.		; similarly, ; likewise, ; also,	
2.		, as , just as	
3.		, and	

Table 6 Comparison

Exercise 10 Example Paragraph

Read the example paragraph below. Underline the points of comparison. Circle any signal words.

Differences in Summer and Winter

Summer and winter in California differ in weather, outdoor activities, and food. The first difference is in temperature and weather conditions. Summer brings high temperatures of over 100 degrees Fahrenheit, but winter brings cold foggy days. Another contrast between these seasons is the outdoor activities. Because summer is so hot, many people enjoy swimming. However, in winter, many people like to ski or snowboard in the Sierra Nevada mountains. Lastly, the food commonly eaten in these seasons is different. Fresh fruits, such as peaches, plums, and apricots are found in every farmer's market during summer; in contrast, soups, stews, and hot beverages are consumed in winter. California's summer and winter differ tremendously.

Exercise 11 Compare and Contrast Paragraph Draft 1

Use the outline from Exercise 8 to write a compare and contrast paragraph. Consider the example paragraph from Exercise 10.

Exercise 12 Paragraph Development

A well-developed paragraph has several supporting sentences that help to explain the main idea. They help to make the main idea clearer and more believable to the reader. How many supporting sentences do you need? Well, that depends on how complex your topic is. You use as many sentences as you need to explain your idea clearly and completely. For this course, it is a good idea to have at least three to four supporting sentences. However, academic paragraphs in college writing can have ten or more sentences! To develop your paragraph, supporting sentences can give the reader examples, specific details (time, date, place, number, or other facts), a clear description, or an explanation. Look at the two example paragraphs below. Which is more developed? What strategies are used to expand the writer's main idea?

Example Paragraph 1

People who form close relationships with other people tend to be happier than those who do not. The number of friends a person has is not important. When it comes to happiness, what matters most is the quality of the relationships. Close relationships are ones that usually involve the sharing of feelings, mutual respect, acceptance, trust, fun and empathy. As long as the relationships are deep, a person will experience greater levels of happiness.

Example Paragraph 2

People who exercise regularly are usually happier than people who avoid exercising. People with good exercise routines are always improving both their physical and mental well-being. In fact, research has shown that exercise can be as effective as medication in treating depression.

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Exercise 13 Paragraph 2 Draft 2

Revise and edit the first draft of your paragraph. Expand the ideas using strategies from Exercise 12. Check to ensure you have all the basics of a paragraph.

Vocabulary Skill-Collocations

Exercise 14

Collocations are pairs or groups of words that often occur near each other in a sentence. For example, I am interested in pottery. Look at the numbered collocations below and match them to their definition.

- a. to make others know about
- b. quit working
- c. consist, a part of a whole
- d. an extra piece

- _____ 1. make up
- _____ 2. go on strike
- _____ 3. raise awareness
- _____ 4. scrap material

Vocabulary Skill-Dictionary Skills

Exercise 15

The readings in this unit mention the words immigrant and migrant. What is the difference? Use a dictionary to find the definitions of the following word forms. Note the difference between these ideas.

Immigrant (n):

Immigration (n):

Immigrate (v):

Migrant (n):

Migration (n):

Migratory (adj):

Vocabulary Practice

Exercise 16 Sentence Completion

Complete the sentences using the vocabulary in the box below.

realize remain succeed
improve intervene emerge

Table 7 Chapter 3 Sentence Completion

1. Connor woke up at 10am, and _____ that he is late for class!
2. Problems _____ when friends live together.
3. You will _____ in this class if you do your homework, study for exams, and attend class regularly.
4. Although Susan got a new job with more money, her financial trouble _____.
5. The police _____ between the husband and wife because someone heard them fighting.
6. Ivan lost weight after he _____ his diet by eating more fruits and vegetables.

Exercise 17 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. What is the best strategy to **improve** your English?
2. What is the best way to **succeed** at a job?
3. When should countries **intervene** in other countries' problems (if ever)?

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SECTION OVERVIEW

2: Unit 2 - Immigration

Warm Up Questions

1. Why do you think many immigrants have come to the USA?
2. There are two major ideas related to multicultural societies: melting pot and mosaic. A melting pot is the idea that when immigrants arrive in a new country, they adopt the new culture. However, a cultural mosaic is the idea that the new country becomes richer when it adds immigrants' culture to the new country's existing culture. These ideas have also been referred to as soup and salad. In a soup, all the flavors are blended together. In a salad, the ingredients are distinct, but they complement each other. What type of society do you think America is? Why? Which expressions do you like best?

4: Chapter 4

5: Chapter 5

6: Chapter 6

7: Chapter 7

Thumbnail: Immigrants make America Great. (Unsplash license; [Nitish Meena](#) via [Unsplash](#))

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4: Chapter 4

Vocabulary Skill-Guessing the Meaning of Unknown Words

Readers, native and non-native, often see new words when they read. However, it is not necessary to look up every word in the dictionary. Many times writers will give definitions, synonyms, or antonyms to words in the sentence. Below are some strategies to use the context of a sentence to guess the meaning of an unknown word.

Synonym Signals

-- (long dash) , or synonym, called/named means/meaning

Antonym Signals

however on the other hand in contrast not but

Example Signals

for example such as for instance including like

Table 8 Guessing the Meaning of Unknown Words

Exercise 1

Look at the examples below from the reading Immigration to the United States. Underline the definition, synonym, or antonym for the word in bold. Circle the signal words and punctuation.

1. "Throughout history, people have also moved to entirely different countries. We call this international movement **immigration**, and the people who move to a new country to live there are known as **immigrants**."
2. "Native Americans are what we call **indigenous** to America, which means they make up the original population of North America."
3. "Immigration to the United States has typically occurred in **waves** — with various groups of people moving in large numbers at different points in American history."
4. "Sometimes these laws have been **discriminatory**, or showing unfair treatment towards certain groups of people."
5. "Today, immigration trends have changed. The Immigration and Nationality Act of 1965 **abolished**, or ended, restrictions on immigration based on country of origin."
6. "Immigration from Eastern Europe, Mexico, and Japan were largely **banned**; on the other hand, immigrants from Britain, Ireland, and Scandinavian countries like Norway, Sweden, and Finland were **allowed** into the country."

Vocabulary Introduction

Exercise 2 Prior Knowledge

Look at the words in bold in Exercise 3 without reading the sentences. Rate your current knowledge of the word before doing the unit exercises. Use the following scale and write the number in front of the sentences in Exercise 3:

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 3 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Write your own definition of the word in bold.

_____ 1. He had an **urgent** message for his boss. It could not wait.

Your definition:

_____ 2. If you want to pass this class, you cannot **avoid** reading.

Your definition:

_____ 3. Many families live **in poverty**. They cannot pay their bills or for food.

Your definition:

_____ 4. The earthquake **occurred** at 11 pm. Many families were sleeping.

Your definition:

_____ 5. I seriously **considered** quitting my job, but I decided I need the benefits.

Your definition:

_____ 6. Pollution **threatens** the life of many aquatic animals.

Your definition:

_____ 7. The flu **spreads** quickly when people do not wash their hands.

Your definition:

_____ 8. The new law **restricts** the time of selling alcohol.

Your definition:

_____ 9. The law **banned** women from driving. They had to use a taxi.

Your definition:

_____ 10. Now, women are allowed to drive, so they won't need to **depend on** men.

Your definition:

_____ 11. **Controversial** topics include gun laws, abortion, and the death penalty.

Your definition:

Reading Skill-Skimming and Scanning

Exercise 4

Skimming and scanning are two important reading strategies. Skimming means that a reader looks quickly at the first and last paragraphs and the first sentences of each paragraph to understand the main idea of the text. Scanning is when a reader looks for specific information in a reading. Skim the following passage before you read it in full. Predict what the reading is about.

Immigration to the United States by Michael A. Signal

In this informational text, Michael A. Signal discusses the long history of people traveling to the United States to make a new life for themselves. **As you read, take notes on how the government has tried to control who gets to move to the United States.**

¹Humans move from place to place. People move to different homes and cities to be closer to their families or workplaces. They might want to find better neighborhoods or roads with less traffic. But people don't only move to different houses and towns. Throughout history, people have also moved to entirely different countries. We call this international movement immigration, and the people who move to a new country to live there are known as immigrants.

²People immigrate for the same reasons that a family might move to a new neighborhood or a different state, such as for better work opportunities or to be closer to relatives. Sometimes, though, people have more urgent reasons to leave their home countries. Many immigrants flee war and violence. Sometimes they move to new countries to avoid famine and poverty.

³For the most part, Americans live in a society of immigrants. It has the largest number of international immigrants in the world. Almost one-fifth of global immigrants live in the United States. The country has a rich history of immigration. However, there are some groups that you wouldn't consider immigrants. Native Americans, for example, are what we call indigenous to America, which means they make up the original population of North America. If we look back in history to the first Europeans that came to America, we would consider them colonists and not immigrants because they took over the land. Slaves who were forcibly brought to American shores from Africa would also not be considered immigrants.

⁴Most early immigrants came to the United States from Europe, but the country was open to immigrants from all around the world up until the late 19th century. Immigration to the United States has typically occurred in waves — with various groups of people moving in large numbers at different points in American history. For example, one of the first groups that moved to the United States in large numbers was the Irish. In the 1840s, a great famine struck Ireland. Scores of Irish people left their home country in search of land where they'd be able to feed their families. Between 1820 and 1930, over 4 million Irish men, women, and children immigrated to the United States. Another wave of immigration came from China in the mid-19th century. Many workers traveled across the Pacific to work as miners, farmers, and other manual laborers. When gold was discovered in California in 1848, Americans rushed west, hoping to strike it rich. So did thousands of Chinese immigrants. In just a few years after the discovery of



gold, about 150,000 Chinese people immigrated to the United States.

⁵As immigration has grown over the centuries, tensions have arisen. For example, when Chinese immigrants began moving to America in the 19th century, many Americans felt threatened. On the West Coast, where most Chinese immigrants settled, some Americans thought that they were losing jobs to Chinese workers. Rumors describing Chinese immigrants as unlawful and immoral spread, and many people believed these rumors. In 1862, The United States acted on public fear and resentment of Chinese immigrants. Congress passed an antiimmigration law. The Chinese Exclusion Act stopped almost all Chinese people from entering the country. The law also made it impossible for Chinese immigrants to become American citizens.

⁶Over the years, countries have used laws, both fairly and unfairly, to control immigration. Sometimes these laws have been discriminatory, or showing unfair treatment towards certain groups of people. After World War I, the United States enacted another restrictive immigration law. The Immigration Act of 1924 established limits on how many people could enter the United States based on their countries of origin. Immigration from Eastern Europe, Mexico, and Japan were largely banned; on the other hand, immigrants from Britain, Ireland, and Scandinavian countries like Norway, Sweden, and Finland were allowed into the country.

⁷Today, immigration trends have changed. The Immigration and Nationality Act of 1965 abolished, or ended, restrictions on immigration based on country of origin. Since then, immigration has flourished. By the 1970s, most immigrants entered the United States from countries in Asia and Latin America. Of the 10 million immigrants who came to the U.S. between 2000 and 2009, 8 million were from Asia and Latin America.

⁸There are over 240 million immigrants worldwide. One reason for the global growth of immigration is the improvement of transportation and the decrease in cost. In the 18th century, you had to travel by boat to reach America from Europe, and that could take over a month! Today, you can travel the same distance by plane in just eight hours.

⁹Even though it has only increased over time, immigration has become a controversial topic in the 21st century. One reason for this controversy is that a number of immigrants have entered the United States without going through the proper legal systems. In 2015, an estimated 11 million immigrants were living in the country without legal permission. There are a lot of discussions around immigrants living in the United States without legal permission. Some people feel as though this will mean fewer opportunities for American citizens, while others feel that immigrants, regardless of their citizenship, help boost the economy and make valuable contributions to our society.

¹⁰No matter how trends change, immigration to the United States will remain strong. Estimates predict that by 2065, 78 million people in the United States will have been born in other countries. There will always be varying views and controversy about immigration. But just like they have been doing for nearly 250 years, people from all over the world will continue to move to the United States to become part of our communities, cultures, and country.

“[Immigration to the United States](#)” by Michael A. Signal is licensed by [CommonLit](#) under [CC BY-NC-SA 2.0](#)

Text-Dependent Questions

Exercise 5

For the following questions, choose the best answer according to the reading.

1. PART A: Which statement describes the central idea of the text?
 - A. America has a long history of immigration, but some groups of immigrants have been treated unfairly.
 - B. America has a long history of immigration and has always been welcoming towards immigrants.
 - C. America must limit the number of immigrants who enter the nation to preserve its resources.
 - D. Immigrants have enjoyed fairer treatment in America than in their home countries.
2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Sometimes, though, people have more urgent reasons to leave their home countries." (Paragraph 2)
 - B. "In just a few years after the discovery of gold, about 150,000 Chinese people immigrated to the United States." (Paragraph 4)
 - C. "Over the years, countries have used laws, both fairly and unfairly, to control immigration." (Paragraph 6)
 - D. "One reason for the global growth of immigration is the improvement of transportation and the decrease in cost." (Paragraph 8)
3. How does paragraph 4 contribute to the development of ideas in the text?
 - A. It demonstrates how famine brought different groups of immigrants to America.
 - B. It shows why some people were unhappy when immigrants came to America.
 - C. It reveals some of the reasons why groups of immigrants came to America.
 - D. It discusses how people only immigrated to America to find gold.
4. How does the text illustrate that United States immigration laws were discriminatory?
 - A. The text details how the government uses immigration laws to imprison immigrants.
 - B. The author describes how the United States accepted immigrants from certain countries but not from others.
 - C. The author compares the different number of immigrants who came to the United States from Asia with those who came from Latin America.
 - D. The text illustrates how the impact of World War I meant the United States government had to change its laws.

Writing Skill-Multiple Paragraphs

All sentences in a paragraph should focus on one idea. Sometimes paragraphs can get long, and writers should reflect on the supporting points to see if the paragraph can be broken into two. For example, you will write about reasons why people immigrate. However, this can be broken down into reasons that push people out of their country and factors that pull people to the country they immigrate to. You will follow the writing process of brainstorming, outlining, and drafting about why people immigrate. You will write two paragraphs: why people leave their country (push) and why people enter another country (pull).

Exercise 6 Brainstorm

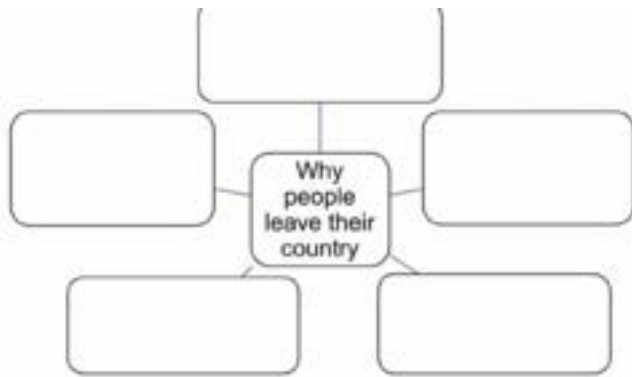


Figure 6 Why People Leave Their Native Country

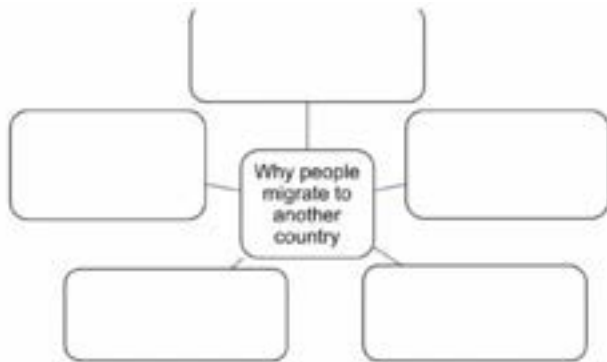


Figure 7 Why People Migrate to Another Country

Exercise 7 Outline

Transfer your strongest ideas from your brainstorm into an outline. Expand your ideas by putting examples and explanations.

Topic Sentence:

Supporting Point 1:

Supporting Detail 1:

Supporting Point 2:

Supporting Detail 2:

Supporting Point 3:

Supporting Detail 3:

Concluding Sentence:

Topic Sentence:

Supporting Point 1:

Supporting Detail 1:

Supporting Point 2:

Supporting Detail 2:

Supporting Point 3:

Supporting Detail 3:

Concluding Sentence:

Exercise 8 Immigration Paragraphs Draft 1

Write a rough draft using the outline. Create full sentences that have signal words for each point and for examples. Use a separate piece of paper.

Vocabulary Practice

Exercise 9 Sentence Completion

Complete the sentences using the vocabulary in the box below.

urgent avoid poverty occur threaten
consider spread restrict ban allow

Table 9 Chapter 4 Sentence completion

1. My diet does not _____ bread or pasta. I need to limit carbohydrates.
2. Please _____ where you would like to go on vacation and let me know.
3. The accident _____ in the parking lot next to the mall.
4. It's important that you check the facts so that you don't _____ lies.
5. All tobacco is _____ on the Reedley College campus.
6. The best way to _____ copying from a friend is to work on your homework individually.
7. Teachers need to _____ the use of cell phones in the classroom for academic purposes only.
8. If you have a(n) _____ question, raise your hand; otherwise, wait until the end of class.
9. Many elderly live in _____ because they have a limited income.
10. The teacher _____ to give more homework if the students didn't pay attention.

Exercise 10 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. What do you **consider** the biggest **threat** to students?
2. A major **controversy** in the USA is gun restriction laws because many mass shootings have **occurred** especially in schools. How do you think mass shootings can be **avoided**? Should teachers be **allowed** to carry a gun to class?
3. What would you do if you found out that a friend is **spreading** rumors about you?
4. What is the best way to fight **poverty**?

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5: Chapter 5

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

_____ 1. I love all fruit **except** for papaya. I don't like its taste.

Your definition:

_____ 2. You need to **confront** your fear of speaking in front of people.

Your definition:

_____ 3. There are **diverse** classes at Reedley College. For example, you can take art, music, mechanics, aviation, and French.

Your definition:

_____ 4. My **former** teacher helped me learn English grammar.

Your definition:

_____ 5. Immigrants in the Central Valley of California are **predominantly** from Mexico.

Your definition:

_____ 6. It is common to **integrate** reading and vocabulary because the two skills support each other.

Your definition:

_____ 7. Jane **surpassed** the required number of units by taking five classes.

Your definition:

_____ 8. Not all countries **embrace** American culture.

Your definition:

_____ 9. Relationships should be **based on** trust and honesty.

Your definition:

_____ 10. My son **favors** fruits over vegetables. He loves grapes.

Your definition:

Reading Skill-Compare and Contrast

Exercise 3

Compare and contrast the old and new immigrants mentioned in the reading *The Rush of Immigrants*.

	Old Immigrants	New Immigrants
Religion		
Education		
Viewed by American Population		
Original Country		
Other		

Table 10 Reading Skills-Compare and Contrast

The Rush of Immigrants by USHistory.org

This informational text discusses the tide of new immigration, from the beginning of the Gilded Age of economic growth in the 1870s to the anti-immigration policies put in place during the 1920s. While immigrants of the early 1800s often came from Western Europe, the new immigrants came from southern and eastern Europe, as well as Asia. **As you read, note what separated the new immigrants from American society and culture.**

¹Immigration is a central part of the American experience. Except for Native Americans, all United States citizens can claim some immigration experience for their ancestors, whether during prosperity or despair, brought by force or by choice. However, immigration to the United States reached its peak from 1880-1920.

²The so-called “Old Immigration” up until the mid 1800s brought thousands of Irish and German people to the New World. But during the New Immigration boom, although those groups would continue to come, even greater ethnic diversity would grace America's populace. Many would come from Southern and Eastern Europe, and some would come from as far away as Asia. New complexions, new languages, and new religions confronted the already diverse American mosaic.

The New Immigrants

³Most immigrant groups that had formerly come to America by choice seemed distinct, but in fact had many similarities. Most had come from Northern and Western Europe. Most had some experience with representative democracy. With the exception of the Irish, most were Protestant. Many were literate, and some possessed a fair degree of wealth.

⁴The later groups arriving by the boatload in the Gilded Age were characterized by few of these traits. Their nationalities included Greek, Italian, Polish, Slovak, Serb, Russian, Croat, and others. Until cut off by federal decree, Japanese and Chinese settlers



relocated to the American West Coast. None of these groups were predominantly Protestant.

⁵The vast majority were Roman Catholic or Eastern Orthodox. However, due to increased persecution of Jews in Eastern Europe, many Jewish immigrants sought freedom from torment. Very few newcomers spoke any English, and large numbers were illiterate

in their native tongues. None of these groups hailed from democratic regimes. The American form of government was as foreign as its culture.

⁶The new American cities became the destination of many of the most destitute. Once the trend was established, letters from America from friends and family beckoned new immigrants to ethnic enclaves such as Chinatown, Greektown, or Little Italy. This led to an urban ethnic patchwork, with little integration. Most of the newcomers lived in run-down and overcrowded apartment buildings, called tenements, until they could save enough money for an upward move.

⁷Despite the horrors of tenement housing and factory work, many agreed that the wages they could earn and the food they could eat surpassed their former realities. Still, as many as 25% of the European immigrants of this time never intended to become American citizens. These so-called “birds of passage” simply earned enough income to send to their families and returned to their former lives.

Resistance to Immigration

⁸Not all Americans welcomed the new immigrants with open arms. While factory owners greeted the rush of cheap labor with zeal, laborers often treated their new competition with hostility. Many religious leaders were awestruck at the increase of non-Protestant believers. Racial purists feared the genetic outcome of the eventual pooling of these new bloods.

⁹Gradually, these “nativists” lobbied successfully to restrict the flow of immigration. In 1882, Congress passed the Chinese Exclusion Act, barring this ethnic group in its entirety. Twenty-five years later, Japanese immigration was restricted by executive agreement. These two Asian groups were the only ethnicities to be completely excluded from America.

¹⁰Criminals, contract workers, the mentally ill, anarchists, and alcoholics were among groups to be gradually barred from entry by Congress. In 1917, Congress required the passing of a literacy test to gain admission. Finally, in 1924, the door was shut to millions by placing an absolute cap on new immigrants based on ethnicity. That cap was based on the United States population of 1890 and was therefore designed to favor the previous immigrant groups

¹¹But millions had already come. During the age when the Statue of Liberty beckoned the world's "huddled masses yearning to breathe free," American diversity mushroomed. Each brought pieces of an old culture and made contributions to a new one. Although many former Europeans swore to their deaths to maintain their old ways of life, their children did not agree. Most enjoyed a higher standard of living than their parents, learned English easily, and sought American lifestyles. At least to that extent, America was a melting pot.

“[The Rush of Immigrants](#)” by [USHistory.org](#) is licensed under [CC BY 4.0](#).

Text-Dependent Questions

Exercise 4

For the following questions, choose the best answer according to the reading.

1. Which of the following best identifies the central idea of this text?
 - A. America became more of a melting pot as people embraced their differences from one another and celebrated their heritage.
 - B. America has struggled with its identity as a melting pot due to cultural differences and anti-immigration policies.
 - C. America fails to be a melting pot because people who do not learn English cannot integrate with American citizens.
 - D. America is not a melting pot because many immigrants never considered themselves American, but only wanted to go to America for a time to make money.
2. What does the phrase “melting pot” in paragraph 11 imply about American culture?
 - A. American culture is formed as white Americans steal facets from other cultures without their consideration.
 - B. American culture completely destroys differences between cultures until everyone is exactly the same in their daily lifestyles.
 - C. American culture fears that which is different from it.
 - D. American culture requires those who are different to assimilate or adopt the ways of American culture such as language and lifestyle.

3. PART A: Which statement best describes how Americans responded to the arrival of new immigrants, according to the text?
- A. Americans rejected the new immigrants because they were so poor and did not contribute to the economy.
 - B. Americans accepted the new immigrants because they brought new, interesting cultural elements to American culture.
 - C. Americans accepted some immigrants and rejected others often out of fear of losing jobs to their cheap labor.
 - D. Americans rejected all immigrants because they felt that they were not contributing to society.
4. PART B: Which phrase from the text best supports your answer to Part A?
- A. "While factory owners greeted the rush of cheap labor with zeal, laborers often treated their new competition with hostility." (Paragraph 8)
 - B. "Gradually, these 'nativists' lobbied successfully to restrict the flow of immigration." (Paragraph 9)
 - C. "These two Asian groups were the only ethnicities to be completely excluded from America." (Paragraph 9)
 - D. "Criminals, contract workers, the mentally ill, anarchists, and alcoholics were among groups to be gradually barred from entry by Congress." (Paragraph 10)

Writing Skill-Introduction to Essays

Paragraph to Essay

Recall that a paragraph has three major components: a topic sentence (main idea), supporting details (the body), and a concluding sentence. An essay also has three major parts: an introductory paragraph, a body (supporting paragraphs), and a conclusion paragraph. In this unit, you will learn about the parts of an essay in more detail. In Chapter 4, you wrote two paragraphs about immigration. These paragraphs will be the body of your first essay.

Introductory Paragraphs

The first paragraph of an essay is called the introduction. Typically, instructors want a hook, connecting information, and a thesis statement. The hook is a sentence that attracts the reader's attention; however, it is important to note that once you have the reader's attention, you need to try to keep it. The thesis statement is similar to a topic sentence in that it states the main idea of the essay. In this section, we will focus on the first two parts of an introductory paragraph. We will learn about the thesis statement soon.

Strategies

There are several strategies for the introductory paragraph. More than one strategy can be used.

Definition: Define key concepts that are the focus of the essay.

Surprising facts or statistics: Provide statistics and facts

Funnel: A funnel is like an upside-down triangle. The paragraph begins with a general statement and then the sentences become more and more specific.

Historical Background: Explain the history of the topic. What is the relationship between groups involved? Has there been conflict? This strategy usually involves dates.

Quotation (Expert or Expression): Use a quote or expression related to the topic. The quote should be from an authority or expert on the topic. The expression can be cultural like a proverb.

Anecdote: Tell a story of someone or something that is related to the topic of your essay. For example, if your essay is about immigration (which it is!), then tell the story of an immigrant.

Exercise 5

Look at the three example introductory paragraphs. Identify which strategies are used in each paragraph. More than one strategy per paragraph is possible. Underline the thesis statement.

Example Introduction 1

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It

is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

Example Introduction 2

First generation immigrants are people that decided to immigrate to another country looking for a better way of life. Through the years, most of these immigrants get established and overcome economical hardships. At the same time that these foreign people begin to form their families in the country where they immigrate, they start to provide to their children who are the second generation immigrants, better opportunities to live. As immigrants there are some contrasts between both of these groups, such as economic and educational success, social beliefs, and social relationships.

Example Introduction 3

United States immigrant history can be found since first English colonists stepped on this land. By the 1960s, United States had become first choice for immigrants. About one-fifth of world immigrants now live in United States (Zong, Batalova, and Hallock). By 2016, United States immigrant population already pass 43.7 million, about one-eighth of total US population. In this large group, Asians and Hispanics are the top two immigrant sources. A recent study shows there are big differences between the first generation and second generation of Asian and Hispanic immigrant by comparing data of education, social views, and identity from each.

Example introduction 1 strategies:

Example introduction 2 strategies:

Example introduction 3 strategies:

Which introductory paragraph is your favorite? What features of this paragraph do you like?

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Immigration Essay Introduction Draft

Exercise 6

Write an introductory paragraph for the two body paragraphs you wrote about in Chapter 4. Your draft does not need to include a thesis statement because we will learn that skill in Chapter 6. Be sure to use one or more of the strategies you learned in this chapter.

Vocabulary Practice

Exercise 7 Sentence Completion

Complete the sentences using the vocabulary in the box below.

except confront diverse former predominantly
integrate surpass embrace based on favor

Table 11 Sentence Completion

1. Ivan loves everything about his job _____ for the location.
2. The teacher _____ technology in his classroom.
3. _____ presidents have a library built in their honor.
4. Lois _____ night classes because she doesn't like to wake up early.
5. The grade is _____ homework, essays, and exams.
6. The number of students attending the trip _____ my expectations! I

never thought we would have 75 students interested!

7. The supervisor _____ the employee about his tardiness.
8. The best sign of acceptance is _____ differences.
9. Japanese cuisine _____ consists of seafood for the protein.
10. Susan liked having friends with _____ backgrounds. This made life more interesting.

Exercise 8 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. If a teacher does not accept late homework, are there times that he or she should have **exceptions**?
2. If you think your classmate was copying you during an exam, would you **confront** him or her? Why or why not? If so, how?
3. Tell about a time your **surpassed** someone (e.g., height, weight, ability)?
4. Do parents **favor** one child over another? Is it possible for parents to treat children equally?

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6: Chapter 6

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

_____ 1. Teachers should **deal with** noisy students, not ignore them.

Your definition:

_____ 2. Visiting Morelia was a **pleasant** experience. Everyone was very friendly.

Your definition:

_____ 3. The graduation application was **denied** because it was incomplete.

Your definition:

_____ 4. The student worked **diligently** on her assignment making sure to answer every question carefully.

Your definition:

_____ 5. Apples can **vary in** size and sweetness.

Your definition:

_____ 6. Police officers are **strict** and will give a ticket if you're going 2 miles per hour over the speed limit.

Your definition:

_____ 7. After failing the exam, Sharon **pressed on** and continued to study hard.

Your definition:

_____ 8. Hadi loves blueberries; **additionally**, he likes peaches and apricots.

Your definition:

Reading Skill Practice-Subheadings

Exercise 3

Look at the subheading below from the reading. Write questions from these subheadings predicting what the section will include.

1. Refugees Flee for Safety
2. An Unpleasant Welcome
3. American Hesitation
4. Eventual Relocation

Reading Skill-Signal Words to Identify Support

Exercise 4

When reading a text, look for signal words that show a connection between ideas. The relationship between ideas might be an example, contrast, comparison, addition, result, or emphasis. Identify the type of signal of the words below and add them to the appropriate heading.

also for instance however similarly
 moreover but for example such as
 therefore furthermore especially consequently
 so thus on the other hand most noteworthy
 likewise significant in contrast just as

Table 12 Signal Words to Identify Support

Example	Contrast	Comparison
Addition	Result	Emphasis

Reading Skill-Annotating Texts

Annotating a text means that you mark, or write on a text, while you read. One benefit is that you stay awake and engaged as you read. Other benefits include slowing your reading so that you can process the information and reviewing annotations before class or an exam.

Look at the example below from the reading Jewish Refugees on the St. Louis.

Reasons the US didn't accept the ship	The U.S. government and citizens had varying reasons for not making any special arrangements for the ship full of immigrants cruising up the coast. Immigration policy at the time set numerical quotas for how many people could come to the U.S. from various parts of the world. By mid-1939, the ¹<u>quota for Germany had already been met, and the waitlist extended for several years.</u> Additionally, U.S. citizens shared Cubans' concerns about new immigrants. The Great Depression left many Americans jobless, and many worried immigrants would ²<u>compete for the few jobs that still existed.</u> ³<u>Anti-Semitism</u> also ran deep in the United States. Americans sympathized with the plight of refugees on the <i>St. Louis</i> and other refugee ships, but 83% of citizens favored the strict immigration rules already in place. President Roosevelt and his administration saw no motivation to change these rules, so they refused to admit the Jews from the <i>St. Louis</i>.
---------------------------------------	---

Below are some common symbols used to annotate a text.

- ! Important
- * Interesting
- ? Confusing or unclear
-  Key word
- 1 2 3 List of points

Exercise 5 Practice!

Annotate the reading below using some of the symbols above. Also, you can create your own strategy for annotation.

Jewish Refugees on the St. Louis by Jessica McBirney

As the Nazi Party came into power and anti-Semitism rose under Adolf Hitler, many Jews sought refuge in other countries. In this informational text, Jessica McBirney discusses one specific ship, the *St. Louis*, and the experiences of the Jewish refugees on it who were denied entrance to multiple countries. **As you read, identify why some nations chose to accept foreign refugees and why others decided to reject them.**

¹Today we often hear news about the refugee crisis happening in the Middle East. Because of wars and political unrest in the region, thousands of people have had to flee for their lives by seeking refuge in countries around the world, including the United States. Whether to accept large numbers of refugees is a controversial question.

Refugees Flee for Safety

²The world dealt with very similar concerns in the late 1930s, when the Nazi regime in Germany began systematically persecuting Jews and other minority groups. The Nazis, also called the Third Reich, were led by Adolf Hitler and believed the German race was superior to all others, and that other races and religions must be killed off. To escape direct threats against their lives, thousands of Jews began fleeing the country as refugees to find new homes.

³The MS St. Louis was one ship that transported Jewish refugees to safer countries. Piloted by Captain Gustav Schroder, the St. Louis set sail from Hamburg, Germany on May 13, 1939, carrying 937 passengers. Almost all the travelers were Jews escaping from the persecution they faced under Hitler's Third Reich. The ship was bound for Cuba, and then eventually for the United States.

⁴The journey itself was very pleasant for the passengers, with fancy meals, activities for young people and some childcare, and religious services on Friday evenings. They enjoyed the trip very much, especially after facing so much stress and hardship in Germany.

An Unpleasant Welcome

⁵What the passengers did not know about was unstableness of the political climate in Cuba. Shortly before the ship's departure, Cuba amended its immigration policies and retroactively invalidated the refugees' permission to come to the country. Right-wing Cuban newspapers cautioned the government against letting in the Jews, whom they believed would take away jobs from native Cubans who had been hit by the recent economic depression. Many also hated the Jews as an ethnic group — anti-Semitism was not exclusive to Nazi Germany in the 1930s.

⁶On May 27, the St. Louis weighed anchor in Havana, Cuba, where passengers were denied permission to leave the ship and officially enter Cuba. Soon 29 people were allowed to walk free, but the remaining 908 were confined to the ship, since their visas had not been finalized and the Cuban government refused to do so.

American Hesitation

⁷No one could convince Cuba to accept the refugees, so the St. Louis changed course and headed for the nearby United States. Even though U.S. newspapers had diligently reported the story of these passengers to the public, very few people saw any benefit in accepting the refugees. Secretary of State Cordell Hull advised President Roosevelt not to let them land.

⁸When some of the passengers contacted President Roosevelt directly and begged him to let them enter the country, he never responded to their plea. A telegram from the U.S. State Department told them they must “await their turns on the waiting list... for immigration visas.”

⁹The U.S. government and citizens had varying reasons for not making any special arrangements for the ship full of immigrants cruising up the coast. Immigration policy at the time set numerical quotas for how many people could come to the U.S. from various parts of the world. By mid-1939, the quota for Germany had already been met, and the waitlist extended for several years.

¹⁰Additionally, U.S. citizens shared Cubans' concerns about new immigrants. The Great Depression left many Americans jobless, and many worried immigrants would compete for the few jobs that still existed. Anti-Semitism also ran deep in the United States. Americans sympathized with the plight of refugees on the St. Louis and other refugee ships, but 83% of citizens favored the strict immigration rules already in place. President Roosevelt and his administration saw no motivation to change these rules, so they refused to admit the Jews from the St. Louis.



Eventual Relocation

¹¹Captain Schroder pressed on to find new homes for all of his passengers. Canada also declined to accept anyone from the ship. So Schroder sailed back to Europe, docking in Belgium, and worked deals with several countries on the continent. The United Kingdom, France, Belgium, and the Netherlands all welcomed hundreds of the refugees.

¹²Unfortunately, during the course of World War II, Nazi Germany invaded Belgium, France, and the Netherlands, so many of the previously safe refugees found themselves in danger all over again. Using survival statistics for Jews from these European countries during the war, scholars estimate that, of the 936 refugees (one man died during the journey), 709 of the passengers survived the war, and 227 did not.

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Text-Dependent Questions

Exercise 6

For the following questions, choose the best answer according to the reading.

1. PART A: Which of the following identifies the central idea of the text?
 - A. Cuba and the United States did not accept Jewish refugees because they simply did not have the economic means to support them.
 - B. The prejudices and economic fears of several countries led to the deaths of many Jewish refugees, who tried to escape Nazi Germany.
 - C. Despite not gaining entry to the United States or Cuba, the Jewish refugees found security from other countries that were wealthier.
 - D. Due to the small number of refugees on the St. Louis, relatively few people were affected by Cuba’s decision to deny them entry.
2. PART B: Which of the following TWO details from the text best supports the answer to Part A?
 - A. “To escape direct threats against their lives, thousands of Jews began fleeing the country as refugees to find new homes.” (Paragraph 2)
 - B. “The journey itself was very pleasant for the passengers, with fancy meals, activities for young people and some childcare, and religious services on Friday evenings.” (Paragraph 4)
 - C. “Soon 29 people were allowed to walk free, but the remaining 908 were confined to the ship, since their visas had not been finalized and the Cuban government refused to do so.” (Paragraph 6)
 - D. “U.S. citizens shared Cubans’ concerns about new immigrants. The Great Depression left many Americans jobless, and many worried immigrants would compete for the few jobs that still existed. Antisemitism also ran deep in the U.S.” (Paragraph 10)
 - E. “So Schroder sailed back to Europe, docking in Belgium, and worked deals with several countries on the continent. The United Kingdom, France, Belgium, and the Netherlands all welcomed hundreds of the refugees.” (Paragraph 11)
 - F. “Using survival statistics for Jews from these European countries during the war, scholars estimate that, of the 936 refugees (one man died during the journey), 709 of the passengers survived the war, and 227 did not.” (Paragraph 12)

3. PART A: Which of the following best describe the character of Captain Schroder of the St. Louis?
- A. He was relentless in his search for a safe haven for Jewish refugees.
 - B. He was naive in his expectations for how countries would respond to the refugees.
 - C. He was understanding of other countries' hesitancy to take refugees.
 - D. He was only concerned with completing the journey so he could be paid.
4. PART B: Which quote from the text best supports the answer to Part A?
- A. "The journey itself was very pleasant for the passengers, with fancy meals, activities for young people and some childcare" (Paragraph 4)
 - B. "On May 27, the St. Louis weighed anchor in Havana, Cuba, where passengers were denied permission to leave the ship and officially enter Cuba." (Paragraph 6)
 - C. "Captain Schroder pressed on to find new homes for all of his passengers." (Paragraph 11)
 - D. "scholars estimate that, of the 936 refugees (one man died during the journey), 709 of the passengers survived the war, and 227 did not." (Paragraph 12)

Vocabulary Skill-Affixes

Exercise 7

Look at the words in the table below. Add an example or two for each prefix and suffix. Then write your own definition based on the examples.

Table 13 Affixes

	Example Words	Your Example	Meaning
-ee	Refugee, employee		
-less	Relentless, nameless		
Un-	Unpleasant, unstable		
In-	Invalid, incomplete		
Anti-	Anti-Semitism, antibiotic		

Writing Skill-Thesis Statements

Just like a topic sentence summarizes a single paragraph, the thesis statement summarizes an entire essay. It tells the reader the point you want to make in your essay, while the essay itself supports that point. It is like a signpost that signals the essay's destination. You should form your thesis before you begin to organize an essay, but you may find that it needs revision as the essay develops.

Strong Thesis Statements

A strong thesis statement must be supported by reasons, facts, or examples. If your thesis statement is only a fact, then it is difficult to support. For example, "Tomatoes are a fruit." One might respond to this saying, "so what!" However, to make a stronger thesis statement, one might write "Americans commonly mistake tomatoes as a vegetable for several reasons."

A strong thesis statement should also be specific. If the thesis statement is too general, the reader will not know exactly what the main idea will be of the essay. For example, "Discrimination is bad for America." There are many questions a reader might have after reading this thesis statement. What type of discrimination (e.g., gender, age, race)? Is the discrimination from individuals or institutionalized? What part of America (e.g. its economy, education system, standard of living, government)? Answering these questions in your thesis statement will provide a more specific topic.

Weak Thesis Statements

Take a look at the pitfalls to avoid when composing your own thesis:

A thesis is weak when it is simply a declaration of your subject or a description of what you will discuss in your essay.

Weak thesis statement: My paper will explain why imagination is more important than knowledge.

A thesis is weak when it makes an unreasonable or outrageous claim or insults the opposing side. Weak thesis statement: People who like pineapple on their pizza lack intelligence.

A thesis is weak when it contains an obvious fact or something that no one can disagree with or provides a dead end.

Weak thesis statement: Advertising companies use sex to sell their products.

A thesis is weak when the statement is too broad.

Weak thesis statement: The life of Abraham Lincoln was long and challenging.

Exercise 8

Read the following thesis statements. Identify each as weak (W) or strong (S). Revise the weak statements so that they conform to the requirements of a strong thesis.

_____ 1. The subject of this paper is my experience with snakes as pets.

_____ 2. The government must expand its funding for research on renewable energy resources in order to prepare for the impending end of oil.

_____ 3. Edgar Allan Poe was a poet who lived in Baltimore during the nineteenth century.

_____ 4. In this essay, I will give you lots of reasons why slot machines should not be legalized in Baltimore.

_____ 5. Despite his promises during his campaign, President Kennedy took few executive measures to support civil rights legislation.

_____ 6. My experience with young children has taught me that I want to be a disciplinary parent because I believe that a child without discipline can be a parent's worst nightmare.

Exercise 9 Practice Writing Thesis Statements

Write a thesis statement for each of the following topics. Remember to make each statement specific, precise, and demonstrable.

1. Attending college
2. The legal drinking age in the United States
3. Texting while driving
4. Public transportation

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Immigration Essay Thesis Statement

Exercise 10

Write a thesis statement to add to the introduction that you wrote in Chapter 5. Be sure that your thesis statement includes the specific topic of your essay and can be demonstrated.

Vocabulary Practice

Exercise 11 Sentence Completion

Complete the sentences using the vocabulary in the box below.

deal with pleasant deny diligently
vary strict press on additionally

Table 14 Sentence Completion

1. Lupita had a _____ time at the party. She met many new friends.

2. The book was difficult to understand, but I _____.
3. Employees _____ in their experience and education.
4. The governor had to _____ the problem; she could not ignore it.
5. The city has a problem with homelessness. _____, it has high poverty levels.
6. The employer was _____ about the workers arriving on time.
7. They worked _____ all day so that they would finish all the tasks.
8. The law would _____ entrance into the country if the immigrant's citizenship is Japanese.

Exercise 12 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. Do you prefer that teachers are **strict** or lenient? Explain.
2. Tell about a time that you wanted to give up, but you **pressed on** anyway.
3. How do you **deal with** stress?

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7: Chapter 7

Reading Skill-Metaphors

Exercise 1

A metaphor is a word or phrase that describes an object or action by comparing it. For example, her voice is music to my ears, or Maria is a chicken. In the second example, Maria is being described by comparing her to a chicken. This means she is afraid. Metaphors are common in novels and poems. In the reading *The Border: A Double Sonnet*, the author describes a border by comparing it to many things. Read the poem found at www.commonlit.org/en/texts/the-border-a-double-sonnet. After reading the poem, write the three most interesting metaphors in your opinion below.

- 1.
- 2.
- 3.

Write a Poem!

Exercise 2

The writer focused on an object that has given him many emotions. Write a poem similar to *The Border: A Double Sonnet* by writing metaphors about English or America. Think of the emotion that these topics give you. What other situations or objects give you this emotion?

English is... America is...

Reading Skill-Synthesis

Exercise 3

Synthesis is the ability to connect ideas from several readings. In this unit, you have read about immigrants from several places. Connect the experience of immigrants described in the unit readings to the metaphors described in the poem. Use the example to help you.

<i>The Border: A Double Sonnet</i>	Immigrants in Unit Readings
"The border has always been a welcome stopping place but is now a stop sign, always red."	Jewish immigrants on the St. Louis were stopped from entering the USA. The Chinese Exclusion Act stopped all Chinese immigrants. Japanese were also stopped.

Table 15 Synthesis

Writing Skill-Conclusion Paragraphs

A good conclusion paragraph will restate the main idea from the thesis but not in the exact words and end with a final thought. Strategies for the final thought might be a suggestion, solution, prediction, or opinion. The conclusion should not be a summary. Writing a summary for the conclusion can be redundant or repetitive.

Final Thought Strategies

Suggestion: What do you suggest people do or not do? Should policies or rules be changed? Should people stop a habit?

Example: The second-generation immigrants could give back to their parents who worked so hard to help them become successful. They could help their parents learn English.

Solution: How can the problem be fixed? What are the steps to fixing the problem?

Example: To prevent students from dropping out of college, a peer mentorship program could be created so that students can get advice from students who may have faced the same obstacles in their educational career.

Prediction: What might happen in the future related to this topic?

Example: If immigration policies in America are reformed to create legal status for dreamers, lives will be tremendously changed for the better.

Opinion: How do you feel about this topic with out saying “in my opinion”? Is this good, bad, important and why?

Example: Creating laws that deter texting while driving is an important step in preventing accidents, major injuries, and even death.

Immigration Essay Conclusion

Exercise 4

Write a conclusion paragraph for your essay on immigration. Be sure to write a restatement of the thesis and several sentences that provide a final thought using one or more of the strategies above.

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SECTION OVERVIEW

3: Unit 3 - Movements

Warm Up Questions

1. A movement is a group of people that work together for the same goal. For example, some famous movements in US history are the Civil Rights Movement, the Chicano Movement, and the Black Power Movement. Can you think of any other movements that might be social or political?
2. How easy is it for society to change? What are some strategies to change a society, culturally or politically?
3. What are some groups that are fighting for change?

8: Chapter 8

9: Chapter 9

10: Chapter 10

Thumbnail: Chavez speaking at a 1974 UFW rally in Delano, California. (CC BY 2.0; Joel Levine via [Wikipedia](#))

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8: Chapter 8

Vocabulary Skill-Word Forms

Exercise 1

One way to increase your vocabulary is to learn the different word forms of words you already know. For example, you might already know the noun education, but do you know how to form the verb, adjective, and adverb? Fill in the table with the missing word forms of the words provided. Write the word endings (suffixes) at the top of each column as seen in the examples.

Noun(s) -ion	Verb(s) -ate	Adjective(s) -al	Adverb(s) -ly
education	educate	educational	educationally
discrimination			
activist			
success			
equality			
	resist		
race			
	achieve		
power			

Table 16 Word Forms

Vocabulary Skill-Phrasal Verbs

Exercise 2

Phrasal verbs are usually a combination of a verb and a preposition to form a meaning different from the meaning of the verb alone. For example, the verb drive is related to a vehicle; however, if you add the preposition “up” to form the phrasal verb “drive up”, the meaning is to increase. For example, “The policy is driving up the price of gas.” Look at the phrasal verbs found in the next reading. Match them to their meaning.

- ___ 1. take on (Paragraph 8)
- ___ 2. keep up (Paragraph 8)
- ___ 3. fall behind (Paragraph 8)
- ___ 4. stand up to (Paragraph 7)
- a. make less progress
- b. agree to do work
- c. continue at the same rate as everyone around you
- d. refuse to accept unfair treatment

Vocabulary Introduction

Exercise 3 Prior Knowledge

Look at the words in bold in Exercise 4 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 4. With each exercise

and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 4 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

_____ 1. The police had to collect **evidence** to prove Jose was the killer.

Your definition:

_____ 2. Sandra **takes pride in** the work she does. She is not embarrassed.

Your definition:

_____ 3. My **goal/aim** for this semester is to learn how to write a paragraph.

Your definition:

_____ 4. Restaurants **segregated** African-Americans by putting them in a different section.

Your definition:

_____ 5. The students felt more **secure** with the police walking with them.

Your definition:

_____ 6. In South Africa's apartheid, Blacks were **oppressed** by the white minority. Blacks had no rights.

Your definition:

_____ 7. Parents need to **promote** healthy eating.

Your definition:

_____ 8. David is **dedicated to** his students. He does a lot to help them.

Your definition:

_____ 9. Brandi needs to lose 5 more pounds before she **accomplishes/achieves** her goal.

Your definition:

_____ 10. If animals are **mistreated**, they will be taken away from their owners.

Your definition:

_____ 11. Union workers **demanded** more rights.

Your definition:

_____ 12. Violence on television might **influence** children's behavior.

Your definition:

_____ 13. Hadi **struggles** to climb stairs. He needs a lot of help.

Your definition:

Reading Skill-Cornell Notes

Cornell Notes is a style of taking notes from a reading or a lecture. In the left column, key words, main ideas, and questions are written. On the right side, details and answers are written. Typically, a summary is written at the bottom; however, one could write

unknown vocabulary words or questions for the instructor. It is important that you find the style of note-taking that fits your learning. See the template below.

Title of Reading or Lecture Chapter and pages or date if a lecture

Key Words/Main Idea Questions	Supporting Points • Details • Details • Details Answers
----------------------------------	---

Table 17 Example Cornell Notes

-Summary

-New Vocabulary

-Questions for your teacher or tutor

Exercise 5 While You Read

Use the template below to write Cornell Notes for the reading *The Chicano Movement*. The subheadings and some main ideas have already been added to the first column. Add details to the second column. Write a summary, questions for your teacher or tutor, or new vocabulary words below the table.

The Chicano Movement (Title) Chapter 8

Main idea/Key words	Supporting points/Details
The word “Chicano”	
Roots of the movement	
Reclaiming land and identity	
Farmworkers’ rights	
Equality in education	
Political involvement	

Table 18 Cornell Notes for *The Chicano Movement*

-Summary

-New Vocabulary

-Questions for your teacher or tutor

The Chicano Movement by Jessica McBirney

The Chicano Movement of the 1960s was a social movement in the United States. Activists worked to end the discrimination towards and mistreatment of Mexican American citizens. **As you read, take notes on the causes of the Chicano Movement and how it affected the lives of Mexican Americans.**

¹In the 1950s, the word “Chicano” was an insulting name for children of Mexican immigrant parents living in the United States. People from the U.S. used it because they did not think Chicanos were “American enough;” people from Mexico also used it because they did not believe Chicanos were “Mexican enough” anymore. After several decades of being mistreated and called names, Mexican Americans decided to embrace the term “Chicano” as a symbol of ethnic pride. The name was then given to the growing Mexican American civil rights movement of the 1960s: the Chicano Movement.



²The Chicano Movement had many goals, some of which varied by location. Overall, the movement aimed to end discrimination and negative stereotypes against Mexican Americans, and it sought to expand workers' rights, voting rights, educational equality, and land usage. The movement mainly took place in Southwestern states — such as Texas, New Mexico, and California — and the roots of the struggle ran deep.

Roots of the Movement

³It is possible to trace the movement all the way back to the Treaty of Guadalupe Hidalgo in 1848, which redrew the official line between Mexico and the United States. People who had considered themselves Mexican now lived on the American side, and the treaty promised they would be full U.S. citizens with full civil rights. However, for many Mexican Americans — especially those who worked in agriculture — that promise was not fulfilled. They were never treated fairly by white U.S. citizens and often, especially during times of economic hardship like the Great Depression, they were actively removed from jobs and sometimes sent “back” to Mexico — even though they had lived in the U.S. for generations. In the 1960s, inspired by the success of the African American Civil Rights Movement in the South, Chicanos began actively fighting for equality. The Chicano Movement expanded and covered many different issues, but it mostly focused on four: land ownership, workers' rights, and educational and political equality.

Reclaiming Land and Identity

⁴In the Treaty of Guadalupe Hidalgo in 1848, the U.S. promised to let the people who owned land in the area keep their property, but in the end they did not keep their promise. Mexican Americans in the area had their land taken away.

⁵Chicano activists worked to reclaim their lands in Southwestern states. However, they were unsuccessful, so they began promoting the idea of sacred, ancestral lands. They popularized the notion of Aztlán, an area in northern Mexico and southern United States, thought to be the origin land of the Mexican people. Even if they could not officially own the land, Chicanos saw Aztlán as a symbol of their heritage and their identity as Mexican Americans.

Farmworkers' Rights

⁶Many Mexican Americans worked as migrant farmworkers who traveled from farm to farm harvesting different crops according to the season. Migrant farmworkers were some of the worst-treated workers in the country, and their children rarely got to stay in school for more than a few years. In the 1960s, the Chicano Movement hoped to win more protections for these migrant families.

⁷They decided to organize groups of workers that were large enough to stand up to farm owners and demand more rights. Two of the most influential reformers were Dolores Huerta and Cesar Chavez; together they founded the National Farm Workers Association (NFWA). The NFWA organized boycotts against fruit-growers who refused to give rights to their workers, and they worked with the government to give migrant workers greater legal protections. The government agreed to some of the NFWA's demands and instituted some new laws, including higher wages and more secure employment contracts. Unions like the NFWA still fight for Mexican American workers' rights today.

Equality in Education

⁸A California court case in 1947 decided it was illegal to segregate schools between white children and Mexican American children, but there were still great inequalities within schools. Firstly, many Chicano children could only stay at the same school for a few months at a time because their parents were migrant farm workers. Secondly, even when they could stay, many had not grown up speaking English, and their parents still spoke little or no English, so it was hard for them to keep up in the classroom. Instead, they fell further behind; only about one quarter of Chicano students at this time graduated from high school. Thirdly,

schools in poorer areas, which sometimes had a higher percentage of Chicano students, received less funding than schools in rich, whiter areas. Students began to realize how all these factors kept Mexican-American youths from achieving and left many of them having to eventually take on the same cheap labor jobs their parents had.

⁹High school and university students organized to form the group Movimiento Estudiantil Chicano de Aztlán (MEChA). They walked out of classes on school campuses and negotiated with school administrators and political leaders for education reform. They also called for more Mexican-American history to be taught in classrooms, and they wanted more Mexican-American teachers.

Political Involvement

¹⁰None of the changes they worked for were made overnight, but some change came eventually. More importantly, MEChA made many Chicanos see that they could get involved with politics and important social issues. It eventually led to the formation of the Raza Unida Party, a political party focused on the needs of Chicanos across the nation.

¹¹The Chicano Movement is less well known than the Civil Rights Movement, which happened in the South around the same time, but it was just as important in establishing civil rights for an oppressed group of people. Although the movement mainly focused on land ownership, workers' rights, and education reform, it promoted equality for Chicanos in many different ways. For example, in the early 1970s there was a whole group of women dedicated to making sure healthcare forms were available in Spanish as well as in English. The movement accomplished many of its goals over several decades, and it is still working today to promote fairer treatment of Mexican Americans in schools, jobs, and even in entertainment. Perhaps most importantly, the Chicano Movement proved to Mexican Americans that they could have just as much of a voice in society and politics as anyone else.

“[The Chicano Movement](#)” by Jessica McBirney is licensed by [CommonLit](#) under [CC BY-NC-SA 2.0](#)

Text-Dependent Questions

Exercise 6

For the following questions, choose the best answer.

1. PART A: Which statement best expresses the central idea of the article?
 - A. The Chicano Movement was well-intentioned but failed to have any lasting impact.
 - B. The Chicano Movement negatively impacted the progress of the African American Civil Rights Movement.
 - C. The Chicano Movement successfully gained rights for Mexican Americans and paved the way for future progress.
 - D. While the Chicano Movement did help migrant workers, it failed to address the needs of students who were being treated unfairly.
2. PART B: Which quote best expresses the central idea in the answer to Part A?
 - A. “In the 1960s, inspired by the success of the African American Civil Rights Movement in the South, Chicanos began actively fighting for equality.” (Paragraph 3)
 - B. “The government agreed to some of the NFWA’s demands and instituted some new laws, including higher wages and more secure employment contracts.” (Paragraph 7)
 - C. “Students began to realize how all these factors kept Mexican-American youths from achieving and left many of them having to eventually take on the same cheap labor jobs their parents had.” (Paragraph 8)
 - D. “The movement accomplished many of its goals over several decades, and it is still working today to promote fairer treatment of Mexican Americans in schools, jobs, and even in entertainment.” (Paragraph 11)
3. PART A: Which statement best describes the experiences Mexican Americans had before the Chicano Movement?
 - A. Mexican Americans were encouraged to integrate in the United States.
 - B. Mexican Americans revolted against the U.S. government because they wanted to return to Mexico.
 - C. Mexican Americans were completely ignored by the United States government.
 - D. Mexican Americans were subject to unfair and harsh treatment by other Americans.
4. PART B: Which detail from the text provides evidence for the answer to Part A?

- A. "They were never treated fairly by white U.S. citizens, and often, especially during times of economic hardship like the Great Depression, they were actively removed from jobs and sometimes sent 'back' to Mexico" (Paragraph 3)
- B. "Chicano activists worked to reclaim their lands in Southwestern states." (Paragraph 5)
- C. "The NFWA organized boycotts against fruit-growers who refused to give rights to their workers, and they worked with the government to give migrant workers greater legal protections." (Paragraph 7)
- D. "They also called for more Mexican-American history to be taught in classrooms, and they wanted more Mexican-American teachers." (Paragraph 9)

Writing Prompt Essay 2

Exercise 7

This unit covers groups of people trying to make social change. For your next essay you will write about the most effective ways to make social change. As you did when writing paragraphs, you will follow the writing process by brainstorming, outlining, and drafting.

Social Change Essay Brainstorm

Exercise 8

Look at the list of ways to make social change. Circle the ones you think are effective. Cross out the ones you think are ineffective.

Violent Strategies

- riots
- revolution
- terrorism
- police or state control
- warfare

Non-Violent Strategies

- labor strike
- hunger strike
- marches
- demonstrations
- boycotts
- civil disobedience (disobeying the law in a nonviolent way)
- public meetings
- educational campaigns
- negotiations with those in power/authorities

Exercise 9 Social Change Essay Outline

Transfer your strongest ideas into an outline. Give examples of these strategies, specific examples of these strategies being performed in history, and reasons why they are effective.

Thesis statement:

Body paragraph 1

Topic sentence:

Example strategies:

Historical examples:

Reasons why the strategies are effective:

Body paragraph 2

Topic sentence:

Example strategies:

Historical examples:

Reasons why the strategies are effective:

Body paragraph 3

Topic sentence:

Example strategies:

Historical examples:

Reasons why the strategies are effective:

Restatement of the thesis:

Vocabulary Practice

Exercise 10 Sentence Completion

Complete the sentences using the vocabulary in the box below.

prove pride goal/aim segregate secure
oppress promote dedicate accomplish/achieve mistreat
demand influence struggle

Table 19 Chapter 8 Sentence Completion

1. Social media like Instagram and Facebook _____ children.
2. Mariela is _____ to her children. She cares for them.
3. Nobody should be _____. We are all equal.
4. When I took the math class, I _____ to understand the formulas. It was difficult.
5. The _____ of this class is to improve your reading and vocabulary.
6. The exercises will help you _____ these goals.
7. Children learn best when they are in a _____ environment.
8. Politicians should _____ peace in their country.
9. Cesar Chavez _____ rights for farm workers.
10. Eva has a sense of _____ in her hometown.

Exercise 11 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. How can a student **prove** that he or she did not cheat on an exam?
2. Describe three things from your culture you are **proud of**.
3. How can parents **promote** a healthy lifestyle?
4. What is your educational **goal**? How do you plan to **achieve** this **goal**?
5. What are three factors that **influence** children's behavior?

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9: Chapter 9

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

____ 1. Alicia was **determined to** pass the class, so she studied often.

Your definition:

____ 2. The financial **aid** will help me have more time to study instead of working.

Your definition:

____ 3. Parents should be **involved** in their children's lives by doing activities on the weekend, talking at dinnertime, and taking trips together.

Your definition:

____ 4. Ahmed will never **disobey** his parents. He follows all the rules.

Your definition:

____ 5. The **abandoned** house attracted homeless people and drug activity.

Your definition:

____ 6. His body **rejected** the medicine. He had to change his treatment strategy.

Your definition:

While You Read

Exercise 3

Take Cornell Notes on a separate piece of paper. To help you, read the passage first and write margin notes and highlight. Next, transfer your notes into a Cornell Notes template.

Empowering the Black Power Movement by USHistory.org

This informational text discusses how the Black Power movement of the 1960s and 1970s emerged as a major political force following the Civil Rights Movement. While the Civil Rights Movement helped end legal segregation in America, the Black Power movement sought to end the economic and social inequality that African Americans continued to face. **As you read, take notes on how the Black Power Movement was formed.**

¹On June 5, 1966, the Civil Rights Movement's James Meredith was shot in an ambush as he attempted to complete a peaceful solo "March Against Fear" from Memphis, Tennessee, to Jackson, Mississippi. Meredith had already made national headlines in 1962



by becoming the first African American to enroll at the University of Mississippi.

²Civil rights leaders such as Martin Luther King Jr., Floyd McKissick of CORE, and Stokely Carmichael of SNCC rushed to Meredith's hospital bed. They determined that his march must be completed. As Carmichael and McKissick walked through Mississippi, they observed that when it came to race relations, little had changed despite federal legislation. Local townspeople harassed the marchers while the police turned a blind eye or arrested the activists as troublemakers.

³At a mass rally, Carmichael uttered the simple statement: "What we need is black power." Crowds chanted the phrase as a slogan, and a movement began to flower.

⁴Carmichael and McKissick were heavily influenced by the words of Malcolm X, and rejected integration as a short-term goal. Carmichael felt that blacks needed to feel a sense of racial pride and self-respect before any meaningful gains could be achieved. He encouraged the strengthening of African American communities without the help of whites.

⁵Chapters of SNCC and CORE — both integrated organizations — began to reject white membership as Carmichael abandoned peaceful resistance. Martin Luther King Jr. and the NAACP denounced black power as the proper forward path. But black power was a powerful message in the streets of urban America, where resentment boiled and tempers flared.

⁶Soon, African American students began to celebrate African American culture boldly and publicly. Colleges teemed with young blacks wearing traditional African colors and clothes. Soul singer James Brown had his audience chanting "Say it loud, I'm black and I'm proud." Hairstyles unique to African Americans became popular and youths proclaimed, "Black is Beautiful!"

⁷That same year, Huey Newton and Bobby Seale took Carmichael's advice one step further. They formed the Black Panther Party in Oakland, California. Openly brandishing weapons, the Panthers decided to take control of their own neighborhoods to aid their communities and to resist police brutality. Soon the Panthers spread across the nation. The Black Panther Party borrowed many tenets from socialist movements, including Mao Zedong's famous creed "Political power comes through the barrel of a gun." The Panthers and the police exchanged gunshots on American streets as white Americans viewed the growing militancy with increasing alarm. Newton himself was arrested in October of 1968 after he was involved in a shootout with police that left an officer dead. Despite the escalation in violence around the country, the Black Panther Party kept growing.

⁸The peaceful Civil Rights Movement was dealt a severe blow in the spring of 1968. On the morning of April 4, King was gunned down by a white assassin named James Earl Ray. Riots spread through American cities as African Americans mourned the death of their most revered leader. Black power advocates saw the murder as another sign that white power must be met with similar force. As the decade came to a close, there were few remaining examples of legal discrimination. But across the land, de facto segregation loomed large. Many schools were hardly integrated and African Americans struggled to claim their fair share of the economic pie.

⁹Throughout the 1950s and 1960s, the Civil Rights Movement led by CORE, SNCC, and NAACP achieved much with their nonviolent civil disobedience methods in regards to ending Jim Crow laws and supporting integration laws. But the 1970s would belong to the Black Power movement.

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Text-Dependent Questions

Exercise 4

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

1. PART A: Which of the following best identifies a central idea of this text?

A. The Black Power movement's main purpose was to incite violence against white power.

- B. The Black Power movement's goals included integration and ending police brutality.
 - C. The Black Power movement's purpose was to establish black pride and protect black communities.
 - D. The Black Power movement's goals included empowering black urban youth and arming them for their own protection.
2. PART B: Which TWO phrases from the text best support the answer to Part A?
- A. "Carmichael and McKissick were heavily influenced by the words of Malcolm X, and rejected integration as a short-term goal." (Paragraph 4)
 - B. "Carmichael felt that blacks needed to feel a sense of racial pride and self-respect before any meaningful gains could be achieved." (Paragraph 4)
 - C. "they observed that when it came to race relations, little had changed despite federal legislation" (Paragraph 2)
 - D. "Openly brandishing weapons, the Panthers decided to take control of their own neighborhoods to aid their communities and to resist police brutality." (Paragraph 7)
 - E. "Riots spread through American cities as African Americans mourned the death of their most revered leader." (Paragraph 8)
 - F. "Many schools were hardly integrated and African Americans struggled to claim their fair share of the economic pie." (Paragraph 8)
3. How does the inclusion of paragraph 6 contribute to the author's description of the Black Power movement?
- A. It explains how black musicians were more influential than black activists.
 - B. It depicts the enlightenment and spiritual awakening of the Black Power movement.
 - C. It shows how the movement celebrated and uplifted African Americans.
 - D. It reveals the wide gap between white America and black America during integration.
4. What statement best describes the relationship between Stokely Carmichael and Huey Newton?
- A. Carmichael's call for black power inspired Newton to physically empower black communities.
 - B. Carmichael's exclusion of white members inspired Newton to form a black-only movement.
 - C. Newton worked with Carmichael to learn how to start the Black Panther Party in Oakland, California.
 - D. Newton's self-defense methods scared Carmichael because of Newton's conflicts with police.

Reading Skill-Inference

Inference is a process you do every day. It is a practice by which readers use information to draw conclusions about a situation. Inferences are not answers found directly in a reading. Instead, you "read between the lines." For example, "Veronica was blowing her nose." We might infer that Veronica is sick or has allergies. Be careful not to go too far beyond the information provided.

Exercise 5

Read the job description below and answer the question.

My day starts at 4am. I do a lot of walking. I go through about 4-5 pairs of shoes each year. My feet hurt sometimes from all the walking. Another problem is the dogs. Sometimes they are friendly, while other times they are aggressive. My job is not all bad. I get to meet new people and learn about their private lives, too. It never gets boring!

1. What job is being described?
2. Circle the information that helped you decide what job is being described.

Exercise 6

Choose a couple of jobs from the list below. Describe them to a classmate so that they can infer which job is being described.

farmer nurse firefighter food server

banker dentist mechanic engineer

teacher librarian secretary florist
police officer soccer player chef hairdresser
pilot travel agent taxi driver pharmacist
accountant author lawyer car salesperson

What can you logically infer from the following situations?

1. Traffic comes to a complete stop on northbound highway 41 south of Herndon.
2. You telephone your friend at 11:00am on Sunday, and she answers in a groggy, hoarse voice.
3. Your mother comes home from her job interview with lobster, steak, and champagne in her grocery bags.

Grammar-Sentence Structure Errors

Fragments

Fragments are incomplete sentences because they either have a subject or verb missing or they are an incomplete idea.

Examples:

Incorrect: Because you went to sleep late. (incomplete idea)

Incorrect: Making dinner every day. (no verb)

Incorrect: Is studying for her exam. (no subject)

There are several ways to fix fragments.

1. Add to the incomplete idea (dependent clause).

Because you went to sleep late. You were tired this morning. (incorrect)

Because you went to sleep late, you were tired this morning. (correct)

2. Add a verb.

Making dinner every day. (incorrect)

Making dinner every day can save money! (correct)

3. Add a subject.

Is studying for her exam. (incorrect)

Lulu is studying for her exam. (correct)

Exercise 7 Practice Identifying and Correcting Fragments

Determine if there is a fragment in the sentences below. If there is a fragment, write "F." If there isn't a fragment, write "C" for "correct." Dependent clauses will begin with one of these subordinating conjunctions: after, although, as, because, before, even though, if, since, unless, until, when, while. Circle the subordinating conjunctions as you scan through the sentences.

- ___ 1. Although Mariam loves to eat broccoli. She refuses to eat it.
- ___ 2. I will be successful on the test if I am able to practice.
- ___ 3. When it is summer. I don't like to bake because the house will become too hot.
- ___ 4. Hussain traveled across California until his money ran out.
- ___ 5. Minori had a baby girl. After she returned to Japan.

Run-ons and Comma Splices

A run-on (or fused) sentence is when two or more sentences are written without punctuation dividing them. A comma splice is when two sentences are divided by a comma. Both a run-on and comma splice are incorrect English grammar.

Run-on: The grass was tall I cut it.

Comma splice: The grass was tall, I cut it.

Run-on and comma splice sentences can be fixed in several ways.

1. A period .

The grass was tall. I cut it.

2. A semi-colon ;

The grass was tall; I cut it.

3. A coordinating conjunction (, + for and nor but or yet so)

The grass was tall, so I cut it.

4. A conjunctive adverb (; _____ , or . _____ ,)

The grass was tall; therefore, I cut it.

5. A subordinating conjunction

Because the grass was tall, I cut it. (showing reason)

The grass was tall before I cut it. (showing sequence)

Exercise 8 Practice Identifying and Correcting Run-on and Comma Splice Sentences

Identify whether the sentence is a run-on or comma splice. Correct the sentences using one of the five strategies above.

____ 1. Yasmeen had been planning this trip for months; however, when her work called she couldn't say no.

____ 2. Ammar had enjoyed the trip he saw so many new places.

____ 3. Chen turned off the lights, he forgot to lock the door.

____ 4. Jose did not work today, however, he did not relax.

____ 5. Once Onika got home she began studying for her exam.

Social Change Essay Draft 1

Exercise 9

Use the outline from Chapter 8 to write the first draft of your essay (a 5-paragraph essay on the most effective strategies for social change). When you write your draft, be sure to use strategies for the introductory and conclusion paragraphs, which were covered in Chapters 5, 6, and 7. Remember that you are trying to convince the reader that these are effective strategies, so be sure to provide strong reasons why these strategies will bring change. You are encouraged to use examples from the readings in this unit.

Vocabulary Practice

Exercise 10 Sentence Completion

Complete the sentences using the vocabulary in the box below.

determined to involved in reject
abandon. disobey aid

Table 20 Chapter 9 Sentence Completion

1. Esmeralda had to _____ the car and walk to the gas station.

2. Jorge is _____ sports and clubs on campus.

3. Christina _____ offers of help. She wanted to do it alone.

4. Soloman _____ his mother and went to the party although she said not to.

5. After the earthquake, _____ arrived from different regions of the country.

6. Natasha is _____ lose weight, so she only eats salads.

Exercise 11 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. Tell about a time you were **determined to** do something. Why were you so determined?
2. Tell about a time you **disobeyed** your parents, teacher, or an authority.
3. Are you or your children **involved in** any clubs or organizations (e.g., sports or religious)? Explain. Why or why not?

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10: Chapter 10

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

____ 1. I cannot **recognize** some famous celebrities without makeup.

Your definition:

____ 2. Parents play an important **role** in their children's education.

Your definition:

____ 3. Active students **participate** in class discussions.

Your definition:

____ 4. The new taxes will **impact** the economy.

Your definition:

____ 5. The president **represents** the United States when meeting with other countries.

Your definition:

____ 6. Her good grades **inspired** her to continue to study hard.

Your definition:

____ 7. To **prevent** cancer, you should wear sunscreen every day.

Your definition:

While You Read

Exercise 3

Write Cornell Notes on a separate piece of paper.

Women in the Civil Rights Movement by Barret Smith

The Civil Rights Movement was a social movement in the United States that fought to end racial segregation and discrimination against African Americans. While we continue to recognize the leaders of this movement and those who contributed, the men of the movement are far more celebrated and remembered than the women. In this informational text, Barrett Smith discusses the role

that women played in the Civil Rights Movement. **As you read, take notes on how women contributed to the Civil Rights**



Movement and how others responded to their contributions.

¹When most people think of the Civil Rights Movement and the people who led it, they think of Martin Luther King, Jr., Malcolm X, Medgar Evers, and other men. But in reality, women were very important participants in and organizers of the movement. Though women at the time were expected to take more of a background role, many women became leaders of organizations and protests. However, they are often forgotten in history. Rosa Parks is the most well-known woman in the Civil Rights Movement, but the way her story is told makes her seem like more of a symbol than the important leader that she really was.

²Many people think Rosa Parks was just a tired seamstress who didn't feel like getting up on the bus one day, but in reality, she had been involved in planning and organizing against racism for years. The day she refused to get up on the bus was not the first time she had thought about resisting this way; in fact, she was influenced by Jo Ann Robinson, the head of the Women's Political Council who called for a bus boycott after being verbally attacked by a white bus driver in 1949. After the actions of Rosa Parks sparked the Montgomery Bus Boycott, women from many different organizations became the leading force that kept the boycott going. They arranged carpools and had bake sales to raise money for alternative transportation for those people who normally took the bus. When it became clear that the boycott was working and starting to have an influence, men took control and came to the forefront. At the first mass meeting after the boycott, the men in charge refused to let Rosa Parks speak. They said she had already done enough.

³This is an example of the huge impact women had on the movement even though they remained in the background. Here are some other women who were important to the Civil Rights Movement:

Ella Baker

⁴Ella Baker was one of the founders of the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC), two very important organizations in the Civil Rights Movement. She helped spread the movement and persuade women and young people to get involved. She also started a northern support group that raised money and supplies to help people in the South.

Septima Clark

⁵Septima Clark was an activist whose work laid the groundwork for the Civil Rights Movement. She was a teacher who created a literacy program to teach African Americans to read and write. During this time, many states used literacy tests to prevent African Americans — many of whom had diminished access to education — from voting.

Viola Liuzzo

⁶Viola Liuzzo was a high school dropout and mother of five who became involved in the Civil Rights Movement when she returned to school. She was shot at age 39 while transporting freedom marchers in Alabama.

⁷There were many more women who were key participants in the Civil Rights Movement. Women were the majority of members in many local chapters of civil rights organizations like the National Association for the Advancement of Colored People (NAACP) and the Black Panther Party. They were also the majority at many grassroots protests. Women organized these events, cooked and prepared for rallies, and then cleaned up afterwards before getting ready for the next one. As Mildred Bond Roxborough, a secretary of the NAACP said, "without women we wouldn't have an NAACP."

⁸However, in spite of the importance of women in the Civil Rights Movement, they had to deal with sexism and discrimination within the movement. When they asked for a representative at the 1963 March on Washington, the men organizing the march denied their request. They were offered seats on the platform and told they already had the famous gospel singer, Mahalia Jackson,

as a representative. However, Jackson was not allowed to make a speech. Women were disappointed by being denied adequate representation, but they still supported the march because they knew it would have a huge impact on the country.

⁹Black women were oppressed not only by racism but also by sexism. Even within the Civil Rights Movement, they were often denied positions of leadership, overshadowed by men, and sexually harassed. Women leaders had to fight for resources as the men usually had first pick. But when they tried to speak out against the sexism in the Civil Rights Movement, the men said that they were taking the focus away from what it was really about — racism. Because of this, women felt like they had to choose one battle to fight. At the time, many Black women thought race was more important.

¹⁰The Black Power Movement started in 1966 as a movement that called for Black empowerment. As part of the legacy of the Civil Rights Movement, the Black Power Movement sought different ways to achieve and organize for equal rights and made involvement for women in the movement even harder. Before the Black Power Movement, organizations often made decisions by taking a vote and coming to a collective agreement, which made it easier for women to fill leadership positions. The leadership of the Black Power Movement was hierarchical, and men were always in charge.

¹¹The discrimination that African American women — and many other women of color — faced in the Civil Rights Movement inspired many to join the feminist movements that arose in the 1970s. However, these women did not allow discrimination to prevent them from being part of the fight for racial justice, seeking leadership positions, and struggling within the movement for equal treatment and acknowledgment.

“[Women in the Civil Rights Movement](#)” by Barrett Smith is licensed by [CommonLit](#) under [CC BY-NC-SA 2.0](#)

Text-Dependent Questions

Exercise 4

For the following questions, choose the best answer.

1. PART A: Which of the following identifies a central idea of the text?
 - A. Black women had an immense impact on the success of the Civil Rights Movement but were frequently disrespected and went unacknowledged because of their gender.
 - B. While Black women made significant contributions to the Civil Rights Movement, they were unable to participate to the extent that men did because of their responsibilities at home.
 - C. Black women were prevented from contributing to the Civil Rights Movement because men feared they would have to endure violence.
 - D. While Black women believed that gender equality was more important than racial equality, men pressured them to take up the fight for racial equality.
2. PART B: Which detail from the text best supports the answer to Part A?
 - A. “When it became clear that the boycott was working and starting to have an influence, men took control and came to the forefront.” (Paragraph 2)
 - B. “Women organized these events, cooked and prepared for rallies, and then cleaned up afterwards before getting ready for the next one.” (Paragraph 7)
 - C. “However, in spite of the importance of women in the Civil Rights Movement, they had to deal with sexism and discrimination within the movement.” (Paragraph 8)
 - D. “But when they tried to speak out against the sexism in the Civil Rights Movement, the men said that they were taking the focus away from what it was really about — racism.” (Paragraph 9)
3. How does the discussion of Rosa Parks in paragraph 2 contribute to the text?
 - A. It shows how Black women’s fight for gender equality helped inspire the Civil Rights Movement.
 - B. It shows how Black women’s contributions to the Civil Rights Movement have been minimized in history, in part due to the efforts of men.
 - C. It shows how Black women were responsible for planning protests during the Civil Rights Movement and men only took part in the protests.

D. It shows how Black women were uncomfortable with taking a leadership role in the Civil Rights Movement because of the sexism they faced.

4. Which quotation from paragraph 2 best shows the impact Rosa Parks had on the Civil Rights Movement?

A. “Many people think Rosa Parks was just a tired seamstress who didn’t feel like getting up on the bus one day”

B. “The day she refused to get up on the bus was not the first time she had thought about resisting this way”

C. “After the actions of Rosa Parks sparked the Montgomery Bus Boycott, women from many different organizations became the leading force that kept the boycott going.”

D. “At the first mass meeting after the boycott, the men in charge refused to let Rosa Parks speak. They said she had already done enough.”

Reading Skill-Paraphrasing

Paraphrasing is giving the same ideas of a reading in your own words. Unlike a summary, the length should be similar to the original. There are five important steps to paraphrase correctly.

1. Read the original text carefully for a general idea of its meaning.

2. Circle the key words or phrases—ideas that you cannot leave out.

3. Using a combination of the paraphrasing strategies described below, change the grammar, vocabulary, and sentence structure of the original.

4. Compare your paraphrase with the original to see if it fits the criteria of a good paraphrase.

5. Add the source information from the original text.

Exercise 5 Paraphrasing Strategies

Each strategy below has an example original sentence from the reading *Women in the Civil Rights Movement* written by Barrett Smith. Notice that the original sentence has quotation marks because it is copied word for word. However, the revised does not have quotation marks because it has been changed. Also, it has the author’s last name in parenthesis to give credit to the author. In the exercise below, you will practice one strategy at a time. However, when you paraphrase for a paragraph or essay, more than one strategy should be used.

1. Find synonyms for some of the words. .

Original: “She helped spread the movement and persuade women and young people to get involved.”

Revised: She assisted in extending the movement and convincing women and young people to participate (Smith).

Now You Try

Original: “When they asked for a representative at the 1963 March on Washington, the men organizing the march denied their request.”

Revised:

2. Move phrases: Move parts of a sentence to change the sentence structure.

Original: “They still supported the march because they knew it would have a huge impact on the country.”

Revised: Because they knew it would have a huge impact on the country, they still supported the march (Smith).

Now You Try

Original: “During this time, many states used literacy tests to prevent African American people from voting.”

Revised:

3. Change voice: Make active sentences passive and passive ones, active.

Original: “Black women were oppressed not only by racism but also by sexism.”

Revised: Not only racism but also sexism oppressed Black women (Smith).

Now You Try

Original: "Women were disappointed by being denied adequate representation."

Revised:

4. Change parts of speech: Change nouns into verbs, verbs into nouns, etc.

Original: "When they asked for a representative at the 1963 March on Washington, the men organizing the march denied their request."

Revised: When they asked for a representation at the 1963 March on Washington, the male organizers denied their request (Smith).

Now You Try

Original: "In spite of the importance of women in the Civil Rights Movement, they had to deal with sexism and discrimination within the movement."

Revised:

5. Combine sentences: Use new connecting words to combine shorter phrases and sentences or making long sentences into shorter ones.

Original: "Women organized these events, cooked and prepared for rallies, and then cleaned up afterwards before getting ready for the next one."

Revised: Women organized these events, cooked, and prepared for rallies. They also cleaned up afterwards before getting ready for the next one (Smith).

Now You Try

Original: "She was shot at age 39 while transporting freedom marchers in Alabama."

Revised:

Exercise 6 Practice Paraphrasing

Below are sentences from the reading *Women in the Civil Rights Movement*. Paraphrase the sentences using more than one strategy and putting the source (as seen in the examples above).

1. "They arranged carpools and had bake sales to raise money for alternative transportation for those people who normally took the bus."

Strategies used:

2. "The day she refused to get up on the bus was not the first time she had thought about resisting this way."

Strategies used:

3. "When it became clear that the boycott was working and starting to have an influence, men took control and came to the forefront."

Strategies used:

4. "Though women at the time were expected to take more of a background role, many women became leaders of organizations and protests."

Strategies used:

Grammar- Subject and Verb Agreement

Basic Rules

The verb in an English sentence needs to reflect (or "agree") the grammatical number and "person" of the subject. Huh? This seems complicated, but it really doesn't need to be.

1. Adding -s or -es to verbs

If the subject is he, she, or it (3rd person singular), then -s or -es is added to the present verb form.

I play soccer.

Karina plays soccer.

We do our chores every Saturday morning.

He does his chores every Saturday morning.

2. Irregular Verbs

There are several irregular verbs in English. Look at the most common ones below.

1. Be-Present and Past Tenses

I am a teacher.

You are a student.

It is new.

I was tired.

They were happy.

2. Have-Present Tense

I have two children.

He has one child.

Practicing the Basics of Subject and Verb Agreement

Exercise 7

Circle the correct verb for each sentence.

1. I (brush/brushes) my teeth twice a day.
2. You (wear/wears) the same shoes every time we go out.
3. He (kick/kicks) the soccer ball into the goal.
4. She (watch/watches) foreign films.
5. Catherine (hide/hides) behind the door.
6. We (want/wants) to have dinner with you.
7. You (work/works) together to finish the project.
8. They (need/needs) to score another point to win the game.
9. It (eat/eats) four times a day.
10. David (fix/fixes) his own motorcycle.

Exercise 8

Complete the following sentences by writing the correct present tense form of be, have, or do.

1. I _____ sure that you will succeed.
2. They _____ front-row tickets to the show.
3. He _____ a great Elvis impersonation.
4. We _____ so excited to meet you in person!
5. She _____ a fever and a sore throat.
6. You _____ not know what you are talking about.
7. You _____ all going to pass this class.
8. She _____ not going to like that.
9. It _____ appear to be the right size.
10. They _____ ready to take this job seriously.

Common Errors in Subject and Verb Agreement

Errors in subject-verb agreement may occur when

- a sentence contains a compound subject;
- the subject of the sentence is separate from the verb;
- the subject of the sentence is an indefinite pronoun, such as anyone or everyone

Compound Subjects

A compound subject is formed by two or more nouns and the coordinating conjunctions **and**, **or**, or **nor**.

Compound subjects combined with **and** take a plural verb form.

Alicia **and** Miguel **ride** their bikes.

The girls **and** the boys **ride** their bikes.

Compound subjects combined with **or** and **nor** are treated separately. The verb must agree with the subject that is nearest to the verb.

Neither Lizbeth nor **Rigo wants** to eat at that restaurant.

Neither the kids nor **the adults want** to eat at that restaurant.

Neither Lizbeth nor **the kids want** to eat at that restaurant.

Neither the kids nor **Lizbeth wants** to eat at that restaurant.

Either you or **Jason takes** the furniture out of the house.

Either you or **the twins take** the furniture out of the house.

Separation of Subjects and Verbs

Subjects with a phrase or clause separating them from the verb can cause confusion and errors. If you have trouble finding the subject and verb, cross out or ignore the phrases and clauses that begin with prepositions or dependent words.

The puppy under the table is my favorite. (prepositional phrase)

The car that I bought has a sunroof. (relative clause)

Indefinite Pronouns

Indefinite pronouns refer to an unspecified person, thing, or number. When an indefinite pronoun serves as the subject of a sentence, you will often use a singular verb form. However, keep in mind that there are exceptions.

Indefinite pronouns that take a **singular** verb: anybody, anyone, anything, each, everybody, everyone, everything, much, many, nobody, no one, nothing, somebody, someone, something

Indefinite pronouns that can take a singular or plural verb: all, any, none, some

Everybody in the kitchen **sings** along to the song on the radio.

All the people in the kitchen **sing** along to the song on the radio.

All the cake is on the floor.

Everybody refers to a group, so the verb has an -s. In the second example, the word **all** refers to people, which is plural. In the last example, the word **all** refers to cake, which is singular.

Practice Correcting Common Errors

Exercise 9

Correct the errors in subject-verb agreement in the following sentences. If there are no errors in subject-verb agreement, write OK.

1. My dog and cats chases each other all the time.
2. The books that are in my library is the best I have ever read.
3. Everyone are going to the concert except me.
4. My sister and brother cleans up after themselves.
5. Some of the clothes is packed away in the attic.

Exercise 10

Correct the errors in subject-verb agreement in the following paragraph.

Dear Hiring Manager,

I feels that I am the ideal candidate for the receptionist position at your company. I has three years of experience as a receptionist in a company that is similar to yours. My phone skills and written communication is excellent. These skills, and others that I have learned on the job, helps me understand that every person in a company helps make the business a success. At my current job, the team always say that I am very helpful. Everyone appreciate when I go the extra mile to get the job done right. My current employer and coworkers feels that I am an asset to the team. I is efficient and organized. You can reach me by e-mail or phone. I looks forward to speaking with you in person.

Thanks,

Felicia Fellini

“Grammar-Subject and Verb Agreement” is derived from “[Subject-Verb Agreement](#)” by [Slayor Academy](#) licensed under [CC BY-NC-SA 3.0](#)

Social Change Essay Peer Review

Exercise 11

An important step in the writing process is peer review. When asking a peer to review your work, explain what areas you need assistance with. Ask specific questions so that their feedback will benefit you. When reviewing a classmate’s essay, provide feedback that will help the writer improve their essay even if your feedback is positive. For example, don’t just say, “Your essay is great!” or “This is boring.” Instead explain what about the essay that you liked. For example, “I really liked the way that you introduced the topic by providing a historical example. This helped me understand the main idea of your essay.” Another example is “I think that you repeated the word “immigrant” too many times. Is there a way that you can add variety to the vocabulary you use?”

Exercise 12 Peer Review Classmates’ Essays

You will review a classmate’s essay. Provide feedback using the following guide:

General

Does the essay address the prompt given by the instructor?

Format

Is the following information in the top left corner: student’s name, instructor’s name, class, and date (day month year)?

Are the writer’s last name and page number at the top right of every page?

Is the title capitalized correctly?

Are all of the paragraphs indented?

Introduction

Does the introductory paragraph have a strong thesis statement?

Is the thesis the last sentence of the introduction?

What introduction strategy is used?

After reading the introduction, do you have a strong understanding of what the essay will be about?

Body Paragraphs

Do the body paragraphs have topic sentences?

Does the major support in each paragraph relate to the topic sentence? Are there any irrelevant sentences?

Are signal words used for supporting points and examples? Are they punctuated correctly?

Conclusion

Is there an appropriate signal for the conclusion paragraph?

Is the thesis restated in the conclusion?

What conclusion strategy is used?

Is the conclusion only a summary of the points mentioned in the essay? (Change if so)

Feedback

What did you enjoy or like about the essay?

What are two areas the writer should focus on revising? Be specific.

Vocabulary Practice

Exercise 13 Sentence Completion

Complete the sentences using the vocabulary in the box below.

recognize role participate
inspire prevent impact

Table 21 Chapter 10 Sentence Completion

1. Dr. Martin Luther King, Jr. _____ many people to protest peacefully.
2. Did Rosa Parks understand the important _____ she played in the movement?
3. To _____ diabetes, you should limit the amount of soda beverages you consume each day.
4. Can you _____ which city someone is from based on their accent?
5. Abdullah _____ in a protest for women's rights.
6. My grandmother has had a great _____ on my life.

Exercise 14 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. How can parents **prevent** children from joining gangs or behaving violently?
2. Who **inspires** you to learn English? Explain.
3. What **roles** do you play in your family? Explain.
4. How have the movements in this chapter **impacted** you?

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SECTION OVERVIEW

4: Unit 3 - Women's Rights

Warm Up Questions

1. Think about your mother's and grandmother's generations; how was their life different from young women's lives today? What changes have been made and which have remained the same?
2. What role do women and men play in your culture? Are there responsibilities (spoken or unspoken) for each gender?
3. Do you feel that men and women are treated equally today? What evidence leads you to your opinion?

11: Chapter 11

12: Chapter 12

13: Chapter 13

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11: Chapter 11

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

____ 1. The rescue workers searched **tirelessly** for survivors.

Your definition:

____ 2. Because she was in a meeting, Kathy **ignored** the phone call.

Your definition:

____ 3. Plural nouns are **formed** by adding 's'.

Your definition:

____ 4. The teacher **granted** permission to the student to leave the classroom.

Your definition:

____ 5. The library is a great **resource** for students to receive help in research.

Your definition:

____ 6. Agriculture is **key** to the success of California's economy.

Your definition:

Reading and Writing Skill-Summary Writing

A summary is a shorter version of a reading. Look at the table below for what a summary should and should not include.

Do	Don't
-begin with the title, author, and main idea of the reading. -include major points. -use attributive tone (The author says...). -be 15-20% length of the original text.	-include minor details. -write your opinion. -copy word for word.

How to Write a Summary

Step 1- Read to understand the text. Reread if necessary.

Step 2-Write the first sentence with the title, author, and main idea.

Step 3-Read the passage again and take notes (e.g., margin or Cornell) in your own words.

Step 4-Write a summary based on your notes

Step 5-Edit your summary and make sure it follows the points in the table above.

Sentence Starters

“In the article/book/text “[title]”, [authors’ names, credentials,] [verb] [main idea].”

Example: In the article “Aggression”, Stephen E. Wisecarver, a professor of Psychology at Lord Fairfax Community College, describes the types of aggression and their effects.

While You Read

Exercise 3

Take notes while you read and be prepared to write a summary paragraph.

African American Suffragists by Margaret Gushue

In the United States, women didn’t have the right to vote until the 19th amendment, which was passed in 1920. Until the law was passed, women fought tirelessly for the right to vote. These women were known as suffragists. In this informational text, Margaret Gushue discusses the African American suffragists who contributed to the fight for women’s right to vote. **As you read, take notes on how African American women were treated during the women’s suffrage movement.**

¹Imagine being in class and your teacher asks a question to the whole room. You’re excited because you have the answer, and you cannot wait to share it. But the teacher will not call on you. The teacher doesn’t even seem to notice that you have your hand in the air, waiting to be called on. Your fellow students don’t seem to notice you either. No matter what you do, the teacher is not going to



let you speak. Imagine how frustrating that would feel.

²Being ignored in class is a little like what women faced before the passing of the 19th amendment. Before this amendment — no matter your age, race, or job — if you were a woman, you were not allowed to vote. This meant you had no say when it came to politics. You had no power to change things. If you tried to vote, you could be sent to jail!

³Women had to fight to get the right to vote through marches and protests. Women’s suffrage, which means women’s right to vote, became a popular movement in the United States after the Civil War. The women who fought for these rights were known as suffragists. The larger movement ended in 1920 with the passing of the 19th amendment, which gave female U.S. citizens the right to vote.

⁴Before the passing of this amendment, African American women wanted to join the movement for voting rights, but the white suffragists would not let them. White suffragists tried to distance themselves from the African American suffragists. White women believed they had a better chance on their own of convincing men to let them vote. This meant that not only were African American women denied rights by the government for being women but they were also ignored by white women because of the color of their skin. African American women responded to being ignored by forming their own groups in the fight to become equal citizens.

⁵While there were many African American women who fought for women’s suffrage, there were a few that became famous for their work. Harriet Tubman, for instance, was quite frail by the time women’s suffrage became a popular issue, but she still gave speeches to crowds. Her message was that all people, regardless of gender or color, were equal and should be able to participate in politics. Harriet Tubman died before the 19th amendment was passed, but other African American women continued the fight, such as Sojourner Truth, Ida B. Wells, and Mary Church Terrell.

Sojourner Truth

⁶Sojourner Truth was born a slave but was freed at the age of 29, when New York ended slavery within the state in 1827. Once she was free, she traveled all over the United States, giving speeches about her life as a slave. Truth believed all people were equal, and

her speeches helped others understand the struggles African Americans and women of all races faced. Her most famous speech is “Ain’t I A Woman,” which she gave at the 1851 Women’s Convention. In it, she highlighted the different ways African American women were treated compared to white women. While Sojourner Truth did not live to see women granted the right to vote, her speeches and writing inspired other African American activists.

Ida B. Wells

⁷Ida B. Wells was a writer inspired by the work of Sojourner Truth. Wells was never a slave, but she was still mistreated because of the color of her skin. Because of these experiences, she decided to become an activist who fought for equality for all people. At first, her work focused on equality for African Americans, but she later focused on women’s rights. She learned that many African American women did not have the resources to learn about politics, which made her work even harder to educate them. She started the Alpha Suffrage club, bringing African American suffragists together to become a more powerful group.

⁸Ida B. Wells attended the National American Woman Suffrage Association parade in Washington D.C. in 1913. The white suffragists tried to make her and other African American women march at the back of the parade. Wells refused to participate until she was allowed to march alongside the white women. This story became widely told and drew attention to the struggles African American women faced within the women’s suffrage movement.

Mary Church Terrell

⁹Mary Church Terrell, like Ida B. Wells, became famous for her activism. She was born in 1863 to former slaves in Memphis, Tennessee. At a young age, she became aware of the treatment she received as both a woman and an African American. Terrell and Wells worked together multiple times in their lives to bring attention to the mistreatment of African Americans. Terrell wanted to be active in the women’s suffrage movement but was overlooked due to the color of her skin. As a result, she founded the National Association of Colored Women and became their first president.

¹⁰Both Wells and Terrell became important members of the National Association for the Advancement of Colored People (or NAACP). The group played a key role in the fight against racial injustice after women received the right to vote.

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Text-Dependent Questions

Exercise 4

For the following questions, choose the best answer.

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

- A. The discrimination that black women experienced for being women was far greater than the discrimination they faced for being black.
- B. The women’s suffrage movement would’ve achieved their goals much more quickly if they allowed black women to participate in the movement.
- C. Achieving racial equality was a more important goal for black women than achieving the right to vote.
- D. Despite the resistance that black women encountered from white women, they made important contributions to women’s suffrage.

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

- A. “Before this amendment — no matter your age, race, or job — if you were a woman, you were not allowed to vote.” (Paragraph 2)
- B. “African American women responded to being ignored by forming their own groups in the fight to become equal citizens.” (Paragraph 4)
- C. “At first, her work focused on equality for African Americans, but she later focused on women’s rights.” (Paragraph 7)
- D. “The white suffragists tried to make her and other African American women march at the back of the parade.” (Paragraph 8)

3. Which of the following best describes the structure of information in the text?

- A. The author describes black women's experiences during women suffrage and then details individual contributions to the movement.
 - B. The author describes women's suffrage as a whole and then discusses the contributions of a few black and white women.
 - C. The author discusses black women's exclusion from women's suffrage and then details why white women were afraid to allow them to help.
 - D. The author discusses women's suffrage as a whole and then emphasizes how black women were successfully kept from helping or contributing.
4. Which of the following best describes white suffragists' treatment of black suffragists?
- A. White women attempted to keep black women out of the suffrage movement, as they thought they had a better chance of getting the vote without them.
 - B. White women were reluctant to allow black women to contribute to the movement, as they didn't think they were serious about women's rights.
 - C. White women discouraged black women from participating in the movement, as they feared for their safety.
 - D. White women declined black women's offer to help in the movement, as they already had enough volunteers.

Vocabulary Practice

Exercise 5 Sentence Completion

Complete the sentences using the vocabulary in the box below.

tirelessly ignore form
grant resource key

Table 22 Chapter 11 Sentence Completion

1. The group of students _____ a circle so that they could play a game.
2. The new law _____ them the right to vote.
3. Elijah worked _____ on his science project.
4. The dictionary is a great _____ for information on vocabulary.
5. Snow from the Sierras is _____ for farmers in the Valley.
6. The teacher _____ the student's answer because he didn't raise his hand.

Exercise 6 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. Tell about a time you worked **tirelessly** and your efforts provided successful results.
2. What are three college **resources** you use? Explain how these resources help you.
3. When you have a problem, do you **ignore** it or **confront** it? Explain a time you **ignored** a problem. What was the result of you **ignoring** it?

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12: Chapter 12

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

____ 1. I try to **encourage** healthy eating by making healthy meals for my family.

Your definition:

____ 2. Isabel **joined** the club and participated in its activities.

Your definition:

____ 3. It is **improper** for a teacher to accept a gift from students.

Your definition:

____ 4. Rigo **associates** the smell of cinnamon **with** the fall season.

Your definition:

____ 5. The tattoo was **temporary**. It washed off in a week.

Your definition:

____ 6. Can you help your teacher **distribute** these flyers to your classmates? Can you give one for every student?

Your definition:

____ 7. Soccer **unified** the country. Everyone came together as fans regardless of their background.

Your definition:

While You Read

Exercise 3

Take notes while you read. Then write a summary of the passage.

Rosie the Riveter by Barrett Smith

While many people do not know who Rosie the Riveter truly was, her image continues to inspire women today. In this informational text, Barrett Smith discusses the beginning of Rosie and how she impacted women during World War II. **As you read, take notes on why the image of Rosie the Riveter was created, and how it inspired women during World War II.**

¹Rosie the Riveter is not an actual person but an idea that represents an era in history and the women who were part of that era. A riveter is someone who uses a rivet gun to attach metal parts, but not all Rosie the Riveters were actual riveters. Rosie the Riveter is an idea that represents all of the American women who worked in factories, shipyards, and other manufacturing plants during

World War II to help the American war effort. She has also come to represent women's economic power and feminism, which is the movement that fights for the equal rights of women.

Women in the Workforce

²Before World War II, most married women were housewives and stay-at-home moms. This meant that they were dependent on their husbands for money, food, and other resources. The few women who went to work tended to be of lower class backgrounds and held domestic-type jobs that people considered “appropriate” for women, such as cleaning and clerk work with low pay. Many women lost their jobs during the Great Depression or gave them up to create opportunities for more men to work.

³When the United States entered World War II after the bombing of Pearl Harbor, most American men were conscripted to fight in the military. This left no one to work in the factories and shipyards but they were still needed to produce weapons and supplies for the war effort. Companies and the American government started recruiting women to fill the jobs that in the past had been seen as only for men.

⁴The Rosie the Riveter image and idea were used during the war by companies and the American government to encourage housewives to join the workforce. It was considered improper, at the time, for high class women to work so Rosie the Riveter was made to show a feminine woman who only works because her country needs her.

The Story Behind the Name

⁵The term “Rosie the Riveter” was first used in a 1942 song written by Redd Evans and John Jacob Loeb. The song describes Rosie as a worker on an assembly line, working hard even while other women were out at the bar. Rosie earns an award for her hard work and dedication to the American war effort. Rosie the Riveter isn't a real person but the writers of the Rosie the Riveter song were inspired by a real woman — Rosalind P. Walters, a rich woman who worked in a factory building a fighter plane called the F4U Corsair Fighter. This song became a hit and the term “Rosie the Riveter” became known across the United States.

The Story Behind the Image

⁶The iconic image that most people associate with Rosie the Riveter today is the “We Can Do It” poster created by J. Howard Miller in 1942. In this poster, a woman in a red bandanna is rolling up her sleeve with the slogan “We Can Do It!” above her. However, this poster was not actually very well known during World War II, and it was not used to recruit women to work. The “We Can Do It” poster was produced by Westinghouse Company's War Production Coordinating Committee and put up inside their factories to motivate both male and female employees to work harder. It wasn't until after the war, in the 1980s, that the poster was rediscovered and became associated with the feminist movement.

⁷In 1943, the famous visual artist Norman Rockwell created an image of Rosie the Riveter that was used as the cover of Saturday Evening Post. This image was widely distributed and very popular, and it was used during the war for war bond drives. In this image, a woman is holding a rivet gun and a lunch box that says “Rosie” on it. It is believed that Rockwell was inspired by the



Rosalind P. Walters, a rich woman who worked in a factory building a fighter plane called the F4U Corsair Fighter, when creating this image.

The Impact

⁸Many Americans consider the Rosie the Riveter era as a time when all Americans came together to help the war movement. However, this isn't entirely true. While the war gave many white women the opportunity to work, it wasn't until 1943 that black men started to be hired and not until 1945 that black women started to be trained as welders. This eventual integration, however, did have a lasting impact on the civil rights movement as well as the feminist movement. White and black people worked alongside each other doing the same jobs and had to learn to negotiate that sudden integration (in a time when they still did not share the same water fountains, toilets, or public schools)

⁹The Rosie the Riveter era, though not as unified as people make it out to be, provided both white women and black people with the opportunity to prove that they could do the work that white men could do. The economic empowerment of the Rosie the Riveter era and the opening up of jobs to women and black people were temporary — when the war ended, men returned to their jobs, and many women returned to being housewives. However, the impact of the Rosie the Riveter era and idea was lasting in American culture and provided the foundation for later feminist movements.

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Text-Dependent Questions

Exercise 4

For the following questions, choose the best answer.

1. PART A: Which of the following identifies a main idea in the text?
 - A. Rosie's image and what she stood for inspired women to take on jobs formerly reserved for men.
 - B. The image of Rosie was responsible for dividing the nation more than unifying it because black men and black women still faced many restrictions.
 - C. Rosie's powerful image is the sole reason that black and white women felt that it was acceptable to enter the workforce.
 - D. The image and ideas behind Rosie were originally intended to convince women to spend money on war bonds.
2. PART B: Which detail from the text best supports the answer to Part A?
 - A. “The Rosie the Riveter image and idea were used during the war by companies and the American government to encourage housewives to join the workforce.” (Paragraph 4)
 - B. “This image was widely distributed and very popular and it was used during the war for war bond drives. In this image, a woman is holding a rivet gun and a lunch box that says ‘Rosie’ on it.” (Paragraph 7)
 - C. “While the war gave many white women the opportunity to work, it wasn't until 1943 that black men started to be hired and not until 1945 that black women started to be trained as welders.” (Paragraph 8)
 - D. “The economic empowerment of the Rosie the Riveter era and the opening up of jobs to women and black people were temporary — when the war ended, men returned to their jobs, and many women returned to being housewives.” (Paragraph 9)
3. PART A: Which of the following describes how the author introduces Rosie the Riveter in the text?
 - A. The author provides information on the person who inspired Rosie.
 - B. The author outlines the ideas that Rosie stands for.
 - C. The author describes what Rosie physically looks like.
 - D. The author emphasizes the lasting effects Rosie has had on women.
4. PART B: Which quote from the text best supports the answer to Part A?
 - A. “A riveter is someone who uses a rivet gun to attach metal parts, but not all Rosie the Riveters were actual riveters.” (Paragraph 1)
 - B. “She has also come to represent women's economic power and feminism, which is the movement that fights for the equal rights of women.” (Paragraph 1)

- C. “Companies and the American government started recruiting women to fill the jobs that in the past had been seen as only for men.” (Paragraph 3)
- D. “The Rosie the Riveter image and idea were used during the war by companies and the American government to encourage housewives to join the workforce.” (Paragraph 4)

Reading and Writing Skill-Responding to Texts

In addition to a summary, instructors may ask you to write a response to a reading. The summary should be first, and the response paragraphs should follow. There are three strategies to use when writing a response.

Agree/Disagree

Although you give your opinion in this strategy, you should refrain from using personal pronouns I/me/my. Do not say “In my opinion.” Instead, you should choose a point made by the author and agree or disagree. You can say something similar to “The authors state..., but this is not true as seen in the example of...”

Text to World

You can choose a quote or point made by the author and apply the concepts to an event or phenomena that is happening (has happened) in the world. The starter for this strategy might be “The idea [explain the idea] that the authors mention is related to [world event/phenomena].” Then explain how it is related.

Text to Text

Apply a quote or concept in the reading to another text. The starter for this strategy might be “The idea [explain the idea] that the authors mention is related to [state the idea from the other reading] found in the text [title] by [author].” Then explain how it is related.

Exercise 5 Practice Responding to Texts

Choose three quotes or points from the reading and respond to them using the strategies from above.

1. Quote:

Response:

2. Quote:

Response:

3. Quote:

Response:

Vocabulary Practice

Exercise 6 Sentence Completion

Complete the sentences using the vocabulary in the box below.

encourage join improper associate with
temporary distribute unify

Table 23 Chapter 12 Sentence Completion

1. Dulce tries not to _____ bad people. She does not want a bad reputation.
2. Officers came to the high school and wanted students to _____ the army.
3. Twitter _____ information quicker than a newspaper.
4. Because the nation is so divided, the government tried to _____ its citizens.
5. Juan _____ Cindy to read more, so he bought her several books.
6. It is _____ for a teacher to wear a swimsuit to class.

7. They _____ lived in an apartment while their house was being built.

Exercise 7 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. Give three strategies that show how parents can **encourage** their children to read more.
2. How can the government **unify** a nation when they are divided on a social issue?

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13: Chapter 13

Vocabulary Introduction

Exercise 1 Prior Knowledge

Look at the words in bold in Exercise 2 without reading the example sentences. Rate your current knowledge of the word before doing the unit exercises. Use the numbered scale and write the number in front of the sentences in Exercise 2. With each exercise and by the end of the unit, your knowledge should work toward a "4", which means you will know the word, can explain it and give an example. It is expected that you will mark many words with a "1" or "2" now since they might be completely new words.

1. I do not know this word, and I have never heard of it before.
2. I have heard of this word before. It sounds familiar.
3. I can give an example of this word, but I cannot explain it.
4. I know this word. I can explain it and give an example.

Exercise 2 Definitions

Read the sentences below. Guess the meaning of the words in bold based on the example sentence(s). Circle the best definition of the word in bold.

____ 1. When I did not see your car, I **assumed** you were not home.

Your definition:

____ 2. Having dessert after a meal is a **privilege**. It is not necessary.

Your definition:

____ 3. Women are not **afforded** the same rights as men.

Your definition:

____ 4. When the dentist pulled Beto's tooth, he **suffered** in pain for hours.

Your definition:

____ 5. Because he had gained weight, he felt **insecure** when he was swimming in front of his friends.

Your definition:

____ 6. Dogs do not **perceive** color as humans do.

Your definition:

Reading Skill-Tone, Purpose, and Audience

Tone is the attitude the author shows in a reading. Purpose is the reason the author is writing or speaking. Audience is the group of people that the author is writing for or speaking to.

While You Read

Exercise 3

1. What was the goal (purpose) of Emma Watson's speech? Provide quotes as evidence.
2. Who was she speaking to? Who was her intended audience? Provide quotes as evidence.
3. What was the tone of her speech? Example tones include humorous, personal, serious, sarcastic, and critical. Provide quotes as evidence.

Emma Watson's United Nations: "HeForShe: Gender Equality is Your Issue, Too" Speech by Emma Watson

Emma Watson is a British actress, model, and activist, most widely known for her portrayal of Hermione Granger in the Harry Potter film series. In 2014 Watson became a UN Women Goodwill Ambassador and helped launch the campaign HeForShe. Watson presented the speech below at the Headquarters of the United Nations in New York. As you read, take notes on why Emma Watson believes the roles of men are important in ending gender inequality.

¹Today we are launching a campaign called "HeForShe."

I am reaching out to you because I need your help. We want to end gender inequality—and to do that we need everyone to be involved.

This is the first campaign of its kind at the UN: we want to try and galvanize as many men and boys as possible to be advocates for gender equality. And we don't just want to talk about it, but make sure it is tangible.

I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop.

⁵For the record, feminism by definition is: "The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes."

I started questioning gender-based assumptions when at eight I was confused at being called "bossy," because I wanted to direct the plays we would put on for our parents—but the boys were not.

When at 14 I started being sexualized by certain elements of the press.

When at 15 my girlfriends started dropping out of their sports teams because they didn't want to appear "muscly."

When at 18 my male friends were unable to express their feelings.

¹⁰I decided I was a feminist and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word.

Apparently I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and, unattractive.

Why is the word such an uncomfortable one?

I am from Britain and think it is right that as a woman I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men. But sadly I can say that there is no one country in the world where all women can expect to receive these rights.

No country in the world can yet say they have achieved gender equality.

¹⁵These rights I consider to be human rights but I am one of the lucky ones. My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume I would go less far because I might give birth to a child one day. These influencers were the gender equality ambassadors that made me who I am today. They may not know it, but they are the inadvertent feminists who are changing the world today. And we need more of those.

And if you still hate the word—it is not the word that is important but the idea and the ambition behind it. Because not all women have been afforded the same rights that I have. In fact, statistically, very few have been.

In 1995, Hilary Clinton made a famous speech in Beijing about women's rights. Sadly many of the things she wanted to change are still a reality today.

But what stood out for me the most was that only 30 percent of her audience were male. How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?

Men—I would like to take this opportunity to extend your formal invitation. Gender equality is your issue too.



Figure 15 “UN Women launched HeForShe IMPACT 10x10x10 Initiative” by UN Women is licensed under [CC BY-NC-ND 2.0](https://creativecommons.org/licenses/by-nc-nd/2.0/)

²⁰Because to date, I've seen my father's role as a parent being valued less by society despite my needing his presence as a child as much as my mother's.

I've seen young men suffering from mental illness unable to ask for help for fear it would make them look less "macho"—in fact in the UK suicide is the biggest killer of men between 20-49 years of age; eclipsing road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality either.

We don't often talk about men being imprisoned by gender stereotypes but I can see that that they are and that when they are free, things will change for women as a natural consequence.

If men don't have to be aggressive in order to be accepted women won't feel compelled to be submissive. If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong... It is time that we all perceive gender on a spectrum not as two opposing sets of ideals.

²⁵If we stop defining each other by what we are not and start defining ourselves by what we are—we can all be freer and this is what HeForShe is about. It's about freedom.

I want men to take up this mantle. So their daughters, sisters and mothers can be free from prejudice but also so that their sons have permission to be vulnerable and human too—reclaim those parts of themselves they abandoned and in doing so be a more true and complete version of themselves.

You might be thinking who is this Harry Potter girl? And what is she doing up on stage at the UN. It's a good question and trust me, I have been asking myself the same thing. I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better.

And having seen what I've seen—and given the chance—I feel it is my duty to say something. English Statesman Edmund Burke said: "All that is needed for the forces of evil to triumph is for enough good men and women to do nothing."

In my nervousness for this speech and in my moments of doubt I've told myself firmly—if not me, who, if not now, when. If you have similar doubts when opportunities are presented to you I hope those words might be helpful.

³⁰Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates it won't be until 2086 before all rural African girls will be able to receive a secondary education.

If you believe in equality, you might be one of those inadvertent feminists I spoke of earlier.

And for this I applaud you.

We are struggling for a uniting word but the good news is we have a uniting movement. It is called HeForShe. I am inviting you to step forward, to be seen to speak up, to be the "he" for "she". And to ask yourself if not me, who? If not now, when?

Thank you.

["Emma Watson's United Nations: "HeForShe: Gender Equality is Your Issue, Too" Speech](#) by Emma Watson is in the public domain.

Text-Dependent Questions

Exercise 4

For the following questions, choose the best answer.

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

- A. The term "feminism" to describe the movement of gender equality is too strong a word, which is why Emma Watson has adopted the term "HeForShe."
- B. Emma Watson believes that gender inequality should not only be a concern for women, but men as well.
- C. Gender inequality is an issue that affects women alone, as women have been denied equal rights and men have not.
- D. The help of men in achieving gender equality is necessary because their voices and opinions are more respected than women's.

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

- A. "I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women's rights has too often become synonymous with man-hating." (Paragraph 4)
- B. "I started questioning gender-based assumptions when at eight I was confused at being called 'bossy,' because I wanted to direct the plays we would put on for our parents—but the boys were not." (Paragraph 6)
- C. "How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?" (Paragraph 18)

D. "I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality either." (Paragraph 21)

3. PART A: How do the experiences of men with gender inequality compare to women?

- A. Men are more privileged than women but are still negatively impacted by gender stereotypes.
- B. Men do not experience society's gender expectations until later in life, while women experience them from girlhood.
- C. Men are more accepting of gender inequality than women because they have monetary advantages and this is something that is unlikely to change.
- D. Men are less likely than women to help end gender inequality because they would lose some of their rights to women.

4. PART B: Which quote from the text best supports the answer to Part A?

- A. "This is the first campaign of its kind at the UN: we want to try and galvanize as many men and boys as possible to be advocates for gender equality." (Paragraph 3)
- B. "When at 15 my girlfriends started dropping out of their sports teams because they didn't want to appear 'muscly.'" (Paragraph 8)
- C. "We don't often talk about men being imprisoned by gender stereotypes but I can see that that they are and that when they are free, things will change for women as a natural consequence." (Paragraph 22)
- D. "Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work." (Paragraph 30)

Vocabulary Practice

Exercise 5 Sentence Completion

Complete the sentences using the vocabulary in the box below.

assume privilege afford
suffer insecure perceive

Table 24 Chapter 13 Sentence Completion

1. Children _____ the most when parents argue.
2. Julia had special _____ because her mother was a nurse.
3. Rashid _____ that Maria spoke Spanish because of her name.
4. Animals' purpose is _____ differently depending on the culture.
5. Because Rebecca is not fluent in Spanish, she felt _____ when she spoke in public.
6. Marie was _____ the opportunity to work for an experienced lawyer.

Exercise 6 Discussion Questions

Take notes answering the questions below. Then discuss your answers with a partner or group.

1. Is education a **privilege** or a right? Explain your answer.
2. What shapes our **perception** of cultures and people? How was your **perception** of America **formed**?
3. Have you every made an **assumption** that was wrong? Explain.

Reading Skill-Synthesis

Exercise 7

What do the Chicano Movement, Black Power and Civil Rights Movement, and the suffrage movement have in common? How are they different? Complete the chart below with your answers using the readings from Unit 3 and 4 as support.

Points of comparison	Chicano	Black Power	Civil Rights	Suffrage
Goal/Aim				
Time of Movement				
Strategies				

Philosophy				
Outcome/Results				

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SECTION OVERVIEW

5: Unit 5 - Uprising by Margaret Peterson Haddix

Character Analysis

As you read the novel, complete the chart below. Be sure to include the page numbers where you find the information.

Characters	Bella	Yetta	Jane
Country of Origin:			
Language(s):			
Age:			
Family:			
Living Arrangements:			
Occupation:			
Details about Personality:			

Comprehension Questions

Reading Assignment 1 (p. 1-43)

Bella

1. Why was Bella upset?
2. What prevented her from talking back?
3. Why was the man yelling?
4. Why couldn't Bella go to her room during the day?
5. How did Pietro convince Signor Carlotti to keep Bella?

Yetta

6. Who is Rahel?
7. What does Yetta do with her money?

Jane

8. Why did Jane envy the girls standing outside the building?
9. What are some ideas mentioned about immigrants?
10. What are some ideas mentioned about women?

Reading Assignment 2 (p. 44-69)

Bella

1. Why doesn't Bella receive her full pay?
2. Why does Bella feel ashamed when leaving the factory?
3. What happened to Pietro?
4. What is a Padrone and why do they get paid?

Yetta

5. List the ways employees are treated badly.
6. How does Yetta respond to Rahel when she says Bella will quit, get married, and have babies?

Jane

7. Why did Jane come home late?
8. What topics did the lecture Jane attended question? What topics did it cover?
9. Jane has a discussion with her father about what he expects regarding her marriage plans. What does Jane want? What does Jane's father want? Whose side are you on?

Reading Assignment 3 (p. 70-94)

Bella

1. Who helps Bella now that Pietro is gone? What do they do for her?
2. Why doesn't Bella have work? What does she do instead of working?
3. Why is Signor Carlotti so nice to Bella?

Yetta

4. When Yetta asks the prostitutes why they beat her, they responded "Money, of course. Don't you know anything? In America, money is God." What details (give at least three) in the story support the woman's point?

- 1.
- 2.
- 3.

5. Why did Yetta walk home instead of taking a ride?

Jane

6. Why did Eleanor tell Jane to learn Italian and French?
7. How did Miss Milhouse try to get Jane out of bed?

Reading Assignment 4 (p. 95-121)

Bella

1. What did Bella do during her lunch break? Why did she do it?
2. Why did the police arrest Yetta?
3. What did Bella do to Rocco and how did he respond?

Yetta

4. Summarize in your own words the union meeting. How did Yetta and the other girls' opinion differ from the opinion of the leaders?

Jane

5. How did Jane's chauffeur respond when Jane asked him for a ride to the strike?
6. Why did Jane run back to the car?
7. Jane thought, "She's that free. That free, even on her way to jail" (p. 121). What does freedom mean to Jane? In your opinion, how free are you?

Reading Assignment 5 (p. 122-144)

Bella

1. How does Bella discover that the family is stealing her money? What reason does the family give as to why they are not sending the money?
2. What did Rocco give Bella when he met her before work? Who did she think could help her?

Yetta

3. Why did the judge start punishing the strikers to the workhouse instead of paying a fine?
4. Who helped Bella translate the letter?

Jane

5. What did Jane do for the first time in her life? Why did she do it?
6. Compare Bella's reaction to learning about her family's death to Jane's reaction of her mother's death.
7. How does seeing Bella without clothes inspire Jane?

Reading Assignment 6 (p. 145-167)

Bella

1. Why couldn't Jane understand Bella when she requested the letter?

Yetta

2. What surprised Yetta about her first car ride? Why was she in that car?
3. What language does Bella speak with Yetta?
4. Why does Bella decide to strike?
5. What does Miss Milhouse accuse Bella of? How does Jane respond to Miss Milhouse?
6. What does Jane give Yetta and Bella?

Jane

7. Summarize the list that Jane makes.

Reading Assignment 7 (p. 168-203)

Bella

1. Why does Rocco visit Bella?
2. What are three pieces of news Bella learns from Rocco?
 - a.
 - b.
 - c.

Yetta

3. Why isn't Yetta happy about the union and factory agreement? Do you think she is being unreasonable?
4. What news does Rahel have?

Jane

5. What does Jane learn about her father?
6. What is Eleanor's strategy to change society? Whose strategy do you feel is most effective, Jane's or Eleanor's?

Reading Assignment 8 (p. 204-228)

Bella

1. What does Jane learn when she arrives at the factory?

Yetta

2. What does the young cutter suggest that Yetta tell Jane? Why?

Jane

3. Summarize Jane's experience when she leaves the apartment.
4. What are reasons why Jane should take the job with Mr. Blanc's family?
5. What are reasons why Jane should not take the job with Mr. Blanc's family?

Reading Assignment 9 (p. 229-262)

Bella

1. According to Bella, what does she want more than money? What does this tell you about her values? Do you agree with Bella? Why or why not?

Yetta

2. How does Yetta respond to Jacob?
3. What news does Rahel have for Yetta?
4. In this section, Yetta shares a Yiddish saying, "Better to die on one's feet than to live on one's knees" (246). Explain this saying in your own words and then connect it with the situation the girls are experiencing in the novel, using text-based details to support your response.
5. Why doesn't the group that opposes the suffrage movement support women voting? What do they think will happen if women vote?

Jane

6. What was Charles Livingston's answer to Yetta's question?
7. To protect Jane's reputation, what did her father say she has been doing?
8. What happened between Miss Milhouse and Jane's father?
9. What did Mr. Corrigan offer to Jane?

Reading Assignment 10 (p. 263-291)

Bella

1. Bella and Yetta are discussing the idea of making things happen now versus waiting for someday. What action does Bella take to show she has considered Yetta's stance on wanting something to happen now?

Yetta

2. When the fire first starts in Yetta's chapter, she screams at a hysterical co-worker that the building is "fireproof." Identify and explain at least two details provided by the author that the building is not fireproof.

Jane

3. Although there are no signs of a fire yet on the ninth and tenth floor, what are some clues that show something is strange?

Reading Assignment 11 (292-330)

1. For both Yetta and Jane, reflect on the girls' last thoughts and explain what that represents for each character.
2. How does Bella compare this loss of her close friends with when she lost her whole family in Italy?
3. Harriet asks Mrs. Livingston whether Mr. Wellington managed to earn his "atonement" (repentance) by donating his fortune to the suffrage movement when he died. Do you think it's possible to be forgiven for past mistakes, such as Mr. Livingston's?

Book Report

Write a 2-page book report about **Uprising**. Your report should not include personal pronouns ("my opinion", "I", etc.). Use the guide below to assist you in writing the report.

Number of Paragraphs	Content
(1)	Introduction: In this paragraph, identify the author, type of book you're describing, and provide general information about the setting. Describe the themes and conflict without telling the ending.
(1-2)	Main Characters: Describe the main characters in this story without telling the storyline (what happened). Focus on their personalities and roles.
(1-2)	Plot: Tell what happens in the story. Include the beginning, the development, climax, and resolution. Do not include details. Only include main events.
(1)	Describe the message and/or moral of the story. What point was the author trying to make? What life lesson is provided by the story?
(1)	Recommendation: Identify what you liked and disliked about the book, explaining why. Where possible, try to give examples to support your point of view, referring to specific pages. Also, consider whether you would recommend this book and if so, to whom.

Table 25 Book Report Guidance

After the final paragraph include this citation:

Haddix, Margaret Peterson. *Uprising*. New York: Simon & Schuster, 2007.

14: Reading Assignment 1 (p. 1-43)

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14: Reading Assignment 1 (p. 1-43)

Bella

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