LESSON

Describing Settings and Events in a Story

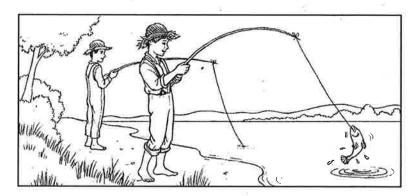


Introduction

THEME: >>> The Story Inside

A story is made up of a sequence of **events**, called a **plot**. The plot is often about a conflict. The conflict may be between two characters. Or, it may be a struggle that one character has. A story's **setting** is also important. The setting is when the story takes place. It might be in a particular season or time period. The setting also tells where the story takes place. It may be on an island, another planet, or at school. The setting sets the **mood**, or feeling of a story. The setting provides a valuable background and is often an important part of the plot.

Look at the illustration. Then complete the chart with details about the setting and events.



Pay attention to details in the story and this will help you understand the setting and events of a story. Authors often appeal to the reader's senses in order to make the setting feel as real as possible. Details about where and when the events take place can give clues about what is happening in the story.

What event is happening?	
Where does the event take place?	
When does the event take place?	
What details help you know the setting and event?	*
Describe the setting and what is happening.	



Read the first part of the story.

Marina's Garden

- 1 Marina looked out of her apartment window in the foggy morning and sighed. The city was all around her. Tall, gray buildings blocked her view, and the air was filled with the sounds of speeding cars and honking horns. There wasn't a speck of green to be found.
 - 2 "If only we had a garden!" Marina sighed. Her grandmother's house had a big backyard and a beautiful garden. Marina loved to walk barefoot through the grass and feel the good garden earth between her toes. Every morning, she would fill a basket with plump red tomatoes or juicy strawberries. But her grandmother lived far away. Here in the city, there was no space for a garden. Her apartment did not even have a balcony where she could put a few flowerpots.
 - 3 "Are you ready to go to the farmer's market, Marina?" her father asked. Marina jumped up. At least her family could still have fresh vegetables, thanks to the vendors at the market.
 - 4 At the market, Marina walked up and down the rows of fresh vegetables and fruit. "Look at this squash, Papa!" she cried, holding the slim yellow fruit in her hands. "If only we had a garden, I could grow vegetables like these!"

Think About It



What is the setting of this story? To answer the question, look for phrases that describe where and when the story is happening.

Read the beginning of the story again. As you read, underline the lines that describe where and when the story takes place.

When does the story take place?		
•		

details that tell you.





A CLOSER LOOK

Events in this story happen over a few months. Circle phrases that show when key events take place.

Continue reading the story. Then answer the question.

- 5 "You want a garden?" said the vegetable vendor with a smile. "I hear that a community garden is going up on First Avenue."
- 6 Marina turned to her father. "We will definitely find out about that," he said.
- 7 A few days later, her father came home with some paperwork. "There is a garden starting in the neighborhood. Here is the registration form," he said.
- 8 "How does it work?" Marina asked.
- 9 "We pay a small fee and get a space called a plot. We can grow whatever we want there."
- 10 "Can we keep everything we grow?"
- 11 "Yes, although the garden organizers ask everyone to donate some of their vegetables and fruit to the community food bank."
- 12 Marina worked hard all summer. Together, she and her parents grew many beautiful plants. Their dinner table was full of fresh vegetables.
- 13 At last, fall arrived, and it was time to harvest the last of her plants. Marina packed a basket full of vegetables and headed to the farmer's market with her parents. "Are you going to set up a stand?" her mother joked.
- 14 "No," Marina said with a laugh. "I'm going to find the vendor who told us about this garden and give him a present as a thank you!"

What events move the story along and show what Marina does? Marina gets her wish for a city garden when _____

- A she visits her grandmother once in a while
- **B** her father comes home from the grocery store
- **C** she joins a community garden in the summer
- **D** she goes to thank the farmer's market vendor in the fall



DISCUSS IT

Think about how the setting of the story affects the events that occur. Talk with another student about how the events in this story are connected to the setting.

Read the story. Then answer the questions.

adapted from Minnie's Pet Parrot

by Mrs. Madeline Leslie

Minnie and her pet parrot, Poll, were listening to a story told by Minnie's father when...

- 1 At this moment, Mrs. Lee opened the door to tell Minnie that Anne, the nurse, was waiting to put her to bed.
- 2 "It's too early," said the child, impatiently. "I don't want to go yet."
- 3 Her mother only answered by pointing to the little French timepiece on the mantel.
- 4 "I was having such a good time," sobbed Minnie. "I always have to go just when I'm enjoying myself the most."
- 5 Hearing this, Poll instantly began to whine, "I don't want to go." Then she put her claw up to her mouth and sobbed for all the world, just like her little mistress.
- 6 Minnie wanted to laugh, but she felt ashamed. She did not like to have her parents see her, so she said, "Keep still, Poll. You have nothing to do with it."
- 7 This reproof only excited the bird the more. In a loud, angry tone, she went on.
- 8 "Keep, still, Poll! Don't meddle! Don't meddle! Ah, Poll, what are you about? Take care, I see you!"
- 9 Mr. Lee watched his daughter anxiously to see whether she would recover her temper. He was pleased to see that she presently went over to the cage and held out her finger to say "Good night" to her pet as usual.
- 10 "Good night," repeated the bird, holding out her claw.
- 11 She then gave her parents their good-night kiss.



A CLOSER LOOK

When do the events take place? Circle details that tell you.



What detail in the story helps show where the story takes place?

- **1** Which answer *best* describes the setting?
 - A a hospital
 - **B** the living room in Minnie's home
 - **C** a pet store
 - **D** Minnie's bedroom

What does
Minnie do just
before Poll
speaks in an
angry tone?

- **2** Why does Poll speak in a loud, angry tone?
 - **A** She does not like the nurse.
 - **B** She does not want to go to bed.
 - **C** She is imitating Minnie.
 - **D** She wants to hear the rest of the story.

How do Minnie and Poll react to each other? Their interaction helps move the story along and solve the problem.

3	What event in the story makes Minnie calm down and agree to go to bed?			

Read the story. Then answer the questions.

adapted from Around the World in 80 Days

by Jules Verne

Chapter 3

- 1 "Well, Ralph," said Thomas Flanagan. "What about that robbery?"
- 2 "Oh," replied Stuart, "the Bank will lose the money."
- **3** "On the contrary," broke in Ralph. "I hope we may put our hands on the robber. Skillful detectives have been sent to all the principal ports of America and the Continent."
- **4** "But have you got the robber's description?" asked Stuart.
- 5 "In the first place, he is no robber at all," returned Ralph, positively.
- **6** "What! A fellow who makes off with 55 thousand pounds, no robber?"
- 7 "No."
- 8 "Perhaps he's a manufacturer, then."
- **9** *"The Daily Telegraph* says that he is a gentleman."
- 10 It was Phileas Fogg, whose head emerged from behind his newspapers, who made this remark. The affair had occurred three days before at the Bank of England. A package of banknotes, to the value of 55 thousand pounds, had been taken from the principal cashier's table. At that moment the cashier was registering the receipt of three shillings and sixpence. Of course, he could not have his eyes everywhere. Let it be observed that the Bank of England possesses a touching confidence in the honesty of the public. There are neither guards nor gratings to protect its treasures.

- 11 As soon as the robbery was discovered, picked detectives hastened off to Liverpool, Glasgow, Havre, New York, and other ports, inspired by the reward. Detectives were also charged with watching those who arrived at or left London by rail.
- that the thief did not belong to a professional band. On the day of the robbery, a well-dressed gentleman had been observed going to and fro in the paying room where the crime was committed. A description of him was easily procured and sent to the detectives. Some hopeful spirits, of whom Ralph was one, did not despair of his being caught. The Reform Club was especially agitated, several of its members being Bank officials.
- 13 "I maintain," said Stuart, "that the chances are in favor of the thief."
- 14 "Well, but where can he fly to?" asked Ralph. "No country is safe for him."
- **15** "Oh, I don't know that. The world is big enough."
- 16 "It was once," said Phileas Fogg.
- 17 "What do you mean by 'once'? Has the world grown smaller?"
- 18 "Certainly," returned Ralph. "I agree with Mr. Fogg. The world has grown smaller, since a man can now go round it ten times more quickly than 100 years ago. And that is why the search for this thief will be more likely to succeed."
- 19 "And why he can get away more easily."



20 But the incredulous Stuart was not convinced, and said eagerly: "You have a strange way, Ralph, of proving that the world

has grown smaller. So, because you can go round it in three months—"

21 "In 80 days," interrupted Phileas Fogg.

۱۸/۱	nat event happens at the beginning of this passage?	
		*
A	A bank robbery occurs.	
В	Some men are playing cards.	
C	Phileas is reading the newspaper.	>>
D	Phileas and his friends are talking about a robbery.	# - <u></u>
. Wh	nere is this story set?	19
Α	in England	TIES
В	in a bank	8
C	in New York	
D	at a newspaper office	
Wh	ny are the men so interested in the bank robbery?	
_		X X
-)1 	
Ηον	w does the last line of the story connect to the title? W nk will happen next?	hat event do you



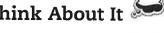
Focused Instruction

Read the first part of the passage. Then answer the questions.

The History of LEGO® Bricks

- The history of LEGO products started in 1934 in Billund, Denmark. Ole Kirk Christiansen was a builder who made houses and furniture. He also made small models of his products. He used them to show customers what he could make for them.
- 2 In 1934, Christiansen decided to make wooden toys. For his company he chose the name lego. It is a combination of two Danish words, leg and godt, which mean "play well." However, lego in Latin means "I put together." Christiansen chose his company name well!
 - 3 In 1949, the LEGO Group started making plastic blocks that locked together. The company started with six or seven workers. They included Christiansen's son. He began working in the family business when he was only 12. CAT THE REST OF THE SAME OF THE SAME OF
 - 4 It took five years for Christiansen and his workers to find a way to make the first plastic bricks. They made the first ones by hand. The workers poured melted plastic into a mold to make each brick. When the bricks cooled, they could be stacked on top of one another, and they could easily be pulled apart. Soon, the company designed machines to make the bricks.

Think About It



How can you identify the main idea of this part of the passage? To answer this question, think about what the author wants you to remember from the passage.

Complete the table with three details that support the main idea.

Main idea: LEGO product	started as a small business in Denmark.		
Detail:	Detail:	Detail:	



Continue reading the passage. Then answer the question.

- 5 By the 1960s, the LEGO Group was making and selling millions of the bricks. Then the company decided to make them from a different kind of plastic. This plastic made the bricks stronger, with brighter colors. Over the years, wheels, cars, and trains were added to the bricks. Next, more plastic parts were included in the sets so children could make cities, airports, parking garages, and other things. Then LEGO products began to create sets with themes.
- 6 In 1967, the company started making bigger bricks in sets called LEGO DUPLO[®]. Small children could easily play with them. By 1975, the company had 2,500 workers. In 1998, LEGO bricks were accepted into the National Toy Hall of Fame.
- 7 By 2011, the LEGO Group was the world's third largest toy manufacturer. But the company had even more ideas. In 2012, they started a new product, LEGO Friends. These sets were created especially for girls.
- 8 Today, the LEGO Group continues to add new LEGO sets to store shelves. The bricks are still carefully made so that even the oldest ones fit in the newest sets. However, the oldest sets are hard to find—and valuable to collectors. Yet the plastic bricks and sets are only part of the LEGO story. Now it includes movies, video games, online games, and working robots used in competitions. Today, children all over the world play with LEGO products, and LEGO bricks get more popular every year!



A CLOSER LOOK

How do you know that the bricks are carefully made? Underline the sentence that supports this idea.

Look for the most important details. A summary should be short.

Which sentence summarizes the important points in this part of the passage?

- **A** The LEGO Group decided to use a different plastic that is stronger and has brighter colors.
- **B** The bricks are carefully made so that the oldest ones fit in the newest sets.
- **C** The LEGO Group keeps growing as it offers new and popular products.
- **D** Now children all over the world play with LEGO products.



DISCUSS IT

Turn to another student. Discuss which details you would include in a summary of this part of the article. Do you agree with each other? Tell your partner how you would summarize the article in your own words.

A CLOSER LOOK

Circle words or phrases that tell the main idea. Draw boxes around three or four details that support the main idea. Read the speech. Then answer the questions.

So You Want to Be a Chef?

a talk given by Chef Luke

- 1 Good morning. I am Chef Luke, and I am glad to talk to you today. If you like to cook, you might dream of becoming a chef. After all, chefs are in charge of the kitchen. Everyone looks up to them. They have fun creating tasty new dishes, and they get paid to do it!
- 2 Being a chef has many benefits, but it also has many demands. Most chefs work six days a week. Each day can be 14 hours long. A day goes something like this:
- 3 Between 8:00 and 9:30 a.m., I arrive at the restaurant and make sure that all the orders from the day before were delivered. I also check for missing items as well as spoiled vegetables and foods. If I find a problem, I must call the supplier or go to a market and get a replacement.
- 4 Soon, the kitchen staff begins to arrive. I give them their jobs for the morning. They must begin preparing soups, sauces, and other foods that will take a long time to cook. If we have a special dish that day, I tell the staff how to prepare it. Then I make that dish for the waiters to see and taste. Later, they will describe it for our diners.
- 5 Lunch starts between 11:00 a.m. and noon. I must check each dish before it's presented to our diners. It must look delicious! I also have to handle any problems that come up. That can be stressful, let me tell you!
- 6 After the lunch rush, the staff cleans up and gets ready for dinner. I plan menus and check to see what we need to order for the next day. I might attend a business meeting. I might even get to eat lunch!
- 7 Before dinner begins, I meet with the kitchen staff to talk about the evening specials. When we start serving, I will check all the meals before they reach our diners. If a cook is out sick, I might also take over his or her job.

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would summarize the article in your own words.



8 My day usually ends about 10:30 or 11:30 p.m. I spend most of the day in the kitchen, but I don't do much cooking. This job does have long hours and many responsibilities. Still, I love it! I really like to see the smiles on our diners' faces when they taste a new dish I created.

What does this speaker want you to remember?

- 1 What is the main idea of this passage?
 - **A** "I plan menus and check to see what we need to order for the next day."

Rood the bassage. Their answer the questions.

- **B** "If a cook is out sick, I might also take over his or her job."
- **C** "The job does have long hours and many responsibilities."
- **D** "I like to see the smiles on our diners' faces when they taste a new dish I created."

The speaker organized this information this way so listeners would understand the main idea.

- **2** Why does this speaker describe his day hour by hour?
 - A He wants to show how long his day is.
 - **B** He has a tight schedule.
 - C He wants to tell what he does at noon.
 - **D** He does something different every hour.

Someone should be able to read your summary and understand the main points of the article.

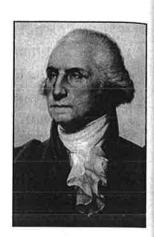
3	Write a summary of this passages in two or three sentences.	



Read the passage. Then answer the questions.

adapted from George Washington, Commander-in-Chief

1 As Commander-in-Chief of the Continental Army, George Washington was a daring leader. He used the element of surprise to win American victories. One of the most memorable surprise movements was when he secretly led his troops across the icy Delaware River in the early morning of December 26, 1776, and attacked the unsuspecting Hessian troops at Trenton, New Jersey. This forced the British troops to spend the winter in New York City. During this short three-week campaign, the entire cause of the American Revolution was saved by Washington's bold and skillful action. The Continental Army became more confident that it could win the war.



- 2 The road to victory, however, was not easy. Over the next long months, Washington's Continental Army grew weary. The soldiers marched into Valley Forge, Pennsylvania, on December 19, 1777, after several tough battles with the British. Washington and his men spent the winter at Valley Forge. They lived in a log hut city for six months. There, the men received expert training to improve their skills as soldiers. Washington was able to reorganize several military departments to improve services to the soldiers.
- 3 On June 19, 1778, the Continental Army marched out of Valley Forge with new spirit and determination. The troops pursued the British as they departed from Philadelphia, and defeated them at the Battle of Monmouth in New Jersey.
- 4 The Continental Army bravely fought for another five years under Washington's leadership. Finally, they defeated the larger and better-equipped British. Washington's courage and determination inspired his troops. He defeated General Cornwallis and his troops at Yorktown in October 1781, the last major battle of the Revolutionary War.
- 1 What is the main idea of the entire passage?
 - A The road to victory was not easy, and one shouldn't give up.
 - **B** General Washington's leadership allowed his troops to defeat the British.
 - **C** The Continental Army defeated the better-equipped British army.
 - **D** Washington used the element of surprise against the British.



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_	Part	. 4

3

What is the main idea of the last paragraph?

- **A** The Continental Army left Valley Forge with new determination.
- **B** The Continental Army fought for five more years.
- **C** The troops pursued the British as they fled from Philadelphia.
- **D** Washington led his army to defeat the larger, better-equipped British.

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Part B		
What key detail best supports your ans	wer to Part A?	
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		5
Which detail does not support the main	n idea from the first paragraph:	18
"Washington used the element of surp	rise against the British"?	

- **A** His troops attacked the unsuspecting Hessian troops at Trenton.
- **B** Washington secretly led his troops across the icy Delaware River.
- **C** Washington and his men spent the winter at Valley Forge.
- **D** The American Revolution was saved by Washington's bold action.

include the main idea and several key details.	

CCSS RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LESSON

8

Explaining Events and Concepts in Historical Texts



Introduction

THEME: >>> Making a Difference

You can better understand events, ideas, and concepts if you look for connections. Ask yourself questions as you read. For example, you might ask, "What happened? What caused that to happen? What was the result?" Then look for specific information in the text to answer your questions. Think about how events are connected.

Read this paragraph. Then answer the questions.

Elizabeth Cady Stanton set the stage for women to get the vote in the United States. Throughout her life, Stanton fought for equal rights for women. In 1848 at the Seneca Falls Convention, the first convention to advocate for women's rights, many participants signed Stanton's Declaration of Sentiments, which called for equal rights for women in many arenas. In championing the rights of women, Stanton worked closely with Susan B. Anthony. These two women formed the National Women Suffrage Association in 1869 and toured the United States to educate people about the issues. Stanton died in 1902. She didn't live to see the passage of the 19th amendment in 1920 that gave women the right to vote. But it is thanks to her legacy that this historical moment happened.

What happened at the Seneca Falls Convention in 1848?	_
Why was the main concept of this passage important in history?	
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Read the first part of the passage.

The Great Plains, Then and Now

- 1 The middle of North America is called the prairie, or Great Plains. It covers all or part of ten states. This prairie land was once covered with grasses and colorful wildflowers. Very few trees grew there. The trees that did were small and grew along the streams or rivers.
 - 2 Because the Great Plains covers millions of acres, the climate is not the same throughout. Areas near the Rocky Mountains are wetter, while the central area is drier. However, the amount of rainfall changes from year to year. The summers tend to be long and dry. Every 30 years or so, it barely rains at all for several years.
- 3 Long ago, herds of buffalo, elk, deer, and rabbits thrived on the Great Plains. However, in the late 1800s, people began to move west. Between 1878 and 1887, more rain fell on the prairie than usual. That made the Great Plains seem ideal for farming and ranching. Herds of cattle soon replaced the buffalo.
- 4 You might have heard about the "Dust Bowl" of the 1930s. By this time, farmers had plowed up much of the ground to plant crops. They did not realize that the native grasses had deep roots that were holding the soil in place. Because the grasses were gone, the next dry spell turned the soil into dust. Strong winds were able to pick up the dry soil. About 100 million acres of rich topsoil blew across the land. For months, great black storms covered the prairie with a layer of dust.

Think About It



What caused changes in the Great Plains? To answer the question, think about what events caused other events to happen.

Why did farmers' actions affect	the Great Plains in th	ne 1930s?	
	14		





A CLOSER LOOK

What effect is the Nature Conservancy having on the prairie? Underline the sentences that tell about this connection.

Continue reading the passage. Then answer the question.

- 5 Since then, farmers have learned better ways to care for the land. Farmers in many parts of the Great Plains pipe water from a water source to the land. This helps irrigate the fields during periods when there is less rain.
- 6 Today, only one to two percent of the original prairies survive. Much of the land is used for farming or is occupied by busy towns and cities. The buffalo and other wildlife are nearly gone.
- 7 However, the US Environmental Protection Agency (EPA) has set aside ten percent of the Great Plains as wildlife habitat. Plants and animals in danger of disappearing from this habitat live there. Other plants and animals thrive there, too, such as ducks, quail, moose, and deer. Many other groups are also working to educate people about prairies. Several states are preserving what is left of their prairies and protecting native wildlife and plants.
- 8 The Nature Conservancy is working to put buffalo, also called bison, back on the prairie. About 30 years ago, this group set up its first herd on a South Dakota prairie. Now, that herd has 250 bison, with a goal of 300. A second herd lives on another ranch. Other herds are being set up in other prairie states. The bison graze all year, eating the grasses and leaving the wildflowers. That helps the prairie look more like it once did.
- 9 The Great Plains are still there, but they look much different than they did long ago. Still, many groups are working to make sure they do not disappear forever.

Think about causeand-effect relationships. Which statement describes something that happened on the Great Plains and explains why?

- **A** Farmers are selling farmland to create towns and cities.
- **B** The EPA is putting buffalo back on the Plains to preserve prairie wildlife.
- **C** The EPA set aside land to protect rare native plants and animals.
- **D** Many states are protecting what is left of the Plains because it is good farmland.



DISCUSS IT

Turn to another student. Name something that happened in this article. Ask your partner to tell why it happened. Then switch roles.



Read the passage. Then answer the questions.

Dr. Martin Cooper, Inventor of the Cellphone

Way back in 1973, did you know that cellphones would become popular?

Dr. Cooper: I knew that people wanted to be able to talk from anywhere. People like the freedom to talk to other people anytime, not just at home or in the car. I knew that cellphones would be popular with people everywhere.



How did you invent the cellphone?

Dr. Cooper: I was the research manager at Motorola. Our engineers applied for a patent for a "radio telephone system." That was the beginning of the cellular phone.

What did the first cellphone look like?

Dr. Cooper: The first cell phone was made in 1973. It was named the Dyna-Tec. It was huge—almost the size of a shoebox. The battery lasted for only 20 minutes. However, that was fine because the phone weighed two and a half pounds. You couldn't hold it up to your ear that long because it was so heavy! It took ten hours to charge the battery.

Who got the first cellphone call?

Dr. Cooper: I made the first cellphone call from a sidewalk in New York City. I called Joe Engel, my rival in research, the general manager at AT&T. I wanted to let him know that we beat his team. We developed the cellphone first.

Did anyone around you notice what you were doing?

Dr. Cooper: The people standing around me were amazed. In 1973, no one had ever seen someone make a call from a sidewalk using a cellphone. Well, maybe they had seen one in a cartoon or on a funny TV show. Today, just about everyone has a cellphone. It took our company ten years to bring cellphones to market. Finally, cellphones could be sold in stores. Now, more people have cellphones than wired phones.



A CLOSER LOOK

Why did Dr. Cooper call Joe Engel? Circle the words that tell what happened. Draw a box around words that explain why.



Some choices resulted from his invention, but were they the real reason for it?

- **1** Why did Dr. Cooper want to invent a cellphone?
 - A to beat his rival in research at AT&T
 - **B** to become famous
 - **C** so people could talk to each other from anywhere
 - **D** so people would be amazed by his invention

Think about why people could hold the phone up to their ears for only a short time.

- **2** Why was the first cellphone so heavy?
 - A because it was as big as a shoe box
 - **B** because the battery took ten hours to charge
 - **C** because the battery lasted only 20 minutes
 - D because it was the first one of its kind

How has Dr. Cooper's invention affected people's lives today?

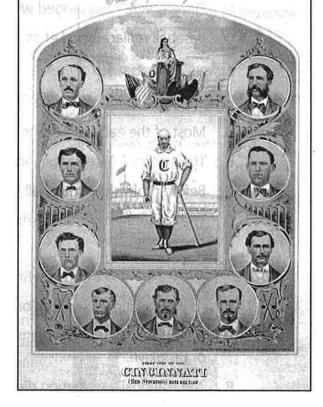
Using details from the passage, explain the results of Dr. Cooper				
	inventing the first cellphone.			



Read the passage. Then answer the questions.

adapted from How Baseball Began

- 1 No one is exactly sure how baseball began, but it seems to have its roots in the English game called "rounders" or "four-old-cat." Rounders had many of the same features as baseball has today. The one major difference was that in rounders the fielder put the batter out by hitting him with the ball.
- 2 This rule changed in 1845 when a group of men got together in New York City to regulate the rules of baseball. They decided that to get a player out an opposing player only needed to tag the base runner with the ball instead of hitting him with it. From then on, baseball was played using a hard ball.
- 3 Baseball became an organized sport in the 1840s and 1850s. People even played it during the Civil War. The first baseball teams were formed in New York City and Brooklyn.



By 1860, baseball had replaced the British game of cricket as America's most popular game. At this time, baseball was an amateur sport, which meant that players were not paid to play. The Brooklyn Atlantics were the leading team in early baseball. They won championships in 1861, 1864, and 1865.

Although New York had many amateur baseball teams, the first all-professional baseball team came from Cincinnati. Aaron B. Champion, the president of the Cincinnati Red Stockings, came up with the idea of paying players to play baseball. This was considered a bold move at the time. In 1869, the Reds' player-manager Harry Wright, known as the "Father of Professional Baseball," and his team toured the country, winning 60 games without a single loss. Although the National Association didn't want to support paying players in the professional baseball movement, they were overruled. Major League Baseball in America had begun.



- **1** What important event happened in 1845?
 - A Baseball became an organized sport.
 - **B** The Brooklyn Atlantics won a championship.
 - **C** Players were now tagged with the ball to be considered out.
 - **D** Baseball replaced cricket as America's most popular game.
- 2 Why was it surprising that the first professional team came from Cincinnati?
 - A Most of the early baseball teams were from New York City and Brooklyn.
 - **B**. The National Association did not want to have professional teams.
 - **C** Before professional baseball began, players were not allowed to be paid.
 - **D** The Red Stockings toured the country and won 60 games without a single loss.
- 3 Why did the National Association not want to support professional baseball?
 - A It thought the first pro team should have come from New York City or Brooklyn.
 - **B** The National Association didn't want players to be paid.
 - **C** President Aaron B. Champion was against professional baseball.
 - **D** It was a bold move to pay baseball players.

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LESSON

9

Explaining Events and Concepts in Scientific Texts



Introduction

THEME: >>> Making a Difference

Scientific texts teach about the world around you. They tell you what happened as well as how and why it happened. They may explain a scientific concept or give more information about a natural process. These texts often use special vocabulary, or words, that are used regularly in science.

When reading a scientific text, read the details carefully. These will help you make connections to gain a deeper understanding of what you are reading.

Read the paragraph. Then complete the chart to tell why an event happened.

Emperor Penguins are amazing birds! Not only are they largest of their species; they are very social creatures. After a mother emperor lays an egg, she leaves it behind with the father penguin. She then embarks on a two-month hunting journey in a freezing environment. While the mother is away, the male emperor stands over the egg keeping it warm beneath its feathered skin. The male does not eat and must huddle close to other emperors to stay warm. When the females return, they provide



food for the newly hatched penguins. Then the male emperors are free to hunt for their own food. They cannot fly like most birds, but they swim well and can survive in the difficult conditions of Antarctica.

What Happens	Why It Happens
Female leaves egg with male.	
Male stands over egg.	£ 2
Male is able to hunt.	30



Read the first part of the passage. Then answer the questions.

The History of the Telescope

- 1 Have you ever stood on a beach and looked at a ship on the horizon?
 The ship probably looked very small from where you were standing.
 If you looked through a telescope, you would see the details of the ship. The ship would appear much closer to you. A telescope is a tube containing a magnifying lens that is used to view objects far away.
 - 2 The Greeks used lenses and magnification tools as early as 5 B.C. Around 1300, people began wearing eyeglasses in Europe. By October 1608, a lens maker named Hans Lippershey had invented the first telescope in the Netherlands. Around this time, Jacob Metius built a small, hand-held telescope called a spyglass. Light entered one end of the tube and hit a curved, or convex, lens. The lens bent the light inward. A smaller image of the larger distant object was seen inside the tube. This first telescope made objects appear four times closer to the viewer than they actually were.
 - 3 The telescope soon became the most important tool used by astronomers. Using this new instrument, they could now view clearly blurry distant objects in the sky, millions of planets, and billions of stars. Many astronomers noticed that certain objects seen only with the naked eye actually looked very different when viewed up close. Before the invention of the telescope, people thought that the moon was a perfectly smooth, round circle. In 1609, an Italian astronomer named Galileo, observed the moon through a telescope that he built. He saw that the moon's surface was actually rough and uneven, with deep holes, valleys, and mountain ranges.
 - 4 Galileo built his telescopes from the spyglasses that were being sold in Europe. His telescopes were much longer than the spyglasses being sold and had higher magnifying abilities. With these telescopes, he was able to make a number of discoveries. He discovered that the planet Jupiter has four moons that rotate around, or orbit, the planet. He also discovered that Saturn has many rings around it. He observed multitudes of new stars in the Milky Way galaxy and noticed that there were an infinite number of stars reaching deep into space. Galileo helped confirm the theory that Earth and other planets orbit the sun at the center of our solar system.



Think About It



What events led to Galileo's new discoveries? This question asks you to think about the early history of the telescope and to describe how the telescope changed and improved since it was first invented.

What happened around 5 B.C.? _				
9	=		(%)	
What happened around 1300? _		5		
	-			
Why was Hans Lippershey import	ant? _			
What did Jacob Metius invent? _				11
How did Galileo improve upon ex	isting i	nventions to discover	more about th	ne
universe?			*	
Ÿ.			*	



Continue reading the passage. Then answer the question.

- 5 Other scientists began using Galileo's telescopes, known as refractors. These instruments had lenses that could bend or refract light. At first, Galileo had a hard time finding clear glass for the lenses. Over time, Galileo worked hard to improve his telescopes. Eventually, his instruments were 4 feet long and could magnify objects in space up to 30 times.
- 6 Telescope makers in the 1600s improved on Galileo's ideas and went on to make telescopes that were 15 to 20 feet long and that magnified objects up to 100 times. In 1847, American astronomer Maria Mitchell used the third largest refracting telescope to discover a comet. This telescope rotated along with Earth. It helped astronomers study the movement of stars and planets.
- 7 In 1990, the Hubble Space Telescope gave astronomers a new freedom. Previously, astronomers had to look through Earth's atmosphere, which can blur the view of objects in space. The Hubble Space Telescope floated in space just outside Earth's atmosphere. It photographed distant galaxies, planets, stars, and Earth, helping scientists learn about the history of the universe.
 - 8 The Hubble Space Telescope is no longer in space. The National Aeronautics and Space Administration (NASA) is working on a telescope called the James Webb Space Telescope. It will orbit much farther from Earth than the Hubble. Astronomers hope to study the early formations of stars, solar systems, and galaxies when the new telescope launches into space.



A CLOSER LOOK

In paragraph 6, underline details that show how the telescope improved from when it was first invented.

What was the Hubble Telescope able to do that telescopes before it were not able to do? Why did the Hubble Space Telescope give astronomers a "new freedom?"

- A Maria Mitchell was able to discover a comet.
- **B** The Hubble Space Telescope is no longer in space.
- C The Hubble Space Telescope had a clearer view because it was outside Earth's atmosphere.
- **D** This telescope rotated along with Earth to study the movement of stars and planets.



DISCUSS IT

What main concept does this passage explain? With another student, find key details in the text that help explain this concept.



Read the passage. Then answer the questions.



A CLOSER LOOK

Why are there no hurricanes at the equator? Circle words and sentences in the passage that help to answer this question.

The Coriolis Force

- 1 The Coriolis force is caused by Earth's rotation. This force causes air to be pulled to the right, or counterclockwise, in the Northern Hemisphere and to the left, or clockwise, in the Southern Hemisphere. The Coriolis force is named for French engineer Gaspard Gustav de Coriolis (1792–1843) who first described this force.
- 2 The Coriolis effect is the curved path of moving objects relative to the surface of Earth. Hurricanes are good visual examples. As a result of the Earth's rotation, the air circulation, or winds, in a hurricane moves counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere. The Coriolis force helps set the air circulation of a hurricane into motion by producing a rightward (clockwise) deflection. This sets up a cyclonic (counterclockwise) circulation around the hurricane's low pressure.
- 3 What happens at the equator? The Coriolis force is too weak to operate on the moving air at the equator. This means that weather phenomena such as hurricanes are not observed at the equator, although they have been observed at 5 degrees above the equator. In fact, the Coriolis force pulls hurricanes away from the equator.
- 4 Some people have asked the question, "Does water go down the drain counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere?"
- 5 The answer is that it depends upon how the water was introduced and the geometric structure of the drain. You can find both counterclockwise and clockwise flowing drains in both hemispheres. Some people would like you to believe that the Coriolis force affects the flow of water down the drain in sinks, bathtubs, or toilet bowls. Don't believe them! The Coriolis force is simply too weak to affect such small bodies of water.



What do clockwise and counterclockwise mean?

- **1** Which explains why water might go down the drain clockwise in the Southern Hemisphere?
 - **A** The Coriolis force makes the water flow clockwise.
 - **B** There is a hurricane in the Northern Hemisphere.
 - **C** There is a hurricane in the Southern Hemisphere.
 - **D** The drain is angled in the clockwise direction.

Why does
hurricane air flow
counterclockwise
in the Northern
Hemisphere and
clockwise in the
Southern
Hemisphere?

- **2** What causes the Coriolis effect?
 - **A** the equator
 - **B** Earth's rotation
 - C hurricanes

3

D the North and South Poles

How do
hurricanes relate
to water flowing
down the drain
when talking
about the Coriolis
effect?

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Read the journal entries. Then answer the questions.

My First Tornado Chase!

May 14, 2013, 11:30 a.m. I love tornadoes! Even though they are dangerous, many scientists want to learn how and why these storms form. People have lost lives, loved ones, and possessions in these random and astonishing storms. I want to predict when a tornado will strike so that people have time to find safety.

May 15, 2013, 4:45 p.m. My first tornado chase is tomorrow! I saw twisters when I was growing up in Oklahoma. My family had a shelter in our backyard. It was a cold and windowless concrete basement. My family had to hide there when I was II. Unfortunately, you only have a few minutes to find shelter after a tornado warning. We sat on pillows and listened to howling winds above. I was scared, but I wanted to know why and how these storms raged across the flat lands of America.

May 16, 2013, 8:00 a.m. Today, my partner Jim and I are chasing tornadoes! We spent the last two weeks preparing our weather-recording instruments. We will drive across Kansas tracking a tornado and recording data about it. This could help predict when more tornadoes might occur. We have probes packed into the back of Jim's van. These heavy metal containers were built to survive extremely high winds. We'll predict where the tornado will travel and place the probe in its path. We hope it won't get swept away. Inside the probes, we placed cameras and devices for measuring the temperature, humidity, air pressure, and wind speed inside a tornado. About 1,000 tornadoes touch down in the US each year. Most occur in the central plains of Tornado Alley. Tornadoes come in different shapes and sizes. The speed of the wind in most tornadoes is less than 100 miles per hour. Now and then, a severe tornado develops with wind speeds over 300 miles per hour. These tornadoes take lives and destroy buildings, houses, cars, and everything in their paths.

May 16, 2013, 9:45 a.m. Jim drives, while I check the radar. A thunderstorm is traveling across Barber County, Kansas. The weather report on the radio said that cold air is moving down from Canada and a warm front is blowing up from the south. If these winds come together during the storm, we may see a swirling funnel! I see dark clouds on the horizon. Paper, dust, and plastic bags float around us. The wind is picking up.

May 16, 2013, 10:15 a.m. Chunks of hall hit the car as lightning flashes and thunder roars. The blue sky from the morning is now a thick, dark gray ceiling of clouds. The radar shows that the storm is growing over Barber County. We are only a mile away from the center of the storm. Tornadoes usually travel a few miles before wearing themselves out. I think we can get ahead of this one. Our barometer is dropping. The lower the air pressure, the more likely there will be a storm.

May 16, 2013, 4:25 p.m. We chased a tornado across southern Kansas today! A warning was sent out to nearby residents. Cars drove quickly out of town, while we drove closer to the storm. "A twister's coming!" we shouted. We followed the storm on our GPS monitor and saw a twirling pole shoot down from mysterious clouds across a field. Jim drove faster to get ahead of it, but not too close. We passed the storm and stopped about a half a mile away. We quickly jumped out, grabbed the probe, and placed it in the road. Now, we had to get away as fast as we could. Tornadoes don't always move in a straight line. They can change direction at any moment. This one zigzagged across the fields. We hope it swept over our probe. Now, Jim and I are safe inside. We can hear faint thunder outside, but the tornado is probably gone. After a nice meal, we're heading back to see what is left of our weather instruments. We are hopeful that we recorded some good data!

1 Part A

Which event happens first?

- A Chunks of hail hit the car.
- **B** The writer and Jim quickly placed a probe in the path of a tornado.
- C The writer and Jim put cameras and weather measuring instruments into probes.
- **D** A warning is sent out to nearby residents of Barber County, Kansas.

What text evidence best supports your answer to Part A?

- **2** Which choice shows a weather effect that these storm chasers do *not* measure?
 - **A** air pressure
 - **B** snowfall
 - **C** temperature
 - **D** wind speed



3 Read these details from the passage.

"People have lost lives, loved ones, and possessions in these random and astonishing storms."

"Now and then, a severe tornado develops with wind speeds over 300 miles per hour."

"Tornadoes don't always move in a straight line. They can change direction at any moment."

Which concept do these details support?

- A "I saw twisters when I was growing up in Oklahoma."
- **B** "We will drive across Kansas tracking a tornado and recording data."
- C "After a nice meal, we're heading back to see what is left of our weather instruments."
- **D** "Tornadoes are extremely dangerous storms."
- 4 Read this main idea from the passage.

Tornado chasing is challenging and dangerous.

Write three details from the journal that support this main idea,

1.	<u> </u>

2,_____

3. _____

Explaining Events and Concepts in Technical Texts



Introduction

THEME: >>> Making a Difference

Technical texts give readers information about how things work and how they are made. These how-to texts may explain the different steps involved in performing a task, such as building a birdhouse. These texts may have charts, instructions, and diagrams to support important ideas in the text. When reading a technical text, think about the order of events or instructions, how and why things happen, and the main idea.

Read the fruit salad recipe. Then answer the questions.

1. Choose 4 to 5 different fruits, It is best to choose fruits that are fresh and in season. Here is a list of seasonal fruits:

Spring: melon, mangos, oranges

Summer: peaches, plums, nectarines

Fall: apples, pears, grapes

Winter: pomegranate, figs, clementines

- 2. Wash fruits with edible skins well. Carefully cut the fruit into chunks. Place the fruit in a large bowl.
- 3. Peel fruits with nonedible skin. Cut into chunks (or separate pieces of citrus fruit). Place fruit in the bowl.
- 4. Pour 1 tablespoon of orange juice over fruit in the bowl.
- 5. Mix well, serve, and enjoy!

What is the first thing you do before cutting the fruit?	-
What do you do <i>after</i> you put the fruit in the bowl? _	9

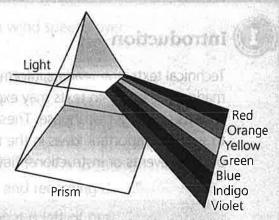
Understanding the order of steps or events is important in a technical text. If a step in a recipe is performed in the wrong order, the food might not taste good or be healthy.



Read the first part of the passage. Then answer the questions.

How Do Those Colors Appear in the Sky?

1 You often see a rainbow after it rains. When clouds move away, sunlight shines through the raindrops in the sky. Then you see a rainbow with the colors red, orange, yellow, green, blue, indigo, and violet. These colors come from the sun's light. Scientists call this light white light. When white light travels through a clear medium such as glass or water, it often breaks apart into different colors. These lights make up a spectrum, or range, of color.



White light traveling through a prism.

2 In 1666, Sir Isaac Newton began experimenting with colors using a prism, which is a clear, crystal-like piece of glass with a three-dimensional shape. A prism has three flat rectangular sides and two triangular sides. Two of the rectangular sides bend inward, creating acute angles. Newton let a small amount of light shine into a dark room allowing the light to pass through a prism. The ray of light created a group of colors that appeared on the wall at the opposite side of the room. He did this experiment with many different prisms and all the prisms produced the same band of colors. Next, he experimented with two prisms. He placed a second prism in the path of the colors and noticed that a single white light shone through the other end. The light went through a change each time it traveled through the prisms.

Think About It 🖁



When sunlight appears after it rains, what makes a rainbow? To answer this question think about the colors of a rainbow and why they appear after a rainstorm.

After a rainstorm, what happens after clouds move away?	
How does this light from the sun become a band of colors?	





A CLOSER LOOK

Technical texts
often explain why
things happen.
Circle details about
how Newton
explained why each
color bent at a
different angle.

Continue reading the passage. Then answer the question.

- 3 Newton discovered the reason that white light disperses into different colors. The prisms actually bend, or refract, the white light. Each color refracts at a different angle. Newton was curious as to why each color bent at a different angle than the other colors. He found that each color travels through the medium at a different speed. All light travels extremely fast. White light is traveling so fast that you cannot see that it is actually made up of different colors. Mediums, such as a raindrop or prism, actually slow down the speed of light. The speed of each color depends on its wavelength. The color violet has the shortest wavelength and bends the most, while red has the longest wavelength and bends the least.
- 4 So, raindrops are one of nature's prisms. When sunlight travels through a raindrop, the speed of the light slows down and separates into the colors of a rainbow. Humans can only see a portion of the light that travels around the universe. Some other animals can see colored light that you cannot see. Many insects, for example, can see ultraviolet light (UV) light. This is light from the sun that travels faster than all of the colors on the visible spectrum. UV light is hotter than other colors and gives many people sunburns. Many people wear sunscreen to protect themselves from this kind of light.

Why do different colors bend at different angles when they pass through a prism?

What is true about the color violet?

- A Violet has the shortest wavelength, and it bends the least.
- **B** Violet has the longest wavelength, and it bends the least.
- **C** Violet has the longest wavelength, and it bends the most.
- **D** Violet has the shortest wavelength, and it bends the most.



DISCUSS IT

Are there colors that humans cannot see but other living things can? With another student, think about why some creatures can see colors that humans cannot see. Discuss what you learned in the passage.



A CLOSER LOOK

The first paragraph tells what a volcano is and how it behaves. This will help you understand how your own volcano models a real one. Circle words in the first paragraph that tell how a volcano acts.

Read the passage. Then answer the questions.

Make Your Own Volcano!

Earth's surface has many openings that extend deep into the ground. Some openings appear on mountaintops, and some are cracks on Earth's surface. Others exist underground and below the ocean. The bottom layer of a volcano contains *magma*, which is hot liquid rock. Active volcanoes can erupt at any time. When a volcano erupts, the magma shoots up through the opening. Scientists call the magma *lava* after it has come out of a volcano. Sometimes, the magma shoots out so fast it creates an explosion. Lava, smoke, ash, and chunks of rock are blown all around the volcano. Some eruptions have been so extreme that ash was sent 17 miles up into the air.

You can create your own model volcano! With the right supplies, you can make your volcano erupt.

You will need these items:

- newspaper and paper towels
- · empty plastic bottle
- aluminum pie tin or baking pan
- modeling clay or play dough
- funnel
- · measuring spoon and measuring cup
- baking soda
- red food coloring
- vinegario en Aloda sun a factivi
- 1. Lay down newspaper before you begin your project. Then place the aluminum pie tin or baking pan on top of the newspaper.
- 2. Put the empty bottle in the aluminum pie tin or baking pan. Place clay or play dough around the bottle to make it look like a volcano. You can add twigs to look like trees if you want.
- 3. Put the funnel on top of the bottle opening. Measure 3 to 4 tablespoons of baking soda. Use the funnel to add the baking soda into the bottle.
- 4. Add 3 drops of red food coloring to one-half cup of vinegar.
- 5. Place the funnel on top of the bottle opening.



Guided Practice

- 6. Pour the vinegar into the funnel so that it slowly flows into the bottle. QUICKLY remove the funnel.
- 7. Your volcano will erupt! The baking soda and vinegar have a chemical reaction. When these two substances meet, a gas called carbon dioxide makes bubbles. You created lava! The gas bubbles force the "lava" out of the top.

Review the steps for making a volcano. Think about the order of the steps.

- 1 Which of these steps comes before the other steps?
 - A Use the funnel to add the baking soda into the bottle.
 - **B** Add 3 drops of red food coloring to one-half cup of vinegar.
 - **C** Place clay or play dough around the bottle to make it look like a volcano.

Read the passage. Then answer the questions

D Pour the vinegar into the funnel.

Find the sentence in the passage with the word magma.

- 2 What is magma?
 - **A** an opening in the earth
 - **B** hot liquid rock
 - **C** an explosion
 - **D** an active volcano

Put together details in the first paragraph to understand how a volcanic eruption might be dangerous.

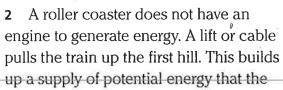
3	Explain why a volcano can be dangerous to people.



Read the passage. Then answer the questions.

Gravity

1 Have you ever wondered how roller coasters stay on their tracks, and why people can hang upside down in them? It's all a matter of physics: energy, inertia, and gravity. Gravity is counteracted by the force of acceleration. Acceleration is the force that pushes you forward.





- train will use to go down the hill as the train is pulled by gravity. Then, all of that stored energy is released as kinetic energy, which is what will get the train to go up the next hill. So, as the train travels up and down hills, its motion is constantly shifting between potential and kinetic energy.
- 3 The higher the hill the coaster is coming down, the more kinetic energy that is available to push the cars up the next hill, and the faster the train will go. Plus, according to Newton's First Law of Motion, "an object in motion tends to stay in motion, unless another force acts against it." Wind resistance or the wheels along the track are forces that work to slow down the train. So toward the end of the ride, the hills are lower because the coaster has less energy to get up them.
- 4 The two major types of roller coasters are wooden and steel. Features in the wheel design prevent the cars from flipping off the track. Wooden tracks are more inflexible than steel. They usually don't have complex loops that might flip passengers upside down. In the 1950s, tubular steel tracks were introduced. The train's nylon or polyurethane wheels run along the top, bottom, and side of the tube. This secures the train to the track while it travels through intricate loops and twists.
- 5 When you go around a turn, you feel pushed against the outside of the car. This force is centripetal force, and it helps keep you in your seat.



- 6 In the loop-the-loop upside down design, inertia is the force keeping you in your seat. Inertia is the force that presses your body to the outside of the loop as the train spins around. Although gravity is pulling you toward the earth, at the very top the acceleration force is stronger than gravity. It pulls you upwards, thus counteracting gravity. The loop, however, must be elliptical, rather than a perfect circle. Otherwise, the centripetal, or g, force would be too strong for safety and comfort.
- 7 How do you know whether a roller coaster is safe? Engineers and designers follow industry standards and guidelines. The first "riders" are sandbags or dummies. Then engineers and park workers try out the ride. Would you want to be one of the first passengers on a new ride?

1 Part A

How does a roller coaster move without an engine?

- A Wind pushes the train up and down hills.
- **B** Roller coaster trains are powered by batteries.
- **C** First, potential energy causes the train to go up the first hill. Next, gravity pulls the train up and down the hills.
- **D** At first, a cable pulls the train up a hill. Then the train travels up and down hills due to shifting potential and kinetic energy.

te best supports ye	our answer to Part	A?	
 			6
28			
		G G	
	- 11 - 1 - 1 - 1		
			(2



- 2 Newton's First Law of Motion says, "an object in motion tends to stay in motion, unless another force acts against it." What force acts against a roller coaster to slow it down?
 - A wind resistance or the wheels along the track
 - **B** gravity or potential energy
 - **C** kinetic energy or centripetal force
 - **D** lifts or cables
- 3 What does inertia do in the loop-the-loop?
 - **A** It counteracts the force of the train's acceleration.
 - **B** It keeps you going in an elliptical loop.
 - **C** It presses your body to the outside of the loop as the train spins around.
 - **D** It builds up a supply of potential energy.

4	Use details from the passage to support your answer.				
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	,		14		
:4					
	-				

LESSON

CCSS RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Explaining Structural Elements of Plays



Introduction

THEME: >>> Words Carry the Story

Like a story, a play has characters and a setting. A **play** is a dramatic work that can be performed on a stage. Because a play is meant to be acted out on a stage with actors, plays have features that are not found in stories or poems.

A play has **acts** and **scenes**. An act is a division in the text that is like a chapter. A scene is a shorter segment within an act. The **setting** of the play tells where or when the events happen. In a written **script**, or text of a play, the setting is described in detail, but when the play is performed, the setting is conveyed through **sets**, or what appears on the stage. Objects called **props** and backgrounds called **scenery** help create the set.

A play also has a list of characters, also called the **cast**, at the beginning.

Another feature of a play is **dialogue**, or the lines that each character says. **Stage directions** sometimes appear in parentheses when attached to a line of dialogue. They give information about what the characters do, expressions or gestures they make, or where they go on stage. Stage directions also appear between lines of dialogue and are sometimes set off in a different typeface.

Pond this part of a pla	SHOOMOO MAROLO	
CAST.	Y er saw mag twoment med e ed low t house devolution of	argimaning) : APEL Juni Lind Lind State (C.
RABBIT	THE FARMER	the steels are
	RTHE CAT SWITTED IN THE	
	act 1; scene 1	Southwest mice
MOTHER hops up to hi	a bush in the woods near a farm matter and the control	LENA: (hugging he

Fill in the chart to tell more about this play.

Cast	
Act	
Setting	

introduction.



Read the first part of the play. Then answer the questions.

A New Home

Like a study a play has drangten and a setting A.L. lay

actors, plans have features frat are not found in sto-

A play has acts and scenes. An act is a

CAST:

LENA, a young girl

CHRISTINA, her older sister

MR. YALE, an official

scene I some segment within an act. The section or the play rest value or which has

Below deck on a large ship. LENA and CHRISTINA are sitting on their bed, which is the lower bed in a bunk. Other women and girls are also crowded into the room.

LENA: Christina, have you seen my hairbrush?

CHRISTINA: (spying the hairbrush and picking it up) Yes, here it is. It slipped under the bed.

LENA: Thank you! I can't believe we have to sleep with our combs and brushes and just about everything else!

CHRISTINA: I know! It is so crowded here. I can barely stretch out my arms without touching someone.

LENA: (brushing her hair dreamily) I can't wait to get to New York City. Just imagine, Christina, how beautiful it will be! Papa's letter said the streets are paved, and there are tall buildings everywhere you look.

CHRISTINA: (frowning) I can't wait to see Mama and Papa again, but New York City sounds kind of scary. It will be very different than our farm back in Italy.

LENA: (hugging her sister) Things will be very different, that's for sure. But it will be wonderful to all be together again.

(A VOICE from offstage shouts): Everyone, come up to the deck! I can see New York City! We are almost there!

LENA and CHRISTINA jump off the bed, grinning with excitement. Around them, other women and girls start to hurry offstage.

LENA: Did you hear that? We are sailing into New York! Let's go see!

The girls rush offstage.

scene 2

The deck of the ship. The Statue of Liberty can be seen in the distance.

LENA: (with excitement) Christina, look! I can see New York City! How big it looks!

CHRISTINA: (pointing) What is that statue? It looks like a lady holding up a torch.

LENA: That must be the Statue of Liberty. Remember, Papa wrote about it in his last letter. He said when we saw the statue, we would know we were in New York.

CHRISTINA: Liberty means "freedom," doesn't it? I hope we will have freedom in our new home.

Think About It



What helps you know this is a play? To answer the question, think about how this play is different from a poem or a story.

Which part of the play tells who will be in the play?
How do you know where the play takes place?
How do you know who is speaking?
How do you know what the characters are doing?
The parts of a play are important because they





A CLOSER LOOK

Focusing on the parts of a play will help you understand what is going on. Think about how the characters act and what they say. Underline the stage directions and descriptions that show how the characters act.

Continue reading the play. Then answer the question.

scene 3

LENA and CHRISTINA are at the front of a long line.

CHRISTINA: Whew! I feel like I have been standing for hours!

LENA: I'm tired of standing in line. First, we had to wait to get off the ship. Then we had to wait to put our baggage down. And then we had a medical exam! What are we waiting for now?

CHRISTINA: Those men are asking everyone questions. Oh, it's our turn now! Stay close to me, Lena.

MR. YALE: (motioning to the girls to step forward) Next! Hello, girls. What are your names?

LENA: I am Lena Martini, and this is my sister, Christina.

MR. YALE: You just came off the boat from Italy, am I right? (The girls nod.) Excellent. May I see your papers, please?

CHRISTINA: Of course. (She hands Mr. Yale their papers.)

MR. YALE: Do you have family in New York City?

CHRISTINA: Yes, our father and mother are here.

MR. YALE: (smiling) Your papers are all in order. Go that way, and you can find your parents. Welcome to America!

CHRISTINA: Thank you! (LENA and CHRISTINA walk away.) Just think, Lena, we will see Papa and Mama very soon. We are finally in America!

LENA: It certainly is different here. Maybe, a little scary, too. But when our family is all together again, we will be at home, no matter where we are.

Why are Lena and Christina excited?

How do Lena and Christina feel about being in New York?

- **A** They are unhappy.
- **B** They are frightened.
- **C** They are homesick for Italy.
- **D** They are eager to see their family.



DISCUSS IT

What parts of the play show the reader what is happening and how the characters feel? Discuss with another student how these features help you understand the action of the play.

Guided Practice



A CLOSER LOOK

Circle details in the play that show how the Queen feels about Raleigh's action.

Plays are mostly made up of dialogue. How does dialogue help you to understand what is happening in this play?

Read the play. Then answer the questions.

Sir Walter Raleigh

by Mary Ella Lyng

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CAST:

WALTER RALEIGH

BLOUNT, Raleigh's friend

TRACY, Raleigh's friend

QUEEN ELIZABETH

COURTIER, member of Queen Elizabeth's court

WALTER RALEIGH was the Englishman who checked the power of the Spanish in America. He was a friend of QUEEN ELIZABETH, and first gained her friendship, by an interesting incident. This act tells the story.

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WALTER RALEIGH, BLOUNT, and TRACY, walking along shore to see the boat of the Queen.

BLOUNT: See, the Queen's barge lies at the stairs. We had best put back and tell the Earl what we have seen.

RALEIGH: Tell the Earl what we have seen! Let us do his errand, and tell him what the Queen says in reply.

BLOUNT: Do, I pray you, my dear Walter, let us take the boat and return.

RALEIGH: Not till I see the Queen come forth.

QUEEN ELIZABETH comes, RALEIGH removes his hat and stands close to QUEEN as she approaches with her court. She hesitates to pass the muddy spot. RALEIGH takes coat from shoulders and lays it on the ground. QUEEN looks at RALEIGH and passes on.

BLOUNT: Come along, Sir Coxcomb, your gay mantle will need the brush today, I think.

RALEIGH: This cloak shall never be brushed while in my possession.

BLOUNT: That will not be long, if you learn not a little more economy.

Member of court comes after RALEIGH. QUEEN and court at water's edge, waiting.

COURTIER: I was sent to bring a gentleman who has no coat, you, sir, I think. Please follow me.

BLOUNT: He is in attendance on me, the noble Earl of Sussex, Master of Horse.

COURTIER: I have nothing to say to that. My orders are from her Majesty.

RALEIGH and man walk toward QUEEN.

BLOUNT: Who in the world would have thought it!

RALEIGH is brought to QUEEN, who laughs, and talks to attendants.

QUEEN: You have this day spoiled a gay mantle in our service. We thank you for your service, though the manner of offering was something bold.

RALEIGH: In a sovereign's need, it is each man's duty to be bold.

QUEEN: (speaking to attendant) That is well said, my lord. (to RALEIGH) Well, young man, your gallantry shall not go unrewarded. Thou shalt have a suit, and that of the newest cut.

RALEIGH: May it please Your Majesty, but if it became me to choose—

QUEEN: Thou wouldst have gold? Fie, young man. Yet, thou mayest be poor. It shall be gold. But thou shall answer to me for the use of it.

RALEIGH: I do not wish gold, your majesty.

QUEEN: How, boy, neither gold nor garment! What then?

RALEIGH: Only permission to wear the cloak which did this trifling service.

QUEEN: Permission to wear thine own cloak, thou silly boy?

RALEIGH: It is no longer mine. When your majesty's foot touched it, it became a fit mantle for a prince.

QUEEN: Heard you ever the like, my Lords? What is thy name and birth?

RALEIGH: Raleigh is my name.

QUEEN: Raleigh? We have heard of you. You may wear thy muddy cloak, and here, I give thee this, to wear at the collar.

Gives him a jewel of gold, RALEIGH kneels, and kisses hand of QUEEN.



What does
Raleigh say to the
Queen?

1	Par	rt	Δ

What does Raleigh's dialogue tell you about him?

- A He is bold.
- **B** He is selfish.
- **C** He is embarrassed.
- **D** He is disrespectful.

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What detail from the play best supports the answer to Part A?

Look at the beginning of the play. Where does it say the characters are located?

2 What is the setting of this play?

- A a ship
- **B** the shore
- **C** a battlefield
- **D** the royal court

What action does the Queen take at the end of the act?

3	What detail shows the Queen's feelings about Raleigh at the end of the act?

Read the play. Then answer the questions that follow.

adapted from Mother Goose's Party

by Florence Holbrook

CAST:

MOTHER GOOSE

MOTHER HUBBARD

JACK GOOSE

DOG

scene 1

Home of MOTHER GOOSE.

MOTHER GOOSE: I really think I must give a party. All my friends have been so good to me, and I have been entertained in so many homes! Let me see! Whom shall I invite? I think I'll ask Old Mother Hubbard to take tea with me, and we'll talk about the party together. Jack, Jack!

JACK: (enters) Yes, mother dear, what is it?

MOTHER GOOSE: Jack Goose, I wish you to run over to Mother Hubbard's house and ask her to take tea with me this afternoon. Now be nimble, Jack,—be quick!

JACK: Yes, Mother dear. See me jump over the candlestick! Isn't that fine jumping?

MOTHER GOOSE: Very fine indeed, Jack. Now do your errand.

JACK: Yes, Mother, I will. Good-bye.

MOTHER GOOSE: Good-bye.

scene 2

House of MOTHER HUBBARD.

JACK: (*knocking*) I wonder if Old Mother Hubbard is at home. Hark! I hear her dog barking. Yes, and I hear her step. Here she is!

MOTHER HUBBARD: (opening the door) Who is this knocking so loud? Oh, it's you, little nimble Jack! Will you come in?

JACK: No, thank you, Mrs. Hubbard. My mother wishes you to come over to our house for tea this afternoon. Will you come?

MOTHER HUBBARD: Yes, thank you, Jack, I will. Tell your mother that I'm just going to market to buy my poor doggie a bone.



- **JACK:** O Mother Hubbard! Please let me play with your dog. He's such a dear old doggie! Do you remember how he danced a jig the other day?
- **MOTHER HUBBARD:** Yes, Jack, I do; and I think you danced with him. You are both nimble young things and both like to dance. Well, good-bye, now. Have a good time together, and I'll bring you something little boys like.

JACK: Thank you! Good-bye, good-bye! Now, doggie, let's dance.
Old Mother Hubbard, she went to the cupboard,
To get the poor doggie a bone;
But when she got there, the cupboard was bare,
And so the poor doggie had none.

DOG: (sadly) Bow-wow, bow-wow!

JACK: Oh! You don't like that song! Never mind, old fellow! Mother Hubbard has gone to the butcher's, and she'll get you a bone, I'm sure. Wait till she comes back.

DOG: (gayly) Bow-wow, bow-wow!

JACK: I thought you would like that. Here she comes now. We've had a lovely dance, Mother Hubbard, and now I must hurry home.

MOTHER HUBBARD: Thank you for staying and taking good care of my dog. Here are some fresh Banbury buns for you.

JACK: Oh, thank you. I'm very fond of Banbury buns. Good-bye!

MOTHER HUBBARD: Good-bye, Jack. Tell your mother I'll be over soon.

JACK: Bring your dog with you, and we'll have another dance. Good-bye.

- **1** Which of the following is a stage direction?
 - A Mother Goose's Party
 - B JACK: (enters)
 - C CAST:
 - **D** Home of MOTHER GOOSE.



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Z	ra	rt	A

What do Jack's dialogue and actions tell you about him?

- A Jack likes to stay home.
- **B** Jack is happy and excited.
- **C** Jack knows a lot of people.
- **D** Jack does not want to run errands.

Part B

Which line from the play best supports the answer to Part A?

- A "Yes, mother dear, what is it?
- B "Now, doggie, let's dance."
- c "I'm very fond of Banbury buns."
- D "Yes, and I hear her step. Here she is!"
- **3** What element of a play is *most* important in showing what happens?
 - **A** action
 - **B** description
 - **C** dialogue
 - **D** setting

What would be different if this were told in the form of a poem? Include at least two examples to support your answer.