

# myPerspectives™

ELD Companion



Grade 12



myPerspectives  
ELD Companion Workbook

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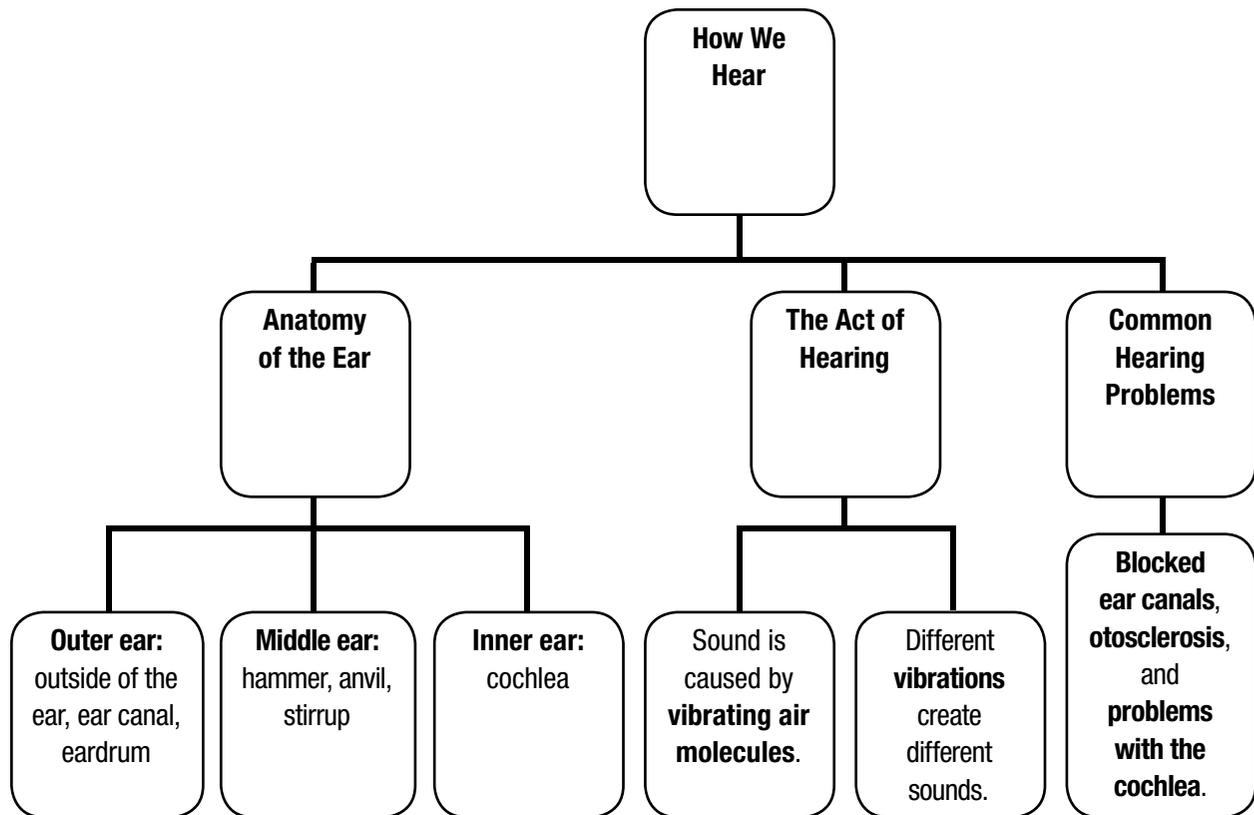
# How do the senses shape our experiences?

## “How We Hear”

### SUMMARY

This science article explains how we hear. It identifies the parts of the ear and describes what each part looks like. It explains that sounds are waves of air molecules. These air molecules vibrate, or shake with small, fast movements. Large vibrations make loud sounds. Smaller vibrations make softer sounds. The article explains how the ear collects these vibrations and sends them to the brain. The brain interprets these vibrations as sound. The article also tells about common types of hearing problems. It suggests ways to protect your hearing.

### Visual Summary



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### Use What You Know

List three of the loudest sounds you have ever heard.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Text Structure

A science textbook often has highlighted vocabulary words.



Their definitions appear at the bottom of the page. Circle the third highlighted vocabulary word that appears on this page. Look at its definition. Then rewrite the sentence without using the vocabulary word.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Reading Strategy: Preview

When you preview a text, you take a quick look at different parts of it to get an idea of what the text is about. Look at the title. What do you learn about this text from the title?

\_\_\_\_\_

\_\_\_\_\_

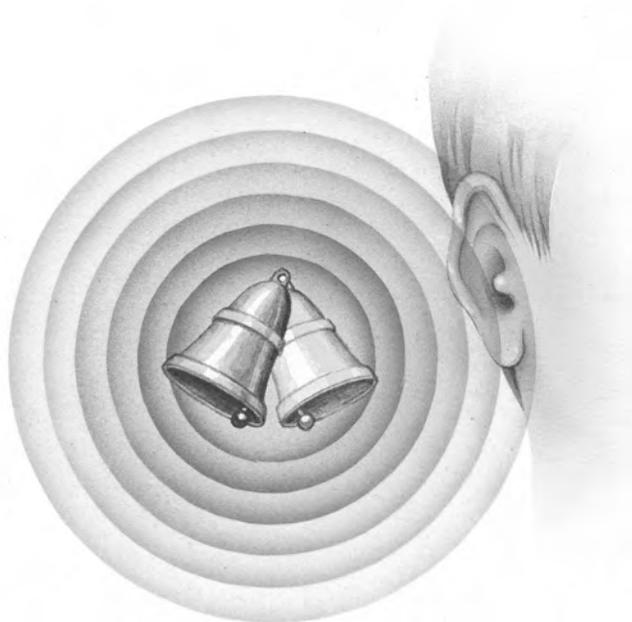
\_\_\_\_\_

## How We Hear

Did you hear that? You live in a world of sound, and the sounds of that world enter your ears all the time. Some of those sounds can bring you great pleasure, like the **rustling** of autumn leaves, your best friend's giggle, or your favorite song. Other sounds are much less enjoyable, like the **shrill** alarm of the clock that wakes you in the morning, the loud roar of a lawnmower, or the **wail** of a fire engine's siren.

In order to understand how you hear, you first need to understand the anatomy, or structure, of the ear as well as what sound is and how it is produced.

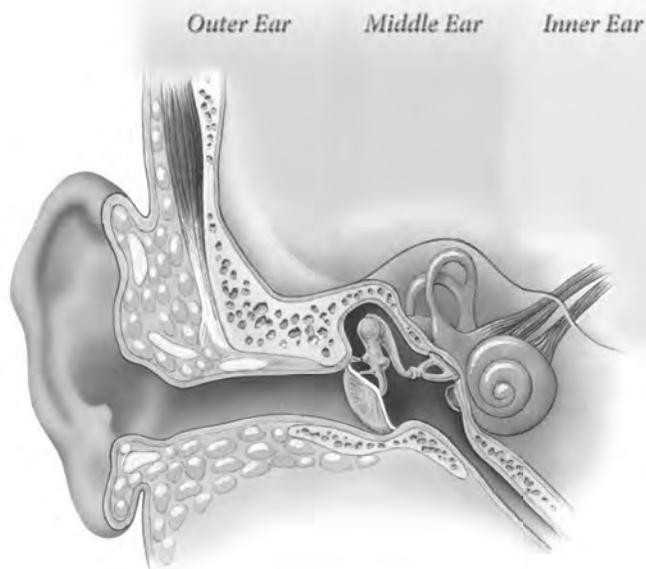
**rustling**, light sound made by leaves as they rub together  
**shrill**, unpleasant because it is too loud and high  
**wail**, long, high, loud sound



## Anatomy of the Ear

The ear is divided into three parts: the outer ear, the middle ear, and the inner ear. The outer ear includes the part of the ear that we can see. It also includes the ear canal, which is a short passage that reaches to the eardrum. The eardrum is a thin membrane that is stretched tight, like the head of a drum. Behind the eardrum, in the middle ear, are three tiny bones, called the hammer, the anvil, and the stirrup. They are the smallest bones in the body. Behind these bones, within the inner ear, is the cochlea, a small, curled **tube** that is shaped like a snail. The cochlea is filled with **fluid** and also contains numerous tiny hair cells. At the **base** of each hair cell is a nerve cell that sends impulses along the auditory nerve to the brain.

**tube**, hollow pipe  
**fluid**, liquid  
**base**, bottom



### Reading Strategy: Preview

Circle the subheading that appears on this page. What do you think this section will be about?



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### Comprehension Check

Underline the description of the eardrum in the text. What do you think happens to the eardrum when sound waves hit it?



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### Text Structure

A science article often defines or describes scientific terms within the text. Underline the three sentences that describe the cochlea. In your own words, describe what is found inside the cochlea.



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### Text Structure

A science article often gives examples to illustrate the meaning of a word or concept.



Underline the example of a vibration. How does this example help you better understand a vibration?

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### Comprehension Check

Underline the definition of frequency. How does frequency affect the sounds we hear?



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### Comprehension Check

Underline the words that tell what kind of sound large vibrations make. Circle the words that tell what kind of sound small vibrations make. Give an example of each type of sound.



1. \_\_\_\_\_
2. \_\_\_\_\_

## What Is Sound and How Is It Produced?

Every sound is caused by a vibration, or continuous movement back and forth. For example, when a bell is rung, the metal vibrates. When an object vibrates, the air molecules around it also vibrate. As the molecules move back and forth rapidly, they bump into each other and then push apart, moving outward, away from the object. This bumping, pushing, and moving of molecules is called a sound wave. Sound waves can travel through air, water, or solid objects, like wood and steel.

If all sounds are waves of vibrating air particles, why do they sound different? One reason is that different sounds are produced according to the number of times the air vibrates. This is called the frequency of the sound. Frequency determines pitch, that is, how high or low a sound is. Another reason for differences in sounds has to do with the size of the vibrations. Large vibrations make loud sounds and smaller vibrations make softer sounds. This is called the volume or amplitude of the sound. The amplitude of a sound is measured in decibels.

## The Act of Hearing

Sound waves enter the outer ear, which is shaped to **collect** the waves and **funnel** them through the ear canal to the eardrum. The sound waves cause the eardrum to vibrate, like a drum head being hit by a drumstick. The vibrating eardrum in turn causes the three tiny ear bones to vibrate. One of these bones vibrates against the cochlea. This causes the fluid inside the cochlea to move and the hair cells to vibrate. The nerve cells at the base of the hair cells then send impulses along the auditory nerve to the brain, where they are interpreted as sounds.

## Hearing Problems

People can develop hearing problems related to age, illness, or injury. A person with hearing loss may not be able to hear some sounds or may have particular difficulty when there is background noise. Here are some common types of problems that may result in hearing loss.

---

**collect**, bring together  
**funnel**, send through a narrow space

### Reading Strategy: Preview

Underline the two subheadings on this page. What do you think each section will focus on?



1. \_\_\_\_\_
2. \_\_\_\_\_

### Text Structure

A science textbook often has highlighted vocabulary words.



Their definitions are at the bottom of the page. Circle the two highlighted vocabulary words on this page. Look at their definitions. Then rewrite the sentence without using the vocabulary words.

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### Comprehension Check

Underline how hearing loss may affect a person. List three reasons people might develop hearing loss.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Reading Strategy: Preview

Draw arrows that point to the highlighted words on this page. Use these words as a guide to preview. Write what you think this page is about.



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### Text Structure

A science article often defines key terms within the text. Underline the words that define what earwax is. What happens when earwax builds up?



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### Comprehension Check

Underline when otosclerosis occurs. Why is it important that the stirrup bone vibrate?



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**Blocked ear canals.** Anything that blocks the ear canal can keep sound waves from traveling into the middle and inner ear. Earwax is a sticky substance produced inside the ear canals of some people. If earwax builds up and hardens, it blocks the ear canal. Once the accumulated wax is removed, sound waves can reach the eardrum, and the hearing loss is reversed.

**Abnormal function of middle ear bones.** A disease called otosclerosis occurs when the stirrup bone is prevented from vibrating because of abnormal bone growth. This prevents sound waves from moving through the middle ear to the inner ear. Doctors can often replace the stirrup bone with an artificial bone. This allows the sound waves to travel normally and reverses the hearing loss.

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blocks, stops something from moving through a place  
substance, a liquid or solid material  
prevented, stopped  
artificial, not natural, but made by people

**Deterioration of the cochlea due to age.** All adults develop some gradual hearing loss as they age. Over time, parts of the cochlea begin to wear down from a lifetime of noise exposure. Changes in the blood supply to the inner ear can also contribute to hearing loss. Hearing aids, electronic devices worn behind the ear or inside the ear canal, can often help people who have some hearing loss. Hearing aids amplify sounds. The louder sounds in turn stimulate the nerve cells in the cochlea.

**Injury to the cochlea due to noise.** When loud noise causes the hair cells in the cochlea to vibrate too forcefully, they can bend or break. This damage can occur at any age and is permanent. Since a damaged hair cell cannot send nerve impulses to the brain efficiently, this will result in some hearing loss.

exposure, contact with something with no protection devices, small machines that do a special job



### Reading Strategy: Preview

Underline the two phrases that appear in bold on this page. How do you think these two paragraphs will be alike? How will they be different?



### Comprehension Check

Underline one possible solution to the problem of hearing loss. How can this solve hearing loss in some people?



### Comprehension Check

Underline the sentence that explains how hair cells in the cochlea can become damaged. How might people prevent damage to the hair cells?



### Reading Strategy: Preview

Look at the heading and then underline the two bolded phrases that appear at the start of the paragraphs on this page. What do you think those paragraphs will be about?



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### Comprehension Check

Underline the two things you should do if you use ear buds. Why should you turn down the volume when you listen to music?



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### Text Structure

Science articles often include warnings or tips. Underline the warning that appears at the bottom of the third paragraph. List two more examples of activities that would expose you to loud noise.



1. \_\_\_\_\_
2. \_\_\_\_\_

## Preventing Hearing Problems

There is no way to reverse hearing loss due to old age or noise damage. But there are ways to protect yourself in order to prevent hearing loss due to noise damage.

**Turn down the volume.** When you listen to music, turn down the volume. Every loud drumbeat, horn blare, or other sound can easily damage or destroy one or more of the hair cells in the cochlea. If you have a portable music device, do not use the **ear buds** that sit inside your ears, unless you turn the music volume down low. Experts caution that ear buds should never be worn for more than two hours at a time.

**Wear earplugs.** Soft earplugs fit right into the front of the ear canal to protect the ears from loud sounds. Wear earplugs during any activity that exposes you to loud noise, such as when you go to a concert, mow your lawn, or walk by a construction site with loud jackhammers and drills.

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ear buds, devices you put into your ear to listen to music

### Decibel Levels in the Environment

The loudness of a sound is measured in decibels. Each ten-point increase on the decibel scale represents a tenfold increase in sound intensity over the previous level. Even some everyday noises can be hazardous to hearing if exposure goes on for too long a time.

Decibels	Example	Dangerous Exposure
0	Lowest sound we can hear	
30	Quiet library, soft whisper	
40	Quiet office, living room	
50	Light traffic, refrigerator	
60	Air conditioner, conversation	
70	Busy traffic, noisy restaurant	
80	Subway, heavy city traffic	More than 8 hours
90	Truck traffic, noisy home appliances	Less than 8 hours
100	Chain saw, jackhammer	Less than 2 hours
120	Rock concert in front of speakers, auto horn	More than 15 minutes
140	Gunshot blast, jet plane at 50 feet	Any exposure time is dangerous
180	Rocket launching pad	Hearing loss is inevitable.

intensity, quality of having a strong effect  
 hazardous, dangerous  
 inevitable, certain to happen

#### Choose one and complete:

1. Draw a diagram that shows the parts of the ear. Label each part and explain what it does.
2. Describe some of the sounds musical instruments make. Choose your favorite instrument and write words to describe its sound.
3. Make a poster to show ways people can prevent hearing problems. Include warnings and tips.

### Comprehension Check

Underline the sentence that explains increases in the decibel scale.



Then circle the decibel levels of a chain saw and a rock concert. How much louder is the rock concert?

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### Text Structure

Science articles often present information in a chart. Look at the chart. Underline the headings. What has a decibel level of 0?




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### Comprehension Check

Underline the loudest decibel level on the chart. What will happen to your hearing if you are exposed to that decibel level?




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## READING WRAP-UP

### Retell It!

Imagine you are a doctor building a model of the human ear. You plan to show it to your patients to help them better understand the anatomy of the ear. Describe the different parts your model will show.

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### Reader's Response

What do you think it would be like to live without the sense of hearing?

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### Think About the Skill

How did previewing help you to better understand the article?

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## EDIT FOR MEANING

### Read

You have read "How We Hear." Now read one paragraph from it again.

#### What Is Sound and How Is It Produced?

If all sounds are waves of vibrating air particles, why do they sound different? One reason is that different sounds are produced according to the number of times the air vibrates. This is called the frequency of the sound. Frequency determines pitch, that is, how high or low a sound is. Another reason for differences in sounds has to do with the size of the vibrations. Large vibrations make loud sounds and smaller vibrations make softer sounds. This is called the volume or amplitude of the sound. The amplitude of a sound is measured in decibels.

The paragraphs below and on the next page contain the same information as the paragraph you just read. However, each contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct. The first one has been done for you.

#### Example:

#### What Is Sound and How Is It Produced?

Every sound you hear is a wave of vibrating air particles. So why does each sound sound different? One reason is the frequency of the sound. Frequency means the number of times the air vibrates. The volume of a sound is caused by the size of the vibrations. Large vibrations make <sup>loud</sup> soft sounds and smaller vibrations make <sup>softer</sup> very loud sounds. The volume of a sound is also called amplitude of a sound. The amplitude of a sound is measured in decibels.

## Fix the Error

1. Find and fix the error.

### **What Is Sound and How Is It Produced?**

All sound waves are caused by air particles that continuously move back and forth. If that is true, then why do they cause different sounds? One reason is that the same exact sounds are produced no matter how many times the air vibrates. Scientists call this the frequency of the sound. The frequency makes the pitch of a sound. A pitch is basically how low or high a sound is. Another reason is based on the size of the vibrations. When sound waves have large vibrations, they produce loud sounds. Small vibrations make soft sounds. Scientists call this the amplitude of the sound. They use decibels to measure the amplitude of sounds.

2. Find and fix the error.

### **What Is Sound and How Is It Produced?**

All sounds are waves of air particles that vibrate. Different sounds are produced by how many times the air vibrates. Scientists have a name for how many times the air vibrates—frequency. It causes the sound to have pitch—how high or low a sound is. The size of the vibrations also causes differences in sounds. Soft sounds come from small vibrations. Loud sounds come from larger vibrations. This is called the amplitude of the sound and waves are used to measure the amplitude.

## FOCUS ON DETAILS

### Word Search Puzzle

To complete this word search puzzle, you'll need to remember or search for details in the reading. Look at the clues and circle the answers in the puzzle below. Check off each answer. Write the word on the line next to its clue. The first answer is done for you.

1.  This produces every sound vibration
2.  The number of times the air vibrates \_\_\_\_\_
3.  How high or low a sound is \_\_\_\_\_
4.  A thin, tight membrane inside the ear \_\_\_\_\_
5.  A small tube shaped like a snail inside the ear \_\_\_\_\_
6.  Man-made or not natural \_\_\_\_\_
7.  A small machine \_\_\_\_\_
8.  An unpleasant, high, and loud sound \_\_\_\_\_
9.  To send through a narrow space \_\_\_\_\_
10.  A unit for measuring the loudness of a sound \_\_\_\_\_

V	S	J	A	R	T	I	F	I	C	I	A	L	R	P	Q
R	I	R	A	Z	E	S	B	T	M	W	M	L	G	H	W
D	S	B	I	B	R	A	T	I	N	N	U	S	P	O	F
E	R	E	R	L	E	M	T	J	E	X	S	C	N	U	N
G	A	B	I	A	A	P	F	H	H	Y	H	A	I	W	X
A	N	S	O	C	T	L	C	F	P	E	R	V	P	A	W
Z	S	C	G	L	P	I	C	U	C	O	C	H	L	E	A
O	P	A	Q	U	E	T	O	N	T	N	O	N	E	A	I
F	A	F	R	E	Q	U	E	N	C	Y	M	G	P	I	L
U	R	T	G	X	G	D	U	E	H	Z	Y	E	U	R	Q
J	D	E	C	I	B	E	L	L	A	X	W	R	A	C	P
L	E	R	O	L	V	O	L	U	M	E	W	F	G	E	A
A	V	R	C	N	S	M	I	T	S	O	T	O	H	L	H
P	I	S	P	R	I	L	L	I	O	X	I	D	E	L	L
I	C	F	L	X	R	Q	A	H	O	J	C	N	Y	J	V
L	E	D	E	A	R	D	R	U	M	U	F	T	P	B	F

## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### What Is Sound and How Is It Produced?

Every sound is caused by a vibration, or continuous movement back and forth. For example, when a bell is rung, the metal vibrates. When an object vibrates, the air molecules around it also vibrate. As the molecules move back and forth rapidly, they bump into each other and then push apart, moving outward, away from the object. This bumping, pushing, and moving of molecules is called a sound wave. Sound waves can travel through air, water, or solid objects, like wood and steel.

If all sounds are waves of vibrating air particles, why do they sound different? One reason is that different sounds are produced according to the number of times the air vibrates. This is called the frequency of the sound. Frequency determines pitch, that is, how high or low a sound is. Another reason for differences in sounds has to do with the size of the vibrations. Large vibrations make loud sounds and smaller vibrations make softer sounds. This is called the volume or amplitude of the sound. The amplitude of a sound is measured in decibels.

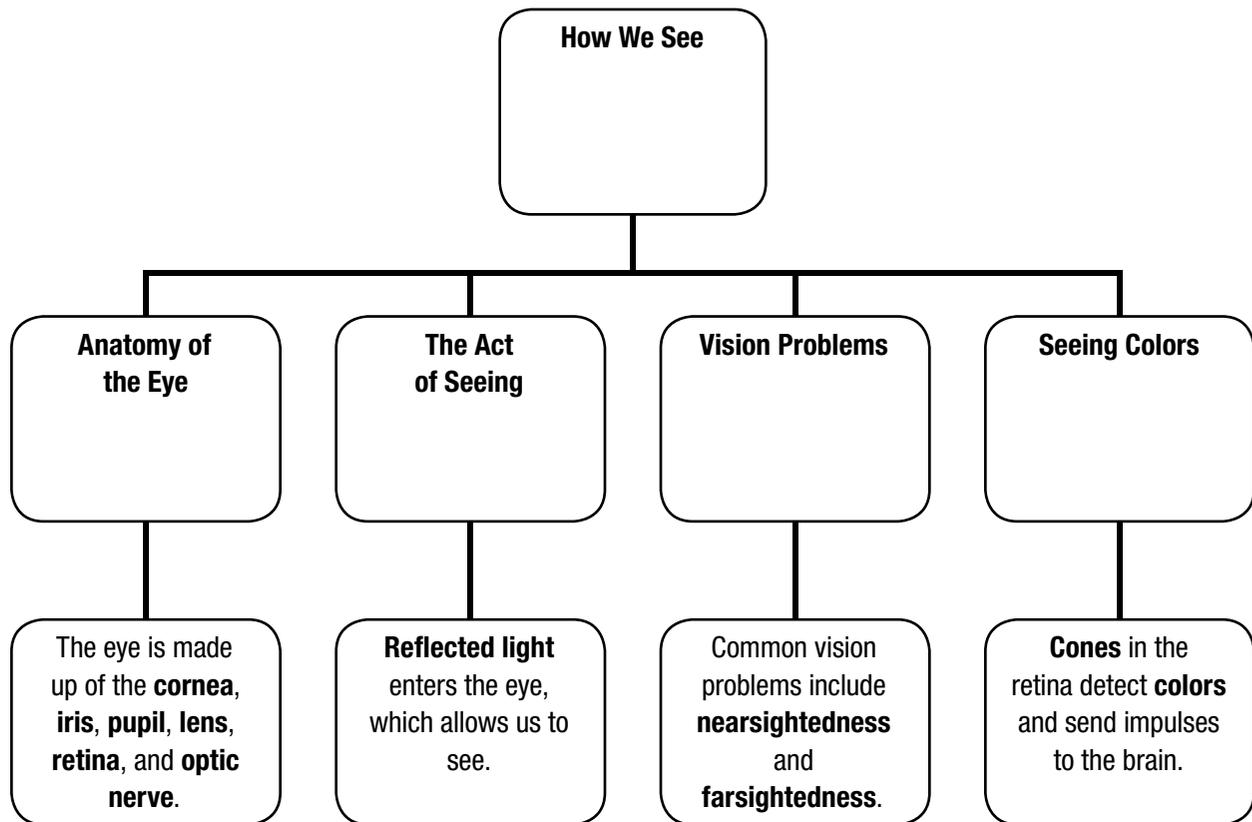
# How do the senses shape our experiences?

## “How We See”

### SUMMARY

Our eyes allow us to see light, movement, shapes, color, and depth. This science article explains how we see. It identifies the parts of the eye and describes what each part looks like. It explains how the light that enters our eyes is changed into the information we see in our brains. The article tells about common types of vision problems such as nearsightedness and farsightedness. It explains how we see colors and explains the cause of color blindness.

### Visual Summary



### Use What You Know

Look at an object. Describe the information you get about the object simply by looking at it.

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### Text Structure

A science textbook often has highlighted vocabulary words. Their definitions appear at the bottom of the page. Circle the second highlighted vocabulary word that appears on this page. Look at its definition. Then rewrite the phrase without using the vocabulary word.



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### Reading Strategy: Skim

When you skim a text, you do a quick look to find something specific. Skim the third paragraph to find the word *socket*. Circle it. Then read to find how the eyeball stays in the socket. Write the answer below.



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## How We See

As you read these words, the **complicated** structure and inner workings of your eyes are continually sending messages to your brain. Your eyes perform all kinds of amazing jobs every day. They enable you to find the shiniest red apple in the bunch, **gaze** at a beautiful rainbow after a rainstorm, and watch glowing meteors as they shoot across a night sky.

In order to understand how your eyes enable you to see light, movement, shapes, color, and depth, you first need to understand the anatomy, or structure, of the eye.

### Anatomy of the Eye

The eye is shaped like a very small, round ball—about one inch in **diameter**. It sits in a cup-shaped eye socket made of bone. Six small muscles hold the eyeball in place inside the socket and enable it to move in all directions.

---

**complicated**, not simple  
**gaze**, look for a long time  
**diameter**, line from one side of a circle to the other that passes through the center

The structures of the eye that enable you to see are the cornea, iris, pupil, lens, retina, and optic nerve. The cornea is a clear, **curved** structure that helps protect the front of the eye and allows light to enter. Behind the cornea is the iris, which is the colored (brown, blue, green, etc.) part of the eye. The small hole in the middle of the iris, which looks like a black dot, is the pupil.

Behind the pupil is the lens, a curved, clear part of the eye that can change its shape to focus light. At the back of the eye is the retina, which is made up of a layer of **light-sensitive** cells called rods and cones. Rods enable us to see in dim light, and they help us see things that are moving. Cones enable us to see in moderate or bright light, and they allow us to see colors. The retina's rods and cones capture light and change it into nerve, or electrical, impulses. These impulses travel along the optic nerve to the brain, which interprets them as visual images.

---

**curved**, bent like part of a circle

**light-sensitive**, able to react to small changes in light

### Reading Strategy: Skim

When you skim a text, you read quickly to get a general understanding of the text. Skim the page to find the six structures of the eye that enable you to see. Underline them. How long did it take you to locate this information?



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### Text Structure

A science article may include terms that are defined or explained in the text. Draw a box around the term that is explained in the first sentence of the second paragraph. Write a description of this term in your own words.



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### Comprehension Check

Underline the two main parts of the retina and what they do. Give an example of when you would use each of these parts of the retina.



1. \_\_\_\_\_
2. \_\_\_\_\_

### Comprehension Check

Underline the sentences that explain what the muscles of the iris do when there is too much light and when there is too little light. How does wearing sunglasses affect the muscles of the iris?



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### Reading Strategy: Skim

When you skim a text, you read it quickly to find the main ideas. Skim the second paragraph on this page. Write the main idea of the paragraph below.

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### Comprehension Check

Underline what you can see most clearly when your lenses are round and short and what you can see most clearly when they are flatter and longer. Look at an object in the distance. What shape are your lenses?



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## The Act of Seeing

So, how do we see? First, light reflects from objects and travels in a straight line until it passes through the curved cornea, where it bends a little. This bending enables the cornea to adjust and focus the light to travel through to the iris and into the pupil. The muscles in the iris control the amount of light that enters the pupil. For example, on a very bright, sunny day, the muscles in the iris will tighten to make the pupil smaller. This protects the eye from too much light. When it is dark, however, the muscles will relax to enlarge the pupil so that it can take in more light.

After moving through the pupil, light continues traveling to the lens. Eye muscles **surrounding** the lens tighten or relax to help the lens change shape. When the muscles tighten, the lens becomes rounder and shorter. This helps the eye see objects clearly when they're close. When the muscles relax, the lens becomes **flatter** and longer. This helps the eye see objects clearly when they're farther away. When the lens changes shape, it bends the light that is hitting it, and this determines the **sharpness** of our vision.

---

**surrounding**, that are all around  
**flatter**, smooth and level, without any raised areas  
**sharpness**, ability to see and notice details very well

The light then travels to the retina. When you look at an object, the visual image is projected, **upside down**, on the retina. The retina then sends out this information in the form of tiny nerve impulses along the optic nerve, all the way to the brain. Once it reaches the brain, the image turns right-side-up, and you can see the object you're looking at. So, the act of seeing is really a team effort between your eyes and your brain!

### Vision Problems

Very few people have perfect vision. Many people's eyeballs do not have a perfectly round shape. Some people don't have perfectly curved corneas and others might have a lens in one or both eyes that doesn't focus the light the way it should. All of these things make for less than perfect vision, unless corrective lenses (eyeglasses or contact lenses) are worn. Corrective lenses bend light in different ways in order for the eyes to focus sharply.

---

**upside down**, with the top at the bottom and the bottom at the top

#### Text Structure

A science article often describes the steps in a process. Read the first paragraph on this page. The text explains the role of the retina in the act of seeing. Describe in your own words the role of the retina.

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#### Reading Strategy: Skim

Skim the second paragraph on this page. What is the main idea of the paragraph?

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#### Comprehension Check

Underline the sentence that explains what corrective lenses are. Why would it be difficult to see clearly with someone else's eyeglasses?



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**Reading Strategy: Skim**

Skim the text to search for the definition of *nearsightedness*. Circle it. Describe what this term means in your own words.



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**Comprehension Check**

Underline the sentence that tells how corrective lenses help people who are farsighted. Do you think farsightedness would make it difficult to read this page? Why or why not?



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**Reading Strategy: Skim**

Skim the text to search for the definition of *farsightedness*. Circle it. Describe what this term means in your own words.



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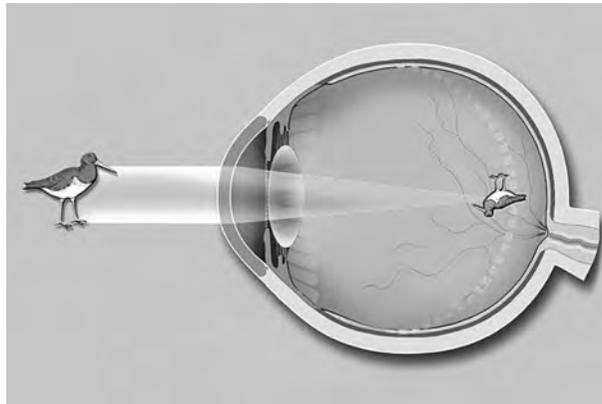
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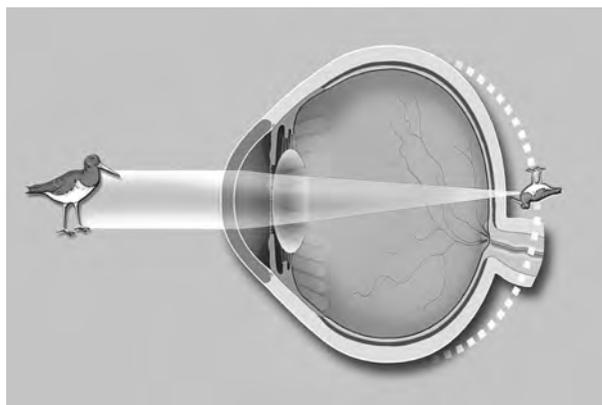
Two common vision problems are nearsightedness and farsightedness.

Nearsightedness occurs when the eye focuses incoming light in front of the retina instead of directly on it. When this happens, objects that are distant appear blurred, but objects that are close appear clear. Corrective lenses bend the light outward so that it focuses directly onto the retina. Farsightedness occurs when the eye focuses incoming light behind the retina, not directly on it. When this happens, objects that are close appear blurred, but objects that are distant appear clear. Corrective lenses bend the light inward so that it focuses directly onto the retina.

blurred, not clear in shape



Nearsighted occurs when light is focused in front of the retina.



Farsightedness occurs when light is focused behind the retina.

## How Do We See Colors?

When English scientist Isaac Newton looked through a prism in 1666, he discovered that pure light, such as sunlight, is not white. It is composed of many colors. Scientists now know that all objects reflect some colors and absorb the remaining colors, and that our eyes and brains work together to see *only* the reflected colors. For example, a red strawberry is red because its **surface** reflects red light and absorbs all the rest of the light. What about the colors black and white? An object appears white when it reflects all light and appears black when it absorbs all light.

\_\_\_\_\_

surface, top layer



### Reading Strategy: Skim

Skim the paragraph on this page. What is the main idea of the paragraph?

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### Text Structure

A science article often describes the work of a scientist. Skim the paragraph for the scientist's name. Circle it. What did this scientist discover?



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### Comprehension Check

Underline the sentence that explains why a strawberry looks red. Why does a banana look yellow?



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### Reading Strategy: Skim

Skim the paragraph to search for the term *nerve impulse*. Draw a box around it. Now skim the text around it to find the answer to this question: How do nerve impulses help us see colors?



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### Text Structure

A science article often gives examples. Underline the example about a red-sensitive cone. How does this example help the reader understand how the brain interprets color?



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### Comprehension Check

Underline the sentence that tells how the brain helps us see the full spectrum of colors. What do you think we would see if the brain were not able to blend colors?



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As you learned, the retina is made up of millions of rods and cones. Only the cones are sensitive to color. When light enters the eyes, the cones detect only three colors: blue, green, and red. Each cone sends a nerve impulse to the brain, reporting the light's color and brightness. The brain then **processes** the information by blending individual colors to make more colors. For example, if only the red-sensitive cone sends an impulse, the brain interprets the color as red. But if the red-sensitive cone and the green-sensitive cone both send impulses, the brain mixes the colors and interprets those impulses to mean that the color must be yellow. In fact, the brain blends colors in the same way we mix colors of paint to get new colors. The brain's ability to blend colors is what enables us to see the full spectrum of colors, made up of different **combinations** and **intensities** of blue, green, and red.

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**processes**, examines  
**combinations**, two or more different things that are put together  
**intensities**, degrees of brightness

Some people's retinas are missing one or more cones, causing color blindness. The most common cones that are missing are those that detect red and green. Most people who are color-blind can see some colors, but they often confuse one color with another. There is no way to correct color blindness. People who are color-blind often ask friends to help them distinguish colors so that they can match socks, buy wall paint, and do other things that require good color perception.

**Choose one and complete:**

1. Draw a diagram that shows the parts of the eye. Label each part and describe what it does.
2. Draw a diagram showing an object and how its image appears on the retina.
3. Create a brochure to explain some of the problems people can have with their vision and ways to help correct the problems.

**Reading Strategy: Skim**

Skim the paragraph on this page. Underline the sentence that states the main idea. Now read the paragraph slowly and carefully again. Did you underline the correct sentence? Rewrite the main idea in your own words.



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**Text Structure**

A science article often defines or explains special terms. Circle the explanation of the term *color-blind*. Write a description of this term in your own words.



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**Comprehension Check**

Underline the sentence that tells one way color-blind people can distinguish different colors. Suppose a color-blind person who can't tell the difference between green and red is driving alone. How can this person tell when a traffic light is red or green?



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## READING WRAP-UP

### Retell It!

Suppose you have a friend who knows nothing about how the human eye works. Describe for them the anatomy of the eye. Explain how vision works.

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### Reader's Response

What do you think it would be like to be color-blind? Write about what the challenges might be.

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### Think About the Skill

How did skimming help you to better understand the article?

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## EDIT FOR MEANING

### Read

You have read "How We See." Now read one paragraph from it again.

#### How Do We See Colors?

When English scientist Isaac Newton looked through a prism in 1666, he discovered that pure light, such as sunlight, is not white. It is composed of many colors. Scientists now know that all objects reflect some colors and absorb the remaining colors, and that our eyes and brains work together to see *only* the reflected colors. For example, a red strawberry is red because its surface reflects red light and absorbs all the rest of the light. What about the colors black and white? An object appears white when it reflects all light and appears black when it absorbs all light.



## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

### 1. Find and fix the error.

Isaac Newton was an English scientist. In 1666, he looked through a prism and discovered that pure light, such as sunlight, is not white. It is composed of many colors. Scientists now know that all objects reflect some colors and absorb the remaining colors. Our eyes and brains work together to see *only* the reflected colors. For example, a red strawberry is red because it absorbs red light and reflects all the rest. What about the colors black and white? An object appears white when it reflects all light and appears black when it absorbs all light.

### 2. Find and fix the error.

In 1666, an English scientist named Isaac Newton looked through a prism. He discovered that pure light, such as sunlight, is not white. It is composed of many colors. Scientists now know that all objects reflect some colors and absorb the remaining colors. Our eyes and brains *only* see the reflected colors. For example, a red strawberry is red because it reflects red light and absorbs all the rest of the light. What about the colors black and white? An object appears white when it absorbs all light and appears black when it reflects all light.



## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### Vision Problems

Very few people have perfect vision. Many people's eyeballs do not have a perfectly round shape. Some people don't have perfectly curved corneas and others might have a lens in one or both eyes that doesn't focus the light the way it should. All of these things make for less than perfect vision, unless corrective lenses (eyeglasses or contact lenses) are worn. Corrective lenses bend light in different ways in order for the eyes to focus sharply.

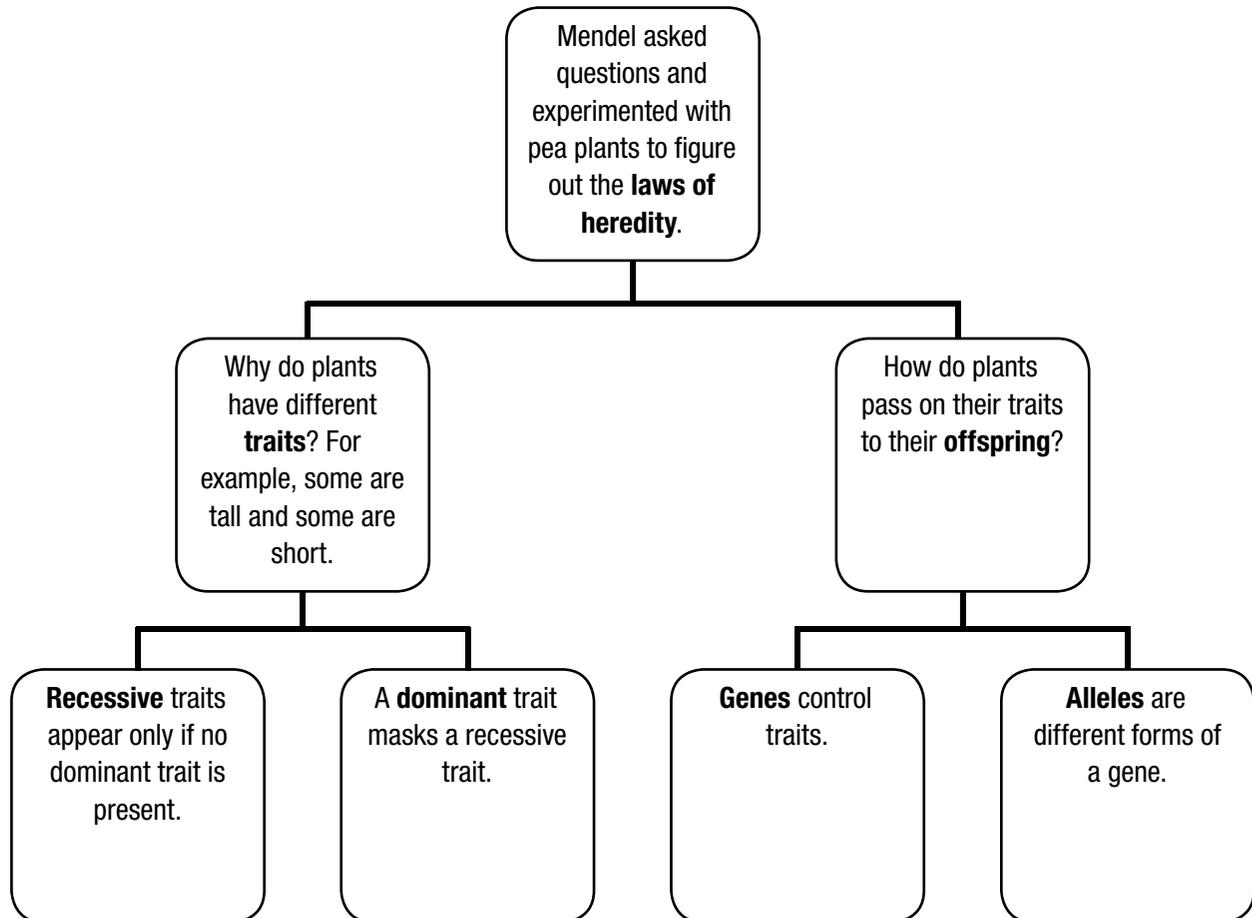
# How do generations differ from one another?

## “Mendel and the Laws of Heredity”

### SUMMARY

This science article tells how a young priest in the 1850s made an important scientific discovery. For ten years, Gregor Mendel carefully studied the behavior of plants in his garden. He wanted to learn why plants had different traits. For example, he wanted to discover why some plants were tall and others short. Also, he wanted to learn how parent plants passed on these traits to their offspring. Mendel carefully controlled the traits of the parent plants and observed the traits of their offspring. He discovered that both parent plants pass on traits to their offspring. These traits can be strong (dominant) or weak (recessive). Recessive traits only appear in offspring if there is no dominant trait. If a dominant trait is passed on, the recessive trait is hidden. These basic principles became the scientific laws of heredity.

### Visual Summary



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### Use What You Know

List three traits that people might inherit from their parents.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Text Structure

Sometimes, a science article begins with an introduction that tells you what the article is going to be about. This section is the introduction. Explain in your own words what this article will be about.

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### Reading Strategy: Use Visuals

Visuals support the text and provide more information about a topic. They also help make ideas clear for the reader. Look ahead at the illustrations in this article. Draw a check mark next to one of them. Write a question you think the illustration will help you answer.



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## Mendel and the Laws of Heredity

The year was 1851. Gregor Mendel, a young priest from a monastery in Central Europe, entered the University of Vienna to study mathematics and science. Two years later, Mendel returned to the monastery and began teaching at a nearby high school.

Mendel also cared for the monastery's garden, where he grew hundreds of pea plants. He became curious about why some of the plants had different physical characteristics, or traits. Some pea plants grew tall while others were short. Some plants produced green seeds, while others had yellow seeds.

Mendel observed that the pea plants' traits were often similar to those of their parents. Sometimes, however, the pea plants had different traits than their parents. The passing of traits from parents to offspring is called heredity. For more than ten years, Mendel **experimented** with thousands of pea plants to understand the process of heredity. Mendel's work formed the foundation of genetics, the scientific study of heredity.

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**experimented**, did scientific tests

## Mendel's Peas

Mendel made a wise decision when he chose to study peas rather than other plants in the monastery garden. Pea plants are easy to study because they have many traits that exist in only two forms. For example, pea plant stems are either tall or short, but not medium height. Also, garden peas produce a large number of offspring in one generation. Thus, it is easy to collect large amounts of **data** to analyze.

Figure 1 shows a flowering pea plant. Notice that the flower's petals surround the pistil and the stamens. The pistil produces female sex cells, or eggs, while the stamens produce pollen, which contains the male sex cells.

\_\_\_\_\_ data, information

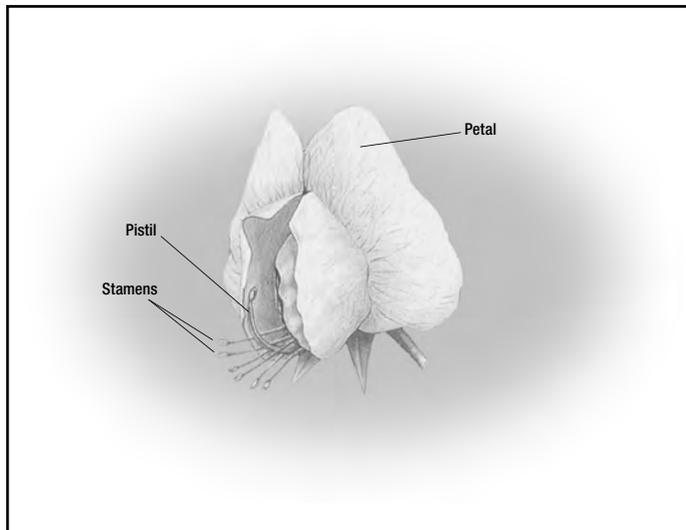


Figure 1. Flowering pea plant

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### Comprehension Check

Underline the reason why it was wise for Mendel to choose to study pea plants. Why might it have been a problem to study another type of plant?



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### Text Structure

A science textbook often has highlighted vocabulary terms. Their definitions are at the bottom of the page. Circle the highlighted term on this page. Look at its definition. Rewrite the sentence without using the word.



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### Reading Strategy: Use Visuals

Visuals help the reader understand what something looks like. This picture includes labels and a caption. Draw boxes around the labels. How does the visual help you understand a pea plant?



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### Comprehension Check

How do pea plants usually reproduce? Circle the term for this kind of reproduction.



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### Text Structure

A science article often has subheadings. Subheadings can signal a change in the topic or a new direction. Draw a box around the subheading on this page. How will this section most likely relate to what you have already read?



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### Comprehension Check

Underline the sentence that describes how Mendel produced purebred plants. Explain in your own words what a purebred plant is.



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In nature, pea plants are usually self-pollinating. This means that pollen from one flower lands on the pistil of the same flower. Mendel developed a method by which he could **cross-pollinate** or “cross” pea plants. To cross two plants, he removed pollen from a flower on one plant and brushed it onto a flower on a second plant. To prevent the pea plants from self-pollinating, he carefully removed the stamens from the flowers on the second plant.

### Mendel’s Experiments

In order to study the **inheritance** of traits, Mendel decided to cross plants with opposite forms of a trait, for example, tall plants and short plants. He started his experiments with purebred plants. A purebred plant is one that always produces offspring with the same form of a trait as the parent. For example, purebred short pea plants always produce short offspring. Purebred tall pea plants always produce tall offspring. To produce purebred plants, Mendel allowed peas with one particular trait to self-pollinate for many generations. By using purebred plants, Mendel knew that the offspring’s trait would always be identical to that of the parents.

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**cross-pollinate**, transfer pollen from one flower to another  
**inheritance**, the process of passing physical traits or qualities from one generation to another

In his first experiment, Mendel crossed purebred tall plants with purebred short plants. He called these parent plants the parental generation, or P generation. He called the offspring from this cross the first filial (fil ee ul) generation, or the F<sub>1</sub> generation. The word *filial* means “son” in Latin.

You can see the results of Mendel’s first cross in Figure 2. To Mendel’s surprise, all of the offspring in the F<sub>1</sub> generation were tall. Despite the fact that one of the parent plants was short, none of the offspring were short. The shortness trait had disappeared!

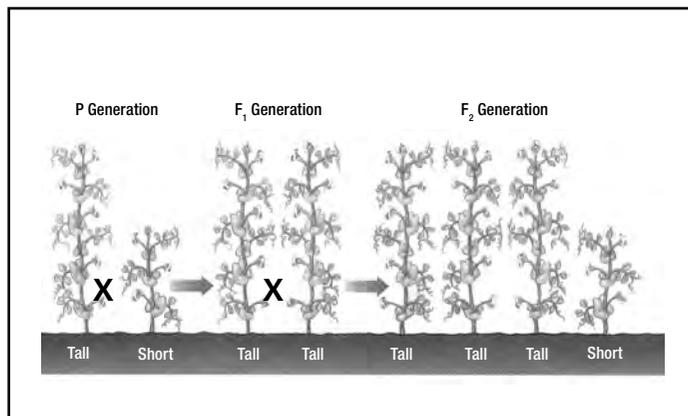


Figure 2. Mendel's first experiment

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### Comprehension Check

What did Mendel do for his first experiment? Underline the sentence that provides the answer. What did he name the parent plants? What did he call the offspring?




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### Reading Strategy: Use Visuals

Draw boxes around the text that is part of the visual on this page. How does the text help you understand the picture?




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### Comprehension Check

Why was Mendel surprised with the result of his experiment? What do you think he expected?

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### Comprehension Check

What did Mendel do with the first filial generation? Underline the sentence that provides the answer. Why did the result surprise him?



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### Text Structure

Science articles sometimes use special notation, or ways of writing things.



This paragraph uses subscripts, or characters that are extra small. Circle the words with subscripts. Why do you think this notation is used?

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### Comprehension Check

Underline the last sentence in the paragraph. If there were 60 plants in the F<sub>2</sub> generation altogether, about how many plants were short? Explain.



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Mendel let the plants in the F<sub>1</sub> generation grow and allowed them to self-pollinate. The results of this experiment also surprised Mendel. The plants in the F<sub>2</sub> (second filial) generation were a mix of tall and short plants. This occurred even though none of the F<sub>1</sub> parent plants were short. The shortness trait had reappeared. Mendel counted the number of tall and short plants in the F<sub>2</sub> generation. He found that about three fourths of the plants were tall, while one fourth of the plants were short.

## Other Traits

In addition to stem height, Mendel studied six other traits in garden peas: seed shape, seed color, seed coat color, pod shape, pod color, and flower position. Compare the two forms of each trait in Figure 3. Mendel crossed plants with these traits in the same manner as he did for stem height. The results in each experiment were similar to those that he observed with stem height. Only one form of the trait appeared in the  $F_1$  generation. However, in the  $F_2$  generation the “lost” form of the trait always reappeared in about one fourth of the plants.

Traits	Seed Shape	Seed Color	Seed Coat Color	Pod Shape	Pod Color	Flower Position	Stem Height
Controlled by Dominant Allele	 Round	 Yellow	 Gray	 Smooth	 Green	 Side	 Tall
Controlled by Recessive Allele	 Wrinkled	 Green	 White	 Pinched	 Yellow	 End	 Short

Figure 3. Traits of pea plants

### Reading Strategy: Use Visuals

Underline the caption for the visual on this page. What does the caption help you understand about the chart?




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### Text Structure

Science articles often include charts that compare information. List three traits of garden peas that are shown on this chart.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Comprehension Check

What was the result of Mendel's experiment with other traits? In which generation did the lost trait appear one out of four times? Draw a box around the answer.




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### Text Structure

Circle the subheading on this page. What is a possible question this section might answer?



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### Comprehension Check

Underline the first sentence in the second paragraph. What example supports this statement?



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### Reading Strategy: Use Visuals

What kind of visual might you include to help readers understand the text on this page?

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## Dominant and Recessive Alleles

From his results, Mendel reasoned that individual factors must control the inheritance of traits in peas. The factors that control each trait exist in pairs. The female parent contributes one factor, while the male parent contributes the other factor.

Mendel went on to reason that one factor in a pair can mask, or hide, the other factor. The tallness factor, for example, masked the shortness factor in the  $F_1$  generation.

Today, scientists call the factors that control traits genes. They call the different forms of a gene alleles (uh l eel z). The gene that controls stem height in peas, for example, has one allele for tall stems and one allele for short stems. Each pea plant inherits a **combination** of two alleles from its parents—either two alleles for tall stems, two alleles for short stems, or one of each.

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**combination**, two or more different things that are put together



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### Comprehension Check

What are alleles? Underline the sentence that contains the answer. How many alleles does the gene that controls stem height have?



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### Text Structure

Science articles sometimes contain words you might not know how to say.



This paragraph shows you how to pronounce the word *alleles*. Circle the pronunciation. Capital letters show you where to make your voice stronger. Say the word aloud. In a similar way, write how to pronounce your name.

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### Comprehension Check

How many alleles for stem height does a pea plant inherit from its parents? Draw a box around the answer. What are the three possible combinations?



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### Comprehension Check

What are the two types of alleles? Underline the sentence that contains the answer. Which type of allele will always show its trait when it is present?



### Text Structure

Circle the highlighted vocabulary word on this page. Look at the definition. Then list three major types of *organisms*.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Comprehension Check

In pea plants, is the allele for tall stems dominant or recessive? Draw a box around the answer. What kind of pea plant has short stems?



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Individual alleles control the inheritance of traits. Some alleles are dominant, while other alleles are recessive. A dominant allele is one whose trait always shows up in the **organism** when the allele is present. A recessive allele, on the other hand, is masked, or covered up, whenever the dominant allele is present. A trait controlled by a recessive allele will show up only if the organism does not have the dominant allele.

In pea plants, the allele for tall stems is dominant over the allele for short stems. Pea plants with one allele for tall stems and one allele for short stems will be tall. The allele for tall stems masks the allele for short stems. Only pea plants that inherit two recessive alleles for short stems will be short.

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**organism**, a living thing

## Understanding Mendel's Crosses

You can understand Mendel's results by tracing the inheritance of alleles in his experiments. The purebred plants in the P generation had two identical alleles for stem height. The purebred tall plants had two alleles for tall stems. The purebred short plants had two alleles for short stems. In the F<sub>1</sub> generation, all of the plants received one allele for tall stems from the tall parent. They received one allele for short stems from the short parent. The F<sub>1</sub> plants are called hybrids (hy bridz) because they have two different alleles for the trait. All the F<sub>1</sub> plants are tall because the dominant allele for tall stems masks the recessive allele for short stems.

When Mendel crossed the hybrid plants in the F<sub>1</sub> generation, some of the plants inherited two dominant alleles for tall stems. These plants were tall. Other plants inherited one dominant allele for tall stems and one recessive allele for short stems. These plants were also tall. Other plants inherited two recessive alleles for short stems. These plants were short.

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tracing, studying the history of

### Comprehension Check

In the purebred plants, were the alleles for stem height the same or different? Did tall plants have more alleles for stem height than short plants?

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### Text Structure

Underline the sentence that introduces the word *hybrids*. Explain in your own words why all of the hybrids in the F<sub>1</sub> generation were tall.



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### Comprehension Check

When Mendel crossed two hybrid plants, which ones were short? Circle the answer. Which plants were tall?



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### Text Structure

Draw a box around the second highlighted vocabulary term on this page. Look at the definition. Give two other examples of when using shorthand would be useful.



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### Comprehension Check

How is the allele for a tall stem written? How is the allele for a short stem written? Write the answers below. When a plant inherits one tall and one short stem, how is that written? Underline the answer.



1. \_\_\_\_\_
2. \_\_\_\_\_

### Reading Strategy: Use Visuals

Compare the visual on this page with Figure 2 on page 33. Circle the part that is different. What does this change help you to understand?



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## Using Symbols in Genetics

Geneticists today use a standard shorthand method to write about alleles in genetic crosses. Instead of using words such as “tall stems” to represent alleles, they simply use letter as in Figure 4. A dominant allele is represented by a capital letter. For example, the allele for tall stems is represented by *T*. A recessive allele is represented by the lowercase version of the letter. So, the allele for short stems would be represented by *t*. When a plant inherits two dominant alleles for tall stems, its alleles are written as *TT*. When a plant inherits two recessive alleles for short stems, its alleles are written as *tt*. When a plant inherits one allele for tall stems and one allele for short stems, its alleles are written as *Tt*.

geneticists, scientists who study heredity  
shorthand, a fast method of writing using shorter forms to  
represent words and phrases  
represent, be a sign for

$TT \times tt \rightarrow Tt \times Tt \rightarrow TT \quad Tt \quad Tt \quad tt$

Figure 4. Symbols describing Mendel's first experiment.

## Mendel's Contribution

In 1866, Mendel presented his results to a scientific society that met regularly near the monastery. In his paper, Mendel described the principles of heredity he had discovered. Unfortunately, other scientists did not understand the importance of Mendel's research. As a result, it was forgotten for 34 years. In 1900, three different scientists rediscovered Mendel's work. They had made many of the same **observations** as Mendel had. The scientists quickly recognized the importance of Mendel's work. Many of the genetic principles that Mendel discovered still stand to this day. Because of his work, Mendel is often called the Father of Genetics.

\_\_\_\_\_ observations, conclusions drawn from carefully watching

### Choose one and complete:

1. Create a poster to illustrate how pea plants pass on traits to their offspring. Choose a trait that is not shown in Figures 2 and 4.
2. Pretend you are Gregor Mendel and the year is 1866. Write a letter to the scientists who do not understand the importance of your research. Explain why your work is important.
3. Work with a partner. One of you will pretend to be Gregor Mendel. The other will pretend to be a reporter who is interviewing Mendel for a newspaper article. Present your interview to the class.

### Comprehension Check

What did the members of the scientific society think about Mendel's research? Underline the sentence that provides the answer. Why do you think the scientists responded this way?



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### Text Structure

Draw a box around the highlighted vocabulary word on this page. Look at the definition. Rewrite the sentence without using the word.



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### Comprehension Check

What do many people now call Mendel? Circle the answer. Why do you think his work is important to us today?



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## READING WRAP-UP

### Retell It!

The article stated that Gregor Mendel taught at a high school. Pretend you are Mendel, and explain to your students how pea plants pass on their traits to their offspring.

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### Reader's Response

Did reading about Mendel make you more interested in learning about genetics? Why or why not?

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### Think About the Skill

How did using the visuals help you to better understand the article?

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## EDIT FOR MEANING

### Read

You have read “Mendel and the Laws of Heredity.” Now read one paragraph from it again.

#### Other Traits

In addition to stem height, Mendel studied six other traits in garden peas: seed shape, seed color, seed coat color, pod shape, pod color, and flower position. Mendel crossed plants with these traits in the same manner as he did for stem height. The results in each experiment were similar to those that he observed with stem height. Only one form of the trait appeared in the  $F_1$  generation. However, in the  $F_2$  generation the “lost” form of the trait always reappeared in about one fourth of the plants.

Traits	Seed Shape	Seed Color	Seed Coat Color	Pod Shape	Pod Color	Flower Position	Stem Height
Controlled by Dominant Allele	 Round	 Yellow	 Gray	 Smooth	 Green	 Side	 Tall
Controlled by Recessive Allele	 Wrinkled	 Green	 White	 Pinched	 Yellow	 End	 Short

## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

### Other Traits

Besides studying stem height, Mendel studied six other traits in garden peas: seed shape, seed color, seed size, pod shape, pod color, and flower position. Mendel crossed plants with these traits in the same manner as he did for stem height. The results in each experiment were similar to those that he observed with stem height. Only one form of the trait appeared in the  $F_1$  generation. However, in the  $F_2$  generation the “lost” form of the trait always reappeared one out of four times.

2. Find and fix the error.

### Other Traits

In addition to stem height, Mendel investigated six other traits in garden peas, including seed shape and flower position. Plants with these traits were crossed in the same manner as Mendel did for stem height. The results in each experiment were similar to those that he observed with stem height. Only one form of the trait appeared in the first set of offspring. However, in the next generation the “lost” form of the trait always reappeared in about three fourths of the plants.

## FOCUS ON DETAILS

### Word Search Puzzle

To complete this word search puzzle, you'll need to remember or search for details in the reading. Look at the clues and circle the answers in the puzzle below. Check off each clue after you've found the answer. Write the word on the line next to its clue.

1.  Mendel lived here in Central Europe \_\_\_\_\_ *monastery* \_\_\_\_\_
2.  Type of plant Mendel studied \_\_\_\_\_
3.  Today, Mendel is known as the Father of this \_\_\_\_\_
4.  Physical characteristic \_\_\_\_\_
5.  Passing of traits from parents to offspring \_\_\_\_\_
6.  Information \_\_\_\_\_
7.  Today, scientists call the factors that control traits this \_\_\_\_\_
8.  An allele whose trait always shows up if it is present \_\_\_\_\_
9.  An allele whose trait can be masked or covered up \_\_\_\_\_
10.  An organism with two different alleles for a trait \_\_\_\_\_

H	E	R	E	D	I	T	Y	T	Z	I	M	A	I	W
L	U	S	A	C	U	Y	N	C	Y	G	Y	D	S	D
D	E	T	I	C	I	Q	R	W	S	L	I	C	D	O
O	W	O	R	M	A	Z	P	E	A	S	I	I	S	M
Y	H	T	S	J	I	B	Z	D	R	E	R	E	C	I
M	O	N	A	S	T	E	R	Y	N	B	N	Z	L	N
I	S	O	V	N	B	Y	Z	T	Y	E	H	Q	U	A
C	E	K	K	O	P	C	I	H	G	A	K	D	M	N
K	K	W	C	D	S	S	O	N	U	C	D	S	C	T
V	F	X	I	V	T	T	O	L	F	P	R	E	D	J
D	O	V	H	S	L	Y	E	F	O	F	W	F	A	V
O	W	G	C	P	I	K	H	C	T	R	A	I	T	J
H	R	E	C	E	S	S	I	V	E	H	T	C	A	D
T	U	Q	V	A	J	A	Q	Y	T	R	M	K	J	O
F	E	M	E	G	E	N	E	T	I	C	S	S	U	F

## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### **Mendel and the Laws of Heredity**

The year was 1851. Gregor Mendel, a young priest from a monastery in Central Europe, entered the University of Vienna to study mathematics and science. Two years later, Mendel returned to the monastery and began teaching at a nearby high school.

Mendel also cared for the monastery's garden, where he grew hundreds of pea plants. He became curious about why some of the plants had different physical characteristics, or traits. Some pea plants grew tall while others were short. Some plants produced green seeds, while others had yellow seeds.

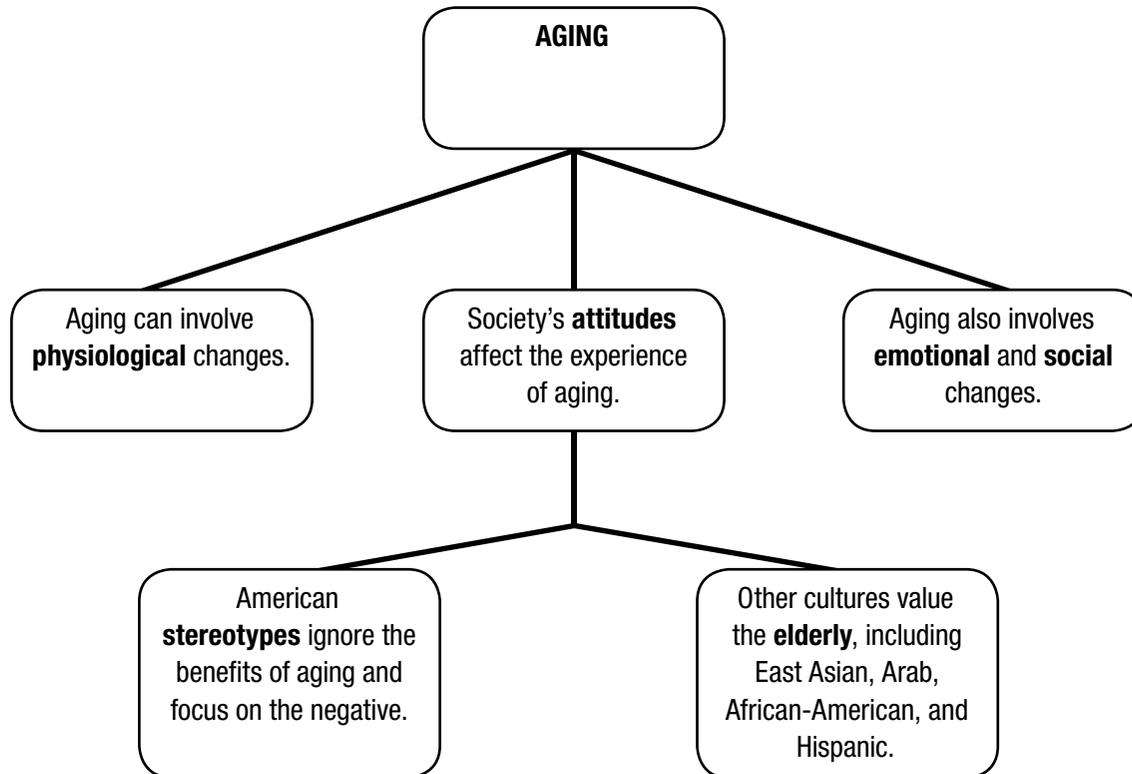
# How do generations differ from one another?

## “That Older Generation”

### SUMMARY

This social studies article describes how our bodies and minds change when we get older. It also talks about the different attitudes that cultures have about older people. American culture often focuses on the negative aspects of aging. For example, it focuses on the decline in physical and mental abilities. It ignores the benefits of maturity and experience. But age is often valued more highly in other cultures. In East Asia, older people are honored for their experience, knowledge, and wisdom. Their ideas are respected because they communicate the family’s values. In Asian, Arab, African-American, and Hispanic cultures, many generations of a family often live together. They share responsibilities. Sometimes differences in values can create conflict between the older and younger generations. It is important to remember that each generation has value to offer.

### Visual Summary



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### Use What You Know

List three ways your life might be different forty years from now.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Text Structure

Sometimes social studies articles begin with an introduction.

Circle the introduction on this page. Why do you think the author starts the article with a story about her uncle?



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### Reading Strategy: Monitor Comprehension

One way to better understand what you read is to monitor comprehension. Stop from time to time and ask yourself if you understood the section. Restate in your own words what the author is saying in the second paragraph.

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## That Older Generation

by Barbara Weisberg

Not too long ago, I attended a reunion with relatives I hadn't seen since I was a child. The reunion was filled with joy and unexpected discoveries. I was particularly delighted to learn that an 87-year-old uncle of mine still raises, cares for, and rides his own horses. Although rapidly losing his eyesight, he jokes that, because the horses are so large, he expects that he'll still be able to see them for a long time to come. Listening to him, I was surprised not only by his physical activity, but also by his sense of humor and acceptance as he faces the inevitable loss of his sight.

### The Process of Aging

Not everyone can continue to be as physically active in old age as my uncle has been. Some organs and functions decline as we grow older. Eventually, we may begin to walk more slowly or to hear or see less well. Some of us may become ill with diseases that strike the old more frequently than the young: arthritis or **Alzheimer's**, for example. The old, like the young, are individuals. They experience their old age—as they did their childhood, youth, and middle age—in distinctive ways.

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**Alzheimer's**, disease of old age that destroys parts of the brain

Moreover, the process of aging isn't just **physiological**. It has emotional, social, and **intellectual** aspects, too. Factors **ranging** from personality to health care can influence the process. Some older adults are generally cheerful; others are not. Some are generally in good health; others are not. Most older people, like younger ones, have good days and bad.

The words *old*, *older*, and *elderly*, of course, are themselves **relative** terms. For example, a teenager may have a grandfather who is in his 50s, or one who is in his 80s. As the average life span of human beings grows longer, from about age 40 in 1900 to age 77 today, it's not unusual for four generations of a family—great-grandparents, grandparents, parents, and children—to be alive at the same time. To someone who is 80, a 60-year-old may seem youthful. Increasingly, too, some older adults are behaving more like younger people, further reshaping conventional ideas about the aging process. For a variety of economic, emotional, or other reasons, they may continue to work or travel, decide to join a gym or go back to school, or perhaps even dress in jeans and sneakers.

---

**physiological**, relating to the body  
**intellectual**, relating to the ability to think and understand  
**ranging**, varying between particular limits  
**relative**, having meaning only when compared to something else

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### Comprehension Check

Circle the word *social* in the first paragraph. List three ways aging might affect someone socially.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Reading Strategy: Monitor Comprehension

Monitoring comprehension helps you better understand difficult ideas. Draw a box around the word *relative*. What other concepts could be *relative*?




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### Comprehension Check

Social studies articles include facts. How has the average life span changed since 1900? Underline the answer. How does this fact affect many families today?




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**Reading Strategy:  
Monitor Comprehension**

Reread this paragraph. Restate the author's main points in your own words.

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**Comprehension Check**

Underline one stereotype mentioned in the text that people have about the elderly.



What is one stereotype people have about teenagers?

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**Text Structure**

A social studies textbook often has highlighted vocabulary terms. Their definitions are at the bottom of the page. Circle the second highlighted word on this page. Look at its definition. Rewrite the sentence without using the word.



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**Images and Attitudes**

Whatever the differences among individuals, the experience of aging is to some extent affected by a society's attitudes toward its elders. It has been said that Americans value youth over age, individuality over community, and competition over cooperation, and this statement holds some truth about mainstream American culture. Certainly, many Americans harbor stereotypes about the process and problems of aging. For example, in this culture we tend to view old age almost exclusively as a time of diminished physical abilities, health, and mental acuity. We may believe that the elderly regret that they are no longer young. We are convinced that they must, of course, feel sad about losing physical vitality, while we ignore the benefits gained through maturity and experience. In addition, since their ideas about how to do things sometimes differ from our own, we may dismiss a lot of what our elders have to say.

---

stereotypes, unfair ideas that many people have about particular people or things  
acuity, ability to think quickly and clearly

These ageist attitudes have been shaped by our country's history. **Beckoned** onward by this continent's vast expanses, many Americans in the nineteenth century abandoned their families and communities to travel west in search of new opportunities. At the same time, the nation shifted from an agricultural to an industrial economy. Individuals who had once farmed or held jobs close to home now went off to work in crowded urban factories. Youth and vitality seemed essential in the struggle to succeed. The elderly came to be viewed as **irrelevant**.

Today, **bias** against the aged continues. Although consumers in their 60s may have income to spend, the worlds of media, fashion, and advertising prefer to court consumers in their 20s and 30s. Older workers may face job discrimination. The nation's stress on the importance of the nuclear family—parents and children—can leave older relatives such as grandparents feeling isolated. Forced to cope with health and financial issues on their own, even elders who cherish their autonomy and independence may feel **vulnerable**.

---

**beckoned**, attracted  
**irrelevant**, not useful or important  
**bias**, an unfair opinion for or against a person or thing  
**vulnerable**, easily harmed

### Comprehension Check

How did the economy of the United States change in the 1800s?



Draw a box around the answer. How did this change affect elderly people?

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### Text Structure

Circle the second highlighted vocabulary word on this page.



Read the definition. Then use that word in another sentence.

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### Reading Strategy: Monitor Comprehension

Monitoring comprehension helps you to understand new ideas. Underline one detail in the second paragraph. Then, rewrite the main idea in your own words.




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### Comprehension Check

Draw boxes around the words *competition* and *cooperation* in the first paragraph. Give an example of each.



1. \_\_\_\_\_
2. \_\_\_\_\_

### Text Structure

In social studies articles, sometimes a word is defined by its synonym. In the second paragraph, which word is a synonym for *revered*? Circle it. Use the word *revered* in a sentence of your own.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Reading Strategy: Monitor Comprehension

Monitoring comprehension helps you review what you read. Underline the sentence in the second paragraph that contains the main idea. Explain the main idea in your own words.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The United States, however, is a multicultural society, composed of and influenced by the traditions of many different cultures. And youth, individuality, and competition are by no means valued by all over age, community, and cooperation.

Traditionally, in East Asian cultures such as those of Japan, China, and Korea individuals who reach old age are revered, honored for their experience, knowledge, and wisdom. Indeed, old age **bestows** on family members a privileged position in a household. Because the elders communicate the family's values, it is understood that their ideas will be heard and respected. And, if an older family member falls ill, the younger generation generally takes responsibility for that individual's care. Immigrants to the United States have tended to bring these attitudes and behaviors with them.

\_\_\_\_\_

bestows, gives someone something important

A tradition of caring for elders, moreover, is not unique to Asian cultures. Many cultures, among them African-American, Arab, and Hispanic, accept this responsibility. Often, relationships among generations are nurtured within close-knit extended families—families that **extend** beyond the nuclear family to include grandparents, aunts, and uncles; step- or adopted relatives; and friends who serve familial roles. When extended family members live within the same household or nearby, they frequently share responsibility for caring for the aged. In turn, the older generation may help out by caring for the children, **relieving** parents of some tasks. The older generation also serves a vital role in **transmitting** traditions ranging from codes of behavior to recipes and music. Bonds of affection, loyalty, and mutual responsibility tie the generations together.

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**extend**, reach  
**relieving**, replacing a person who needs a rest  
**transmitting**, passing something from one person to another

### Comprehension Check

Underline the cultures mentioned on this page that have a tradition of caring for elderly people. Explain what a tradition is in your own words.




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### Text Structure

Circle the first highlighted vocabulary term on this page. Look at the definition. Give a synonym for this word.




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### Comprehension Check

What do you call a family that has grandparents, aunts, uncles, or other relatives living under the same roof? Draw a box around the answer. What is one benefit to living in this kind of family?




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### Text Structure

Social studies articles often have subheadings. Subheadings can signal a change in the topic, or a new direction. Draw a box around the subheading on this page. Read the text below. Then write a new subheading for this section. Your heading should tell what the section is about.



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### Reading Strategy: Monitor Comprehension

Reread the first paragraph. Underline the main point in the first paragraph. Rewrite the main points in your own words.



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### Comprehension Check

List three ways members of different generations can work to resolve any problems they face.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## The Generation Gap

Of course, living in extended families or having a tradition of honoring elders doesn't guarantee **harmony**. Different generations often still struggle with what has famously been called the generation gap. A gulf in values, attitudes, and lifestyle can separate those who are older from those who are younger, parents from offspring, and immigrants to the United States from their children raised here. Older adults, for example, may feel disappointed if their grandchildren do not provide the expected **consideration** and respect. Young people may sometimes feel **burdened** with demands that seem unfair.

In most circumstances, understanding, **mutual** consideration, and **negotiation** can go a long way toward resolving problems. Remember that each generation has so much of value to offer. By sharing their wisdom and memories, older generations connect us to our family's past—and help us to live in the world today. By sharing their experiences and interests, younger generations connect us to our family's future—and help us to live in the world today.

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**harmony**, a situation in which people are friendly and peaceful  
**consideration**, caring about other people's feelings  
**burdened**, heavily weighted  
**mutual**, felt by two or more people toward one another  
**negotiation**, discussion aimed at reaching an agreement

## A Long Life

According to a study reported in the *New York Times* in 2006, there is a community of women in New Jersey who statistically—that is, estimated as a group—live longer than anyone else in the United States. Their average life span is a little more than 91 years of age. East Asian in origin, these women **attribute** their longevity—at least in part—to enjoying a healthy diet, having access to good health care, and feeling part of a loving and accepting community. As a society, these are gifts that we surely can attempt to provide to one and all.

attribute, give as the cause of

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### Choose one and complete:

1. Find East Asia on a map or globe. Make a list of the countries there.
2. Interview a relative or friend from an older generation. Ask them questions about the changes they have been through.
3. Draw a family tree to represent your family.

### Comprehension Check

In which state did a study find a group of women with a long life span? Circle the answer. How long does this group live on average? Why?



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### Text Structure

Draw a box around the highlighted vocabulary word on this page. Read the definition. Then rewrite the sentence without using the term.



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### Reading Strategy: Monitor Comprehension

Monitoring comprehension helps you to understand the text better.



The conclusion often gives the most important point of an article. Underline the last sentence of the paragraph. Write the main idea of the article in your own words.

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## READING WRAP-UP

### Retell It!

Imagine you are keeping a diary fifty years from now. Write a page in your diary that describes some of your experiences, thoughts, and feelings.

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### Reader's Response

How did this article help you appreciate the experiences of older people you know?

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### Think About the Skill

How did monitoring comprehension help you to better understand the article?

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## EDIT FOR MEANING

### Read

You have read "That Older Generation." Now read one paragraph from it again.

#### Images and Attitudes

Traditionally, in East Asian cultures such as those of Japan, China, and Korea individuals who reach old age are revered, honored for their experience, knowledge, and wisdom. Indeed, old age bestows on family members a privileged position in a household. Because the elders communicate the family's values, it is understood that their ideas will be heard and respected. And, if an older family member falls ill, the younger generation generally takes responsibility for that individual's care. Immigrants to the United States have tended to bring these attitudes and behaviors with them.



## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

### Images and Attitudes

In Japan, China, and Korea, as well as other East Asian countries, elderly people are traditionally honored for their experience, knowledge, and wisdom. Indeed, the elderly hold a privileged position in a household. Because the elders communicate the family's values, it is understood that their ideas will be heard and respected. And, if an older family member falls ill, the younger generation generally takes care of that individual. Immigrants to the United States have tended to leave these attitudes and behaviors behind them.

2. Find and fix the error.

### Images and Attitudes

Traditionally, in East Asian cultures such as those of Japan, China, and Korea, individuals who are young are revered, respected for their experience, knowledge, and wisdom. They hold a special position in a household. Because they communicate the family's values, it is understood that their ideas will be heard and respected. If an older family member falls ill, the younger generation generally takes responsibility for that individual's care. Immigrants to the United States have tended to behave the same way when they arrive.

## FOCUS ON DETAILS

### Mystery Word Puzzle

To complete this mystery word puzzle, you'll need to remember or search for details in the reading. Use the clues to help you unscramble each of the words. Write the words in the boxes. The numbered letters will form the mystery word.

1. What Americans typically value over age

TOHYU

Y	O	U	T	H
7				

2. Century when Americans moved west

TETNIEHNNE

2									

3. Economy based on farming

ILTUCRALGUAR

3														

4. Family type that only includes parents and their children

NURCALE

4						

5. Family type that includes parents, children, and other relatives

XEDNEDTE

6							

6. It's 77 on average

NPIFSELA

1							

7. Non-Asian culture that also values family and elders

NISPACHI

5							

8. Things that people believe are important

VUSLEA

8					

9. An East Asian country

NACHI

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Who are people who bring their traditions to the United States?

	M	M						
1		2	3	4	5	6	7	8

## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### Images and Attitudes

Whatever the differences among individuals, the experience of aging is to some extent affected by a society's attitudes toward its elders. It has been said that Americans value youth over age, individuality over community, and competition over cooperation, and this statement holds some truth about mainstream American culture. Certainly, many Americans harbor stereotypes about the process and problems of aging. For example, in this culture we tend to view old age almost exclusively as a time of diminished physical abilities, health, and mental acuity. We may believe that the elderly regret that they are no longer young. We are convinced that they must, of course, feel sad about losing physical vitality, while we ignore the benefits gained through maturity and experience. In addition, since their ideas about how to do things sometimes differ from our own, we may dismiss a lot of what our elders have to say.

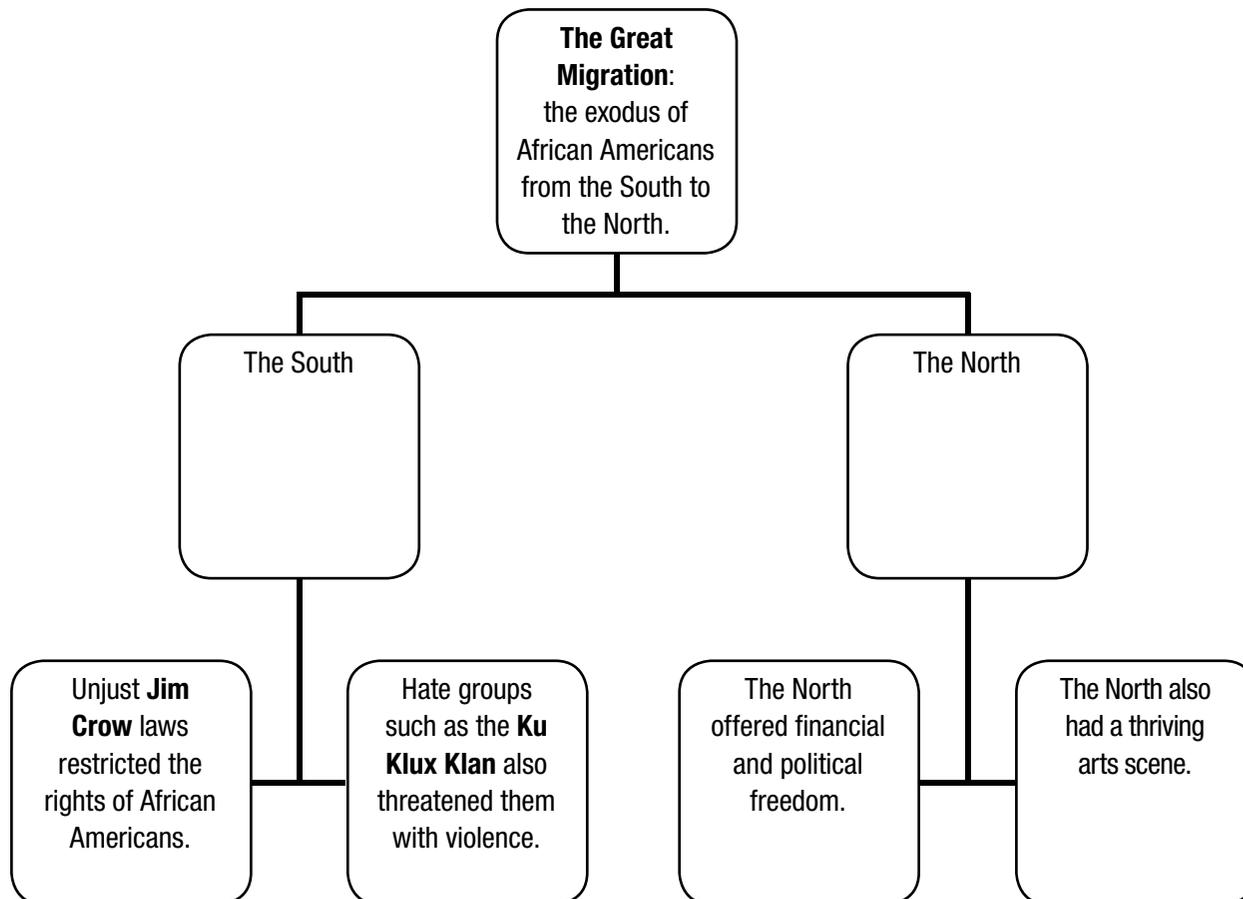
# What makes a community?

## “The Great Migration”

### SUMMARY

This history article describes a large movement of people in the early 1900s. Millions of African Americans moved from rural areas in the southern United States to northern cities. Conditions for African Americans in the South were difficult and unfair. Laws prevented African Americans from voting. They could not use white hospitals and schools. Violent racist groups gained power. Crop failures ruined many farms. World War I opened new opportunities for African Americans in the North. Factories and railroads needed workers. Many African Americans moved north for a better life, but conditions were still difficult. Pay was higher, but the cost of living was also higher. Housing and health care were hard to find. There were riots and racial violence. However, African Americans started their own businesses, newspapers, hospitals, schools, and labor unions. They developed strong new communities and a new sense of identity.

### Visual Summary



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### Use What You Know

Have you ever taken a trip to a new place? Describe what the trip was like.

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### Text Structure

Social studies articles often include important dates or periods in history.



Circle two years from the twentieth century in the second paragraph. What happened at that time?

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### Reading Strategy: Summarize

When you summarize a text, you use your own words to explain what it means. A summary includes only the most important points. Write a one- or two-sentence summary of the second paragraph.

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## The Great Migration

In the decade after the Civil War, new amendments to the United States Constitution had seemed to guarantee that civil rights could not be denied on the basis of race, **creed**, or color. For a time, African Americans in the South freely voted, went to school, held office, purchased land, and ran businesses.

However, life in the South became increasingly difficult for African Americans, and by the 1880s, the dream of equality for southern blacks was rapidly disappearing. In search of new opportunities, they began to leave their homes. At first, they did so in relatively small numbers. Some moved from the countryside to nearby southern towns. Others went west. Most moved to cities in the North. Then, between 1915 and 1920, the numbers of African Americans moving north **swelled** to a flood. In those five years, 10 percent of the South's black population resettled in cities such as Chicago, Philadelphia, Detroit, St. Louis, and Cleveland.

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**creed**, belief

**swelled**, increased

Called the Great Migration, this **exodus** became one of the largest movements of population ever to take place in the nation's history. In 1900, nine out of ten African Americans in the United States lived in the South. By the 1950s, however, only about seven out of ten African Americans in the United States lived in the South.

### Seeking a New Start

In the late 1870s, the federal government turned the responsibility for **enforcing** African-American rights over to the states. Most of the former slaveholding states passed what became known as “Jim Crow” laws—laws that discriminated against African Americans. These laws segregated facilities from streetcars to schools, from drinking fountains to restaurants. Southern states also limited voting rights through requirements such as property ownership and **literacy**. Many former slaves did not have the money, education, or land needed to **register** to vote.

---

**exodus**, large number of people that moves permanently from one place to another  
**enforcing**, making people obey the law  
**literacy**, the ability to read and write  
**register**, complete an official form

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### Comprehension Check

What was the movement of African Americans from the South to the North called? Circle the answer. Why do you think people might leave their homes to start over somewhere new?



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### Text Structure

Social studies articles often have subheadings. Subheadings can signal a change in the topic or a new direction. Draw a box around the subheading on this page. Why did southern blacks need a new start?



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### Comprehension Check

What were “Jim Crow” laws? Underline the sentence that provides the answer. Why were these laws unfair?



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### Comprehension Check

What is the definition of *sharecroppers*?  
Underline the answer.  
Why was being a sharecropper a difficult life?



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### Text Structure

A social studies article often has highlighted vocabulary words. Their definitions are at the bottom of the page. Circle the first vocabulary word on this page and read its definition. Then rewrite the sentence without using the vocabulary word.



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### Comprehension Check

Underline the passage that mentions racist groups in the South.  
Why were these groups so dangerous?



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In fact, most land—both north and south—still belonged to white landlords. Because agriculture was the most important means of earning a living in the South, poor white and black farmers alike had no choice but to rent property. Called sharecroppers, these tenant farmers paid rent with a **share** of crops rather than with money. When a long period of disastrous weather, coupled with an insect invasion, destroyed crops in the late 1800s and early 1900s, sharecroppers' livelihoods were ruined. Along with losing their political rights, many African Americans saw their hopes for economic success **shattered**.

Worse, hate groups such as the Ku Klux Klan were growing stronger, particularly in the South. As a result, many of the millions of southern African Americans lived under the threat of racial violence, including the possibility of **lynching**.

**share**, portion or part

**shattered**, broken

**lynching**, hanging a person without a trial

In the hope that life would be better in the North, some African Americans decided to migrate. The industrial North offered far more job opportunities than the agrarian South. There were steel mills, railroads, and factories in need of workers. Laborers and farmers were not the only people, however, who chose to migrate. Doctors and ministers, teachers and artists, also decided that it was time for change.

If migration began slowly, it rapidly increased with the outbreak of World War I in 1914. For years, European immigrants had provided businesses and factories with low-paid labor. When the war temporarily ended immigration, the demand for African-American workers as a labor force skyrocketed. Long before the United States itself entered the war in 1917, businesses sent men called labor agents south to try to lure African Americans north. Labor agents promised everything from free train fare to housing. Although they seldom delivered on most of their promises, the promise of work at least was real. Black-owned newspapers spread the word, and men and women who had already moved north sent letters home urging their relatives to join them.

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**agrarian**, mostly farming-based  
**skyrocketed**, increased very quickly  
**lure**, attract by making promises  
**delivered on**, kept (their promises)

### Comprehension Check

What did some African Americans decide to do at the turn of the century? Underline the sentence that provides the answer. What did the North offer them?




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### Text Structure

A social studies article often gives examples to support an idea. Circle three examples of places that needed workers. Then list three kinds of workers, besides laborers, who moved to the North to find work.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Comprehension Check

What event triggered a rapid increase in the migration of African Americans? Draw a box around the answer. Why were more workers needed at that time?




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### Comprehension Check

How did African Americans travel from the South to the North? Circle all of the answers. What effect might the journey have had on families?



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### Text Structure

Circle the third highlighted vocabulary word on this page. Look at the definition. Then write a new sentence using the term.



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### Reading Strategy: Summarize

Each paragraph has a topic sentence that gives the main idea. Underline the topic sentence of the third paragraph. Then summarize the paragraph in your own words.



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Some migrants traveled by car or boat. Most went by train. Few could afford to bring their families with them. They hoped instead to earn enough money to send for their loved ones later.

The journey itself was a terrible ordeal, with migrants packed into hot, segregated trains and barred from using white-only restrooms, drinking fountains, and food stands along the way. Often, migrants had to make the journey in stages, working for a time in one city or another to earn enough money to travel onward. But the majority of migrants did not turn back.

### Life in the North

Although the migrants faced many obstacles in their new homes, life in some ways was improved. As in the South, discrimination and segregation existed, but in general they were neither as widely written into the law nor as brutally enforced. African-American workers received lower pay than white workers but, on average, higher pay than workers of either race in the South. Nevertheless, because expenses were higher in the North, many migrants struggled in poverty.

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afford, be able to pay  
ordeal, a long, bad experience  
barred, kept away  
segregation, a set of laws that keeps different races separated  
brutally, violently

The sheer number of migrants created problems. For example, Detroit's African-American population increased by more than 600 percent in ten years. Philadelphia's rose by 500 percent. Housing was hard to find. Unwelcome in white areas, most migrants were limited to **cramped** housing in a few neighborhoods that soon became overcrowded. Because hospitals were segregated and black doctors were rare, there was little **access** to health care. Death rates among African Americans remained higher than among whites.

Even some well-to-do African Americans, born and raised or long settled in the urban North, did not at first accept the migrants. The newcomers, often uneducated and from **rural** backgrounds, seemed as if they came from another world.

---

**cramped**, having too little space  
**access**, ability to get something  
**rural**, of the countryside



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### Comprehension Check

How much did the populations of Detroit and Philadelphia increase? Draw a box around the passage that provides the answer. What problems did this rapid growth create?




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### Reading Strategy: Summarize

When you summarize, details from a long passage can often be combined into a single sentence. Circle two details in the first paragraph. Then write one sentence that links them.




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### Comprehension Check

How did some African Americans in the North react to the arrival of the migrants? Underline the sentence that provides the answer. What differences might northerners have noticed in the southerners?




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### Text Structure

Circle the first vocabulary word on this page and read the definition. Rewrite the sentence without using the vocabulary word.



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### Comprehension Check

Where did a riot occur in 1917? Draw a box around the answer. What set off this riot?



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### Reading Strategy: Summarize

Circle two key points in the paragraph. Then summarize them on the lines below.



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Racial violence **erupted** in the North as well as in the South. The fear that blacks would take away white jobs quickly became an issue. In 1917, **tensions** created by a labor strike, followed by rumors of a shooting, sparked a riot in East St. Louis. White mobs attacked black communities, leaving more than forty African Americans dead and hundreds injured. In 1919, riots broke out in Chicago when blacks attacked a police officer. He had **arrested** a black suspect, allowing the white suspect to go free. Two dozen people—among them both blacks and whites—were killed in the Chicago rioting; hundreds were wounded; a thousand, mostly African Americans, were left homeless. Other riots in other cities followed, with more lives lost and more property destroyed.

---

**erupted**, happened suddenly  
**tensions**, discomfort created by mistrust  
**arrested**, put in prison for committing a crime

## Community and Identity

Despite tragedy and turmoil, exciting developments and ideas also marked the growth of these new African-American communities. Dozens of black-owned newspapers and journals were published in the first **decades** of the twentieth century. Organizations such as the National Urban League, started in 1911 to help migrants find jobs and housing, became forces for change. Black intellectuals such as W. E. B. DuBois, one of the founders of the NAACP, demanded full social, economic, and political equality for African Americans.

In Chicago, a black city councilman, Oscar Stanton De Priest, was elected in 1915. About a decade later, he became the first African American to be elected to the United States House of Representatives in the twentieth century. Another black leader, Marcus Garvey, rejected participation in the American system altogether. He advocated instead black **separatism** and a return to African roots.

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**decades**, periods of ten years  
**separatism**, the idea that races should stay apart

### Comprehension Check

Underline the names of two organizations that worked for justice for African Americans. Why are these organizations still important today?



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### Reading Strategy: Summarize

Subheadings often provide clues to the main idea of a paragraph or section. Circle the subheading on this page. Then summarize the first paragraph, using the words *community* and *identity*.



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### Text Structure

Draw a box around the second vocabulary word on this page and read its definition. Then use the word in a new sentence.



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### Text Structure

Circle the first highlighted vocabulary term on this page. Look at the definition. Why might it be important to form this kind of group?



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### Comprehension Check

Underline the passage about African-American music. Why do people of many races enjoy African-American music?



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### Reading Strategy: Summarize

Write a brief summary to explain the Harlem Renaissance.

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Black businesses, hospitals, schools, and labor unions were founded. And in African-American communities everywhere, the arts flourished. In Chicago, Cincinnati, and New Orleans, blues and jazz thrilled admirers of all races. In Harlem, a neighborhood in New York City that became predominantly black, writers such as Langston Hughes, Arna Bontemps, and Zora Neale Hurston created extraordinary poetry and novels. The flowering of art, literature, and music that took place in Harlem in the 1920s is remembered today as the Harlem Renaissance.

labor unions, organized groups of workers flourished, had success thrilled, excited flowering, a time of great achievement



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With the start of the Great Depression in 1929, the tide of African-American migration to the North slowed down. But by then, African Americans had formed strong new communities and developed a vital new sense of identity. Although prejudice, segregation, and discrimination would continue, African Americans had become a powerful influence on every aspect of American life.

**Choose one and complete:**

1. Draw a map that shows the cities many African Americans moved to during the Great Migration.
2. Research a famous artist or writer of the Harlem Renaissance. Write a one-page report about that person.
3. Write a short speech that describes the life of a former slave in the south in the late 1870s.

**Text Structure**

Social studies articles often include important events in history. What happened in 1929? Underline the answer. How did this event affect the Great Migration?



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**Comprehension Check**

What challenges would African Americans continue to face? Underline the answer. How had African-American life changed by the 1930s? Write your response on the lines below.



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**Reading Strategy:  
Summarize**

The last paragraph in a section or reading often summarizes what has come before. Rewrite the main idea of this paragraph in your own words.

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## READING WRAP-UP

### Retell It!

Suppose you are narrating the history of a family migrating from south to north in the early twentieth century. Describe the family's experiences in the South, their journey to their new home, and their life in the North.

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### Reader's Response

During the Great Migration, African-American families traveled north to escape racist violence and to find better work. What are some other reasons people might move to a new city or country?

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### Think About the Skill

How did summarizing the text help you to better understand the article?

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## EDIT FOR MEANING

### Read

You have read “The Great Migration.” Now read one paragraph from it again.

#### Seeking a New Start

In the late 1870s, the federal government turned the responsibility for enforcing African-American rights over to the states. Most of the former slave-holding states passed what became known as “Jim Crow” laws—laws that discriminated against African Americans. These laws segregated facilities from streetcars to schools, from drinking fountains to restaurants. Southern states also limited voting rights through requirements such as property ownership and literacy. Many former slaves did not have the money, education, or land needed to register to vote.



## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

### Seeking a New Start

The responsibility for enforcing African-American rights passed from the federal government to the states in the late 1870s. Most of the former slave-holding states passed what became known as “Jim Crow” laws. These laws discriminated against white voters. They segregated a number of different facilities, including streetcars and schools, drinking fountains and restaurants. Voting rights were also limited through requirements like property ownership and literacy. Many former slaves could not register to vote because they lacked the money, education, or land that were needed at the time.

2. Find and fix the error.

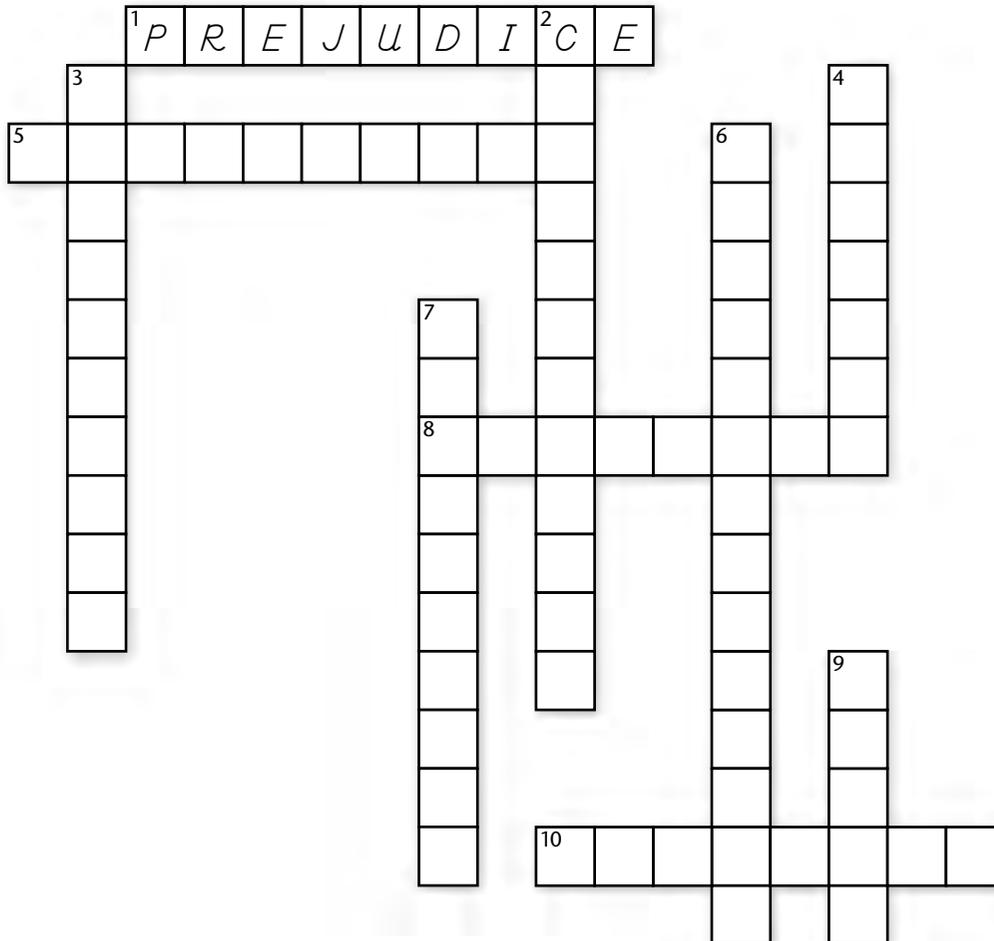
### Seeking a New Start

In the late 1870s, states took over responsibility for enforcing African-American rights from the federal government. Most of the former slave-holding states passed so-called “Jim Crow” laws—laws that discriminated against African Americans. Jim Crow laws set up separate facilities for white and black people, such as separate streetcars, schools, drinking fountains, and restaurants. The federal government also limited voting rights through requirements such as property ownership and literacy. As a result, many former slaves could not vote because they did not have the money, education, or land required.

## FOCUS ON DETAILS

### Crossword Puzzle

To complete this crossword puzzle, you'll need to remember or search for details in the reading. Use the word box to help you. Not all of the words in the word box are in the puzzle. Fill in the crossword with answers to the clues below.



PREJUDICE  
EQUALITY  
DEPRESSION  
DISCRIMINATION  
APPARENTLY  
RELATIVELY  
ADVOCATE  
LECTURED  
INJUSTICE  
RAPIDLY  
MILLS  
CONSTITUTION  
DECLARATION  
AMENDMENTS  
URBAN  
BLACK

#### Across

- Though \_\_\_\_\_ and segregation continued, African Americans became a powerful influence.
- With the start of the Great \_\_\_\_\_ migration slowed down.
- The NAACP demanded full social, economic, and political \_\_\_\_\_ for African Americans.
- Marcus Garvey did this to encourage a return to African roots.

#### Down

- This document guarantees civil rights cannot be denied on the basis of race, creed, or color.
- At first, African Americans left the South in \_\_\_\_\_ small numbers.
- Quickly
- Segregation and \_\_\_\_\_ were not as widely written into law in the North as they were in the South.
- After the Civil War, new \_\_\_\_\_ seemed to ensure civil rights.
- The National \_\_\_\_\_ League started in 1911.

## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### Community and Identity

Black businesses, hospitals, schools, and labor unions were founded. And in African-American communities everywhere, the arts flourished. In Chicago, Cincinnati, and New Orleans, blues and jazz thrilled admirers of all races. In Harlem, a neighborhood in New York City that became predominantly black, writers such as Langston Hughes, Arna Bontemps, and Zora Neale Hurston created extraordinary poetry and novels. The flowering of art, literature, and music that took place in Harlem in the 1920s is remembered today as the Harlem Renaissance.

With the start of the Great Depression in 1929, the tide of African-American migration to the North slowed down. But by then, African Americans had formed strong new communities and developed a vital new sense of identity. Although prejudice, segregation, and discrimination would continue, African Americans had become a powerful influence on every aspect of American life.

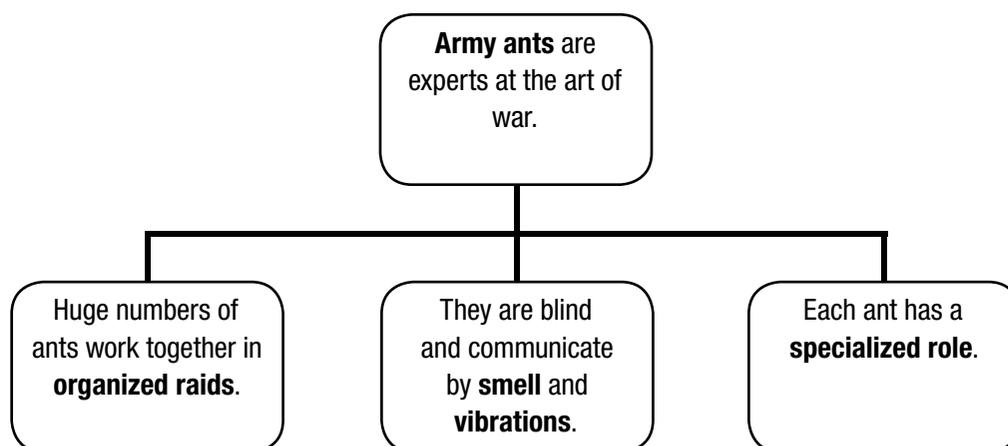
## What makes a community?

“The Savage, Beautiful World of Army Ants”

### SUMMARY

In this interview, a scientist and photographer named Mark Moffett talks about army ants. These insects work together the same as we do. Moffett explains that army ants are experts at the art of war. Very large numbers of ants work together to find food. Hundreds of thousands of ants move quickly over a wide area. Each ant has a special job. Ants in the front lines attack and kill prey. They can kill even large prey like frogs. Ants in the rear tear the prey into smaller pieces. They prepare the prey to be carried back to the colony. In this way, army ants can collect large amounts of food.

### Visual Summary



### Use What You Know

List three things you know about ants.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Text Structure

A science article sometimes has a subtitle in addition to the main title. Draw a box around the subtitle on this page. What information does it provide that the title does not?




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### Reading Strategy: Distinguish Fact from Opinion

A fact is information that can be proven to be true. An opinion is a person's belief. Opinions are often expressed with adjectives, such as *scary* and *special*. Circle the adjectives in the first paragraph. Does the text in this paragraph contain more facts or more opinions?




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## The Savage, Beautiful World of Army Ants

### An Interview with Mark Moffett by Alex Chadwick

The ant photographs of Mark Moffett, a Harvard-trained insect scientist, are often compared to art. Moffett has a unique ability to capture the **alien** beauty of these deceptively simple creatures.

**Alex Chadwick:** You're going to write a series of articles for *National Geographic*—write and photograph them—about ants and the world of ants. You're beginning with army ants. Why are they called army ants?

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alien, not from Earth



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**Mark Moffett:** Well, army ants are basically experts at the art of war. They have a couple of characteristics in that respect. Actually many, but two basic ones that are often talked about. One is their nomadism—they are migratory, moving around constantly as they run out of food. And the really critical thing is the way they actually attack, the way they work together in these massive raids that they organize.

**AC:** So you sort of imagine it like maybe trench warfare in World War I—huge numbers of guys hunkered down for a while, and then they all get up and move?

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massive, very large  
hunkered down, staying in a safe place

### Comprehension Check

What does *migratory* mean? Underline the answer. Why might it be important for army ants to be migratory?




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### Text Structure

A science textbook often has highlighted vocabulary words.



Their definitions are at the bottom of the page. Circle the first highlighted vocabulary word on this page. Look at its definition and then reread the sentence in which it appears. Rewrite the sentence without using the vocabulary word.

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### Reading Strategy: Distinguish Fact from Opinion

Underline what the text says about army ants and migration. Explain why or why not this statement is a fact.




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### Text Structure

In an interview, the speakers are marked with names or initials.



Circle the text that indicates who is speaking. What advantages does the interview format have over an essay or an article?

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### Comprehension Check

Draw a box around the image Mark Moffett uses to describe the arrival of army ants



hunting their prey. Is this comparison to a movie accurate and helpful? Why?

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### Reading Strategy: Distinguish Fact from Opinion

Underline what the text says about driver ants. On the lines below, tell whether this is a fact or an opinion. Explain why.



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**MM:** Well, it's more like *The Lord of the Rings* movies, if you recall those. Mr. Peter Jackson did a marvelous job—maybe he was thinking of army ants, because you have these vast landscapes. You could imagine being down at the ant's level and suddenly, over the crest of the hills, would appear untold numbers of horrific warriors rushing ahead. And this is exactly what it would be like to witness the arrival of army ants if you were a frog or small creature down in the leaf litter of a rainforest. They're often called "driver ants" in parts of the world too because they actually drive their prey ahead of them. Because of the sheer force of numbers, the army ants are capable of killing things vastly larger than themselves.

**AC:** You write that they are blind—but in these pictures that you take of them, I see little dots on the side of their heads, which I take to be eyes.

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crest, top  
leaf litter, the leaves on the ground of a forest  
prey, an animal being hunted

**MM:** Well, they have no ability to form an image. Basically all they can do is tell night from day. And so the lives of army ants are lives associated with smells and vibrations. And they move amongst each other with . . . **pheromones** that they lay down on the ground. And through very simple communication signals, they can organize vast groups—and this is a fascinating thing for scientists, and applies **potentially** to things like the organization of computers and other things about technology. So people are quite interested in ants, and particularly army ants.

**AC:** Because of the way they associate themselves in fairly simple patterns, but very clear patterns?

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**pheromones**, chemicals that animals give off  
**potentially**, possibly

### Comprehension Check

What can army ants see? Underline the sentence that provides the answer. How do smells and vibrations help them?



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### Text Structure

Circle the second highlighted vocabulary term on this page. Look at the definition. Then use the word in a new sentence on the lines below.



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### Comprehension Check

Underline the text that describes how ants organize themselves. Why do you think this fascinates many scientists?



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### Comprehension Check

Underline the description of a single army ant. Does the intelligence of a single ant matter when it is part of a large group? Explain why or why not.




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### Text Structure

Circle the highlighted vocabulary term on this page. Look at the definition. List two other insects that form this kind of group.



1. \_\_\_\_\_
2. \_\_\_\_\_

### Reading Strategy: Distinguish Fact from Opinion

Underline the last sentence spoken by Mark Moffett on this page. Is this a fact or an opinion? If it is a fact, how could it be proved?




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**MM:** Very clear patterns emerge from very basic behavior. A single army ant is basically incompetent—it's a soldier trained to do certain things very well. Those things seem very simple, but you add 10,000 or 100,000 or a million or more of these soldiers together, patterns emerge that are unexpected. Raids can be 15 yards across and contain 100,000 or more ants moving in a very organized way—a **swarm** in front moving forward rapidly, and a fan of columns behind where the ants tear up and prepare the prey to be carried back. They're killing huge numbers of prey constantly during these attacks.

**AC:** I have to ask about one of these pictures in the [*National Geographic*] article . . . It's of one army ant confronting many other army ants. These are two different species of army ants—I didn't realize there were so many different kinds. One is very big and the others are very small. Why is that?

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swarm, large group of insects

**MM:** There are over 130 species of army ants in the New World alone. The different species differ in many things, but one of them is polymorphism—that is, workers within one ant colony can vary quite a bit in size and shape and do different tasks or play different roles. So in that picture, you have a number of the middle-sized workers confronting a soldier of the other species. They're basically **harrying** it, and pulling on it as if they were trying to deal with an elephant, from this perspective. The soldiers usually function simply to deal with people like **entomologists** and anybody silly enough to get close to army ants. They attack **vertebrates** and keep the colony safe.

**AC:** You have some pictures of the **jaws** of these creatures that . . . look like they've got elephant **tusks**, for heaven's sakes.

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**harrying**, bullying  
**entomologists**, scientists who study insects  
**vertebrates**, animals with backbones  
**jaws**, biting parts of the mouth  
**tusks**, a pair of very long teeth that stick out of the mouth

### Comprehension Check

How many different kinds of army ants does Moffett mention? Draw a box around the answer. What part of the world do they live in?



### Text Structure

A science article often defines key concepts within the text. What is *polymorphism*?



Underline the answer. Why might polymorphism be helpful?

### Comprehension Check

What kind of creatures do army ant soldiers usually attack? Draw a box around the answer. Why do they do this?



**Reading Strategy:  
Distinguish Fact  
from Opinion**

What kind of jaws does Moffett want to include in his book on army ants? Underline the sentence that provides the answer. Is this statement a fact or an opinion? Explain the reason for your response.



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**Text Structure**

Circle the second highlighted vocabulary term on this page. Look at the definition. What is a synonym for this term?



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**Comprehension Check**

How do soldier army ants use their jaws? Draw a box around the answer. What do they use them for? About how deeply can they bite?



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**MM:** You can tell a lot about how cool an ant is going to be from its jaws in many cases. I'm doing this book for Harvard and I'm going around the world, often looking for the coolest jaws going. The ants with the most elaborate jaws are often the ones that do the most bizarre things. These soldiers have jaws that seem to go on forever, these vast tusks which are used to pierce vertebrates. They don't use them in killing prey—they're just after *us*. And they pierce quite deeply. They go right down, I would imagine, to the bone. . . .

- 
- elaborate, having many parts
  - bizarre, strange
  - pierce, poke through

**AC:** When you say that you think ants are gorgeous, what is it about an ant that is gorgeous? When I look at your pictures—and they’re beautiful pictures and striking images—these look like alien creatures, maybe from a bad dream.

**MM:** Well, I don’t know what kind of dreams you’ve been having, but these are my *good* dreams right here. To me, ants are elegant creatures in what they do and how they move through the world, and the way they’re built to do that. They are indeed very alien. They share a lot of the genetics with us, though, so the way they work is more like us than we might imagine sometimes.

**Choose one and complete:**

1. Draw a diagram of a swarm of army ants hunting their prey. Show how they organize their attacks.
2. Research another interesting insect, such as a termite or praying mantis. Write a one-page report that compares that insect to an army ant.
3. Imagine that you were going to do a follow-up interview with Mark Moffett. Make a list of five additional questions you would like to ask him about his work.

**Comprehension Check**

In the first paragraph, what word does the interviewer mention that Moffett has used to describe army ants? Circle the answer. How would you describe the ants?



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**Reading Strategy: Distinguish Fact from Opinion**

What is Chadwick’s opinion about the way army ants look? Underline the answer. Is Moffett’s opinion the same or different? Explain.



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**Comprehension Check**

Underline what the text says about one thing we share with army ants. Do you find this surprising? Explain the reason for your response.



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## READING WRAP-UP

### Retell It!

Write a short story about an army ant on a raid, hunting for food. Describe how it communicates with its fellow ants, and how the "army" catches its prey.

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### Reader's Response

Army ants are almost blind and rely on smell and touch to move through the world. Explain some ways you use those two senses.

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### Think About the Skill

How did distinguishing fact from opinion help you to better understand the article?

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**EDIT FOR MEANING****Read**

You have read “The Savage, Beautiful World of Army Ants.” Now read one paragraph from it again.

**The Savage, Beautiful World of Army Ants**

**MM:** Very clear patterns emerge from very basic behavior. A single army ant is basically incompetent—it’s a soldier trained to do certain things very well. Those things seem very simple, but you add 10,000 or 100,000 or a million or more of these soldiers together, patterns emerge that are unexpected. Raids can be 15 yards across and contain 100,000 or more ants moving in a very organized way—a swarm in front moving forward rapidly, and a fan of columns behind where the ants tear up and prepare the prey to be carried back. They’re killing huge numbers of prey constantly during these attacks.



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## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

### **The Savage, Beautiful World of Army Ants**

**MM:** From very basic behavior come very clear patterns. Any single ant is basically not competent. For example, if it's a soldier, it is trained to do certain things. Those things seem very simple, but you add 10,000 or 100,000 or a million or more of these soldiers together, patterns begin to emerge. Raids can be 15 yards across and contain 100,000 or more ants moving in a very disorganized way—a swarm in front moving forward rapidly, and a fan of columns behind where the ants tear up the prey. In their attacks, the ants destroy huge numbers of prey.

2. Find and fix the error.

### **The Savage, Beautiful World of Army Ants**

**MM:** Clear patterns show up from the ant's behavior. A single army ant is basically incompetent—it's a farmer trained to do certain things very well. Those things seem very simple. But if you add 10,000 or 100,000 or a million or more of these soldiers together, patterns start to emerge that are unexpected. An ant raid can be up to 15 yards across with more than 100,000 moving in organized groups. Ants in the front move toward the prey very rapidly. Behind them is a column of ants that tear up and get the prey ready to carry back to the colony. During these attacks they're killing huge numbers of prey.

## FOCUS ON DETAILS

### Mystery Word Puzzle

To complete this mystery word puzzle, you'll need to remember or search for details in the reading. Use the clues to help you unscramble each of the words. Write the words in the boxes. The numbered letters will form the mystery word.

1. Army ants are \_\_\_\_\_ simple creatures

TYCVEEDILEP

D	E	C	E	P	T	I	V	E	L	Y
---	---	---	---	---	---	---	---	---	---	---

5

2. There are 130 \_\_\_\_\_ of ants

SEPSECI

--	--	--	--	--	--	--	--

3. We share a lot of these with army ants

CIGNESTE

--	--	--	--	--	--	--	--

4. Having many parts

TEEBRLADA

--	--	--	--	--	--	--	--	--	--

3

5. Moving around from place to place to find food

RORTYAGIM

--	--	--	--	--	--	--	--	--	--

2

6. Ants use simple \_\_\_\_\_ to communicate

SANILGS

--	--	--	--	--	--	--	--

8

7. Unable to see

DBNIL

--	--	--	--	--

4

8. Their jaws can pierce down to this

OBNE

--	--	--	--

6

9. The ability to take on different roles

PISLPRYOMOHM

--	--	--	--	--	--	--	--	--	--	--

7

1

What are warriors or members of an army called?

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1 2 3 4 5 6 7 8

## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### The Savage, Beautiful World of Army Ants

**MM:** You can tell a lot about how cool an ant is going to be from its jaws in many cases. I'm doing this book for Harvard and I'm going around the world, often looking for the coolest jaws going. The ants with the most elaborate jaws are often the ones that do the most bizarre things. These soldiers have jaws that seem to go on forever, these vast tusks which are used to pierce vertebrates. They don't use them in killing prey—they're just after *us*. And they pierce quite deeply. They go right down, I would imagine, to the bone. . . .

To me, ants are elegant creatures in what they do and how they move through the world, and the way they're built to do that. They are indeed very alien. They share a lot of the genetics with us, though, so the way they work is more like us than we might imagine sometimes.

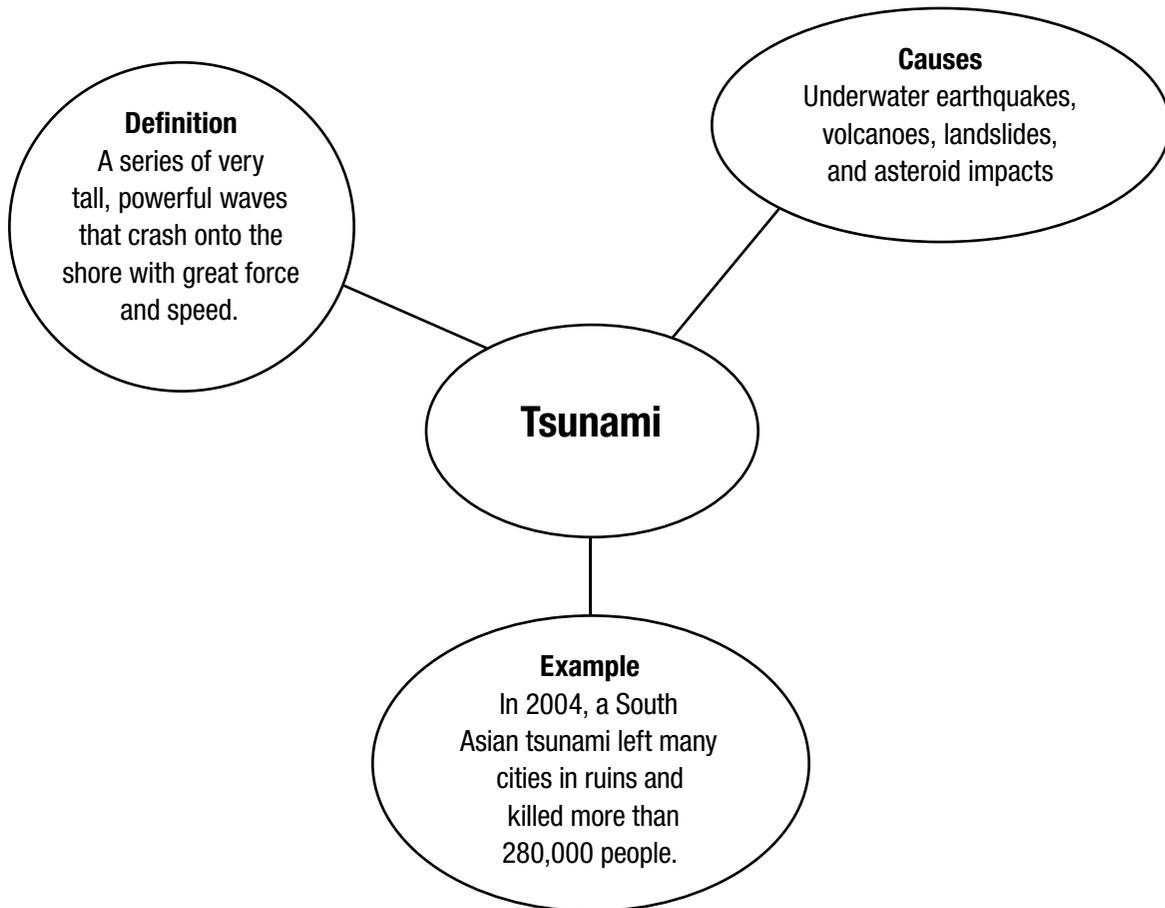
# How does the sea affect our lives?

## “Tsunamis”

### SUMMARY

This science article tells about tsunamis. A tsunami is a series of very tall, powerful waves. The waves crash on the shore with great force and speed. Tsunamis are caused by ocean events such as underwater earthquakes, volcanoes, and landslides. Very large pieces of rock falling from space can also cause a tsunami. These events cause a large amount of water to move. This movement sends waves speeding out in all directions. The article describes a recent tsunami that struck South Asia in 2004. It was one of the worst natural disasters in history. It destroyed many cities and killed more than 280,000 people.

### Visual Summary



### Use What You Know

List three things you know about waves.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Text Structure

A science article often presents statistics in the form of numbers. Circle the speed of the waves of the tsunami in 2004. Then circle the time it took for the first wave to hit the shore.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Reading Strategy: Identify Cause and Effect

A cause is the reason something happens and an effect is the result. Underline the sentence that tells how long the tsunami lasted. By the end of the tsunami, how many people had died?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Tsunamis

### Disaster in South Asia

One of the worst natural disasters in history occurred on the morning of December 26, 2004. An earthquake in the Indian Ocean triggered the most deadly tsunami ever recorded.

That earthquake was the largest in more than 40 years. It occurred just off the coast of northern Sumatra, Indonesia and sent waves speeding outward at more than 800 kilometers per hour (500 mph). Within 15 minutes of the earthquake, the first wave struck Sumatra. Over the next few hours, waves struck ten other unsuspecting countries. When the waves finally stopped seven hours later, towns, cities, fishing villages, and tourist resorts lay in ruins. More than 280,000 people had died. Many thousands more were injured or missing.

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unsuspecting, not thinking that it was going to happen

## Harbor Waves

The word tsunami comes from two Japanese words, *tsu* meaning “harbor” and *nami* meaning “waves.” The waves are named after harbors because that is where tsunamis are most often observed and are most destructive, especially in Japan, where there are many earthquakes. Tsunami waves are barely noticeable in the open ocean. The English term *tidal waves* is an inaccurate term to describe tsunamis, because tsunamis have nothing to do with the ocean’s tides. Tides are the regular, daily rise and fall in water levels while tsunamis are rare, irregular events.



### Text Structure

A science article often includes headings that introduce a new topic.



Draw a box around the heading on this page. Based on the heading, what do you think this section will be about?

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### Reading Strategy: Identify Cause and Effect

Underline the meaning of the word *tsunami*. Why are the words named after harbors?



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### Comprehension Check

Circle the definition of *tides*. Why is *tidal waves* an inaccurate term to describe tsunamis?



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### Reading Strategy: Identify Cause and Effect

List two events that can cause a tsunami. Then underline the sentence that describes what can result from these two events.



1. \_\_\_\_\_
2. \_\_\_\_\_

### Text Structure

A science article often defines key terms within the text. Draw a box around the definition of *equilibrium*. Why do you think it might be important for the ocean to remain in a state of equilibrium?



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### Comprehension Check

Circle the sentence that tells the main differences between tsunami waves and normal ocean waves. How might the differences between tsunami waves and normal waves help explain why tsunamis are so destructive?



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## Ocean Out of Balance

A tsunami is a series of waves that result from another ocean event, such as an underwater earthquake or the eruption of an underwater volcano. Both of these events cause a large amount of water to move, sending waves speeding out in all directions. The ocean tries to remain in a state of balance, called equilibrium. When a large volume of water suddenly moves, ripples, or waves, form on the surface of the ocean, moving away from the place where the water was **disrupted**. Close to shore, tsunami waves build on each other and rush over the land in a fast-moving flood of water. Tsunami waves may last up to several hours before the surface of the ocean is calm again, or regains equilibrium.

### Characteristics of Tsunami Waves

The main differences between tsunami waves and normal ocean waves are size, speed, and origin. These differences are what make tsunamis so powerful and destructive.

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disrupted, made to be not calm

Waves are the movement of energy. All waves lose energy as they travel. The amount of energy that a wave loses depends on its wavelength (the distance between one crest and the next). The shorter the wavelength, the more energy a wave loses. Tsunamis have very long wavelengths, so they hardly lose any energy as they travel, and they reach shores with a great deal of force. Tsunamis travel so quickly once they reach shore that people cannot outrun them.

Regular waves have much shorter wavelengths, lose more energy as they travel, and hit shores with much less force than tsunamis.

### Life of a Tsunami

A tsunami begins when an underwater disturbance suddenly displaces a column of ocean water. This abrupt movement may be caused by an underwater volcano, landslide, or earthquake. The sudden movement releases energy throughout the water, creating waves.

#### Comprehension Check

Circle the definition of *wavelength*. How does the length of a wave affect how much energy it loses as it travels?



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#### Reading Strategy: Identify Cause and Effect

Draw a box around the passage that describes the size of tsunami wavelengths. How can wavelengths of this size affect people who are in the area when the waves hit the shore?



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#### Comprehension Check

Underline the sentence that tells how a tsunami begins. Why do you think an underwater disturbance can create a tsunami?



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### Comprehension Check

Underline the sentence that explains why tsunami waves are hard to see on the open ocean. How tall are these waves out on the ocean?



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### Reading Strategy: Identify Cause and Effect

Circle the sentence that describes what happens when a tsunami wave reaches shallower water. What is the effect of the wave dragging along the ocean floor?



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### Text Structure

A science article often has highlighted vocabulary words. Their definitions are at the bottom of the page. Draw a box around the last highlighted word on this page. Look at its definition. Then use the word in a new sentence.



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Tsunami waves in the open ocean are difficult to see because their long wavelengths **stretch them out** and keep them low. They are often less than a few feet high, but they move very quickly. People in boats might feel a tsunami wave as a sudden **roll** as it passes under the boat. When a tsunami wave reaches **shallower** water, the bottom of the wave begins to drag along the ocean floor. The wave slows down, but the water behind it continues to move quickly. The water starts to **pile up**, and the wave grows taller. Tsunami waves may reach heights of 10 to 30 meters (30 to 100 ft.) or more as they reach the shore.

### Triggering Tsunamis

A few events in nature have enough power to displace **massive** amounts of water and create tsunamis. These events include earthquakes, volcanoes, landslides, and asteroid crashes.

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**stretch them out**, make large spaces between the crest of each wave  
**roll**, movement up and down  
**shallower**, less deep  
**pile up**, get higher  
**massive**, very large

## Earthquakes

Earthquakes are the cause of almost all tsunamis, but not all earthquakes trigger tsunamis. Underwater earthquakes are more likely to cause large tsunamis that travel across the entire ocean. Earthquakes near coasts can cause tsunamis, too. An underwater earthquake is likely to cause a tsunami if it is large, it happens near the ocean floor rather than far below it, and it causes part of the ocean floor to **heave up** or drop down.

## Volcanoes

Volcanoes can trigger tsunamis in two ways. When a volcano located near shore erupts with a violent **blast**, it can **blow out** part of its side, sending tons of rock and **lava** into the nearby ocean and displacing a lot of water. Volcanoes can also trigger tsunamis by **dumping** a lot of lava into a nearby ocean very quickly. An underwater volcano can trigger a tsunami when it suddenly releases a lot of gas with a great deal of force. The gas **blows up** toward the ocean's surface, displacing a large volume of water and creating tsunami waves at the surface of the ocean.

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**heave up**, move up forcefully  
**blast**, explosion  
**blow out**, violently remove  
**lava**, melted rock  
**dumping**, dropping randomly  
**blows up**, goes up very rapidly

### Text Structure

Draw boxes around the two headings on this page. Based on these headings, what do you think these two sections will be about?



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### Comprehension Check

Underline the sentence that names the type of earthquake that is more likely to trigger a large tsunami. Why might a tsunami occur if part of the ocean floor heaves up or drops down during an underwater earthquake?



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### Reading Strategy: Identify Cause and Effect

Circle two substances an erupting volcano can blow into a nearby ocean. What effect can these things create in the water?



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**Reading Strategy:  
Identify Cause and Effect**

Circle the two places where landslides can occur. How can a landslide cause a tsunami?



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**Comprehension Check**

Underline the sentence that explains how an asteroid could create a tsunami. Has this ever occurred in your lifetime? How can you tell?



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**Text Structure**

Draw a box around the highlighted vocabulary term on this page. Look at its definition. Re-read the sentence in which the term appears. Then rewrite the sentence without using the term.



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**Landslides**

Landslides occur above the water, but they also occur in the ocean, where there are underwater mountains. The falling rock and dirt from a landslide suddenly displaces a lot of water, creating a tsunami. Landslides are often triggered by underwater earthquakes. These landslides, together with the force of the quake, can cause major tsunamis.

**Asteroid Impacts**

An asteroid could cause a tsunami by crashing into the ocean and displacing a large volume of water. This has never been recorded in human history, but some geologists are certain that this has happened in the past. They believe that an asteroid crashed into present-day Mexico 65 million years ago and caused the dinosaurs to **become extinct**. These scientists believe that this asteroid triggered major tsunamis in several parts of the world.

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become extinct, die out with no survivors

# How to Simulate a Tsunami

## What you will need

- A long, rectangular plastic container
- Sand
- Water
- A pitcher
- Toy clay

## What you will do

1. Pack the sand against one of the short sides of the container. Shape it into a slope.
2. Using the pitcher, carefully pour water into the other end of the container, until the container is about half full. Try not to disturb the sand too much.
3. Form three clumps of clay: one small, one medium, and one large. Drop the small clump into the container, near the edge without sand. Watch how the waves form and travel up the sandy slope.
4. Remove the small clump of clay, then drop in the medium clump. Next, drop in the large clump. Watch how the waves behave for each clump. What do you notice?

## What you will see

The small clump will cause the least damage, demonstrating how regular ocean waves behave. The largest clump will cause the most destruction on shore, because it will create the largest disturbance in the water. This is how tsunamis behave.

### Choose one and complete:

1. Draw a poster that shows the different forces that can trigger a tsunami.
2. Imagine you are filming a documentary about tsunamis. What places would you visit? Who would you want to interview?
3. Do library or Internet research to find out who helped the countries affected by the tsunami in 2004. Write a short article on one that impresses you. Describe the help.

### Text Structure

Science articles sometimes present information in the form of a list. Draw a box around the list on this page. What information does it provide?



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### Comprehension Check

Circle the direction that explains what to do with the sand. What does the sand represent in this experiment?



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### Reading Strategy: Identify Cause and Effect

Underline the result that will occur when you drop the largest clump of clay. What natural event does this clump of clay most closely simulate?



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## READING WRAP-UP

### Retell It!

Imagine you are a scientist trying to warn people about a tsunami that is likely to affect their area. Write a brief description of a tsunami. Then explain what can cause it.

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### Reader's Response

What do you think people should do when they know a tsunami is on its way?

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### Think About the Skill

How did identifying causes and effects help you to better understand the article?

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**EDIT FOR MEANING****Read**

You have read "Tsunamis." Now read one paragraph from it again.

**Volcanoes**

Volcanoes can trigger tsunamis in two ways. When a volcano located near shore erupts with a violent blast, it can blow out part of its side, sending tons of rock and lava into the nearby ocean and displacing a lot of water. Volcanoes can also trigger tsunamis by dumping a lot of lava into a nearby ocean very quickly. An underwater volcano can trigger a tsunami when it suddenly releases a lot of gas with a great deal of force. The gas blows up toward the ocean's surface, displacing a large volume of water and creating tsunami waves at the surface of the ocean.

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## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so the information is correct.

1. Find and fix the error.

### Volcanoes

There are two ways volcanoes can trigger tsunamis. When a volcano at the bottom of the sea erupts, it can hurl tons of rock into the ocean, which displaces a lot of water. Volcanoes can also trigger tsunamis by dumping a lot of lava into an ocean very quickly. An underwater volcano can create a tsunami when it suddenly releases gas with a great deal of force. The gas blows up toward the ocean's surface, which displaces a lot of water and creates giant waves.

2. Find and fix the error.

### Volcanoes

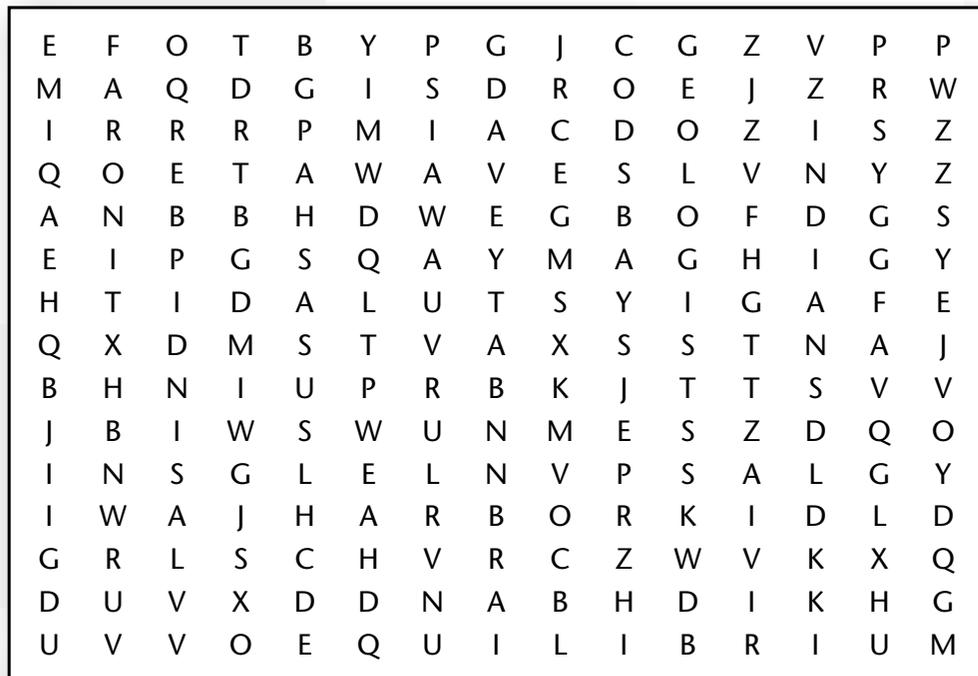
Volcanoes can trigger tsunamis in two ways. First, if a volcano on shore violently erupts, it can shoot tons of rock and lava into the nearby ocean. When the rock and lava land in the sea, they displace a large volume of water. The second way starts on the ocean's surface. An underwater volcano can trigger a tsunami when it suddenly releases a lot of gas. The gas blows upward with a great deal of force. It displaces water and creates tsunami waves at the surface of the ocean.

## FOCUS ON DETAILS

### Crossword Puzzle

To complete this word search puzzle, you'll need to remember or search for details in the reading. Write the word from the text next to each clue. Then circle the answers in the puzzle below.

1.  What waves lose as they travel: energy
2.  The ideal condition that the ocean tries to maintain: \_\_\_\_\_
3.  A tsunami is a series of these: \_\_\_\_\_
4.  The ocean in which the deadly tsunami of 2004 occurred: \_\_\_\_\_
5.  The cause of most tsunamis: \_\_\_\_\_
6.  *Tsu* means this in Japanese: \_\_\_\_\_
7.  Some of these scientists believe an asteroid triggered a tsunami in the past:  
\_\_\_\_\_
8.  A tsunami wave does this along the ocean floor when it reaches shallow water:  
\_\_\_\_\_
9.  An erupting volcano can blow rock and *this* into an ocean: \_\_\_\_\_
10.  These kind of waves are regular and occur every day: \_\_\_\_\_



## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### **Disaster in South Asia**

One of the worst natural disasters in history occurred on the morning of December 26, 2004. An earthquake in the Indian Ocean triggered the most deadly tsunami ever recorded.

That earthquake was the largest in more than 40 years. It occurred just off the coast of northern Sumatra, Indonesia and sent waves speeding outward at more than 800 kilometers per hour (500 mph). Within 15 minutes of the earthquake, the first wave struck Sumatra. Over the next few hours, waves struck ten other unsuspecting countries. When the waves finally stopped seven hours later, towns, cities, fishing villages, and tourist resorts lay in ruins. More than 280,000 people had died. Many thousands more were injured or missing.

# How does the sea affect our lives?

## “Life in the Oceans”

### SUMMARY

This science article tells about the different areas of the ocean. It describes what conditions are like in each area and what kinds of animals and plants live there. Scientists divide the ocean into zones. Each zone has a different amount of sunlight. In the sunlit zone there is plenty of light and food. All plant life and most animal life live here. As you go further from the sunlit zone, there is less food and it gets colder. In the twilight zone, from 660 to 3,300 feet, there is still some light. Below 3,300 feet is the dark zone. Conditions here are very difficult. There is no light. The bottom of the ocean is covered with thick mud. The water is almost freezing, and there is little food. Animals have to be specially adapted to survive here.

### Visual Summary

#### The Ocean's Zones

**Sunlit zone:** Plenty of light and food. All plant life and most animal life live here.

**Twilight zone:** from 660 to 3,300 feet. The temperature drops and food becomes scarcer. Some light filters down from above.

**Dark zone:** below 3,300 feet. No light penetrates here.

**The bottom:** Covered with thick mud. The water is almost freezing and there is little food.

### Use What You Know

List three animals or plants that live in the ocean.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Reading Strategy: Compare and Contrast

Comparing and contrasting helps you understand how things are similar or different. Underline the sentence that tells where plants are found in the ocean. How is this similar or different to where animals are found?



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### Text Structure

A science article often presents information in the form of numbers or amounts. Circle the number that tells how deep sperm whales dive. Why do they swim that far down?



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## Life in the Oceans

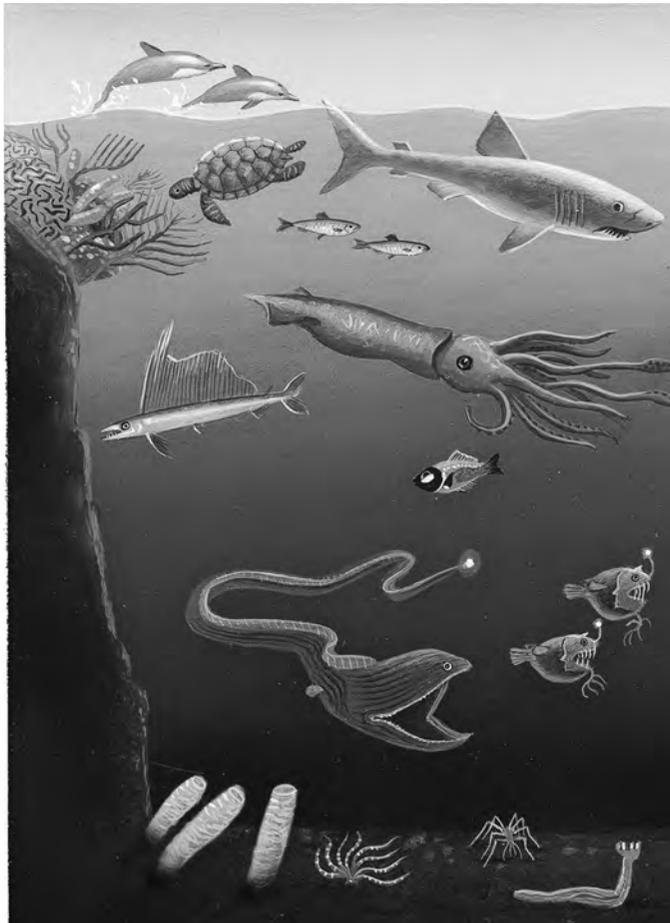
From the seashore to the deepest depths, oceans are home to some of the most diverse life on earth. Plants are found only in the sunlit surface waters, where there is enough light for growth. Animals are found at all depths of the oceans, though are most abundant in the surface waters, where food is plentiful. Not all free-swimming animals stay in one zone. The sperm whale dives to over 500 meters (1,640 ft.) to feed on squid, returning to the surface to breathe air. Some animals that live in cold, deep waters, such as the Greenland shark in the Atlantic, are also found in the cold surface waters of polar regions.

---

**depths**, distances below the surface  
**abundant**, frequently found  
**zone**, an area that has a special quality  
**dives**, swims downward sharply  
**polar**, close to the North Pole or the South Pole

Oceanographers divide the ocean up into broad zones, according to how far down sunlight penetrates. In the sunlit zone, there is plenty of light, much water movement, and seasonal changes in temperature. Beneath this is the twilight zone, the maximum depth to which light penetrates. Temperatures here decrease rapidly with depth to about 5° Centigrade (41° F). Deeper yet is the dark zone, where there is no light and temperatures drop to about 1–2° Centigrade (34–36° F). Still in darkness and even deeper is the abyss. The deepest part of the ocean occurs in the trenches.

oceanographers, scientists who study the ocean  
 penetrates, goes through  
 twilight, with little light  
 abyss, an extremely deep place  
 trenches, long narrow holes in the ground



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### Comprehension Check

Circle the name for the type of scientist who studies the ocean. Why might scientists divide the ocean into zones?




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### Text Structure

A science article often explains or defines key terms within the text.



Underline the sentence that explains how scientists divide the zones. Then list the four zones below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Reading Strategy: Compare and Contrast

Draw boxes around the two zones that receive no sunlight at all. How are these zones alike and different?




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### Comprehension Check

Draw a box around the word in the first sentence that describes the size of plant plankton. What does this word mean?



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### Reading Strategy: Compare and Contrast

Underline the passage that explains where plant plankton are found. How are they like plants that live on land? How are they different?



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### Comprehension Check

Circle the sentence that describes the area where meadows of plant plankton grow. Why do fewer plankton grow in the warm waters of the tropics?



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## The Sunlit Zone

Plant plankton are minute plants that float along the ocean's surface, carried about by waves and currents. Too small to be seen with the naked eye, they are the most abundant plants in the ocean. Like all plants, they need sunlight to grow, so are found only in the ocean's upper zones. In addition to sunlight, they need **nutrients** from the seawater. The most light occurs in the tropics, but nutrients there are often **in short supply**. Vast "meadows" of plant plankton are found in cooler waters where nutrients are brought up from the bottom during storms.

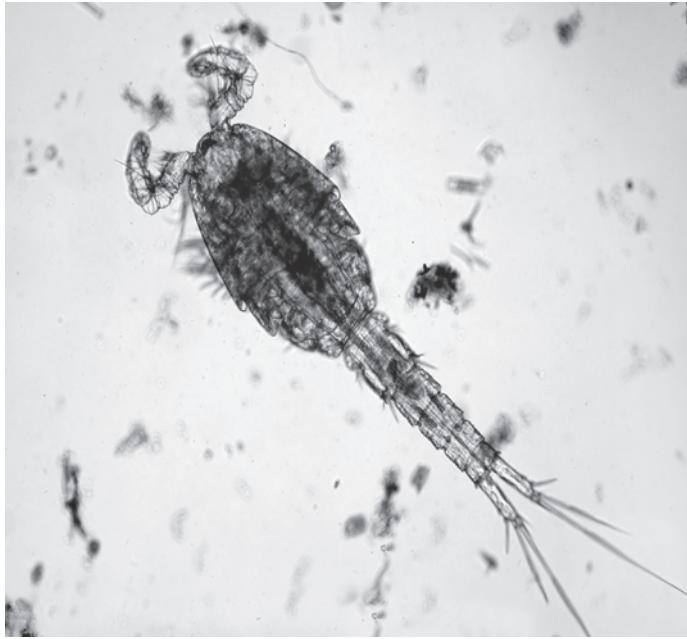
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**nutrients**, chemicals or foods needed to live  
**in short supply**, hard to get



Plant plankton are eaten by swarms of tiny, drifting animal plankton, forming the second link in many food chains. The animal plankton provide a feast for small fish, such as herring. Those in turn are eaten by larger fish, such as tuna, which are eaten by still larger fish or other predators, such as dolphins. Some larger ocean animals (whale sharks and blue whales) feed directly on animal plankton. Thus all animals feed on plankton, either directly or indirectly, making it the basic food supply of the ocean.

**drifting**, moving with the water  
**predators**, animals that eat other animals



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### Comprehension Check

Underline the name of the organism that eats plant plankton. Why might they eat these plants?




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### Text Structure

A science article often has highlighted vocabulary words.



Their definitions are at the bottom of the page. Draw a box around the second highlighted word on this page. Look at its definition. Then use the word in a new sentence.

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### Reading Strategy: Compare and Contrast

Circle the name of one small ocean fish. Underline the name of one large ocean animal. How are they similar and how are they different?




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### Comprehension Check

Circle the three types of animals that inhabit the sunlit zone. Why might scientists know more about these creatures than those living in the deeper zones?



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### Reading Strategy: Compare and Contrast

What are two ways animals survive in the sunlit zone? What is the difference between *inhabiting* and *visiting*?



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### Comprehension Check

Underline the reason some animals visit the sunlit zone. Why might some animals that live deep in the ocean leave their own zone to feed in the sunlit zone?



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Many types of fish and other animals, including mammals (such as whales and sea lions) and reptiles (such as sea turtles) **inhabit** the sunlit zone or visit it to feed.

\_\_\_\_\_ **inhabit**, live in



## Coral Reefs

Coral reefs are a fascinating form of animal life found in the sunlit zone. They cover vast areas of the warm, crystal-clear waters of the tropics. Most stony corals are colonies of many tiny individual animals called polyps. Each polyp makes its own hard **limestone skeleton**, which protects its soft body. To make their skeletons, the coral polyps need the help of **microscopic**, single-celled **algae** that live inside them. The algae need sunlight to grow, which is why coral reefs are found only in sunny, surface waters. Corals get some food from the algae. They also capture plankton with their tentacles. Only the upper layer of a reef is made of living corals, which build upon skeletons of dead polyps. Corals grow in an exquisite variety of shapes and colors.

---

**limestone**, a kind of rock made of calcium  
**skeleton**, the bony structure of an animal  
**microscopic**, too small to be seen  
**algae**, tiny plants that live in water

### Reading Strategy: Compare and Contrast

Circle the name of the tiny animal that makes up corals. How are the two parts of a polyp different from each other?



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### Text Structure

Draw a box around the third highlighted word on this page. Look at its definition. Re-read the sentence in which the word appears. Then rewrite the sentence without using the word.



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### Comprehension Check

Underline what coral polyps need to make their skeleton. Why are corals not found in the twilight zone?



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### Comprehension Check

Underline the sentence that describes the variety of animals that live on coral reefs.



What do you think the word *support* means?

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### Text Structure

Draw a box around the first highlighted word on this page. Look at its definition. Then use the word in a new sentence.



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### Comprehension Check

Circle two places from which animals emerge at night to feed. Name one way the reef helps all the organisms on it to survive.



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Coral reefs are the most diverse habitats in the ocean. They support an extraordinary variety of marine life, from multitudes of brightly colored fish to giant clams **wedged** into rocks. Every bit of space on the reef provides a hiding place or shelter for some animal or plant. At night, swarms of amazing creatures **emerge** from coral caves and **crevices** to feed. All the living organisms on the reef depend for their survival on the stony corals, which recycle the scarce nutrients from the clear, blue tropical waters.

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**wedged**, placed firmly in a narrow space  
**emerge**, come out  
**crevices**, narrow cracks in rock



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## The Twilight Zone

Between the bright sunlit waters of the upper ocean and the pitch-black depths is the half-light of the twilight zone. It ranges from 200 to 1,000 meters (660 to 3,300 ft.) below the surface. Fish living in the twilight zone often have rows of light **organs** on their undersides to camouflage them against the soft light **filtering down** from above. These **glowing** lights can be produced by chemical reactions or by colonies of bacteria living in the light organs. Many animals, including some lanternfish and a variety of squid, spend only their days in the twilight zone. At night they journey upward to feed in the food-rich surface water. By doing this, they are less at risk from daytime hunters such as sea birds. Others, such as the lancetfish, spend their lives in the twilight zone eating any available food. The skinny lancetfish has a **stretchy** stomach so it can take in a large meal if it finds one.

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**organs**, parts of a living thing that have a unique purpose  
**filtering down**, coming down dimly  
**glowing**, shining steadily  
**stretchy**, able to expand

### Text Structure

A science article often includes headings that signal a change in the topic or a new direction. Draw a box around the heading on this page. Based on the heading, what do you think this section will be about?



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### Comprehension Check

Underline the sentence that describes the amount of light found in the twilight zone. Is this a good name for the zone? Why or why not?



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### Reading Strategy: Compare and Contrast

Circle the names of animals that only spend their days in the twilight zone. Then underline the name of an animal that spends all its time in the twilight zone. Why might these animals have different habits?



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### Comprehension Check

Circle the color of many of the fish in the dark zone. How do you think their color helps them survive?




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### Text Structure

Draw a box around the second highlighted vocabulary word on this page. Look at its definition. Re-read the sentence in which the word appears. Then rewrite the sentence without using the word.




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### Comprehension Check

Underline the sentence that explains why fish in the dark zone are lightweight. Why do you think they rely on buoyancy instead of constantly swimming?




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## The Dark Zone

There is no light in the oceans below 1,000 meters (3,300 ft.), just inky blackness. Many fish in the dark zone are black too, making them almost invisible. Light organs are used to lure prey or communicate with a mate. Food is scarce in the cold, dark depths. All animals have to rely on what little drifts down from above. Deep-sea fish make the most of any available food by having huge mouths and stretchy stomachs. Often they are small or weigh little. Being lightweight helps fish in the dark zone maintain neutral buoyancy. This allows them to keep at one level without having to swim.

**lure**, attract in order to catch

**scarce**, hard to find

**buoyancy**, the ability to float



## On the Bottom

The bottom of the deep ocean is not an easy place to live. It is pitch-black, the water is almost freezing, and there is little food. Much of the seabed is covered with soft clays or mudlike **oozes** made of skeletons of tiny sea animals and plants. The ooze on the vast open plains of the abyss can reach several hundred yards thick. Animals walking along the bottom have long legs to avoid **stirring it up**. Some grow **anchored** to the seabed and have long stems to keep their feeding structures clear of the ooze. Food particles can be **filtered out of** the water, for example, by the feathery arms of sea lilies or through the many **pores** in sponges. Some animals, such as sea cucumbers, feed on the seabed by extracting food particles from the ooze. Food particles are the remains of dead animals (and their droppings) and plants that have sunk down from above. Occasionally a larger **carcass** reaches the bottom uneaten, prompting an immediate frenzy of feeding activity.

oozes, slimy mud

stirring it up, making it move and rise

anchored, fixed

filtered out of, removed from

pores, small openings on a living thing

carcass, dead body

### Choose one and complete:

1. Draw a poster that shows the four different zones in the ocean and an example of one animal that inhabits each one.
2. Imagine you are exploring the ocean in a submarine. Write an entry in a diary or journal to describe the zone you are exploring and the marine life you find there.
3. Create a diorama of one of the four zones in ocean. Indicate how much sunlight can be found in that zone, what the temperature is like, and what kinds of plants or animals live there.

### Text Structure

In a science article, paragraphs often include topic sentences that state the main idea. Draw a box around the topic sentence in this paragraph. Then list three details that describe the abyss.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Reading Strategy: Compare and Contrast

Underline the sentence that describes the animals that are fixed to the bottom of the sea. How are they like other animals in the abyss? How are they different?



### Comprehension Check

Circle the sentence that describes how sea cucumbers find food. Why might there be a lot of competition for food among animals at the bottom of the ocean?



## READING WRAP-UP

### Retell It!

Imagine you are an animal living in the ocean. Describe your surroundings and daily activities based on the zone you inhabit.

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### Reader's Response

What do you think the effect is of dumping pollution in the ocean? Why is it important to keep ocean waters clean?

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### Think About the Skill

How did comparing and contrasting help you to better understand the article?

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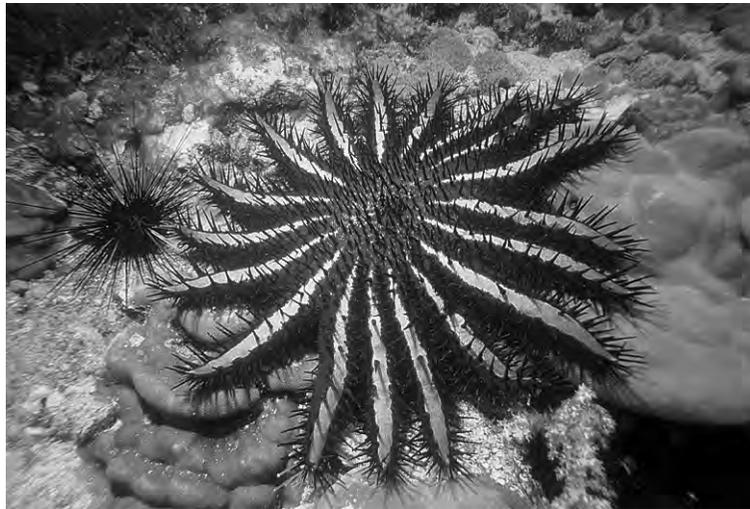
## EDIT FOR MEANING

### Read

You have read "Life in the Oceans." Now read one paragraph from it again.

#### Life in the Oceans

Oceanographers divide the ocean up into broad zones, according to how far down sunlight penetrates. In the sunlit zone, there is plenty of light, much water movement, and seasonal changes in temperature. Beneath this is the twilight zone, the maximum depth to which light penetrates. Temperatures here decrease rapidly with depth to about 5° Centigrade (41° F). Deeper yet is the dark zone, where there is no light and temperatures drop to about 1–2° Centigrade (34–36° F). Still in darkness and even deeper is the abyss. The deepest part of the ocean occurs in the trenches.



## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so the information is correct.

1. Find and fix the error.

### Life in the Oceans

Oceanographers separate the ocean into four large zones based on the amount of sunlight each receives. The first zone is the sunlit zone. Here, there is plenty of light and the water moves in waves. The temperature changes with the seasons—cool in the summer and warm in the winter. A little lower down is the twilight zone. Sunlight reaches no farther than this zone. Temperatures in the twilight zone drop down to about 5° Centigrade (41° F). Below the twilight zone is the dark zone. There is only total darkness and cold here. Temperatures drop to about 1–2° Centigrade (34–36° F). The final zone is the abyss. This is the deepest part of the ocean, in the trenches.

2. Find and fix the error.

### Life in the Oceans

Oceanographers divide the ocean into four large areas called zones. These zones are determined by how much sunlight reaches into the water. The first zone is called the sunlit zone. Here you find plenty of light and a lot of water movement. The temperature changes according to the season of the year. Next, the twilight zone is as far down as you can still see light. As you descend through the twilight zone, temperatures fall to about 5° Centigrade (41° F). This is a completely dark and cold area with temperatures about 1–2° Centigrade (34–36° F). Finally, there is the abyss, which has plenty of light and is not as deep as the other zones. The deepest part of the ocean occurs in the trenches.

## FOCUS ON DETAILS

### Mystery Word Puzzle

To complete this mystery word puzzle, you'll need to remember or search for details in the reading. Use the clues to help you unscramble each of the words. Write the words in the boxes. The numbered letters will form the mystery word.

1. Plants need nutrients and this form of energy to grow

GNIHULST

--	--	--	--	--	--	--	--	--

2

2. Coral reefs capture plankton with these

TESENCAT

--	--	--	--	--	--	--	--	--	--

4

3. The last bit of sunlight reaches into this zone

TIGTILWH

--	--	--	--	--	--	--	--	--

4. In this zone, many fish are black, which makes them almost invisible

DAKR

--	--	--	--

5. The most abundant plants in the ocean

LAKNTPON

--	--	--	--	--	--	--	--	--

6. Most corals are colonies of these tiny animals

LYSOPP

--	--	--	--	--	--

1

7. An animal that spends its days in the twilight zone

FETNANRIHLS

--	--	--	--	--	--	--	--	--	--	--

3

8. How sea cucumbers get food particles from ooze

XATCETR

--	--	--	--	--	--	--

6

5

9. Coral reefs are found in this part of the world

RITSOCP

--	--	--	--	--	--	--

7

What do coral reefs provide to a variety of marine life?

--	--	--	--	--	--	--

1 2 3 4 5 6 7

## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### On the Bottom

The bottom of the deep ocean is not an easy place to live. It is pitch-black, the water is almost freezing, and there is little food. Much of the seabed is covered with soft clays or mudlike oozes made up of skeletons of tiny sea animals and plants. The ooze on the vast open plains of the abyss can reach several hundred yards thick. Animals walking along the bottom have long legs to avoid stirring it up. Some are anchored to the seabed and have long stems to keep their feeding structures clear of the ooze. Food particles can be filtered out of the water, for example, by the feathery arms of sea lilies or through the many pores in sponges. Some animals, such as sea cucumbers, feed on the seabed by extracting food particles from the ooze. Food particles are the remains of dead animals (and their droppings) and plants that have sunk down from above. Occasionally a larger carcass reaches the bottom uneaten, prompting an immediate frenzy of feeding activity.

# How do struggles build character?

## “Hard Times and Happy Days”

### SUMMARY

This article tells about the Great Depression. This was a period of difficult economic times in America during the 1930s. Many conditions caused the Great Depression. Bad investment practices caused the stock market to fail. Banks failed and families lost their savings. Bad farming practices and a long period with no rain caused many farms to fail. Few people had money to buy things, and businesses had to close. Many people lost their jobs. President Herbert Hoover tried to create new jobs. He started government projects to build bridges, roads, and dams. The next president, Franklin Delano Roosevelt, took more action. He started new government programs to create more jobs. Congress passed new laws. Some laws regulated the stock market and protected bank customer’s savings. Other laws provided money for older Americans after they stopped working.

### Visual Summary

Causes and Effects of the Great Depression	
Causes	Effects
Investors made risky decisions about buying and selling stocks.	<ul style="list-style-type: none"><li>• The value of stocks fell.</li><li>• Investors lost their savings.</li><li>• Businesses lost money needed for producing new goods and to keep workers employed.</li><li>• Working people had no money.</li><li>• Banks foreclosed on people’s homes.</li></ul>
Farmers over-planted their fields to grow more crops.	<ul style="list-style-type: none"><li>• The value of crops fell.</li><li>• Farmers couldn’t earn enough money to pay their bills.</li><li>• Banks foreclosed on farms.</li></ul>
A major drought hit the country’s agricultural region.	<ul style="list-style-type: none"><li>• With no rain, the crops died.</li><li>• The topsoil blew away in dust storms.</li><li>• It was difficult for new plants to grow.</li></ul>

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### Use What You Know

List three things people might do to survive living in hard times.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Text Structure

Social studies texts often include highlighted vocabulary words.



Their definitions are at the bottom of the page. Circle the second vocabulary word on this page and underline its definition. Read the sentence in which the word appears. Rewrite the sentence without using the vocabulary word.

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### Reading Strategy: Identify Problems and Solutions

When analyzing a text, identifying a problem and its solution can help you understand the relationship between two events, actions, or situations. Underline the passage that describes a problem farmers faced in the 1920s. What solution did they try?



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## “Hard Times and Happy Days”

In the spring of 1929, the economy of the United States seemed to be **flourishing**. The stock market had been rising steadily for almost a decade. Business was booming, and unemployment was low. Factories were producing exciting new products such as radios. Middle- and upper-class Americans felt more **prosperous** than ever. Few people recognized that the nation was about to fall into an economic **slump** so deep and terrible that it would be called the Great Depression.

### Trouble Ahead

In fact, trouble had been building throughout the 1920s. Much of the nation’s wealth was owned by only a small percentage of the population. Poorer people such as low-paid factory workers and struggling farmers had difficulty supporting their families. In an effort to earn a decent living, some farmers had planted so much that they had created a surplus of crops. As a result, the price of wheat and other crops had fallen. Many farmers had to borrow money from banks just to continue farming.

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**flourishing**, growing well  
**prosperous**, rich and successful  
**slump**, sudden fall in the value of something

As for those who seemed to get richer every day, the fortunes created in the 1920s were far from secure. Many investors were buying stocks on margin. This meant that they were borrowing money from banks and other financial institutions to invest. If the price of a stock dropped, the investor lost money. In addition, there were no guarantees that businesses would remain as profitable as they had been. For example, demand was already slowing down for some products, such as cars. Americans who could afford to buy cars had already bought them.

### The Stock Market Crash

In the fall of 1929, confidence in business and the stock market began to waver. On October 24, a day that came to be called Black Thursday, investors panicked and rushed to sell their stocks. Anxious crowds jammed the streets around the New York Stock Exchange shouting “Sell, sell.” Many investors were financially ruined when stock prices collapsed.

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profitable, producing money from selling things  
waver, be uncertain  
collapsed, fell down suddenly

#### Comprehension Check

Underline the sentence that tells what happened to investors when the price of a stock dropped. What does it mean to buy stocks “on margin”?



#### Text Structure

A social studies article often contains headings. Headings signal a new topic or a change in direction. Underline the heading on this page. What do you think this section will be about?



#### Comprehension Check

Underline the sentence that tells what happened on October 24, 1929. Why do you think this day was called Black Thursday?



### Comprehension Check

Underline the sentence that tells what signaled the start of the Great Depression. On what day did this event occur and what was it called?



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### Text Structure

Paragraphs in social studies articles usually state the main idea in a topic sentence. Read the second paragraph on this page. Circle the topic sentence. List two details that tell how a change in the economy affected people.



1. \_\_\_\_\_
2. \_\_\_\_\_

### Reading Strategy: Identify Problems and Solutions

Underline the sentence that describes a problem banks faced during the first three years of the Great Depression. Do you think it was easy to find a solution to this problem? Why or why not?



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Five days later, on October 29—a date now known as Black Tuesday—the stock market crashed, falling even lower. Within a month, stocks had lost more than a third of their value. Although the stock market crash alone did not cause the Great Depression, it signaled that the catastrophe had begun.

### The Great Depression

The downturn in the economy affected almost everyone, rich and poor alike. Men and women raced to the bank to try to remove their savings, only to find that the banks had locked their doors. Over the next three years, thousands of banks failed. Since most Americans had little or no money to make purchases, production slowed almost to a stop. Owners shut down their businesses, corporations, and factories. Workers were laid off. By 1933, more than a quarter of America's work force was unemployed.

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value, amount of money something is worth  
catastrophe, terrible event that causes a lot of suffering  
failed, went out of business due to lack of money  
were laid off, lost their jobs

In cities around the country, unemployed workers, hoping for a little food, stood for hours in long breadlines run by **charities**. Former business executives sold pencils and apples on the street to earn a few pennies. Many people were left not only hungry but homeless. The homeless created whole villages of flimsy tents and cardboard **shelters**, called “Hooverilles” after President Hoover, whom many blamed for the country’s woes. Some of the homeless hid in the boxcars of trains and rode from town to town, becoming known as tramps or hoboes.

### The Dust Bowl

During the Great Depression, the problems in **rural** areas also **deepened**. Since many farmers had over-planted their fields, the soil in these regions was no longer **fertile**. Across the middle of the nation—a wide area that included parts of Texas, Oklahoma, New Mexico, Kansas, and Colorado—nature added to the tragedy. There was a terrible drought, a period when no rain fell. Dry from drought and overuse, the soil began to blow away in great clouds of dust. Dust covered cars, blew through windows, settled on food, burned eyes, and sometimes grew so thick that it blocked sunlight.

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**charities**, organizations that give help  
**shelters**, places that protect you from bad weather  
**rural**, related to the countryside  
**deepened**, got worse  
**fertile**, able to produce a lot of plants

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#### Comprehension Check

Underline the text that describes what people who were homeless did. What did former business executives do to make money?



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#### Text Structure

Circle the last vocabulary word on this page and underline its definition. Write a new sentence using the word.



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#### Comprehension Check

Underline the sentence that tells what caused soil to blow away. List three effects of the clouds of dust.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Comprehension Check

Draw a box around the passage that tells the different things that happened to farmers in the Dust Bowl when banks foreclosed. What was the Dust Bowl?



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### Text Structure

Circle the second vocabulary term on this page. Read its definition. Then rewrite the definition in your own words.



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### Comprehension Check

Underline two government programs that help people through difficult times. Did those programs exist at the beginning of the Great Depression?



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The area struck by drought became known as the Dust Bowl. Unable to farm, many Dust Bowl residents could not pay back their mortgages, the money they had borrowed on their homes and land. When banks foreclosed, farmers lost everything they owned. Tenant farmers, who rented land from a bank or landlord, could not pay their rent. Farmers by the thousands were forced from their homes in the early 1930s and traveled west in search of a new way of life. Many reached California but found little work there except migrant labor.

### Presidents Take Action

When the Great Depression struck in 1929, the federal government had no programs, such as those that exist today, to help Americans through difficult times. There was neither unemployment insurance, nor Social Security, nor protection for individuals' personal savings if banks failed.

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foreclosed, took away their property  
migrant labor, work done by people who move from place to place  
unemployment insurance, money paid by the government to people who have no job  
Social Security, money paid by the government to people who are old

The president of the United States, Herbert Hoover, was a Republican who had only recently been elected in 1928—a year in which America still seemed prosperous. Hoover, a successful mining engineer, had previously served as Secretary of Commerce. Like many other business and government leaders—both then and now—he believed that the nation’s economy worked best when government did not **interfere** in business and industry. Hoover also felt that people grew stronger by solving their own problems rather than by relying on government assistance. He had faith that charitable and voluntary efforts would cure the Depression.

President Hoover, however, soon recognized that more unusual and **drastic** measures were needed. He asked Congress for money to begin ambitious **public works** projects such as bridges, roads, and dams—projects intended to put the unemployed back to work.

**interfere**, get involved

**drastic**, extreme

**public works**, projects built by the government for public use

### Comprehension Check

Underline the sentence that explains President Hoover’s belief about how the economy worked best. What did Hoover do before he was elected president?



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### Text Structure

Circle the second vocabulary word on this page. Look at its definition. Reread the sentence in which the word appears. Rewrite the sentence without using the vocabulary word.



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### Reading Strategy: Identify Problems and Solutions

Underline the sentence that lists some of President Hoover’s solutions to the Great Depression. How did these solutions compare to Hoover’s earlier opinion about government assistance?



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### Text Structure

Circle the first vocabulary word on this page. Read its definition. Then use the word in a new sentence.



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### Reading Strategy: Identify Problems and Solutions

Underline the passage that tells of a problem Roosevelt faced in his own life. How might this problem have helped him?



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### Comprehension Check

Underline the name of an organization Roosevelt created after he became president. Why do you think this organization still exists today?



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His efforts seemed to a mostly **despairing** public to be too little and to come too late.

In 1932, Hoover lost the presidential election to a Democratic candidate who promised the nation a fresh start. The new president's name was Franklin Delano Roosevelt, and he offered Americans what he called "A New Deal." The theme song of his campaign began with the words, "Happy Days Are Here Again."

Although wealthy himself, Roosevelt had great sympathy for suffering Americans, in part because he had overcome great obstacles in his own life. In 1921, at the age of 39, he had **contracted** polio. The disease had left him unable to walk without assistance, and he generally used a wheelchair.

A man who believed in action, Roosevelt recommended an astonishing number of new programs to Congress. These were aimed at using the government's power to improve the lives of Americans. During his administration, the Federal Deposit Insurance Corporation (FDIC) was created. This organization still **insures** bank customers' savings. Congress also passed laws to regulate the stock market.

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**despairing**, feeling there is no hope  
**contracted**, became ill with  
**insures**, protects

In addition, money was budgeted to put people back to work. Congress approved money for New Deal programs such as the Civilian Conservation Corps (CCC). The CCC hired jobless young people to work outdoors, planting trees, fighting forest fires, and building roads and bridges. The Tennessee Valley Authority created dams and public power plants to supply a vast area of rural America with electricity for the first time. The Works Progress Administration (WPA) employed writers, artists, actors, and musicians on projects such as painting colorful murals and performing free concerts.

Roosevelt also ensured that funds were allocated to provide food and shelter for the hungry and homeless. The Social Security Act, passed during the New Deal, guaranteed that the elderly, who could no longer work, would receive a pension. Many New Deal programs, including Social Security, remain in force today.

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**budgeted**, set aside  
**allocated**, set aside

### Reading Strategy: Identify Problems and Solutions

Underline the sentence that explains what the CCC did. Do you think this was a good solution to the problems of the Great Depression? Why or why not?



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### Comprehension Check

Circle the name of a program that created dams and power plants. What is one way this program might have changed the lives of people in rural America?



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### Text Structure

Draw a box around the second vocabulary word on this page. Read its definition. Reread the sentence in which the word appears. Rewrite the sentence without using the vocabulary word.



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### Text Structure

Paragraphs in social studies articles usually state the main idea in a topic sentence.

Read the first paragraph on this page. Draw a box around the topic sentence. Then rewrite the sentence in your own words.



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### Reading Strategy: Identify Problems and Solutions

Underline the sentence that describes two problems some leaders worried the New Deal would cause. Do you think they were correct? Why or why not?



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### Comprehension Check

Circle the sentence that tells how most Americans felt about Roosevelt. What event finally brought the Great Depression to an end? Why?



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Roosevelt's policies were **controversial**. Some leaders argued that his policies would not end the Depression but instead would **delay** recovery. They worried that New Deal programs would **burden** both businesses and the public with high taxes and encourage individuals to depend too much on federal aid.

In fact, only America's entry into World War II in 1941 actually brought the Great Depression to an end. Still, the majority of Americans felt thankful to Franklin Delano Roosevelt for his achievements on their behalf. As president, he not only gave the country hope during desperate times. He also used the federal government's powers in bold and lasting new ways to offer needy Americans a helping hand.

**controversial**, causing a lot of disagreement  
**delay**, make late  
**burden**, cause trouble for



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## “Happy Days Are Here Again”

Music and Lyrics by Milton Ager and Jack Yellen

So long sad times

Go long bad times

We are rid of you at last

Howdy gay times

Cloudy gray times

You are now a thing of the past

Happy days are here again

The skies above are clear again

So let's sing a song of cheer again

Happy days are here again

Altogether shout it now

There's no one

Who can doubt it now

So let's tell the world about it now

Happy days are here again

Your cares and troubles are gone

There'll be no more from now on

From now on . . .

Happy days are here again

The skies above are clear again

So let's sing a song of cheer again

Happy times

Happy nights

Happy days

Are here again!

are rid of you, made you go away

howdy, hello (informal)

gay, bright and happy

### Reading Strategy: Identify Problems and Solutions

Draw a box around the names of the songwriters of “Happy Days Are Here Again.”



Do you think writing a song is a good solution to cheering up people when they are sad? Why or why not?

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### Comprehension Check

Song lyrics often repeat key words or phrases to emphasize a point.



Underline the phrase “Happy days are here again” each time it appears. Why do you think Roosevelt chose this song for his presidential campaign?

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### Choose one and complete:

1. Select a key event of the Great Depression. Write a newspaper article about it.
2. Imagine that you are a farmer during the Great Depression. Write a song to describe how your life has changed.
3. Write a speech that Franklin Delano Roosevelt could have delivered when he was elected president.

## READING WRAP-UP

### Retell It!

Imagine that you were the President of the United States during the Great Depression. Use details from the article to propose solutions to the problems the country faced at that time.

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### Reader's Response

If you had been alive during the Great Depression and desperately needed work, do you think you would have wanted to work for the Civilian Conservation Corps (CCC) or for the Works Progress Administration (WPA)? Why?

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### Think About the Skill

How did identifying problems and solutions help you to better understand the article?

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## EDIT FOR MEANING

### Read

You have read "Hard Times and Happy Days." Now read one paragraph from it again.

### The Great Depression

The downturn in the economy affected almost everyone, rich and poor alike. Men and women raced to the bank to try to remove their savings, only to find that the banks had locked their doors. Over the next three years, thousands of banks failed. Since most Americans had little or no money to make purchases, production slowed almost to a stop. Owners shut down their businesses, corporations, and factories. Workers were laid off. By 1933, more than a quarter of America's work force was unemployed.



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## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

### The Great Depression

The downturn in the economy was devastating for almost all Americans. People became desperate to get their money from their banks, but the banks would not admit the public. Thousands of banks went out of business in three short years, and there was no protection for the people who lost their savings. With so much money lost, Americans became desperately poor. Since most Americans had tons of money to buy things, production increased at a fast pace. As businesses closed, people lost their jobs. So many people were unemployed, that in 1933 more than 25 percent of our workers were without jobs.

2. Find and fix the error.

### The Great Depression

America's ruined economy caused problems for almost everyone. People from all backgrounds suffered; the rich as well as the poor. People who had saved money soon found that they were no better off, for the banks would not allow people to withdraw their cash. Thousands of banks closed for good in only three years. With no money flowing, and no banks to make loans, businesses suffered terribly. There was no cash to produce goods, and no reason to produce them, since people had no money to buy new items or services. As result, workers were able to find new and better-paying jobs. In 1933, more than twenty-five percent of Americans were unemployed.



## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### **The Great Depression**

In cities around the country, unemployed workers, hoping for a little food, stood for hours in long breadlines run by charities. Former business executives sold pencils and apples on the street to earn a few pennies. Many people were left not only hungry but homeless. The homeless created whole villages of flimsy tents and cardboard shelters, called “Hooverilles” after President Hoover, whom many blamed for the country’s woes. Some of the homeless hid in the boxcars of trains and rode from town to town, becoming known as tramps or hoboes.

### **The Dust Bowl**

During the Great Depression, the problems in rural areas also deepened. Since many farmers had over-planted their fields, the soil in these regions was no longer fertile. Across the middle of the nation—a wide area that included parts of Texas, Oklahoma, New Mexico, Kansas, and Colorado—nature added to the tragedy. There was a terrible drought, a period when no rain fell. Dry from drought and overuse, the soil began to blow away in great clouds of dust. Dust covered cars, blew through windows, settled on food, burned eyes, and sometimes grew so thick that it blocked sunlight.

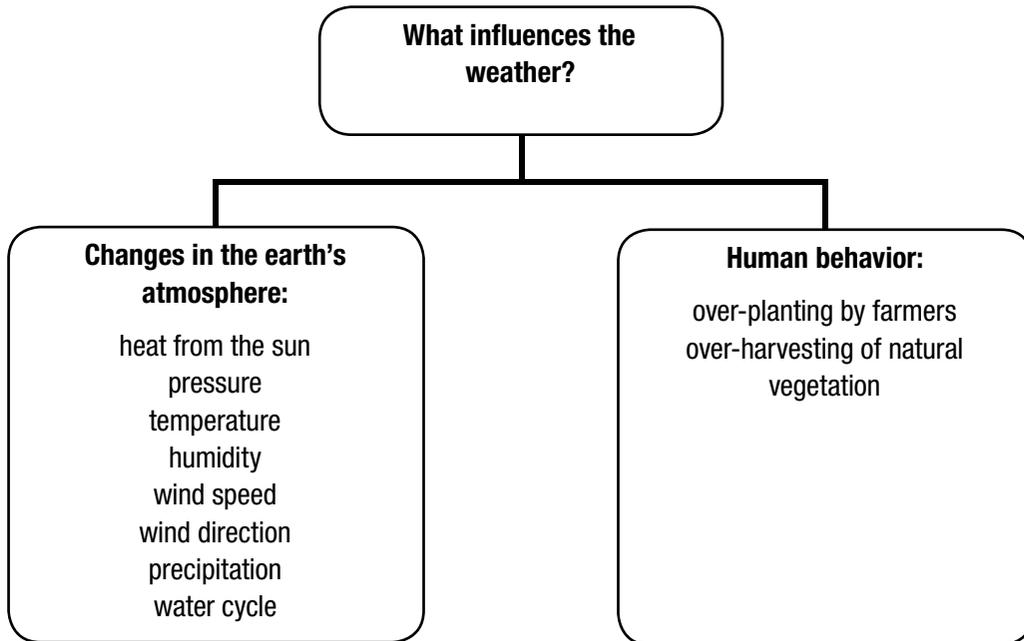
# How do struggles build character?

“Extreme Weather”

## SUMMARY

This science article tells about weather and climate. It explains how changes in the air surrounding Earth create our weather and climate. These changes involve the air’s temperature, pressure, and humidity. They involve the formation of clouds and the speed and direction of winds. They also involve water in the form of rain, hail, and snow. The article also explains the causes of extreme weather conditions such as thunderstorms, tornadoes, blizzards, hurricanes, and drought. It discusses whether human activities are changing Earth’s weather and climate.

## Visual Summary



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### Use What You Know

Describe a severe storm you have experienced or read about.

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### Text Structure

The title of a science article can give you a sense of the topic. Circle the title on this page. What do you think this article will be about?



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### Reading Strategy: Use Prior Knowledge

Prior knowledge is information you already have. When you use prior knowledge, you apply what you know to better understand what you read. Underline one detail in the first paragraph that you already knew. What is one thing you learned after reading the paragraph?



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## “Extreme Weather”

One of the worst hurricanes in American history, Hurricane Katrina, slammed into the Gulf Coast of the United States in August 2005. Katrina devastated the entire region, including the famous and beautiful city of New Orleans, Louisiana. About 1,800 residents of that city died as a result of the hurricane and the flooding that followed it. A year afterward, more than half of the 450,000 people who lived in New Orleans before Katrina still had not returned to their homes. Damage to the city amounted to billions of dollars. Hurricane Katrina offered tragic proof that extreme weather events such as blizzards, tornadoes, hurricanes, and droughts can have a shocking and destructive effect on places and people.

To understand extreme weather such as Katrina, it helps to understand ordinary weather. We may talk about a hot or cold day, sun or rain, but weather is actually made by changes in Earth’s atmosphere, the blanket of air around this planet. These changes involve the air’s temperature, pressure, and humidity; the formation of clouds; the speed and direction of winds; and precipitation, or rain, hail, and snow.

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devastated, destroyed completely

## Sun, Earth, and Air

Perhaps the most important force creating weather is the sun's energy in the form of heat. Because of Earth's position and movement in relation to the sun, the sun's heat makes our world warmer in certain places, such as near the equator; at certain times, such as mid-day; and during certain seasons, such as summer. As the sun's heat warms the earth, the earth in turn warms the air. Warm air, which is light, rises. Then, colder, heavier air circulates around and underneath it. In a continuing process of circulation, warm air rises, is cooled, and falls.

When a large body of air has the same basic temperature and moisture throughout, it is called an air mass. Because an air mass is similar to the surface over which it forms, an air mass that forms over a warm, wet swamp will basically be warm and humid. And so, too, will be the weather in that region. An air mass that forms over a cold, dry plain, on the other hand, will basically be cold and dry, as will the weather in that region. The **average** weather in a place over a long period of time is called climate.

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average, usual

### Comprehension Check

Underline the sentence that tells why the sun makes Earth warmer in certain places, times, and seasons. What form does the sun's energy take and how does it work?



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### Text Structure

Science articles often define or explain key terms within the text. Underline the sentence that defines the term *air mass*. Can an air mass have a different temperature at the top than it has at the bottom?



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### Reading Strategy: Use Prior Knowledge

You can use your prior knowledge to better understand what you read. Underline the sentence that explains what climate is. What is the weather generally like in your area?



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### Comprehension Check

Underline the sentence that tells what happens when warm air masses meet cooler ones. What kind of weather takes place when this happens?



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### Text Structure

Science texts often contain highlighted vocabulary words. Their definitions are at the bottom of the page. Circle the definition of the word *evaporates* and draw a box around the definition of the word *condenses*. Is evaporating the same as condensing? Why or why not?



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### Comprehension Check

Underline the sentence that tells why water is essential. What forms can water take when it falls back to the ground?



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The weather, however, is not always average. Weather events occur in every climate, mostly because air masses travel. They are moved around the globe by winds, another product of the sun's energy. Surprisingly, even when air masses travel, however, they keep the same general characteristics. When masses of warm, humid air **collide** with masses of cooler or cold air, dramatic weather events such as storms often take place.

### The Water Cycle

Of course, storms involve precipitation. Another important influence on the weather is a process called the water cycle. As the sun warms the earth, water from lakes, streams, and oceans **evaporates** into the air as water vapor. The warm, moist air then rises and cools. The water **vapor** within it **condenses** into droplets that, in turn, form clouds. Eventually, under certain conditions, the clouds **release** the moisture, which falls to the ground in the form of rain, hail, or snow, depending on the temperature.

The water that returns to the earth as precipitation is essential. Without it, everything would die. Sometimes, however, weather events are extreme, causing destruction rather than supporting life.

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**collide**, hit together with a lot of force  
**evaporates**, changes from liquid to gaseous form  
**vapor**, gaseous form of water  
**condenses**, changes from gas to liquid form  
**release**, let go

## Storms

Thunderstorms occur when a mass of warm, humid air meets and rises up violently through cooler air, releasing tremendous energy and creating turbulence and drenching rains. Thunderclouds produce electrical charges called lightning, and lightning is dangerous. In the state of Florida alone, about fifty people are injured by lightning every year.

Thunderstorms can also generate tornadoes, known as twisters. Tornadoes are **spinning**, funnel-shaped windstorms that can travel up to 40 miles per hour and can tear houses from the ground. Tornadoes occur most often in an area of the American Midwest sometimes called “Tornado Alley.” A series of 147 tornadoes **ripped** through thirteen states in less than twenty-four hours in 1974.

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**spinning**, turning around very fast  
**ripped**, moved quickly and violently

### Comprehension Check

Underline the sentence that tells why thunderstorms occur. Could cool air rise up through warm air and create a storm? Why or why not?



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### Text Structure

Science articles often include numbers or amounts. Circle the speed at which tornadoes travel. How does this fact help you understand the impact tornadoes can have?



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### Reading Strategy: Use Prior Knowledge

Underline two details on this page that you already knew about thunderstorms. What is one new detail you learned after reading this passage?



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**Reading Strategy:  
Use Prior Knowledge**

When you use prior knowledge, you can connect your personal experience to what you read. Underline the sentence that tells the size of snowdrifts. How do the snowdrifts compare to your height?



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**Text Structure**

Paragraphs in science articles often state a main idea in a topic sentence. Underline the topic sentence in the second paragraph. Then rewrite it in your own words.



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**Comprehension Check**

Circle the sentence that tells what happens as wind blows a tropical storm. Where do hurricanes begin?



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Blizzards are another type of storm. In cold regions or seasons, a cold air mass can collide with an even colder air mass. Circulating air currents and the processes of evaporation, condensation, and precipitation take place. Instead of rain, the precipitation that falls is snow or ice. Unlike ordinary snowstorms, though, blizzards have high winds that exceed 35 miles per hour. Wind-blown snow can make it impossible for someone caught in a blizzard to see beyond a few inches and can create drifts more than 20 feet deep.

The most furious storms on earth are known as hurricanes in the United States and as cyclones or typhoons elsewhere in the world. A hurricane begins as a storm over warm, tropical waters such as the Caribbean Sea. As the storm is blown by wind, it gathers up heat and energy from the warm water. Releasing this heat and energy in precipitation, wind, and air turbulence, the storm begins to rotate and whips up the water. The energy of the water adds to the energy of the storm and vice versa, until the storm grows into a hurricane.

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rotate, turn around like a wheel  
whips up, beats very hard, making waves

Some hurricanes are as huge as 600 miles across, and all hurricanes have **raging** winds between 75 and 200 miles per hour. The winds spin in a circle around a calm center called the hurricane's eye. Within the eye, the weather seems clear and sunny. After the eye crosses an area, however, the hurricane's fury returns full-force. Hurricanes slowly lose power once they reach land. However, they usually cause great damage as they come to **shore**. Together, high winds, torrents of rain, giant waves, and flooding destroy property and lives.

### Drought

Dangerous droughts occur when there is less rainfall in an area than usual over a long period of time. Without rain, the water in lakes, streams, rivers, and even reservoirs dries up. People have less water to drink. Soil, which needs water for crops to grow, becomes less **fertile**. Finally, as in the Dust Bowl in the 1930s, the soil can become so dry that it simply blows away.

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**raging**, very strong and violent  
**shore**, land at the edge of a large area of water  
**fertile**, able to grow a lot of plants

#### Text Structure

Science articles often include numbers or amounts. Underline the sentence that tells how large a hurricane can be and how fast it can travel. Knowing this, how widespread might the damage be when the hurricane reaches shore?



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#### Comprehension Check

Underline the sentence that names the center of a hurricane. Why do you think they call it that term?



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#### Reading Strategy: Use Prior Knowledge

Underline the heading on this page. What is one fact that you already know about this topic?



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### Comprehension Check

Underline the sentence that tells where plants and trees store water. Where does water in the ground come from?



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### Text Structure

Circle the highlighted vocabulary term on this page. Read its definition. Then use the term in a new sentence.



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### Comprehension Check

Underline the sentence that tells what happens to the ground when over-planting occurs. What happened in the Dust Bowl?



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People can have an influence on drought through how they farm. Surprisingly, the ground itself holds water from underground rivers and precipitation. Plants and trees also hold water in their leaves and roots. Water in the ground, plants, and trees goes through the water cycle.

Sometimes, however, farmers will **plow up** the natural growth of plants and trees in order to produce more crops. For example, in the Dust Bowl, farmers had destroyed all the grass to make room for more wheat fields. If the ground becomes dry from over-planting, the process of evaporation, condensation, and precipitation is interrupted. Then, if a drought occurs, it may be even harsher and longer.

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**plow up**, break the ground with heavy equipment



## Forecasting the Weather

Human beings have attempted to forecast, or predict, the weather for as long as they have occupied Earth, with varying degrees of success. In recent years, technological advances have brought considerable improvements to the science of weather forecasting. Nonetheless, we remain subject to the forces of nature, as extreme weather events like Hurricane Katrina demonstrate all too clearly.

### Choose one and complete:

1. Write a news article to describe the formation of Hurricane Katrina and its effects. You can do additional research at the library or on the Internet.
2. Create a diagram with labels that shows how thunderstorms occur.
3. Write a script for a public service announcement that tells people what to do to reduce the impact of droughts in their area.

### Reading Strategy: Use Prior Knowledge

Circle the heading on this page. What is one fact that you already know about this topic?



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### Text Structure

Science articles often define key terms within the text. Draw a box around the definition of *forecast*. Why do people forecast the weather?



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### Comprehension Check

Underline the sentence that tells about improvements to weather forecasting. Why do you think these improvements didn't seem to make a difference in Hurricane Katrina?



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## READING WRAP-UP

### Retell It!

Suppose you are a meteorologist. Describe the very beginning stages of a hurricane, its build-up, and what it is like when it reaches maximum speed and size. Tell what happens when the hurricane reaches land.

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### Reader's Response

What are some actions that people can take to reduce the effects of extreme weather?

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### Think About the Skill

How did using your prior knowledge help you to better understand the article?

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## EDIT FOR MEANING

### Read

You have read "Extreme Weather." Now read one paragraph from it again.

#### Storms

Some hurricanes are as huge as 600 miles across, and all hurricanes have raging winds between 75 and 200 miles per hour. The winds spin in a circle around a calm center called the hurricane's eye. Within the eye, the weather seems clear and sunny. After the eye crosses an area, however, the hurricane's fury returns full-force. Hurricanes slowly lose power once they reach land. However, they usually cause great damage as they come to shore. Together, high winds, torrents of rain, giant waves, and flooding destroy property and lives.



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## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

### Storms

The raging winds that make up hurricanes can blow at speeds between 75 and 200 miles per hour. Hurricanes have been known to cover an area as enormous as 600 miles across. Despite the blustering, swirling wind, the center of the hurricane, or eye, is a calm, even sunny place. Once the eye of the hurricane travels through an area, the full impact of the storm resumes. Hurricanes quickly gain speed once they reach land. Even though they lose power, hurricanes still cause severe damage once they reach shore. The raging winds and torrential rain, the flooding and giant waves destroy buildings and roads. People and animals can be harmed or lose their lives in these furious storms.

2. Find and fix the error.

### Storms

In their fury and immensity, hurricanes can be as huge as 600 miles across and blow as fast as 75 to 200 miles per hour. The center of the hurricane, called the eye is serene, and even sunny. After the eye crosses an area, the hurricane's fury quickly dies down. Upon reaching land hurricanes do slow down. The damage they cause can be severe. Hurricanes can cause death and destruction.

## FOCUS ON DETAILS

### Mystery Word Puzzle

To complete this mystery word puzzle, you'll need to remember or search for details in the reading. Use the clues to help you unscramble each of the words. Write the words in the boxes. The numbered letters will form the mystery words.

1. Large body of air with the same temperature and moisture throughout

RIA SASM

A I R M A S S

8

2. The process of moisture evaporating, condensing, and falling down to Earth

TEWRA CCELY

12 9 11

3. Moisture falling to Earth as rain, snow, or hail

RENCIOPAPTITI

7 4

4. The average weather in a place over a long period of time

MEITALC

1

5. The most furious type of storm

HURNACRIE

3

6. The sun's energy takes this form.

TAHE

5

7. Electrical charges produced by thunderclouds.

TNHIGNGLI

10

8. These kinds of snowstorms have winds that exceed 35 miles per hour.

RIZZADSLB

6

9. This occurs when there is less rainfall than usual.

TGODRUH

2

What is the name of the area in the Midwest that experiences extreme windstorms?

2 3 4 5 6 7

A 8 9 10 11 12

## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### Extreme Weather

One of the worst hurricanes in American history, Hurricane Katrina, slammed into the Gulf Coast of the United States in August 2005. Katrina devastated the entire region, including the famous and beautiful city of New Orleans, Louisiana. About 1,800 residents of that city died as a result of the hurricane and the flooding that followed it. A year afterward, more than half of the 450,000 people who lived in New Orleans before Katrina still had not returned to their homes. Damage to the city amounted to billions of dollars. Hurricane Katrina offered tragic proof that extreme weather events such as blizzards, tornadoes, hurricanes, and droughts can have a shocking and destructive effect on places and people.

To understand extreme weather such as Katrina, it helps to understand ordinary weather. We may talk about a hot or cold day, sun or rain, but weather is actually made by changes in Earth's atmosphere, the blanket of air around this planet. These changes involve the air's temperature, pressure, and humidity; the formation of clouds; the speed and direction of winds; and precipitation, or rain, hail, and snow.

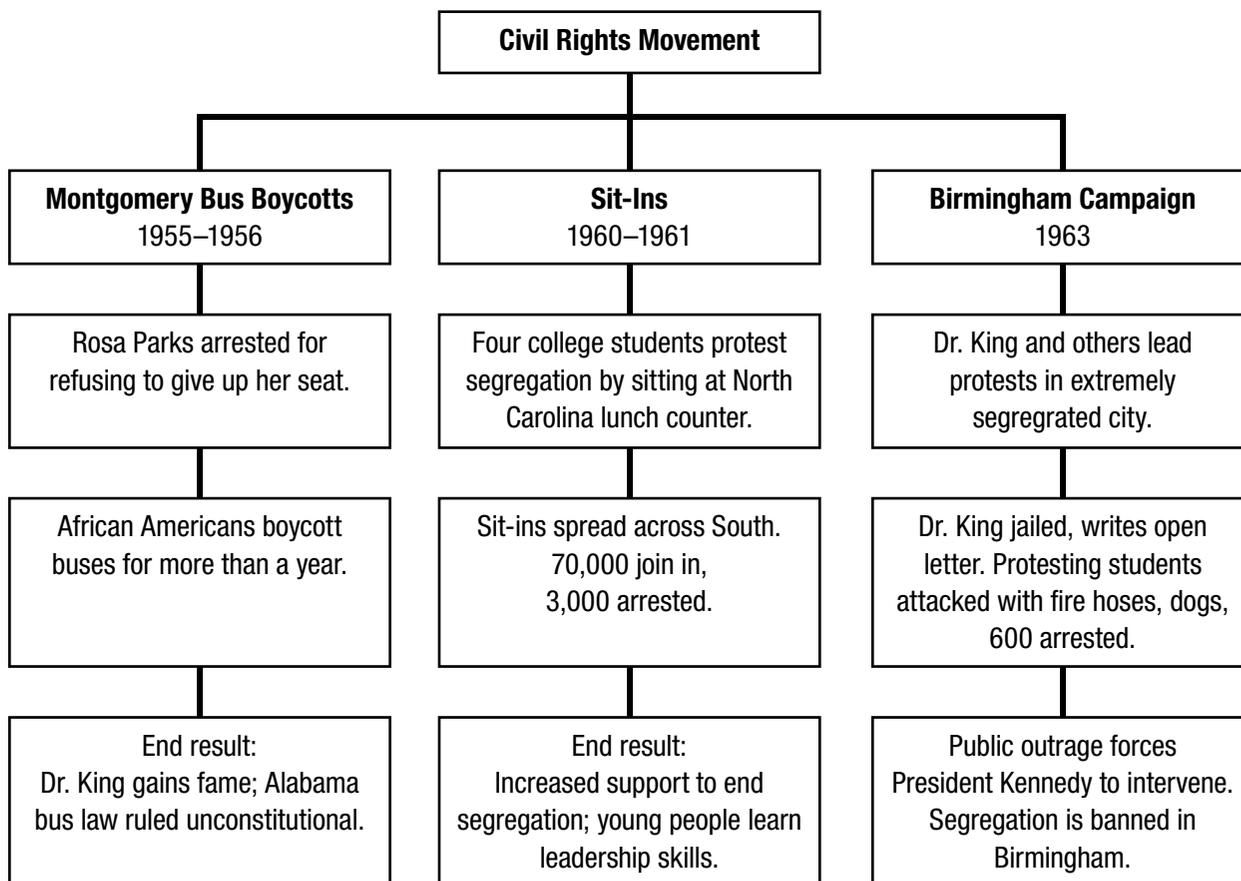
# Why are ideals important?

## “The Civil Rights Movement”

### SUMMARY

This social studies article tells about three important events in the American civil rights movement. These events were protests against a kind of racial discrimination called segregation. In many states, blacks could not use the same public places or services as whites. In the Montgomery Bus Boycott, from 1955 to 1956, blacks refused to ride segregated city buses. The second event was called the Sit-ins. From 1960 to 1961, blacks sat in the white sections of restaurants and other public places and refused to move. The third event was the Birmingham Campaign. In 1963, protesters marched in the streets of Birmingham, Alabama. The police attacked the protesters with water cannons and police dogs. These events made it clear to Americans that segregation was wrong.

### Visual Summary



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### Use What You Know

List three facts you know about the Civil Rights Movement in the United States.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Text Structure

Social studies articles often include introductions to tell what the article is about. Underline three events mentioned in the introduction. How does the introduction help you to identify the topic of this article?



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### Reading Strategy: Take Notes

Taking notes as you read helps you remember important information. One valuable note taking skill is identifying cause and effect relationships. Circle the date Rosa Parks was arrested. What is the reason why the police were called?



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## “The Civil Rights Movement”

Among the most important events in the American civil rights movement are the Montgomery Bus Boycott; the sit-ins; and the Birmingham campaign.

### The Montgomery Bus Boycott

By 1955, members of the Montgomery, Alabama, chapter of the National Association for the Advancement of Colored People (NAACP) had been working **intensively** on a plan to protest the **segregation** of public transportation that occurred in most parts of the South. At the time, the law required African Americans to sit in the back of the bus. If all seats were **occupied**, the driver could make black passengers give up their seats for whites. Refusing to do so might lead to arrest and time in jail.

Every movement for change benefits from having a “face” that ordinary people can relate to. Rosa Parks, a forty-three-year-old seamstress who took the bus to and from her job in downtown Montgomery every day, became that face.

On December 1, 1955, Parks boarded a bus for home as usual. She found a seat in the section marked for black people. When no more seats were available and a white man boarded, the driver ordered Parks to stand and give up her seat. Rosa Parks refused. The police were called and Parks was arrested and charged with breaking the law.

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**intensively**, hard  
**segregation**, separation of people by race  
**occupied**, taken

The next day, tens of thousands of fliers were **distributed** to the African Americans of Montgomery, alerting them to the arrest of Rosa Parks. An active member of the NAACP, Parks was a small, soft-spoken woman well liked by members of the community. Other African Americans could easily relate to her and were angered by her arrest. The leaflets urged them to show **solidarity** by not riding the public buses for one day. However, civil rights leaders in the community wanted more. They called for an **extended** boycott, in which no African-American man, woman, or child would ride the buses until their demands for fair and just treatment were met.

Leading the boycott was a passionate young minister, Dr. Martin Luther King, Jr. Only twenty-six at the time, King quickly rose to a position of leadership. He saw the boycott as an ideal way to **enact** social reform through nonviolent protest. A gifted speaker, King delivered church sermons that inspired and united the African-American community. "We are tired," he said, "tired of being segregated and **humiliated**; tired of being kicked about by the brutal feet of oppression. . . . One of the great glories of democracy is the right to protest for right."

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- distributed**, given out
  - solidarity**, loyalty and support
  - extended**, lengthy
  - enact**, bring about
  - humiliated**, made to feel ashamed or embarrassed

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### Comprehension Check

Circle the name of the organization Rosa Parks belonged to. How does the text describe her?




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### Reading Strategy: Take Notes

Underline what the text says leaflets urged African Americans to do after Parks' arrest.



What heading would you give for notes on the first paragraph on this page?

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### Text Structure

Social studies texts often have highlighted vocabulary words.



Their definitions are at the bottom of the page. Draw a box around the fourth highlighted vocabulary word on this page. Read its definition. Read the sentence in which it appears. Rewrite the sentence without using the vocabulary word.

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### Comprehension Check

Underline how long the text says African Americans boycotted the buses in Montgomery. How would that be a hardship for them?



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### Text Structure

Social studies articles often contain quotations from people who took part in a historical event. Underline what Martin Luther King Jr. said after some civil rights leaders' houses were bombed. Do you agree with his words?



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### Reading Strategy: Take Notes

It is often important to include historical dates when you take notes. Underline what the text says happened on December 21, 1956. Why is this date significant?



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The African Americans of Montgomery agreed with King and responded to his call. They boycotted the buses, not just for one day or even several days. Showing their determination and willingness to **make sacrifices**, they continued the boycott for over a year. People carpooled, **hitchhiked**, and walked, rather than set foot on the buses.

The economic impact on the city was significant. Buses that were once full were suddenly half-empty. Some segregationists reacted by bombing the houses of civil rights leaders. However, King urged Montgomery's African Americans to remain nonviolent. "Hate cannot drive out hate," he said. "Only love can do that."

The boycott ended on December 21, 1956, when the Supreme Court ruled that Alabama's bus segregation law was unconstitutional. The Montgomery Bus Boycott drew national attention to the civil rights movement, and it established nonviolence as one of its key **tactics**. It also thrust Martin Luther King Jr. into the spotlight as the movement's primary leader.

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**make sacrifices**, not have or do some things in order to get something more important  
**hitchhiked**, traveled by asking for free rides in other people's cars  
**tactics**, skillfully planned actions to achieve something

## YALE STUDENTS PICKET WOOLWORTH STORE

NEW HAVEN, Conn., Feb. 19 (AP)—Eight Yale students today picketed a Woolworth store in what they call a demonstration against racial segregation in the South.

Police first **interfered with** the demonstration but then, after some of the students talked with Mayor Richard C. Lee, let them go ahead.

Leaflets passed out by the students said:

“We are attempting to communicate to others that Woolworth’s branches in Greensboro, Raleigh, Fayetteville and Durham, N.C., like many other Southern stores, treat their Negro customers undemocratically and deny to them the same seated meal service provided to white people.”

### The Sit-Ins

On February 1, 1960, four African-American male students from the North Carolina Agricultural and Technical College in Greensboro sat down at the F.W. Woolworth Company **lunch counter**. The section that they sat in was reserved for white customers only. The men were fully aware of this fact but attempted to order lunch anyway. When they were refused service, they did not leave the counter. Instead, they remained in their seats until the store closed. Through this single nonviolent act the protesters drew attention to their cause and showed once again the effect of civil disobedience, which involves breaking a law one considers unjust in order to change it.

**interfered with**, prevented from happening the way it was planned  
**lunch counter**, place in a store where quick, simple meals are served

### Comprehension Check

Circle the method students used to communicate their disapproval of certain Woolworth’s branches. Do you think this an effective way of sharing information? Why or why not?



### Reading Strategy: Take Notes

Taking notes on why an event occurs will help you remember what you have read. Underline what four African-American college students did on February 1, 1960. Why did they do this?



### Text Structure

Social studies articles often define or explain key terms within the text. Circle the definition of *civil disobedience*. What did the students do when they were refused service?



### Comprehension Check

Circle the sentence that tells what happened as word of the protest spread. Why do you think it was only seen as an annoyance by the store manager on the first day?



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### Reading Strategy: Take Notes

Underline the sentence that tells what happened after students were arrested for disobeying the law. What heading would you use for notes on this page?



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### Text Structure

Social studies articles often include important dates or time periods. Underline what the text says happened by 1961. How many students participated in the sit-ins? How many were arrested in that time period?



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The first sit-in was viewed merely as an annoyance by the store manager and attracted little attention from outsiders. However, when the four men returned to the F.W. Woolworth Company the next day with more students, newspapers took notice. Word quickly spread and African-American college students in other cities throughout the country began to enact similar sit-ins at segregated lunch counters, with many targeting the Woolworth Company in particular.

Sometimes these students were waited on, but usually they were not served. Often they were physically and verbally abused by angry whites. By refusing to move, however, the students forced others to take action. Frequently, police were called in, and the students were arrested for disobeying the law. Whenever this occurred, a new group of students quickly took their places at the counter.

By 1961, over 70,000 African Americans across the country had participated in sit-ins, and more than 3,000 had been arrested. Over time, the **demonstrations** spread to include other public places, such as libraries, museums, theaters, parks, and beaches where discriminatory laws were in effect.

**demonstrations**, events at which people meet to protest or support something

These well-organized, nonviolent sit-ins proved to be an effective and popular method for testing segregation in public facilities. They also helped train young African Americans for positions of power. Many campus organizers of sit-ins would take on adult leadership roles within the civil rights movement in the years to come.

### GROUP ASKS PROTEST SUPPORT

*By The Associated Press*

A North Carolina church group Friday called for support of Negroes in their demand for equal service at lunch counters in stores.

The Human Relations Committee of the North Carolina Council of Churches, meeting in Raleigh, said it recognized “the democratic and moral right of Negroes to equality of service at the lunch counters of stores serving the public.”

The statement issued by the committee urged “our fellow citizens, and especially our Christian brethren, to unite with us in openly and firmly defending this basic human right.”

The statement was signed by the co-chairman of the committee, Dr. H. Shelton Smith, professor of American religious thought at Duke University in Durham; and the Rev. W.R. Grigg, secretary of the North Carolina Baptist State Convention’s Department of Interracial Cooperation.

\_\_\_\_\_ facilities, buildings or places

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### Comprehension Check

Underline the sentence that tells the roles many sit-in organizers would play in the years to come. What do you think it might have been like to take part in the sit-ins?




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### Text Structure

Social studies articles often contain primary sources, such as diaries, pamphlets, or newspaper articles from the past, to help readers understand what people were thinking at the time. Circle the primary source on this page. What kind of text is it? How can you tell?




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### Reading Strategy: Take Notes

When you take notes, you write down important information. You can use incomplete sentences, abbreviations, and symbols as long as you will understand them later. Circle two organizations you might include in notes on this page. How might you abbreviate the names of those organizations?



1. \_\_\_\_\_

2. \_\_\_\_\_

### Text Structure

Circle the highlighted vocabulary word on this page. Read its definition. Then use the word in a new sentence.



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### Comprehension Check

In the third paragraph, underline two examples of public places that were separated by race in the South. Why do you think the history of the Deep South is different from the rest of the country?



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### Reading Strategy: Take Notes

Making lists as you take notes can help you remember key facts and details. List two ways schools in black neighborhoods were not equal to schools in white neighborhoods.

1. \_\_\_\_\_
2. \_\_\_\_\_

Meanwhile, there was relative quiet on the wide front sketched out in the last two weeks by Negro demonstrators, many of them college students, protesting segregated eating facilities.

Students continued to picket several Raleigh variety and drug stores in protest against being excluded from lunch counters which traditionally serve only whites.

### The Birmingham Campaign

While African Americans suffered discrimination throughout the country, it was far worse in the Deep South. Blacks and whites in these states lived segregated lives. Public accommodations, such as hotels and restaurants, were often segregated, and black and white children attended different schools, even if they lived near each other. The facilities for blacks, though, were frequently far from equal to those of whites. Schools in black neighborhoods, for example, were usually in worse condition and had fewer supplies and other resources.

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picket, march in front of a building to protest something

In 1963, Birmingham, Alabama, was one of the most segregated cities in the South, yet it was also experiencing a change in political power. Voters had elected a mayor who was more moderate in his attitude toward segregation. They hoped that this would force police chief Eugene “Bull” Connor, to step down. Bull Connor supported and enforced segregation laws and did not want to see public facilities integrated. He prevented civil rights organizers from holding rallies, and during peaceful protests he had many African-American demonstrators arrested.

Dr. Martin Luther King Jr. and fellow members of the Southern Christian Leadership Conference (SCLC) organized a campaign to integrate the public facilities in Birmingham. They proposed using nonviolent methods, such as sit-ins and marches, to achieve this goal.

By the time King and the SCLC members arrived in Birmingham, the city government had issued an injunction banning any further demonstrations. King disobeyed the order and took to the streets with other marchers. Mass arrests followed and King was sent to jail on April 12, 1963.

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**moderate**, not extreme  
**rallies**, large public meetings  
**injunction**, court order to stop something  
**banning**, saying that something must not be done

### Comprehension Check

Underline the sentence that tells how Bull Connor tried to stop integration in Birmingham, Alabama. What was the new mayor’s position?




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### Reading Strategy: Take Notes

Circle the two names mentioned on this page. Then note the role each person played in the Civil Rights movement.



1. \_\_\_\_\_
2. \_\_\_\_\_

### Comprehension Check

Underline the two methods the SCLC planned to use in Birmingham to achieve their goal. Were these methods violent or nonviolent? Explain your reasoning.




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**Reading Strategy:  
Take Notes**

When you take notes, it is a good idea to summarize the main ideas. Circle the name of the document Dr. King wrote in jail. In your own words, tell when he wrote this letter, who it was written to, and summarize what it explained.



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**Text Structure**

Draw a box around the second highlighted vocabulary term on this page. Read its definition. Read the sentence in which it appears. Rewrite the sentence without using the vocabulary term.



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**Comprehension Check**

Underline the reason why the SCLC's campaign was slipping after April 20, 1963. What do you think of the SCLC's solution?



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Placed in solitary confinement, King wrote the now famous "Letter from Birmingham Jail." In this open letter to the public, he explained why civil disobedience was needed in order to advance the cause of civil rights for African Americans.

"For years now I have heard the word 'Wait!' It rings in the ear of every Negro with piercing familiarity. This 'Wait' has almost always meant 'Never.'" He went on to write that, "One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law."

Upon his release from jail on April 20, 1963, King and his supporters began to realize that their campaign was slipping. Many African Americans risked losing their jobs if they marched, and few demonstrators were willing to go to jail. SCLC decided to turn to high school students.

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placed in solitary confinement, kept alone  
penalty, punishment for not obeying a law  
conscience, inner sense of right and wrong  
arouse, awaken

On May 2, over a thousand African-American teenagers left school to join the demonstrations. The police avoided using force when arresting more than 600 of these young students. The next day, when another thousand showed up, Bull Connor ordered his police force to **unleash** dogs and turn **high-pressure fire-hoses** on them. Television cameras captured these horrific acts, and they were seen by millions of Americans.

Public **outrage** led President Kennedy's administration to intervene and serve as mediators between Birmingham's city officials and SCLC. Fearing more **unrest** and further demonstrations, business leaders within the community agreed to integrate many of their **establishments** and do away with discriminatory hiring practices.

The events in Birmingham had symbolic as well as practical value. The television images made it clear that segregation was morally unacceptable. Later that year the March on Washington would bring several hundred thousands of Americans together in a powerfully symbolic event.

**unleash**, let loose  
**high-pressure**, powerful  
**fire-hoses**, long water tubes used to put water onto fires  
**outrage**, great anger  
**unrest**, situation in which people express anger or dissatisfaction  
**establishments**, businesses

**Choose one and complete:**

1. Write a biography of Rosa Parks. In one page describe her contribution to the Civil Rights movement.
2. Write your own protest song supporting the sit-ins in North Carolina.
3. Write a play about Dr. Martin Luther King's arrest and his time in jail.

**Comprehension Check**

Circle the number of students that participated on the second day of the Birmingham protests. How did the treatment they received on the second day compare to the first?




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**Reading Strategy: Take Notes**

Underline the sentence that tells the reason why President Kennedy's administration intervened in the protests. List two effects of their intervention that you would include in notes on this section.



1. \_\_\_\_\_
2. \_\_\_\_\_

**Text Structure**

Social studies articles often have a conclusion that sums up the topic. Draw a box around the conclusion on this page. How did television impact the civil rights movement?




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## READING WRAP-UP

### Retell It!

Imagine you belonged to a group of people who were being treated unjustly. Write a note to other members of your group to explain what civil disobedience is and how it works. Provide examples from the Civil Rights movement in your letter.

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### Reader's Response

If you had been a student during the 1960s, would you have participated in the sit-ins? Why or why not?

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### Think About the Skill

How did taking notes help you to better understand this social studies article?

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## EDIT FOR MEANING

### Read

You have read “The Civil Rights Movement.” Now read one paragraph from it again.

#### **The Birmingham Campaign**

In 1963, Birmingham, Alabama, was one of the most segregated cities in the South, yet it was also experiencing a change in political power. Voters had elected a mayor who was more moderate in his attitude toward segregation. They hoped that this would force police chief Eugene “Bull” Connor, to step down. Bull Connor enforced segregation laws and did not want to see public facilities integrated. He prevented civil rights organizers from holding rallies, and during peaceful protests he had many African-American demonstrators arrested.



## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

### **The Birmingham Campaign**

In 1963, Birmingham, Alabama, was one of the most integrated cities in the South. It was also experiencing a major change in political power. The city had a new mayor who was less extreme in his positions on segregation. Voters hoped this would make Eugene “Bull” Connor, the city’s police chief, quit his job. Bull Connor was a big supporter of segregation. He used tough tactics to keep African Americans from having rallies, and during peaceful protests he had a lot of demonstrators arrested.

2. Find and fix the error.

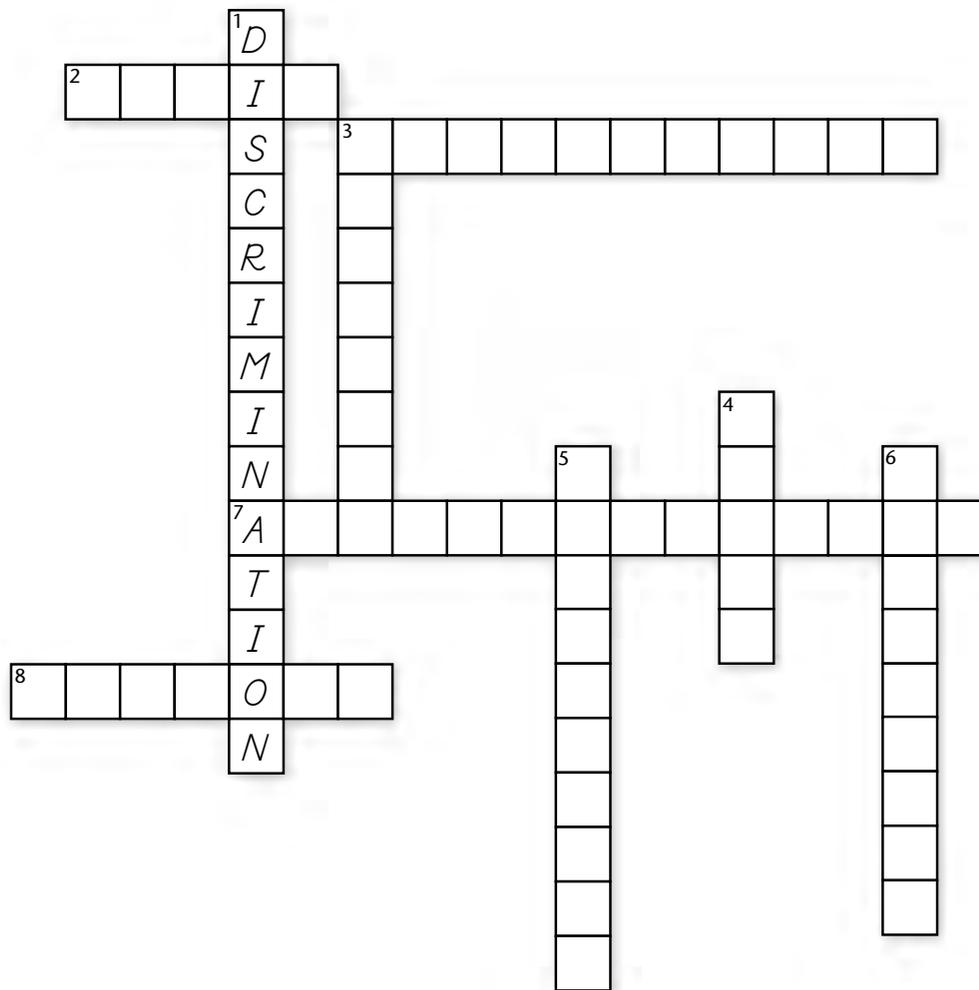
### **The Birmingham Campaign**

In 1963, the city of Birmingham was extremely segregated—it was one of the most segregated cities in the South! However, it was beginning to change. Voters had elected a new mayor who was less extreme in his attitude toward segregation. They hoped that this would cause the city’s police chief to leave his job. Eugene “Bull” Connor was a big supporter of integration. He wanted public facilities to stay segregated. So he used very harsh measures to keep African Americans from participating in rallies. At peaceful protests, he had many African Americans arrested, even though they were peaceful.

## FOCUS ON DETAILS

### Crossword Puzzle

To complete this crossword puzzle, you'll need to remember or search for details in the reading. Use the words in the word box to help you. Not all of the words in the word box are in the puzzle. Fill in the crossword with answers to the clues below.



ACCOMMODATIONS  
 DISOBEDIENCE  
 PROTEST  
 BOYCOTT  
 FACILITIES  
 SEGREGATION  
 CIVIL  
 INTEGRATE  
 SIT-IN  
 DESEGREGATE  
 INTEGRATION  
 SYMBOLIC  
 DISCRIMINATION  
 NONVIOLENT  
 UNJUST  
 VIOLENT

#### Across

2. A kind of rights involving people's personal freedom within a society
3. Separation by race
7. Services such as hotels and restaurants
8. A refusal to buy or use a service

#### Down

1. Treating one group of people worse than another group
3. Something that represents something else
4. A form of protest where people won't get up
5. Peaceful
6. To bring different groups together

## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### The Birmingham Campaign

Placed in solitary confinement, King wrote the now famous “Letter from Birmingham Jail.” In this open letter to the public, he explained why civil disobedience was needed in order to advance the cause of civil rights for African Americans.

“For years now I have heard the word ‘Wait!’ It rings in the ear of every Negro with piercing familiarity. This ‘Wait’ has almost always meant ‘Never.’” He went on to write that, “One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.”

## Why are ideals important?

### “The Peace Corps: An American Ideal”

#### **SUMMARY**

This website gives information about The Peace Corps. President John F. Kennedy started this government organization in 1961. The goal of The Peace Corps is to promote world peace and friendship. It sends volunteers to Asia, Central America, Europe, and Africa. These volunteers work with governments, schools, and businesses. They train people in skills like business development, environmental issues, agriculture, health, and information technology. Another important goal is to create better understanding between Americans and the people of other cultures. Peace Corps volunteers live in the communities they serve. They speak the local language. They learn about the local culture. On the website, a Peace Corps volunteer, Carmenza Cespedes, describes her experiences. She helped small businesses in Panama. Carmenza explains that her work was very rewarding. It made her rethink her career back home. Now she helps small businesses in the United States.

#### **Visual Summary**

<b>The Peace Corps</b> <b>Mission: To promote world peace and friendship</b>		
<b><i>What do volunteers do?</i></b>	<b><i>Where do volunteers go?</i></b>	<b><i>Volunteer Profiles</i></b>
<ul style="list-style-type: none"><li>• Education</li><li>• Youth outreach</li><li>• Community development</li></ul>	<ul style="list-style-type: none"><li>• Africa</li><li>• Asia</li><li>• Central America</li><li>• Europe</li></ul>	<ul style="list-style-type: none"><li>• Carmenza Cespedes and her mother</li></ul>
Volunteers work in the following areas: <ul style="list-style-type: none"><li>• Agriculture</li><li>• Environment</li><li>• Health care and HIV/AIDS</li><li>• Information technology</li></ul>	Volunteers work and live within communities that are large and small, rural and urban. They speak the local language.	

### Use What You Know

List two things you know about the organizations helping people.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Text Structure

Titles can help to explain what a website will be about. Circle the title of this website. What can you guess about the Peace Corps from this title?



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### Reading Strategy: Scan

Scan this page quickly. Look at the title and headings. Circle the numbered list. What does the list describe?



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## “The Peace Corps: An American Ideal”

### What Is the Peace Corps?

#### Mission:

In 1961, President John F. Kennedy established the Peace Corps to promote world peace and friendship.

The Peace Corps’ mission has three simple goals:

1. Helping the people of interested countries in meeting their need for trained men and women.
2. Helping promote a better understanding of Americans on the part of the peoples served.
3. Helping promote a better understanding of other peoples on the part of Americans.

### What Do Volunteers Do?

Think of the Peace Corps and you might imagine teaching in a one-room schoolhouse or farming in a **remote** area of the world. But while education and agriculture are still an important part of what the Peace Corps does, today’s volunteers are just as likely to be working on HIV/AIDS awareness, helping to establish computer learning centers, or working on small business development.

### Education, Youth Outreach, and Community Development

Volunteers introduce innovative teaching **methodologies**, encourage critical thinking in the classroom, and integrate issues like health education and environmental awareness into English, math, science, and other subjects.

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**remote**, far away

**methodologies**, set of methods used when doing a particular type of work

## Business Development

Volunteers work in education, private businesses, public organizations, government offices, **cooperatives**, women's and youth groups, and more.

## Environment

Volunteers work on a wide variety of activities, from teaching environmental awareness to planting trees within a community.

## Agriculture

Volunteers work with small farmers to increase food production while promoting environmental conservation practices.

## Health and HIV/AIDS

Volunteers educate and promote awareness of HIV/AIDS, as well as other issues, such as malnutrition and safe drinking water.

## Information Technology

Volunteers help communities **capitalize on** technology by teaching computer skills, developing regional **databases**, and implementing **networks** for businesses and government offices.

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**cooperatives**, farm or company owned and operated by people working together  
**capitalize on**, use something in order to gain an advantage  
**databases**, large amounts of information stored in a computer system  
**networks**, groups of people or organizations that work together

### Comprehension Check

Underline two ways Peace Corps volunteers help the environment.



Do you think this fits the mission of the organization? Why or why not?

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### Reading Strategy: Scan

When scanning this page the headings give important information.



Underline each heading. What do the headings share?

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### Comprehension Check

Underline the sentence that explains how volunteers help communities learn more about technology.



Why are computer skills important to teach?

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### Comprehension Check

Underline the name of one disease the Peace Corps helps to address. Why do you think the Peace Corps includes health care as part of its mission?



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### Text Structure

Social studies texts often have highlighted vocabulary words. Their definitions are at the bottom of the page. Circle the two highlighted vocabulary words in the third paragraph. Read the definitions. What is the difference between these two words?



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### Comprehension Check

Underline the sentence that tells the best way to learn about another culture, according to the Peace Corps. What do you think visitors might find surprising about living in the United States?



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## Where Do Volunteers Go?

The Peace Corps works in countries from Asia to Central America, and from Europe to Africa. In each of these countries, volunteers work with governments, schools, and entrepreneurs to address changing and complex needs in education, health and HIV/AIDS, business, information technology, agriculture, and the environment.

Click on a region above, use the menu to the left, or choose a region in the pull-down menu to learn more about the countries in which Peace Corps volunteers are currently serving.

Volunteers work and live within communities both large and small, and rural and urban. They speak the local language, whether that is French, Spanish, Romanian, or Hausa. Most importantly, Peace Corps volunteers discover the richness of another culture the best way possible: by living it.

information technology, use of computers to gather and store information

pull-down menu, list of options that appears on a computer screen

rural, related to the country

urban, related to the city

## What's It Like to Volunteer?

### In Their Own Words

#### Profile: Carmenza Cespedes, and her mother, Isabel Cespedes

**Carmenza's story:** My name is Carmenza Cespedes. I am 28 years old, and I was born in New York City. I went to Baruch College, City University of New York, and then served as a Peace Corps volunteer in Panama. . . .

I had participated in a career fair where there were lots of big corporations taking resumes from students, and there was a table for the Peace Corps. I spoke to some returned Peace Corps volunteers, and I was very interested in the programs. As I was going through the brochures, I realized they had a small business development program, which took me by surprise, but also interested me.

I applied a year and a half after I graduated, and within six months I got my acceptance and left for Panama. I was sent to Panama as a small business development volunteer to work with a **nonprofit** association that helps to organize small businesses to find strength in numbers, and get resources from the government or banks. I also had the opportunity to **branch out** and work with individual businesses and with **indigenous** female **artisan** groups. The work I did with indigenous women was a very important project to me. I helped them organize and taught them the importance of leadership and communication skills so that they could work better together. We covered a lot, and it was definitely a learning experience on both sides.

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**nonprofit**, organization that uses the money it earns to help people instead of making a profit  
**branch out**, do something new  
**indigenous**, native  
**artisan**, someone who does skilled work with his or her hands

### Reading Strategy: Scan

Scan the third paragraph quickly. Circle key words such as *graduated* and *acceptance*. What did Carmenza do after college?



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Text Structure

Circle the first highlighted vocabulary word on this page. Read the definition. Then rewrite the definition in your own words.



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### Comprehension Check

Underline two kinds of skills Carmenza taught the women she worked with in Panama. Why are these skills important?



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### Comprehension Check

Underline the sentence that describes Carmenza's current job. Does she find this job satisfying?



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### Text Structure

Paragraphs in social studies texts often include a topic sentence that provides the main idea. Circle the sentence in the second paragraph that contains the main idea. Rewrite the main idea in your own words.



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### Comprehension Check

Underline the passage that tells how Carmenza's mother felt about her daughter joining the Peace Corps. Why do you think she felt this way?



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When I returned from the Peace Corps I wanted to work with small business owners who needed help in the United States. Currently I work for a nonprofit **microlending** organization that provides small business loans to New York City business owners. I find this job 100 percent fulfilling. Prior to the Peace Corps I worked in the **private sector** in the heart of New York City, the financial capital of the world. I was doing interesting work but I always felt a bit small. I couldn't necessarily work one-on-one with people and really develop that side of myself, which is so important to me. I had a business degree, but the term "business humanitarian" doesn't exist. Now I am doing what I like.

As the daughter of immigrants, there is always pressure. We come to this land to take advantage of all the opportunities, which means education, so that you can support your family. When I graduated with my business degree, I was making good money. The idea of the Peace Corps was not such a great thing to my mother. . . .

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**microlending**, very small loans to people too poor to get a loan from a bank  
**private sector**, private businesses (not run by the government)

I tried to educate my mom about the Peace Corps and encouraged her to speak to other people, and she eventually turned around. In her heart she knew I was leaving, and she made the decision as a really good mom to say, “She’s going to do what she wants to do, because that’s the way I raised her, and I can either stand by her or fight her.” She stood by me.

My mother came to understand why what I am doing is so important to me. She sees the great advantages that the Peace Corps provided for me.

**Isabel’s story:** I grew up in Colombia. We were poor, really poor. It was a hard time for us, but we were very happy. I met my husband, and we decided to get married and move to the United States. We came to New York in 1968 because my husband had some relatives here.



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### Comprehension Check

Underline the passage that tells what Carmenza encouraged her mother to do. How might this have helped her mother adjust to Carmenza joining the Peace Corps?



### Text Structure

Social studies texts often include headings that signal a new direction or a change in the topic. Circle the heading on this page. How will this section differ from the previous one?



### Comprehension Check

Underline the sentence that tells the year that Isabel and her husband moved to the United States. Why did they move to New York?



### Comprehension Check

Underline the sentence that says what Isabel told her children about succeeding in the United States. Do you agree or disagree with her statement? Why?



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### Text Structure

Draw a box around the second highlighted word on this page. Read the definition. Then use the word in a new sentence.



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### Comprehension Check

Underline the sentence that describes what Isabel realized her daughter would see and do in the Peace Corps. Do you think she was right to let Carmenza go?



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I saw all of my children, not only Carmenza, as important people. I had big hopes for them, and every day at the table, or whenever I had the opportunity to speak to them, I would let them know that I had big hopes for them. This is a hard country, and if you want to succeed, you have to work hard.

When Carmenza told me she wanted to join the Peace Corps—ouch!—she almost killed me. At the time, she was the one helping me to pay the bills for the house, because my husband was retired. I worked full time, and she helped me with the bills. I was surprised when she told me she was going to join the Peace Corps. But then I started thinking that she would be helping my people, and she would see, with her own eyes, the scenes that I told my children about when I raised them. I thought, “What can I do?” She wanted to do it, and I had to support her. It was her life, and I knew she was going to learn very good things.

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ouch!, exclamation that expresses sudden pain  
retired, no longer working because of old age

I went to visit her and we had a very good time. Carmenza is a leader, so she got along very well with the people. I saw that she could live by herself and all that she was able to achieve. I now see that the decision she made was right. Her experience in the Peace Corps has been very good for her.

**Update about Carmenza:** Since writing the personal narrative above, Carmenza completed her M.B.A. and moved to London, where she works in consumer banking for a large British bank. She feels that her Peace Corps experience has had a profound influence on her both professionally and personally.

**Choose one and complete:**

1. One of the goals of the Peace Corps is to bring awareness of the United States to other parts of the world. Make a list of 10 things people in other countries should know about the United States.
2. Carmenza was a volunteer in Panama. Research Panama, using the Internet or encyclopedias. Write a one-page report about Panama.
3. Create a poster to encourage people to join the Peace Corps and support its mission.

**Comprehension Check**

Underline the sentence that tells how Carmenza got along with others, according to Isabel. What qualities do you think are most important for a leader and why?



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**Text Structure**

Circle the heading on this page. What do you think this section will be about?



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**Comprehension Check**

Draw a box around the city where Carmenza lives now. What kind of work does she do there?



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## READING WRAP-UP

### Retell It!

Imagine you are working in another country as a Peace Corps volunteer, talking to someone who doesn't know anything about the organization. Explain what the Peace Corps is and what volunteers do.

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### Reader's Response

Would you like to be a Peace Corps volunteer one day? Why or why not?

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### Think About the Skill

How did scanning help you to better understand the article?

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## EDIT FOR MEANING

### Read

You have read “The Peace Corps: An American Ideal.” Now read one paragraph from it again.

#### What’s It Like to Volunteer?

... I was sent to Panama as a small business development volunteer to work with a nonprofit association that helps to organize small businesses to find strength in numbers, and get resources from the government or banks. I also had the opportunity to branch out and work with individual businesses and with indigenous female artisan groups. The work I did with indigenous women was a very important project to me. I helped them organize and taught them the importance of leadership and communication skills so that they could work better together. We covered a lot, and it was definitely a learning experience on both sides.



## Fix the Error

Each paragraph below contains the same information as the paragraph you just read. However, each paragraph contains one error. First, find the error. Then fix it by editing the sentence so that the information is correct.

1. Find and fix the error.

### What's It Like to Volunteer?

...I was sent to Panama as a small business development volunteer to work with a nonprofit association that helps to organize small businesses to compete against each other for resources from the government or banks. I also got to work with native women's groups and with individual businesses. The work I did with the women was especially valuable to me. I helped them to get organized and I also taught them how to be leaders and communicate with each other. They learned a lot and so did I.

2. Find and fix the error.

### What's It Like to Volunteer?

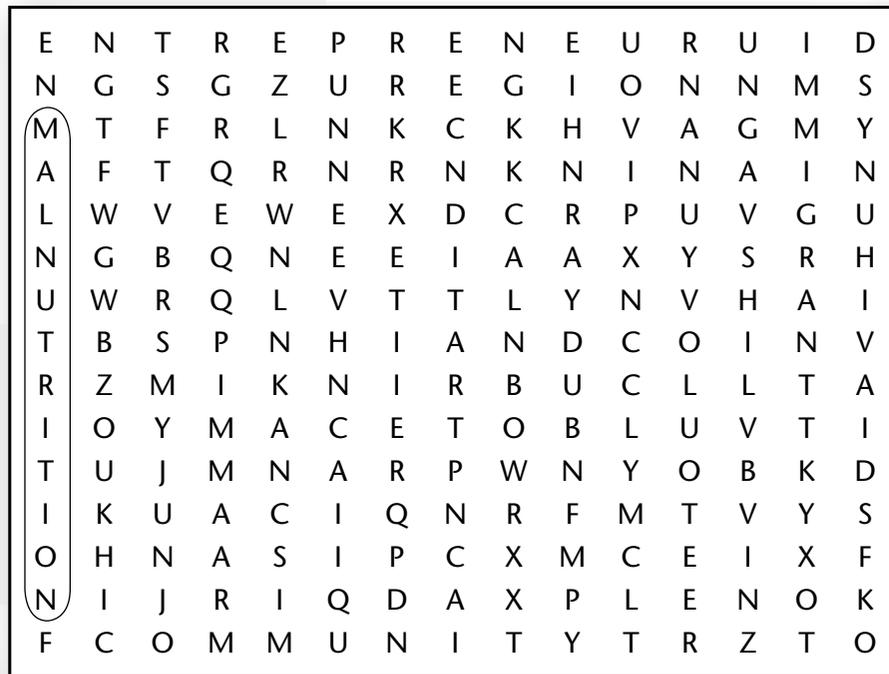
...I went to Panama as a volunteer helping with small business development. I worked with a nonprofit association that helps organize small businesses into larger groups, and helps them to get help and money from banks or from the government. I also had the chance to work with individual businesses and with indigenous women artisans. The work I did with these women did not mean a lot to me. I helped them to organize, and also taught them the importance of leadership and communication so they could work better together. I was able to teach them a lot, and they taught me things, too.

## FOCUS ON DETAILS

### Word Search Puzzle

To complete this word search puzzle, you'll need to remember or search for details in the reading. Look at the clues and circle the answers in the puzzle below. Check off each clue after you've found the answer. Write the word on the line next to its clue.

1.  Not getting enough healthy food to eat: \_\_\_\_\_
2.  A person who moves to another country to live: \_\_\_\_\_
3.  According to Carmenza, New York City is this kind of capital of the world: \_\_\_\_\_
4.  The world we live in, including air, water, and land: \_\_\_\_\_
5.  A group of people living in the same area or sharing other common ties: \_\_\_\_\_
6.  A person who works for the benefit of others: \_\_\_\_\_
7.  A serious disease that the Peace Corps works to address: \_\_\_\_\_
8.  Someone who starts or organizes a business: \_\_\_\_\_
9.  Someone who works for free: \_\_\_\_\_
10.  On the Peace Corps website, you can click this on a map to learn more about the countries in which volunteers serve: \_\_\_\_\_



## READ FOR FLUENCY

1. Silently read the text below. Make sure you understand the point that each sentence is making.
2. Underline the word or words in each sentence that are most important. When you read, you should say these underlined words with expression.
3. Look again at the punctuation in the paragraphs. Remember that when a sentence ends in a period, you should read the words as a statement and take a breath before beginning a new sentence. When you see a comma, you should pause briefly. When you see an exclamation mark, you should sound excited. When you see a question mark, you should read as though you are asking a question.
4. Now read the paragraphs below out loud. Pay attention to the important words and punctuation as you read.
5. Write down any words that slowed you down. Practice saying these words out loud.
6. Read the text below out loud two more times. You may want to ask a friend or family member to listen to you and tell you their reactions to your reading.

### What's It Like to Volunteer?

When Carmenza told me she wanted to join the Peace Corps—ouch!—she almost killed me. At the time, she was the one helping me to pay the bills for the house, because my husband was retired. I worked full time, and she helped me with the bills. I was surprised when she told me she was going to join the Peace Corps. But then I started thinking that she would be helping my people, and she would see, with her own eyes, the scenes that I told my children about when I raised them. I thought, “What can I do?” She wanted to do it, and I had to support her. It was her life, and I knew she was going to learn very good things.

*my* Perspectives™  
ELD Companion

**SAVVAS**  
LEARNING COMPANY