

6th Grade ELA Work

Bradley 2nd and 3rd Period

March 30th – April 10th

Success Unit

Name: _____

Directions

Part 1:

Reading Comprehension

- Reading the passages and complete the graphic organizer (you will need it later).
- After each passage answer the assessment questions. Read the short answer question carefully and make sure you answer it completely with text evidence.
- After every two passages there is a set of cross textual questions to answer.

Part 2:

Writing Prompt

- Read the writing prompt carefully to make sure you understand what you are being told to write about.
- Use the graphic organizer you completed while reading the passage to help you complete the graphic organizer outline
- Write a rough copy
- Revise/edit your rough copy.
- Write your final copy.

If you have any questions send me a message on Google Classroom or email me:
amybradley@mbacs.org

Name: _____

Date: _____

Success Unit: Graphic Organizer

Directions: Complete the graphic organizer to help you answer assessment questions, cross-textual questions, and the writing assignment at the end of the unit. I did the first one for you as an example.

Text	Significant details about success	In the context of this text, what does it take to be successful?
<p>“President Obama’s National Address to America’s School Children”</p>	<ul style="list-style-type: none"> ● <i>Obama tells students that they must understand their national responsibility to keep trying in school, even when it is tough. (Paragraph 10)</i> ● <i>“That’s what I want to focus on today: the responsibility each of you has for your education.” (Paragraph 10)</i> ● <i>“These people succeeded because they understood that you can’t let your failures define you — you have to let your failures teach you.” (Paragraph 34)</i> ● <i>“You become good at things through hard work.” (Paragraph 35)</i> 	<p><i>In order to be successful, you must work hard towards your goals, even in the face of adversity.</i></p>
<p>“A Quick Note about Getting Better at Difficult Things”</p>		
<p>“Malala Yousafzai: A Normal Yet Powerful Girl”</p>		

<p>“George Washington Carver”</p>		
<p>“The Wright Brothers: Air Pioneers”</p>		
<p>“Joan of Arc: France’s Young Tragic Hero”</p>		

Name: _____ Class: _____

President Obama's National Address to America's Schoolchildren

By President Barack Obama
2009

President Barack Obama addressed students across America from Wakefield High School to discuss the importance of education. While President Obama discussed the roles of parents, teachers, and the government, he explains the role of students in the education system. As you read, take notes on why President Obama believes education is important in America.

[1] Hello, everybody! Thank you. Thank you. Thank you, everybody. All right, everybody go ahead and have a seat. How is everybody doing today? How about Tim Spicer?¹ I am here with students at Wakefield High School in Arlington, Virginia. And we've got students tuning in from all across America, from kindergarten through 12th grade. And I am just so glad that all could join us today. And I want to thank Wakefield for being such an outstanding host. Give yourselves a big round of applause.



"P101909PS-0253" by Pete Souza is in the public domain.

I know that for many of you, today is the first day of school. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous. I imagine there are some seniors out there who are feeling pretty good right now with just one more year to go. And no matter what grade you're in, some of you are probably wishing it were still summer and you could've stayed in bed just a little bit longer this morning.

I know that feeling. When I was young, my family lived overseas. I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education. So she decided to teach me extra lessons herself, Monday through Friday. But because she had to go to work, the only time she could do it was at 4:30 in the morning.

Now, as you might imagine, I wasn't too happy about getting up that early. And a lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain, my mother would just give me one of those looks and she'd say, "This is no picnic for me either, buster."

[5] So I know that some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year.

Now, I've given a lot of speeches about education. And I've talked about responsibility a lot.

1. The Wakefield High School student who introduced President Obama

I've talked about teachers' responsibility for inspiring students and pushing you to learn.

I've talked about your parents' responsibility for making sure you stay on track, and you get your homework done, and don't spend every waking hour in front of the TV or with the Xbox.

I've talked a lot about your government's responsibility for setting high standards, and supporting teachers and principals, and turning around schools that aren't working, where students aren't getting the opportunities that they deserve.

- [10] But at the end of the day, we can have the most dedicated teachers, the most supportive parents, the best schools in the world — and none of it will make a difference, none of it will matter unless all of you fulfill your responsibilities, unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and grandparents and other adults and put in the hard work it takes to succeed. That's what I want to focus on today: the responsibility each of you has for your education.

I want to start with the responsibility you have to yourself. Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide.

Maybe you could be a great writer — maybe even good enough to write a book or articles in a newspaper — but you might not know it until you write that English paper — that English class paper that's assigned to you. Maybe you could be an innovator² or an inventor — maybe even good enough to come up with the next iPhone or the new medicine or vaccine — but you might not know it until you do your project for your science class. Maybe you could be a mayor or a senator or a Supreme Court justice — but you might not know that until you join student government or the debate team.

And no matter what you want to do with your life, I guarantee that you'll need an education to do it. You want to be a doctor, or a teacher, or a police officer? You want to be a nurse or an architect, a lawyer or a member of our military? You're going to need a good education for every single one of those careers. You cannot drop out of school and just drop into a good job. You've got to train for it and work for it and learn for it.

And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. The future of America depends on you. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future.

- [15] You'll need the knowledge and problem-solving skills you learn in science and math to cure diseases like cancer and AIDS, and to develop new energy technologies and protect our environment. You'll need the insights and critical-thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation more fair and more free. You'll need the creativity and ingenuity³ you develop in all your classes to build new companies that will create new jobs and boost our economy.

2. **Innovator** (*noun*): a person who introduces new methods, ideas, or products

3. **Ingenuity** (*noun*): the quality of being clever, original, and inventive

We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems. If you don't do that — if you quit on school — you're not just quitting on yourself, you're quitting on your country.

Now, I know it's not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork.

I get it. I know what it's like. My father left my family when I was two years old, and I was raised by a single mom who had to work and who struggled at times to pay the bills and wasn't always able to give us the things that other kids had. There were times when I missed having a father in my life. There were times when I was lonely and I felt like I didn't fit in.

So I wasn't always as focused as I should have been on school, and I did some things I'm not proud of, and I got in more trouble than I should have. And my life could have easily taken a turn for the worse.

- [20] But I was — I was lucky. I got a lot of second chances, and I had the opportunity to go to college and law school and follow my dreams. My wife, our First Lady Michelle Obama, she has a similar story. Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools in this country.

Some of you might not have those advantages. Maybe you don't have adults in your life who give you the support that you need. Maybe someone in your family has lost their job and there's not enough money to go around. Maybe you live in a neighborhood where you don't feel safe, or have friends who are pressuring you to do things you know aren't right.

But at the end of the day, the circumstances of your life — what you look like, where you come from, how much money you have, what you've got going on at home — none of that is an excuse for neglecting your homework or having a bad attitude in school. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. There is no excuse for not trying.

Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you, because here in America, you write your own destiny. You make your own future.

That's what young people like you are doing every day, all across America.

- [25] Young people like Jazmin Perez, from Roma, Texas. Jazmin didn't speak English when she first started school. Neither of her parents had gone to college. But she worked hard, earned good grades, and got a scholarship to Brown University — is now in graduate school, studying public health, on her way to becoming Dr. Jazmin Perez.

I'm thinking about Andoni Schultz, from Los Altos, California, who's fought brain cancer since he was three. He's had to endure all sorts of treatments and surgeries, one of which affected his memory, so it took him much longer — hundreds of extra hours — to do his schoolwork. But he never fell behind. He's headed to college this fall.

And then there's Shantell Steve, from my hometown of Chicago, Illinois. Even when bouncing from foster home to foster home in the toughest neighborhoods in the city, she managed to get a job at a local health care center, start a program to keep young people out of gangs, and she's on track to graduate high school with honors and go on to college.

And Jazmin, Andoni, and Shantell aren't any different from any of you. They face challenges in their lives just like you do. In some cases they've got it a lot worse off than many of you. But they refused to give up. They chose to take responsibility for their lives, for their education, and set goals for themselves. And I expect all of you to do the same.

That's why today I'm calling on each of you to set your own goals for your education — and do everything you can to meet them. Your goal can be something as simple as doing all your homework, paying attention in class, or spending some time each day reading a book. Maybe you'll decide to get involved in an extracurricular activity or volunteer in your community. Maybe you'll decide to stand up for kids who are being teased or bullied because of who they are or how they look, because you believe, like I do, that all young people deserve a safe environment to study and learn. Maybe you'll decide to take better care of yourself so you can be more ready to learn. And along those lines, by the way, I hope all of you are washing your hands a lot, and that you stay home from school when you don't feel well, so we can keep people from getting the flu this fall and winter.

[30] But whatever you resolve to do, I want you to commit to it. I want you to really work at it.

I know that sometimes you get that sense from TV that you can be rich and successful without any hard work — that your ticket to success is through rapping or basketball or being a reality TV star. Chances are you're not going to be any of those things.

The truth is, being successful is hard. You won't love every subject that you study. You won't click with every teacher that you have. Not every homework assignment will seem completely relevant to your life right at this minute. And you won't necessarily succeed at everything the first time you try.

That's okay. Some of the most successful people in the world are the ones who've had the most failures. J.K. Rowling's — who wrote *Harry Potter* — her first Harry Potter book was rejected 12 times before it was finally published. Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that's why I succeed."

These people succeeded because they understood that you can't let your failures define you — you have to let your failures teach you. You have to let them show you what to do differently the next time. So if you get into trouble, that doesn't mean you're a troublemaker, it means you need to try harder to act right. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying.

[35] No one's born being good at all things. You become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in.

Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength because it shows you have the courage to admit when you don't know something, and that then allows you to learn something new. So find an adult that you trust — a parent, a grandparent or teacher, a coach or a counselor — and ask them to help you stay on track to meet your goals.

And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself, because when you give up on yourself, you give up on your country.

The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.

It's the story of students who sat where you sit 250 years ago and went on to wage a revolution, and they founded this nation. Young people. Students who sat where you sit 75 years ago who overcame a Depression and won a world war; who fought for civil rights and put a man on the moon. Students who sat where you sit 20 years ago who founded Google and Twitter and Facebook and changed the way we communicate with each other.

[40] So today, I want to ask all of you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a President who comes here in 20 or 50 or 100 years say about what all of you did for this country?

Now, your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn. But you've got to do your part, too. So I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you. So don't let us down. Don't let your family down or your country down. Most of all, don't let yourself down. Make us all proud.

Thank you very much, everybody. God bless you. God bless America. Thank you.

"President Obama's National Address to America's Schoolchildren" by Barack Obama (2009) is in the public domain.

Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
 - A. Teachers should understand that some students come from difficult backgrounds, and teachers should support them more.
 - B. President Obama wants students to focus on education like he did so they will have the knowledge they need to run the country one day.
 - C. By getting a good education, students can avoid repeating the same mistakes their parents made that prevented them from meeting their potential.
 - D. Focusing on education, despite any challenges one may face, is a personal responsibility and the key to the nation's future success.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "I'm here because I want to talk with you about your education and what's expected of all of you in this new school year." (Paragraph 5)
 - B. "And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country." (Paragraph 14)
 - C. "Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools" (Paragraph 20)
 - D. "Maybe you don't have adults in your life who give you the support that you need." (Paragraph 21)

3. PART A: How does paragraph 29 contribute to the development of ideas in the text?
 - A. It criticizes students for not being more involved in school.
 - B. It suggests actions students can take in school to pursue their future careers.
 - C. It reminds students that their future is at stake if they quit trying in school.
 - D. It encourages students to set goals and take responsibility for their education.

4. PART B: Which detail from the text best supports the answer to Part A?
 - A. "They chose to take responsibility for their lives, for their education, and set goals for themselves. And I expect all of you to do the same." (Paragraph 28)
 - B. "I hope all of you are washing your hands a lot, and that you stay home from school when you don't feel well" (Paragraph 29)
 - C. "I know that sometimes you get that sense from TV that you can be rich and successful without any hard work" (Paragraph 31)
 - D. "And you won't necessarily succeed at everything the first time you try." (Paragraph 32)

5. PART A: Which statement best describes the relationship between education and a student's future?
- A. Students have to get an education so they can fail, because without failure you can't succeed.
 - B. Students who think about the future of America are the best students.
 - C. Students can prepare for their future careers by first exploring their talents in school.
 - D. Students who pursue careers in sports or entertainment will never succeed.
6. PART B: Which paragraph from the text best supports the answer to PART A?
- A. Paragraph 12
 - B. Paragraph 16
 - C. Paragraph 31
 - D. Paragraph 34
7. How does President Barack Obama express his point of view on students pursuing education? Cite evidence from the text to support your answer.

Name: _____ Class: _____

A Quick Note on Getting Better at Difficult Things

By Ta-Nehisi Coates
2015

Ta-Nehisi Coates is an American writer, journalist, and educator. Coates is a correspondent for The Atlantic who often writes about cultural, social, and political issues, especially as they relate to African Americans. In this text, Coates discusses how to get better at difficult things and shares his own struggles learning a new skill. As you read, take note of the obstacles that the author encounters and how he overcomes them.

[1] I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother’s tutelage.¹ I always “felt” I could write. I did not always “feel” I could effectively study a foreign language.



"Learn French" by Leo Reynolds is licensed under CC BY-NC-SA 2.0.

But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don’t really believe in fluency.² If there is such a thing, I don’t have it. I mishear words. I confuse tenses. I can’t really use the subjunctive. Yet.

Something has happened to me and the something is this — I have gotten better. I don’t know when I first felt it. I didn’t feel it this summer at Middlebury,³ despite the difference in my entrance and exit scores. I didn’t feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting better at stumbling.

I am emphasizing how I “feel” because, when studying, it is as important as any objective⁴ reality. Hopelessness feeds the fatigue⁵ that leads the student to quit. It is not the study of language that is hard, so much as the “feeling” that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the “feeling” of despair. That is why I ignore all the research about children and their language advantage. I don’t want to hear it. I just don’t care. As Carolyn Forché would say — “I’m going to have it.”

1. support
 2. **Fluency (noun):** the ability to speak or write a foreign language easily and accurately
 3. Middlebury College is located in Vermont. They offer a 6-week summer graduate school program for students who want to learn French. Students who attend must pledge to speak only French for the entire time they’re there.
 4. **Objective (adjective):** neutral
 5. **Fatigue (noun):** extreme tiredness

- [5] To “have it,” I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of sucking at something and then improving at it. Everyone should do it every ten years or so.

I don't know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, “Wow that was really far.” And then you realize that China is still so very far away. “Feelings” come and go. Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

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Text-Dependent Questions

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

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
 - A. It is important to accept and expect struggle when learning a new skill.
 - B. It is likely you will never fully master a new skill, but it is the journey that is important.
 - C. French is one of the hardest languages to learn, so people who attempt to learn it must be mentally tough.
 - D. It is better to find something that you excel at, rather than struggle with something that doesn't come naturally.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
 - A. "I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage. I always 'felt' I could write." (Paragraph 1)
 - B. "I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that." (Paragraph 3)
 - C. "To 'have it,' I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things." (Paragraph 5)
 - D. "Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high." (Paragraph 6)

3. PART A: What is the author's purpose in the text? [RI.6]
 - A. to give people an example of how failure is a good thing
 - B. to encourage people to keep working hard, even if something is difficult
 - C. to prove that nothing can be rewarding if it's not challenging
 - D. to urge people to learn a foreign language since that's a necessary skill in the 21st century

4. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch." (Paragraph 2)
 - B. "If there is a such thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet." (Paragraph 2)
 - C. "There is absolutely nothing in this world like the feeling of sucking at something and then improving at it." (Paragraph 5)
 - D. "I have said this before, and will say it again: Studying French is like setting in a canoe from California to China." (Paragraph 6)

5. How does paragraph 4 contribute to the development of ideas in the text? [RI.5]

Name: _____ Class: _____ Date: _____

Pairing Questions for "President Obama's National Address to America's Schoolchildren " and "A Quick Note on Getting Better at Difficult Things"

Directions: *After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.*

1. Which statement best identifies a similar central idea in both "A Quick Note about Getting Better at Difficult Things" and "President Obama's National Address to America's Schoolchildren"? [RI.2, RI.9]
 - A. Hard work is something that everyone has to do.
 - B. Many people are naturally successful.
 - C. Success requires lots of time and help from others.
 - D. It is important to work hard at something in order to improve.

2. How does Ta-Nehisi Coates demonstrate the characteristics of the successful student that President Obama outlines? [RI.2, RI.9]

Name: _____ Class: _____

Malala Yousafzai: A Normal Yet Powerful Girl

By NPR Staff
2013

Malala Yousafzai (born 1997) is a Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize. Malala is from the Swat Valley in northwest Pakistan, where the local Taliban has banned girls from attending school. Malala, whose family ran a chain of local schools, publicly stood against the Taliban's actions and launched an international movement. On October 9th, 2012, a gunman from the Taliban boarded a school bus and shot her in the head. Malala remained in critical condition in the days following the attack, but survived. Since then, she has continued to advocate internationally for women's education. As you read, consider what drove Malala to overcome tremendous adversity.

- [1] "I think Malala is an average girl," Ziauddin Yousafzai says about the 16-year-old Pakistani girl who captured the world's attention after being shot by the Taliban,¹ "but there's something extraordinary about her."

A teacher himself, Yousafzai inspired his daughter's fight to be educated. At a special event with Malala in Washington, D.C., he tells NPR's Michel Martin that he is often asked what training he gave to his daughter. "I usually tell people, 'You should not ask me what I have done. Rather you ask me, what I did not do,'" he says. "I did not clip her wings to fly. I did not stop her from flying."



"Education Advocate Malala Attends MDG Event" by United Nations Photo is licensed under CC BY-NC-ND 2.0.

Yousafzai has this advice for parents of girls around the world: "Trust your daughters, they are faithful. Honor your daughters, they are honorable. And educate your daughters, they are amazing."

A year after being shot, Malala is clear about her goal. "I speak for education of every child, in every corner of the world," Malala says. "There has been a discrimination² in our society," which she believes must be defeated. "We women are going to bring change. We are speaking up for girls' rights, but we must not behave like men, like they have done in the past."

- [5] Perhaps she has learned from her father's experience. When asked what gave him a passion for girls' education, Yousafzai points out that he was "born in a society where girls are ignored." Living with five sisters, he was sensitive to discrimination from an early age. "In the morning, I was used to milk and cream, and my sisters were given only tea," he says.

1. The Taliban is an Islamic militant group based in Afghanistan and western Pakistan. They are known around the world for their cruel punishment of citizens, their harsh treatment of women, and for their involvement in acts of terrorism.

2. **Discrimination** (*noun*): the unjust or unfair treatment of people based upon race, gender, religion, age, etc.

Yousafzai felt the injustice³ even more when Malala was born. He later opened a school that Malala attended in the Swat Valley. At the time, the Taliban's influence was gaining power and both Yousafzais were firmly on their radar.⁴ "But we thought that even terrorists might have some ethics," Yousafzai says. "Because they destroyed some 1,500 schools but they never injured a child. And she was a child."

Malala says that the shooting has taken away her fear. "I have already seen death and I know that death is supporting me in my cause of education. Death does not want to kill me," she says. "Before this attack, I might have been a little bit afraid how death would be. Now I'm not, because I have experienced it."

When asked if she is having any fun now with all her campaigning,⁵ Malala laughs, "It's a very nice question. I miss those days." But she also says that there is another side to her than what is shown in the media. "Outside of my home, I look like a very obedient, very serious, very good kind of girl, but nobody knows what happens inside the house." There, she says, she's not naughty, but she has to stand up to her brothers. "It's good to fight with your brothers and it's good to tease them to give them advice."

She says her little brother doesn't really understand why his sister has so much attention. "He said, 'Malala ... I can't understand why people are giving you prizes, and everywhere you go people say, 'This is Malala' and they give you awards, what have you done?'" she says.

- [10] Malala knows the Taliban would still like to kill her, but she says she hopes to return to Pakistan one day. "First, I need to empower myself with knowledge, with education. I need to work hard," she says. "And when I [am] powerful, then I will go back to Pakistan, inshallah [God willing]."

©2013 National Public Radio, Inc. News report titled "Malala Yousafzai: A 'Normal,' Yet Powerful Girl" was originally broadcast on NPR's *Tell Me More* on October 15, 2013, and is used with the permission of NPR. Any unauthorized duplication is strictly prohibited.

3. **Injustice (noun):** a lack of fairness or equality in a situation
4. To be "on the radar" is a common expression meaning to be noticed or aware of
5. **Campaign (verb):** to carry out a planned set of activities over a period of time in order to achieve a specific goal

Text-Dependent Questions

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

1. According to Malala, how did the shooting affect her? Cite evidence in your answer.

2. Summarize Malala's character using specific evidence from this article.

3. PART A: What does the word "ethics" most closely mean as it is used in paragraph 6?

- A. an understanding between right and wrong
- B. ability to commit violent acts
- C. dishonesty
- D. a sense of cruelty or hatred

4. PART B: Which phrase from the text provides the best clue to the meaning of the word "ethics" as it is used in paragraph 6?

- A. "even terrorists"
- B. "destroyed some 1,500 schools"
- C. "they never injured a child"
- D. "she was a child"

5. What is the effect of Malala's father's account in this news article?
- A. It allows readers to see that Malala achieved so much due to her strict upbringing and disciplined education.
 - B. It implies that Malala should not be treated as a hero because she is just an ordinary girl with the same problems and concerns as other young women.
 - C. It suggests that Malala's father does not deserve much credit for raising her.
 - D. It provides the perspective of someone who knows her well, and emphasizes the importance of encouraging educational equality.

Name: _____ Class: _____

George Washington Carver

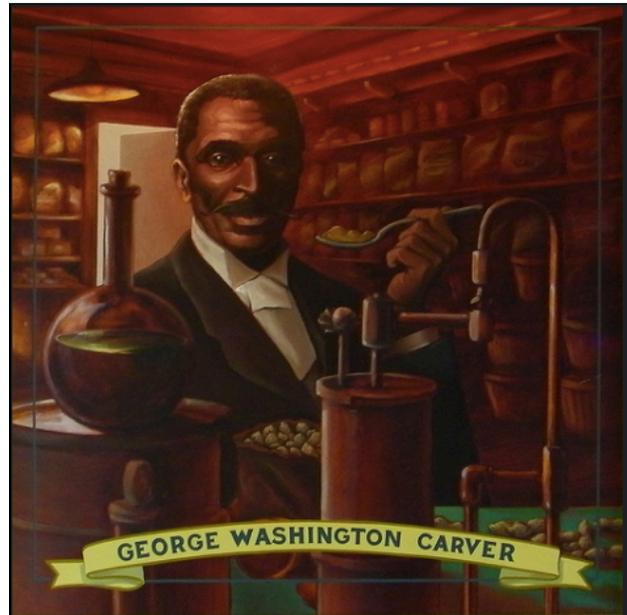
By Barbara Radner
2006

George Washington Carver was an African American scientist and inventor who spent a great deal of his life studying plants. He was also a leader in the environmentalism movement, which encouraged people to respect nature. He has been widely praised for his achievements and his perseverance during a period of extreme discrimination against African Americans. As you read, take notes on the characteristics that defined Carver's personality.

- [1] George Washington Carver lived from 1864 to 1943. When he was young, Carver enjoyed art, but he couldn't afford paint. Instead, he used blackberry juice. He used the hair from a horse's tail as his paintbrush. He even studied art when he was in college, but he also studied plant life.

It's a good thing that he did. He spent much of his life helping people by showing them better ways to farm. His ideas have improved the lives of farmers in many countries around the world.

Booker T. Washington¹ was a very important and famous African-American educator. He invited Carver to teach at Tuskegee Institute,² a college in Alabama. Carver was in charge of farm research. He taught students how to farm. He also worked with southern farmers on their land. In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out. Carver showed them how to improve the land.



"George Washington Carver" by Maia C is licensed under CC BY-NC-ND 2.0.

Carver said the farmers should plant peanuts. Peanuts would enrich the soil. Farmers asked who would buy so many peanuts if they planted them. Carver answered by finding more than 300 new ways to use peanuts. Farmers could feed the vines to farm animals. They could use the hulls³ for fertilizer. Carver even found a way to make paper from the peanut shells. He also found new ways to use soybeans and sweet potatoes.

- [5] When Carver died, he left his money to help people to keep working on farm research. Today, people from many countries come to the George Washington Carver Foundation at the Tuskegee Institute. There they learn better ways of farming. The ideas he taught are still important.

1. Booker T. Washington (1856-1915) was an American educator, author, speaker, and advisor to several United States presidents. As a leader in the African American community, he discussed the discrimination that black people faced after slavery ended.
2. The Tuskegee Institute is a private, historically black university located in Tuskegee, Alabama. It was established by Booker T. Washington.
3. the outer covering of the peanut

"George Washington Carver", © 2006, Barbara Radner. Reprinted with permission, all rights reserved.

Text-Dependent Questions

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

1. PART A: Which of the following best identifies the central idea of this article? [RI.2]
 - A. Carver's inventions forced people to eat peanuts, soybeans, and sweet potatoes.
 - B. Carver was a creative problem solver who improved American farming.
 - C. Carver mainly wanted to help southern farmers make more money.
 - D. Carver was an artist who is best remembered for donating money to farmers.

2. PART B: Which phrase from the text best supports the answer to Part A? [RI.1]
 - A. "When he was young, Carver enjoyed art, but he couldn't afford paint. Instead, he used blackberry juice." (Paragraph 1)
 - B. "He spent much of his life helping people by showing them better ways to farm." (Paragraph 2)
 - C. "In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out." (Paragraph 3)
 - D. "He also found new ways to use soybeans and sweet potatoes." (Paragraph 4)

3. Which statement best describes what led Carver to discover 300 uses for peanuts? [RI.5]
 - A. Carver wanted farmers to plant more peanuts to improve their soil.
 - B. Carver created the peanut from other plants and wanted to encourage people to buy it.
 - C. Carver wanted to prove that he was creative to people who did not take him seriously.
 - D. Carver thought that farmers would make more money from selling peanuts than cotton.

4. What is the author's main purpose in writing this article? [RI.6]
 - A. to inform readers about the history of farming in America
 - B. to inspire readers with a story about achieving great success
 - C. to tell readers about the many different ways that farmers can and should grow peanuts
 - D. to give readers an overview of African Americans' greatest inventions

5. How does the author describe the relationship between Carver and the southern farmers? Cite evidence from the text in your response. [RI.3]

Name: _____ Class: _____ Date: _____

Pairing Questions for "Malala Yousafzai: A Normal Yet Powerful Girl" and "George Washington Carver"

Directions: *After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.*

1. Which of the following best identifies Malala Yousafzai's and George Washington Carver's shared perspective on education? [RI.2, RI.9]
 - A. Education can teach people better farming techniques.
 - B. Education gives people new job opportunities.
 - C. Education gives people the power to improve their lives.
 - D. Education can solve all of the world's problems.

2. How have Malala Yousafzai's and George Washington Carver's educations influenced their lives and the lives of those around them? [RI.3, RI.9]

Name: _____ Class: _____ Date: _____

Pairing Questions for "The Wright Brothers: Air Pioneers" and "Joan of Arc: France's Young Tragic Hero"

Directions: After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.

1. PART A: Which of the following qualities led to Joan of Arc and the Wright brothers' success? [RI.3, RI.9]
 - A. persistence
 - B. curiosity
 - C. education
 - D. strength

2. PART B: Select TWO quotations that best support the answer to Part A. [RI.1, RI.9]
 - A. "Unlike other girls, she claimed to hear 'voices.'" ("Joan of Arc," Paragraph 2)
 - B. "Joan traveled to the neighbouring town of Vaucouleurs to see the king's commander there, Robert Baudricourt." ("Joan of Arc," Paragraph 5)
 - C. "Though she was wounded twice in these many struggles, Joan fought on." ("Joan of Arc," Paragraph 8)
 - D. "Both parents encouraged their children to enjoy school and learn as much as they could." ("The Wright Brothers," Paragraph 3)
 - E. "After repairing the plane, Orville and Wilbur decided to put the track on flat ground." ("The Wright Brothers," Paragraph 15)
 - F. "In 1908, Wilbur flew one of their planes in front of royalty in Europe." ("The Wright Brothers," Paragraph 19)

3. Compare and contrast the traits that brought Joan of Arc and the Wright brothers success. [RI.3, RI.9]

Name: _____ Class: _____

Joan of Arc: France's Young Tragic Hero

By David White
2015

The following article is about the historical figure Joan of Arc, or Jeanne D'Arc (1412-1431), the teenage girl who led the French to victory against the English in the 1400s. As you read, take notes on how Joan of Arc succeeded in gaining her command and winning in battle. How and why is she remembered today?

Part 1: The Makings of a Hero

- [1] Joan was born the youngest of a family of five. Her father was a peasant farmer who had little money. She never learned to read or write. Yet in her short lifetime, she became one of history's most famous people.

Joan was born in Domremy on January 6, 1412. She was the youngest of five children. As a child, Joan played with other children but also enjoyed being alone. Like other girls, she was good at sewing and spinning. Unlike other girls, she claimed to hear "voices." She said it was the voice of angels speaking to her, and she also claimed to have seen them. She had always been especially devoted to her religion, Christianity.

She began to hear these voices in 1425, when she was 13. Three years later, she was convinced that God had spoken to her and told her to go to the service of the king, Charles VII.¹

The French at this time were involved in another war against the English. (The two countries had fought many wars before that time, including the Hundred Years War.)²

- [5] In the current struggle, things were going badly for France. In 1428, Joan traveled to the neighbouring town of Vaucouleurs to see the king's commander there, Robert Baudricourt.³ This man first turned Joan away with a laugh. But the next year, when Joan correctly predicted a great French defeat outside Orleans (the Battle of the Herrings), Baudricourt was willing to listen. In fact, he let Joan go to the king himself, who was at the French city of Chinon.



"Jeanne d'Arc, victorieuse des anglais, rentre à Orléans et est acclamée par la population" by Jean Jacques Scherrer is in the public domain.

1. King Charles VII (1403-1461) of France ruled from 1422 until his death.
2. The Hundred Years War was a series of conflicts waged from 1337 to 1453, fought between England and France.
3. Robert de Baudricourt (c. 1400-1454) was a minor figure of 15th century French nobility.

Joan convinced King Charles VII of her sincerity and of her calling to help France defend itself against the English invaders. Despite the advice of most of his commanders, King Charles agreed with Joan, offering her a sword. Joan, however, spoke of a vision that she had of a great sacred sword buried in a nearby chapel. No one knew about this sword, but the king was so convinced that Joan was right that he ordered the area under the altar dug up. There was an ancient sword, just as Joan described it. Astonished, King Charles agreed to let Joan go to Orleans, where French forces were under siege. She left on April 30, 1429.

Her presence there had a swift and great effect. The English forts built to encircle the city were taken and the siege⁴ ended in an astonishing eight days. A month later, the French won again, at Patay. The following month, the French regained Troyes and then Reims. In an astounding three months, Joan of Arc had helped the French do what seemed impossible. The English were on the run.

Part 2: Success and the End

Though she was wounded twice in these many struggles, Joan fought on. She at first wanted to go home, especially after her first series of successes; but the army convinced her to stay.

The French progress bogged down⁵ as the English dug in. Joan and the French fought on, and so did the English. In May 1430, Joan was captured.

- [10] She was held in prison for many weeks and then brought to trial in Rouen, a French town in English possession. She was refused a lawyer and was treated cruelly in prison. At her trial, she insisted that the voices of angels had told her to help defend France against English invaders. This didn't go over too well with the English clergymen⁶ who were her judges. She was found guilty of heresy⁷ (largely because she claimed to have spoken with angels, which was against church law) and sentenced to be burned at the stake. She died on May 30, 1431.

Her story is still told for several reasons:

- She was but an inexperienced teenager, leading an army full of battle-hardened men.
- She was a woman. At that time, women were expected to stay in the homes and castles and let the men do the fighting.
- She had tremendous success. With her in the army, the French won victory after victory.
- She died a terrible death.

Her life and death have inspired many soldiers, in France and elsewhere, ever since.

"Joan of Arc: France's Young Tragic Hero" from [Social Studies for Kids](#), © 2015, David White. Reprinted with permission, all rights reserved.

4. the placing of an army around a protected place or city to force it to surrender
5. to be stalled, delayed, or caught up in something
6. religious leaders
7. religious opinion that is opposed to a generally accepted belief of the church

Text-Dependent Questions

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

1. PART A: Which of the following best describes a central idea of the text?
 - A. Never underestimate teenage girls.
 - B. Faith and courage led Joan to victory.
 - C. Joan of Arc was one of the most influential women in history.
 - D. The history of French-English relationships was changed by a peasant girl.

2. PART B: Cite evidence from the text to support the answer to Part A.

3. Explain how Joan convinced the French of her mission in 3-5 complete sentences.

4. PART A: What does the term “heresy” most likely mean as used in paragraph 10?
 - A. Going against church rules
 - B. Insulting the church
 - C. Lying about spiritual experiences
 - D. Practicing witchcraft

5. PART B: Which of the following best support the answer to Part A?
- A. "English clergymen... were her judges"
 - B. "claimed to have spoken with angels"
 - C. "against church law"
 - D. "sentenced to be burned at the stake"

Name: _____ Class: _____ Date: _____

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 - F. "In 1908, Wilbur flew one of their planes in front of royalty in Europe." ("The Wright Brothers," Paragraph 19)

3. Compare and contrast the traits that brought Joan of Arc and the Wright brothers success. [RI.3, RI.9]

Name: _____

Date: _____

Success Unit Writing Prompt

Prompt: Over the course of this unit, you have gathered information about the variety of ways that people achieve success. Use the information you have gathered to answer the question: **What does it take to be successful?** Support your answer using reasons and evidence from a variety of the texts covered in this unit.

What is this question asking me to do? _____

Part 1 – Text Evidence:

Highlight/select your text evidence from the graphic organizer you completed at you read each passage. You will need two pieces of text evidence.

Part 2 - Outline

Paragraph #1

★	Topic/Introduction (Green)

Information and Examples #1 (Yellow)



**Text Evidence #1 (Orange)
(Facts, Definitions, Concrete Details, Quotations)**



Explanation #1 (Red)



Information and Examples #2 (Yellow)



Text Evidence #2 (Orange)
(Facts, Definitions, Concrete Details, Quotations)



Explanation #2 (Red)



Concluding Statement (Green)



Part 4

Revise

- ✓ Do I need to **ADD** any information?
 - ❑ Do I need to add more explanations to make my reasons more convincing? (use more adjectives)
 - ❑ Yellows - Do I have 2 pieces of **information/examples**?
 - ❑ Oranges - Did I include **text evidence** for each yellow?
 - ❑ Red - Did I **explain** each of piece of text evidence (red)?
 - ❑ Did I skip words because my brain thinks faster than I can write? (Add them in!)



- ✓ Do I need to **CUT** any information?
 - ❑ Do any of the details not support the topic? (Cut it out!)
 - ❑ Do I repeat myself in any parts? (Cut it out!)



- ✓ Do I need to **REWRITE** any parts?
 - ❑ Do I use the same important words too many times? (use synonyms)
 - ❑ Am I unclear or confusing in any parts?
 - ❑ Do I need to reword any explanations? (Are they clear enough?)
 - ❑ Did I use different words in my topic sentence and conclusion?
 - ❑ Does my topic sentence state my position?



- ✓ Do I need to **REORDER** any parts?
 - ❑ Do any ideas sound out of place? (Move them!)



Edit

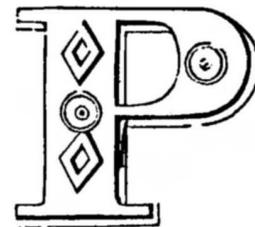
- ✓ Did I **capitalize** the correct words?
 - ❑ the word "I"
 - ❑ All proper nouns
 - ❑ Are any letters capitalized that should be lowercase?
 - ❑ the first letter of the first word in a sentence



- ✓ Did I **use** the correct words?
 - ❑ Did I use words in the **correct tense**? (present tense, past tense, future tense)
 - ❑ **"A lot"** is 2 separate words (not "alot").
 - ❑ Did I use **singular** and **plural** nouns and verbs correctly?
 - ❑ Did I use the correct form of:
 - ✓ **There** (place, everything else)
 - ✓ **their** (people, ownership)
 - ✓ **they're** (they are)



- ✓ Did I use the correct **punctuation**?
 - ❑ Did I indent?
 - ❑ Are there periods at the end of each sentence?
 - ❑ Are their quotation marks around the titles of passages AND quotes from the passages?
 - ❑ Did you use apostrophes to:
 - ✓ show ownership? (my mom's bills, my friend's house)
 - ✓ contractions? (didn't, won't, couldn't, etc.)



- ✓ Did I check my **spelling**?
 - ❑ Are there any words I need to look up in the dictionary?



