

Name: _____

Date: _____

Describing Characters

Character Traits

adventurous	ambitious	affectionate	annoyed
anxious	argumentative	babyish	bewildered
bossy	brave	brilliant	calm
careful	cautious	charismatic	charming
cheerful	childish	clever	cold-hearted
compassionate	competitive	conceited	confident
courageous	cowardly	critical	cruel
determined	dishonest	doubtful	eager
easygoing	energetic	enthusiastic	faithful
fidgety	foolish	frustrated	generous
gloomy	greedy	grouchy	hateful
helpful	hopeless	ignorant	imaginative
impatient	impulsive	independent	jovial
lazy	logical	lonely	loving
mature	manipulative	mature	moody
nervous	obedient	obnoxious	optimistic
outgoing	peaceful	persistent	pessimistic
picky	pleasant	responsible	restless
rowdy	sarcastic	secretive	selfish
self-reliant	sensitive	silly	skillful
sly	sneaky	snobbish	stubborn
talented	talkative	tenacious	thoughtful
thoughtless	unfriendly	useful	versatile
vivacious	warm-hearted	wise	witty

1. Choose 4 of the character traits above.
2. Use each word in a sentence.
3. Illustrate each sentence.

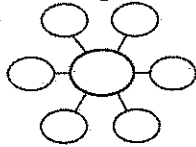
Sentence:	Sentence:
Sentence:	Sentence:

Name: _____

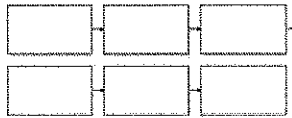
Date: _____

Here is a reminder of graphic organizers for these text structures.

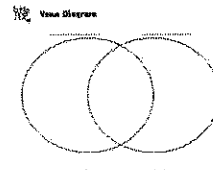
Description



Sequence



Comparison



In your book, find one paragraph that is structured like a description, a sequence, or a comparison.

Book Title: _____

Page #: _____

Paragraph #: _____

Choose the correct graphic organizer and diagram the paragraph below.

Name: _____

Date: _____

Identifying Text Structures

Description
Comparison
Sequence

Directions: Read the paragraph. Identify the type of text structure that the author used.

1. Spring and Fozzie were very excited to go on a walk. First, they wagged their tails so hard it was hard to put on their leashes. Then, they started jumping up and down when I walked toward the door. When I opened the door, they instantly started pulling to get outside of the yard. Finally, I unlatched the gate and we went on our merry way.
-

2. Spring and Fozzie love to go on walks. They love the fresh air. They love looking for squirrels and barking at them. They love the feeling of getting out of the backyard and sniffing all of the smells.
-

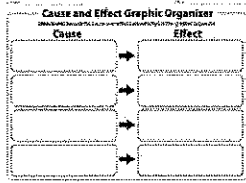
3. Fozzie and Spring both love walks, but Fozzie loves them more. Fozzie has long legs so he can walk for miles and miles without getting tired. Spring has very short legs and gets tired more quickly. After walks, they are both sleepy, but Spring stays sleepy for longer.
-

Choose one of these paragraphs and diagram it below using the correct graphic organizer.

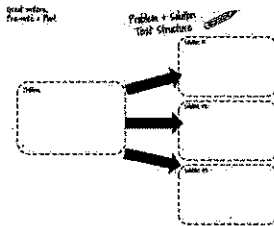
Name: _____ Date: _____

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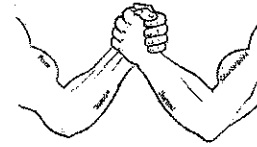
Cause and Effect



Problem and Solution



Point/Counterpoint



Directions: Read the paragraph. Identify the type of text structure that the author used.

1. Spring and Fozzie love walks but they always pull making it hard for me to walk them by myself. I guess I could walk them separately. I could also get new leashes that are shorter so they have to stand closer to me. There is also always the option of taking them to obedience school so I can learn to be a more commanding dog walker.

-
2. If Spring and Fozzie see me grab their leashes, then they start wagging their tails excitedly. They know we're going on a walk because I ask them to sit while I put on their leashes. If the weather is cold or rainy, I don't usually take them out. But, if the weather is warm enough and dry enough, then we definitely play outside a bunch.

-
3. It's important that I take Spring and Fozzie on walks because it is good for them to see more of the world than just what's in their backyard. On the other hand, it's important that I take Spring and Fozzie on walks because it helps me to get out of the house, too.
-

Choose one of these paragraphs and diagram it below using the correct graphic organizer.

Name: _____

Date: _____

Write two paragraphs about school lunch using a point/counterpoint structure. Your paragraph must be clear. Use periods and capitals appropriately for any reader.

Name: _____ Date: _____

Archetypes

Innocent Loner Eternal Optimist Cynic

Rebel/Troublemaker Wise Mentor Loyal Sidekick

Intellectual Sidekick Jester Snob Evil Villain

Dim-Witted Henchman

Which archetype is the protagonist of your novel most like at the beginning of the novel? Defend your answer with evidence.

Choose another character from your novel that fits with one of these archetypes. Defend your answer with evidence.

Read the following article. Pay attention to point/counterpoint argument!

21 Pros and Cons of Zoos

What Are the Pros of Having Zoos?

1. Zoos provide an educational resource.

The modern zoo plays a critical role in education children and families about the different animals with whom we share this planet. Staff from a zoo will travel to local schools to make presentations, offer special programs on the zoo grounds, and partner with community providers to extend educational opportunities to everyone. No matter what a person's socioeconomic status may be, there is a chance to learn something new because of the work of a zoo.

2. A zoo provides a protected environment for endangered animals.

There are several animals which are poached frequently because of certain items. Having a zoo provides these animals with a safer place to live because they are behind multiple levels of protection. Although poachers have been able to break into zoos to take animals in the past, this is not a frequent occurrence and is normally not successful when it does occur.

3. Zoos can provide a place for the humane treatment of rare animals.

One of the best examples of this is the Przewalski horse. In 1945, there were 13 horses that were captured from the wild and placed into a zoo. The last Przewalski horse was seen in the wild in 1966. Because of extensive breeding programs and an effort to reintroduce these horses into protected habitats in the wild, this unique species can continue to survive. It is a unique breed in the equine world because it has 66 chromosomes instead of 64. More than 1,500 of these horses exist today and all can trace their lineage back to the 13 that were captured at the end of World War II.

4. Zoos can also be an economic resource for a community.

Zoos do more than just provide a place for animals to reside. They are a place that provides jobs, creates tourism opportunities, and can even be an economic nexus for a community. The Woodland Park Zoo in Seattle has an annual budget that exceeds \$36 million and they pay \$17 million in wages annually. Another \$5.2 million is paid in outside vendor contracts. The zoo was established in 1898 and 70% of its revenues come from zoo visits and private contributions.

5. Zookeepers are trained with specialized knowledge about their animals.

In the past, zoos were a place where animals were kept behind steel bars. Those who oversaw these animals had a general knowledge of upkeep, but not much more. Today's zookeepers are highly trained and educated people who have specialized knowledge of the animals that are under their charge. This has reduced accidents and attacks, especially when handlers follow established policies and procedures to maintain safety.

6. Zoos offer animal activities to maintain natural instincts and movements.

Animals that were kept in zoos in previous generations were given an enclosure, maybe a toy or two, and that was considered "cutting edge." The modern zoo is hyper-aware of the dietary and physical requirements that animals need to maintain proper health. Activities are arranged for the animals to help keep them mentally alert. This doesn't fully replace hunting or migration, but it does eliminate the boredom, deterioration, and eventual degradation of the animal at the zoo.

7. Most zoos are required to go through an accreditation process of some sort.

One of the most common arguments against the existence of zoos is that they are not carefully supervised. In the past, this was a valid observation. Zoos in the developed world must go through an accreditation process to maintain operations. Inspections that include habitat cleanliness, humane practices, and proper care occur regularly. If a zoo is unable to meet those standards, they can potentially

lose their accreditation and their animals will be transferred to a zoo that does meet them.

8. Preservation efforts at zoos can stop extinction events.

Zoos around the world work together to preserve rare and extremely endangered species. These connections make it possible to bring a pair of these animals together to begin the mating process so that the species can continue living. If these rare animals were forced to find each other in the wild, the result could be very different. Animals that have been saved from likely extinction by zoos include the Arabian Oryx, Golden Lion Tamarin, Puerto Rican Parrot, and Freshwater mussels.

9. Veterinary care is readily available at most zoos.

Many zoos have what is referred to as a "treatment room." This is a place where any animal can be brought in for an examination so that its good health can be maintained. Veterinarians are no longer working on their own in these facilities either. Treatment teams include pathologists, technicians, zookeepers, and other specialists who can create and maintain virtually any care plan. Screenings, quarantine procedures, parasite removal, and other common treatments are part of the standard care process now as well.

10. Zoos are working with universities to develop in-depth degree programs.

The Smithsonian National Zoo is one of many that have worked with local colleges and universities to create thorough degree programs at graduate and doctorate levels. The National Zoo has a training program for fourth-year veterinary students and offers a 3-year residency program for another school so that veterinarians can train to become zoological medicine specialists.

What Are the Cons of Having Zoos?

1. Holding any animal in captivity has questionable ethics.

There may be educational value in a zoo, but keeping animals in captivity offers an

ethical dilemma. Some animals, like the average house cat, will thrive in a captive environment. Others, like orcas, do very poorly when living in captivity. An orca in the wild may live up to 100 years in the wild, but the average age at a captive orca is less than 30 years – and it's 17 years for a male orca.

2. Breeding programs create dependencies.

Wild animals struggle to adapt to a confined environment, but many can make the transition – even if it is forced upon them. The same cannot always be said for the newborns that become part of local zoo breeding programs. If the animal is part of a predator species, most newborns that are born in captivity will die if they are released because of the dependencies they have on the captivity.

3. Most zoos are treated as a recreational facility.

Since the 19th century, in both good and bad ways, most zoos were established to further a scientific understanding about the nature which surrounds us. That has changed over the years to the point where many see a zoo as nothing more than a recreational facility. Established zoos cater to this attitude and justify it because they need to have funds to further the research or preservation efforts that are taking place.

4. The lives of animals are secondary to the lives of people.

Because zoos are treated more as a recreational facility, visitors do not always have respect for the boundaries and borders that keep them safe from potentially dangerous animals. If visitors intrude into the animal enclosure, it is usually the life of the animal that is put at risk. An example of this occurred in 2016 when a 3-year old boy was left unsupervised long enough to crawl into a gorilla enclosure. To save the boy, the zoo killed the male gorilla named Harambe.

5. Even if captivity extends a lifetime, it can change animal behavior.

Elephants are often the focus of this key point because of their size compared to their enclosure. Elephants are also migratory animals, so restricting this instinct can cause them to become more aggressive. More than 75 elephants have been euthanized at zoos before reaching the age of 40 when their lifespan is estimated to

be 70 years in the wild. Predatory animals become more aggressive as well when restricted, which puts zookeepers and visitors at an increased risk.

6. Many zoos are struggling financially and can no longer care for their animals properly.

The Woodland Park Zoo in Seattle is thought to be one of the best in the US. In 2015, their expenses were \$2 million more than their incoming revenues. Their status as a 501c3 organization, however, can help to provide a buffer on years where losses like that occur. Other zoos do not have that luxury. Many zoos euthanize healthy animals because of their cost or to "preserve" genetic health. In Agate, CO a wildlife sanctuary euthanized all 11 of their animals because of a denial to relocate their facilities due to "ongoing flooding."

7. Conservation is a goal that isn't always sought.

Most zoos have a goal of conservation when it comes to animal species. There are certainly success stories, such as the Przewalski horse. Unfortunately, this goal tends to be more of a marketing technique than an actual mission statement. It is quite common to have offspring created at a zoo to be moved to another zoo, sold to raise money, or in the case of the Giant Panda, used as a financial resource for an entire country.

8. Even natural habitat enclosures do not fully serve the needs of all animals.

The goal of many modern zoos is to replicate the natural environments of the animal for their enclosure. For some animals, such as the elephant, this is virtually impossible within the confines of a zoo. A herd (or memory) of elephants is known to travel between 30-50 kilometers every day. In the wild, you'll find them grouping into herds of 40+ individuals. That is a habitat which a small zoo cannot replicate.

9. Zoos can set an improper standard for future generations.

Children learn from the adults in their lives. When they go to a zoo, what they are seeing is that it is okay for people to put animals into enclosures for entertainment purposes. For a zoo experience to be beneficial, there must be an effort to take all

visitors through the scientific and preservation components of a zoological program. Unfortunately, most zoo visitors go to look at the animals and nothing more, which shows imprisonment can be entertainment – and that may transfer to their views about humanity.

10. Breeding programs are not a guarantee for species survival.

The Giant Panda is an example of how difficult breeding programs in captivity can be. Up through the 1990s, just 30% of the Giant Pandas in captivity could successfully reproduce. When the cubs were born, more than 60% of them would die while still in infancy. Survival percentages have risen to over 70% since then, but this is because of artificial insemination and husbandry efforts that essentially force the newborn cub to be reliant on humans for potentially its entire life.

11. Animals in captivity can develop severe health problems, even with a high-quality treatment plan.

The Alaska Zoo was struggling to care for Maggie the Elephant. Because of the local weather conditions, she would often be forced to stay inside a very small enclosure. Her treatment team brought in a treadmill that could help her get the exercise she needed, but she refused. Without the proper amount of activity, her feet began to degrade to the point where it became difficult for her to walk.

A zoo can be an integral part of our community and world with the right approach. Each key point deserves consideration so that a personal decision regarding zoos can be reached. That way they can be more than entertainment.

The pros and cons of zoos often come from two very different points of view. From a legal standard, animals are often treated as property. That means they have little in the way of rights, so a zoo seems like a positive place to maintain a high quality of life. For others, the forced enclosure of any animal feels like an unethical decision. Wild animals, it is said, are meant to be wild.

Point/Counterpoint

Diagram the point and counterpoint in "21 Pros and Cons of Zoos."



Read this article. Then, answer the question.

Asian-American History

From Chinese laborers in the 1800s to millions of U.S. citizens today

by David Johnson

When they first arrived in the United States, Asian (usually Chinese) immigrants were welcomed, or at least tolerated. After the California gold rush brought thousands of Chinese to California, however, Asian immigrants faced restrictive laws and occasional violence.

In the late 1800s, Chinese, and eventually other Asians, were excluded from citizenship. These laws were repealed during World War II, followed by further immigration-law changes, making it easier for Asians to enter the United States.

Gold Rush Boom

The Chinese were the first Asians to arrive in large numbers. By the 1830s, Chinese were selling goods in New York City and toiling in Hawaiian sugarcane fields.

Gold was discovered in California in 1848, eventually attracting thousands of Chinese miners and contract laborers. In 1850, just over 1,000 Asian immigrants entered the U.S., but ten years later, the figure had jumped to nearly 37,000, mostly Chinese.

Violent Protests

In some quarters, Chinese workers were welcomed. The Central Pacific Railroad recruited Chinese to work on the transcontinental railroad in 1865. Three years later the Chinese and the U.S. ratified the Burlingame Treaty which facilitated Chinese immigration.

However, many people feared being "overwhelmed" by the influx, which had swelled to nearly 65,000 in 1870, and over 107,000 in 1880. Some cities passed laws against Chinese and other Asians, often referred to as "Mongolians." Anti-Chinese riots erupted in Chico, California, in 1877 and in Rock Springs, Wyoming, in 1885.

Japanese Arrive

Meanwhile, increasing contact with Japan prompted Japanese to move to Hawaii and California to work in agriculture. In 1869 the Wakamatsu Tea and Silk Colony was established in California.

Contact with the Philippines

In 1899, following the Spanish-American War, the Philippines came under U.S. control, prompting increased immigration. In 1902, the *pensionado* program, which allowed Filipinos to study in the U.S., was implemented.

Because most Filipinos are Roman Catholic, their integration into American life was somewhat easier than for other Asians. Though Filipinos faced the same prejudices as Chinese and

Japanese laborers (as described in Carlos Bulosan's book *America is in the Heart*), Filipinos arrived with English skills, making assimilation easier.

Japanese Internment

During World War II, more than 100,000 Americans of Japanese ancestry were placed in internment camps. Even though many did not speak Japanese or have close ties to Japan, they were nonetheless regarded as wartime threats. Although the U.S. was also at war with Germany and Italy, Americans with ancestors from those countries did not face internment.

In 1988, Congress passed a measure giving \$20,000 to Japanese Americans who had been interned during the war. President George H.W. Bush signed it the following year.

Increasing Numbers

Although Asian immigration increased steadily through much of the 20th century, the region still contributed fewer newcomers than Europe, Latin America, and North America.

The McCarran-Walter Act of 1952 eliminated race as a barrier to immigration, and in 1965 national quotas were ended, thus facilitating Asian immigration.

Increasing Clout

Political power soon followed. Dalip Singh was elected to U.S. Congress from California's Imperial Valley, and in 1962 Hawaii sent Daniel K. Inouye to the U.S. Senate and Spark Matsunaga to the U.S. House. Two years later, Patsy Takemoto Mink of Hawaii was elected to the U.S. House, becoming the first Asian-American woman in Congress.

Since then, hundreds of Asian Americans have been elected to state legislatures and municipal positions.

A More Diverse Group

In 1979, the United States and China resumed diplomatic relations, making immigration easier for Chinese. But, new arrivals came from other Asian countries as well, including India and Pakistan. And in 1975 following the Vietnam War, more than 130,000 refugees fleeing from the Communist governments of Vietnam, Cambodia, and Laos arrived on U.S. shores. Millions of Asians arrived in subsequent years.

In 1980, more than 2.5 million Asian immigrants entered the U.S., up from under 500,000 in 1960.

The Immigration Act of 1990 increased the numbers of Asians coming to the U.S. by raising the total quota and reorganizing system of preferences to favor certain professional groups. This allowed Asians with training in medicine, high technology, and other specialties to enter more easily. From 5 million in 1990, the number of Asian immigrants more than doubled by 2009, reaching 10.6 million.

Action or Description

*Directions: Read the sentence and write if it's **action** (something someone is doing) or **description** (describing the way it is.)*

1. Willy Williams – yes, that's his real name – is eleven. I'm not sure what his diagnosis is.
-

2. Jill uses a walker because her left foot drags a little as she walks. She's thin and pale and very quiet.
-

3. He zooms his electric chair around the raggedy old snowman, tossing Velcroed stars and bells as it, asking, "Snowman go zoom zoom?"
-

4. I gave the quilt another tug, and finally, gradually, I had the monkey in my hand. I clutched it, and it squeaked as if it were glad to see me. I grinned and made it squeak again and again.
-

5. Mrs. V wears huge flowing dresses – must be miles of material in those things – all in crazy color combinations. Bubble-gum pink, with fire-engine red, with peachy sherbet, with bright cinnamon.
-

Name: _____

Date: _____

Dialogue or Inner Thoughts

*Directions: Read the sentence and write if it's **dialogue** (something someone is saying out loud) or **inner thoughts** (something someone is thinking in his/her head.)*

1. "Turn over, Melody," she said quietly.

2. I screamed because I hated stuff that was just plain stupid. I screeched because I couldn't talk and tell her to shut up!

3. Then a really horrible thought popped into my head. What if they decided to look into Dr. Hugely's suggestions?

4. "When you decide to switch to a rocket ship for transportation," Dad joked at first, rubbing his back, "you're gonna need to hire Superman to get it in the car!"

5. As the aides helped us down the hall to the music room, I wondered if I'd get to sit next to a "regular" kid.

Context Clues

1. The diamond ring was radiantly shining on her finger.

Using the synonym clue, the word **radiantly** in this sentence means

- A brightly C hardly
 B really D barely

2. We shopped at the emporium, which is as large as the shopping center, for shampoo and bath soap.

Using the comparison clue, the word **emporium** in this sentence means

- A amusement park C large store
 B bathroom D library

3. The saturated, dripping dog ran in the house after swimming in the lake.

Using the synonym clue, the word **saturated** in this sentence means

- A wet C dirty
 B old D smelly

4. In the pirate story, there were the good guys against the buccaneers.

Using the contrast clue, the word **buccaneers** in this sentence means

- A actors C teachers
 B pirates D helpers

5. An evanescent ring surrounded the moon as it rose. It was there for a moment, and then it disappeared.

Using the explanation clue, the word **evanescent** in this sentence means

- A full C brief
 B ongoing D bright

6. The sun made the lake water shimmer.

Using the explanation clue, the word **shimmer** in this sentence means

- A dirty C dark
 B dull D sparkle or shine

Eliminating Unsupportive Details

Directions: In each paragraph, eliminate one or more sentences that don't belong.

1. Almonds are a heart healthy food. They are rich in protein and healthy fats, but don't have any trans fats which your body cannot digest. They don't have any Vitamin C or Vitamin A. The healthiest kind of almonds are raw and unsalted.
2. The Trail of Tears started in 1831 and ended in 1850. During these years, over 16,000 Cherokee people were forced to move by President Andrew Jackson. In the book, *Soft Rain*, the main character has to leave her home to walk on The Trail of Tears. Her cousin, Green Fern, dies on the trail. The Cherokee people had to relocate to Oklahoma because the U.S. government made them.
3. Hillcrest Elementary School is a large school. There are over 700 students who attend the school. There are so many kids that some students don't get eat lunch until 2:00 P.M. Many fifth graders help by being safeties and fish monitors. Almost all the grade levels have five teachers because there are so many students. In our classroom, we have desks and many devices. The Spanish and STEAM teachers share a classroom because there is not enough space for each of them to have their own space.



Bettmann Archive/Getty Images

Elizabeth Eckford is harassed as she tries to enter Little Rock's Central High on Sept. 4, 1957.

The Little Rock Nine by Sam Roberts

Sixty years ago this month, President Eisenhower sent federal troops into Arkansas to enforce the desegregation of Little Rock's Central High School

SEPTEMBER 4, 2017

The first thing Elizabeth Eckford noticed as she walked toward Central High School in Little Rock, Arkansas, was the throng of people waiting for her. It was the morning of Sept. 4, 1957, and Eckford, 15, was one of nine black students chosen to integrate all-white Central High. The entire group was supposed to meet up before heading to school, but Eckford hadn't gotten the message. She was alone.

As the crowd of angry whites shouted epithets and threatened to lynch her, she felt relieved at first when she saw the Arkansas National Guard surrounding the school. But as she approached, the guardsmen refused to allow her to pass. It was then that she realized the soldiers weren't there to protect her: They were there to prevent her and the eight other students from entering the school.



Everett Collection Historical/Alamy Stock Photo

U.S. Army troops escort nine black students out of Little Rock's Central High School in the fall of 1957.

The "Little Rock Nine," as they became known, didn't make it inside that day. The drama played out for three weeks, ending only after President Dwight D. Eisenhower sent in federal troops to ensure that the black students made it safely through the school's front doors. The events, broadcast on national TV, helped light a fire under the civil rights movement three years after the Supreme Court had declared segregation in public schools unconstitutional.

"It took an incredible amount of bravery from those nine students to face what was real terrorism and mob violence," says Alvin Tillery, a professor of political science and African-American studies at Northwestern University in Illinois. "Elizabeth Eckford being threatened, harassed, and spat on, and her calm resistance became an iconic symbol of the civil rights movement."

Segregation & the Supreme Court

Seeds of the confrontation had been sown in 1954, when the U.S. Supreme Court handed down its landmark decision in *Brown v. Board of Education of Topeka* (see *Timeline, below*). The justices unanimously ruled that segregation in public schools was unconstitutional under the 14th Amendment, which guarantees equal protection under the law. The *Brown* ruling overturned the "separate but equal" principle established by the Court in 1896 in *Plessy v. Ferguson*.

Most Southern states defied the *Brown* ruling or took only token steps to comply. In Little Rock, the school board agreed to gradual desegregation, beginning in the fall of 1957 at Central High.

As the fall approached, segregationists in Little Rock were predicting that violence would erupt if integration took place. But a federal court ordered the school district to proceed. The school board selected nine black students from a pool of more than 100 volunteers.

On September 4, when Eckford and the eight other students tried to enter Central High for the first time, they were confronted by a mob of white hecklers.

"Are you scared?" a *New York Times* reporter asked one of them, 15-year-old Terrence Roberts, that day.

'I think the students would like me OK once I got in and they got to know me.'
"Yes, I am," he replied. "I think the students would like me OK once I got in and they got to know me."

But Arkansas Governor Orval Faubus, who sent in the state's National Guard troops, made sure it didn't happen that first day.

On September 20, a federal judge ordered Faubus to recall the troops. He complied, and three days later, Little Rock police escorted the nine students into the school through a side door. But rioting broke out among the more than 1,000 white protesters in front of the school, and police removed the black students after a few hours, fearing for their safety.

In a dramatic climax to the Little Rock crisis, President Eisenhower sent 1,200 troops from the Army's 101st Airborne Division to Little Rock on September 24 and placed all 10,000 Arkansas National Guardsmen under federal control. For the first time since Reconstruction, a president had ordered armed federal troops to the South to ensure that the civil rights of blacks were protected.

Eisenhower addressed the nation on TV and radio that night, saying he'd reluctantly intervened. "Mob rule cannot be allowed to override the decisions of the courts," he said.

The next day, as a sullen crowd of 1,500 whites watched, armed soldiers ringed Central High School. Racial integration was achieved, at bayonet point, by the six black girls and three black boys on September 25 at 9:25 a.m., 40 minutes after the opening bell.

Sixteen-year-old Ernest Green sounded hopeful later that day. "Things would be better if only the grown-ups wouldn't mix in," he said. "The kids have nothing against us. They hear bad things about us from their parents."

Federal troops were gradually withdrawn, but even with National Guard troops remaining for the rest of the school year to protect them, the black students faced abuse. Gloria Ray, 15, reported that white students called her names, spat at her, vandalized her locker, and pushed her down a flight of stairs.

Minnijean Brown, 16, was suspended after dumping a bowl of chili on a white boy's head in response to taunts in the school cafeteria and was later expelled for standing up to a white girl. But the rest of the Little Rock Nine finished the school year, and in May 1958, Green became Central High's first black graduate.

In September 1958, in a final act of defiance against integration, Governor Faubus closed Little Rock's public high schools for the school year, forcing all students—white and black—who weren't able to go to private schools to take courses by mail or enroll out of state. Some of the Little Rock Nine moved away, while others took correspondence courses. When the closings were declared unconstitutional by a federal court and Central High reopened in 1959, only two of the original black students returned.

Green, who later earned a master's degree in sociology, went on to become assistant secretary of labor under President Jimmy Carter in 1977. Most of the other Little Rock Nine finished high school (though only three graduated from Central High), and many went on to college and graduate school, becoming accountants, lawyers, professors, activists, and journalists.

A Postracial America?

Eight of the Little Rock Nine are still alive today, and seven attended President Barack Obama's 2009 inauguration—an event that must have seemed unimaginable in Little Rock in 1957. The election of America's first black president led many to proclaim that we had entered a "postracial" America. But recent tensions, including clashes between police and black communities, have called that idea into question. Still, according to Professor Tillery of Northwestern, the legacy of the Little Rock Nine lives on and offers lessons for young people who want to make a difference today.

"We can all do something to make America better," he says. "It doesn't only take heroes to make our democracy work; it takes engaged citizens."

'I Was Afraid for My Life'



Bettmann Archive/Getty images (Eckford, 1957); Lawrence Schiller/Premium Archive/Getty images (Eckford, 2011)

Elizabeth Eckford talks to Scholastic about integrating Central High

Why did you sign up to help integrate Central High?

In a segregated system, there's no such thing as equality. The white kids always had more courses, more labs.

What did you expect that day?

I thought that the National Guard was there to protect us, but they weren't. After three attempts to cross their lines, I finally understood that they were there to keep me out.

What did it feel like to walk up to school that day?

It was absolute terror. I was afraid for my life.

What are your thoughts about that famous photo?

It's really good photo-journalism. The girl behind me was forever branded a racist. I met her in 1996 or 1997, but she had called and apologized in 1963.

What advice do you have for students today?

When they see someone being harassed, they can help by acknowledging them, treating them as a human being, treating them like they want to be treated.

This interview by Joe Bubar has been condensed and edited for clarity. Read more of the interview [here](#).

Timeline: The Civil Rights Era



A724/Gamma-Rapho via Getty Images

The Tuskegee Airmen, a black Army Air Corps unit during World War II

1948: The Military

President Harry S. Truman issues an executive order to desegregate the U.S. armed forces. After widespread resistance in the military, the last all-black unit is dissolved in 1954.

1954: *Brown v. Board of Education*

The U.S. Supreme Court rules that segregated public schools are unconstitutional, overturning the "separate but equal" standard established in 1896.



Bettmann Archive/Getty Images

Rosa Parks in December 1956, after helping end segregation on Montgomery buses

1955: Bus Boycott

Rosa Parks is arrested in Montgomery, Alabama, for refusing to give up her seat to a white passenger on a bus. This sparks a boycott of city buses, led by Martin Luther King Jr.

1957: The Little Rock Nine



Granger, NYC/The Granger Collection

1960: Greensboro

Four black college students in North Carolina stage a sit-in at an all-white lunch counter. The protest helps galvanize young blacks across the U.S.

1963: 'I Have a Dream'

Martin Luther King Jr. delivers his famous "I Have a Dream" speech to more than 250,000 people in Washington, D.C.

1964: Civil Rights Act

President Lyndon B. Johnson signs the Civil Rights Act of 1964, outlawing segregation in public places and employment.



Corbis Historical/Getty Images

August 1965: Voting Rights Act

Congress outlaws literacy tests, poll taxes, and other obstacles to black voter registration (*above, President Johnson with Martin Luther King Jr. after signing the bill at the U.S. Capitol*).

1. What are three vocabulary words from "The Little Rock Nine" that you would like to understand better?

2. In the article "Timeline: The Civil Rights Era," find the photograph of the college students holding a sit-in at the lunch counter. What do you learn from this photo? Write a precise paragraph.

3a. Which statement **best** describes a theme of both "Little Rock Nine" and "Timeline: The Civil Rights Era?"

- A. Believe in yourself.
- B. Stand up for what is right.
- C. Tell the truth.
- D. Honor your family.

Name: _____

Poetic Device

Directions: Choose which poetic device is being used in each example. Then, justify why you chose that answer.

1. The light bulb shook with fear as its final bit of power died out.

- a. Alliteration
- b. Personification
- c. Onomatopoeia
- d. Repetition
- e. Rhyme

Justify your answer. _____

2. The runner whooshed past me, buzzing toward the finish line.

- a. Alliteration
- b. Personification
- c. Onomatopoeia
- d. Repetition
- e. Rhyme

Justify your answer. _____

3. The chef used spicy, spicy, spicy pepper that made my tongue burn!

- a. Alliteration
- b. Personification
- c. Onomatopoeia
- d. Repetition
- e. Rhyme

Justify your answer. _____

4. The car careened down the cavern.

- a. Alliteration
- b. Personification
- c. Onomatopoeia
- d. Repetition
- e. Rhyme

Justify your answer. _____

5. The liar is on fire.

- a. Alliteration
- b. Personification
- c. Onomatopoeia
- d. Repetition
- e. Rhyme.

Justify your answer. _____

Name: _____ Date: _____

Prefixes

1. Which of these prefixes means "bad" or "wrong"?

- a. pre-
- b. non-
- c. bi-
- d. mis-

2. What does understandable mean?

- a. without understanding
- b. able to understand
- c. cannot understand
- d. full of understanding

3. The prefix SUB- means "under or below," so a SUBMARINE is "a ship that spends its time below the water."

- a. True
- b. False

4. The prefix PRO- means "before," so a PROLOGUE happens at the end of a story or play.

- a. True
- b. False

5. The prefix IL- means not, so if you do something that is ILLEGAL, you:

- a. break the law
- b. follow the law
- c. make a new law
- d. throw out the law

6. The prefix CO- means "together," so when you COOPERATE you:

- a. work separately
- b. argue
- c. work with someone else
- d. operate something

7. The prefix EN- means to "put into," so when you ENTANGLE something, you get it out of a tangle.

- a. True
- b. False

8. During the United States Civil War in 1865 this device was crucial for communication.

- a. Telephone
- b. Telegraph
- c. Teleconference
- d. Telecast

9. The businessmen had a _____ with their colleagues in Japan.

- a. Telephone
- b. Telegraph
- c. Teleconference
- d. Telecast

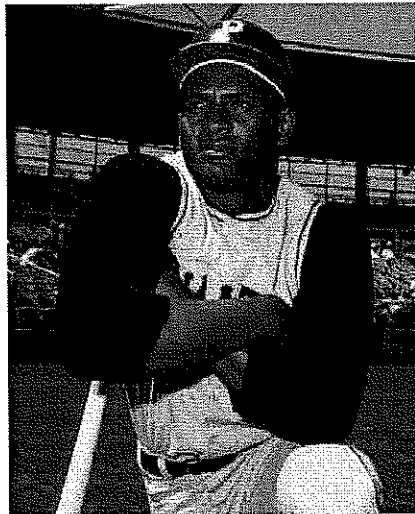
10. It was a cloudy night, so it made seeing the moon with the _____ very difficult.

- a. Astronaut
- b. Telegraph
- c. Telescope
- d. Telephone

Read this article. Then respond to the prompt.

Roberto Clemente

Roberto Clemente, in full **Roberto Clemente Walker**, (born August 18, 1934, Carolina, Puerto Rico—died December 31, 1972, San Juan), professional baseball player who was an idol in his native Puerto Rico and one of the first Latin American baseball stars in the United States (see also Sidebar: Latin Americans in Major League Baseball).



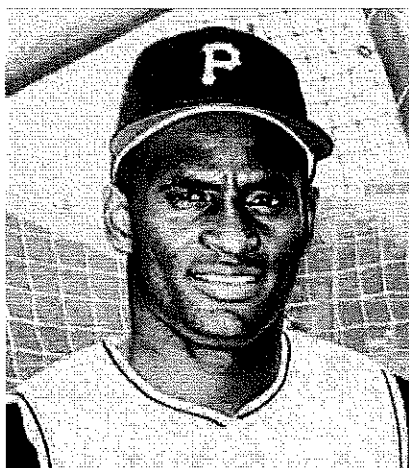
Clemente, Roberto Roberto Clemente, 1968. AP/REX/Shutterstock.com

Clemente was originally signed to a professional contract by the Brooklyn Dodgers in 1954. He was given a \$10,000 bonus—very high by the standards of the times—but was sent to the minor leagues for the 1954 season. Because of a major league rule that stipulated that any player given a bonus of more than \$4,000 had to be kept on the major league roster for his entire first season or be subject to a draft from other clubs, the Dodgers lost Clemente. Pittsburgh, which had finished last in the National League in 1954, selected him; Clemente made his major league debut on April 1, 1955, and spent his entire career with the Pittsburgh Pirates. For 18 seasons Clemente delighted fans with his hitting ability, daring base running, and strong throwing arm. His outstanding arm was perhaps his greatest physical asset. He won 12 Gold Gloves, the award given to the best fielding player in each position in the league. Baseball's most talented outfielders are still compared to Clemente. He was also a very good hitter, winning four National League batting titles while compiling a lifetime average of .317. In 1972 Clemente got his 3,000th base hit on his very last at bat as a player. At the time, only 10 other players had reached this mark.

While Clemente amassed a mountain of impressive statistics during his career, he was often mocked by the print media in the United States for his heavy Spanish accent. Clemente was also subjected to the double discrimination of being a foreigner and being black in a racially segregated society. Although the media tried to call him "Bob" or "Bobby" and many of his baseball cards use "Bob," Clemente explicitly rejected those nicknames,

stating in no uncertain terms that his name was Roberto. There was also confusion over the correct form of his surname. For 27 years the plaque at the National Baseball Hall of Fame read "Roberto Walker Clemente," mistakenly placing his mother's maiden name before his father's surname. Only in 2000 was it changed to its proper Latin American form, Roberto Clemente Walker.

Perhaps equally as important as Clemente's accomplishments on the field was his role as an advocate for equitable treatment of Latin baseball players, in which he took great pride. Near the end of his career, Clemente commented, "My greatest satisfaction comes from helping to erase the old opinion about Latin Americans and blacks." A close friend of Clemente's, Spanish-language sportscaster Luis Mayoral, added, "Roberto Clemente was to Latinos what Jackie Robinson was to black baseball players. He spoke up for Latinos; he was the first one to speak out."



Roberto Clemente. *UPI/Bettmann Archive*

In the off-season, Clemente returned to his homeland, playing winter baseball in the Puerto Rican League, providing baseball clinics to young players, and spending time with his family. He headed relief efforts in Puerto Rico after a massive earthquake hit Nicaragua in late December 1972. When Clemente received reports that the Nicaraguan army had stolen relief supplies meant for the people, he decided to accompany the next supply plane. Shortly after takeoff from the San Juan airport on December 31, 1972, the plane crashed, killing Clemente. The Baseball Hall of Fame in Cooperstown, New York, waived the rule requiring a five-year wait after retirement (or death) before a player could be elected to the Hall, and in July 1973 Clemente was the first player born in Latin America to be inducted into the national baseball shrine. The award presented annually to a Major League Baseball player for exemplary sportsmanship and community service was renamed the Roberto Clemente Award in 1973.

Milton Jamail

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Read the article. Then, respond to the questions.

Who Is Sonia Sotomayor?

Early Life

Federal judge Sonia Sotomayor was born as the elder of two children in the South Bronx area of New York City, on June 25, 1954. Parents Juan and Celina Baez Sotomayor, who were of Puerto Rican descent, moved to New York City to raise their children. Her mother was a nurse and her father was a carpenter.

When her husband died in 1963, Celina worked hard to raise her children as a single parent. She placed what Sotomayor would later call an "almost fanatical emphasis" on education, pushing the children to read and write every day and making huge sacrifices to purchase a set of encyclopedias that would give them proper research materials for school.

Higher Education

Sotomayor attended Princeton University. She felt overwhelmed by her new school; after she received low marks on her first mid-term paper, she sought help, taking more writing classes. She also became highly involved with the Puerto Rican groups on campus, including Acción Puertorriqueña and the Third World Center. The groups, she said, provided her "with an anchor I needed to ground myself in that new and different world." She also worked with the university's discipline committee, where she started developing her legal skills.

All of Sotomayor's hard work paid off when she graduated summa cum laude from Princeton in 1976. That same year, Sotomayor entered Yale Law School and became a lawyer in 1980. Between 1980 and 1992, Sotomayor worked on important legal cases. In 1992, President George H.W. Bush appointed her to be a district court judge in New York. In 1997, she was promoted to the Circuit Court of Appeals by President Bill Clinton.

Supreme Court Appointment


On May 26, 2009, President Barack Obama nominated Sotomayor for Supreme Court justice. The nomination was confirmed by the U.S. Senate in August 2009 making Sotomayor the first Latina Supreme Court justice in U.S. history.

1. What are three vocabulary words from "Who is Sonia Sotomayor?" that you would like to understand better?

2. What text features would improve this article? Write a precise paragraph to defend your answer.

3. What would be a better title you could give this article? Defend your answer.

Draw five things that symbolize an important part of Sonia Sotomayor's life. Then, explain the significance of each picture.

Drawing	Significance
	I drew the New York City skyline because Sonia Sotomayor was born and raised in the Bronx which is in New York City.