

NPS Learning in Place English

Grade: Fourth Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Read <i>The World According to Humphrey Vocabulary, Background, & Comprehension</i> pp. 530-533 Complete practice book pg. 241 & 242 <i>How do you spend your free time at home? What is your hobby? Write to describe what your favorite hobby is and why?</i></p>	<p>Read <i>The World According to Humphrey</i> pp. 534-546 At the end of each page, pause to write a brief summary about what you have just read. Choose a device that you rely on (ex. computer, refrigerator, phone) <i>What would you do if this device stopped working? Write a paragraph describing how you would handle the situation.</i></p>	<p>Reread <i>The World According to Humphrey</i> pp. 534-546 <i>What lesson does the Thomas family learn? How might this lesson apply to your life? Write to explain the theme expressed in this story and how it applies to you. Be sure to use details from the story to support your thoughts.</i></p>	<p>Read <i>Make the Switch</i> pp. 548-550 <i>What did you learn from Make the Switch about how advertisements can influence your thinking? Write a letter to a friend describing these persuasive techniques and the positive and negative effects these techniques can have.</i></p>	<p>Reread <i>Make the Switch</i> pp. 548-550 Complete practice book pg. 252 <i>Would you rather watch TV in the evening or play games and tell stories like the Thomas family did when their TV was unplugged? Write a paper to express your opinion. Be sure to include evidence to support your opinion.</i></p>
Week 2	<p>Read <i>I Could Do That! Vocabulary, Background, & Comprehension</i> pp. 556-559 Complete practice book pg. 253 & 254 <i>What events led to women gaining the right to vote? Use the information on p. 558 to write a paragraph explaining the important events that led to voting rights for women.</i></p>	<p>Read <i>I Could Do That!</i> pp. 560-570 At the end of each page, pause to write a brief summary about what you have just read. <i>Think of a time when you faced a challenge and did something nobody thought you could do. What was the challenge, and how did you overcome it? Write a paragraph about your experience.</i></p>	<p>Reread <i>I Could Do That!</i> pp. 560-570 <i>Think about the many important things Esther Morris did in her life. Create a timeline that shows her accomplishments as described in I Could Do That!</i></p>	<p>Read <i>Working for the Vote</i> pp. 572-574 <i>Imagine that you could talk to Esther Morris. What would you say to her? Write your thoughts in a letter. Be sure to include a greeting, the date, and a closing.</i></p>	<p>Reread <i>Working for the Vote</i> pp. 572-574 <i>Anthony and Stanton worked for women's rights. What is a cause that is important to you (ex. animal rights, homelessness, bullying, climate)? Write a paper to describing the cause that is important to you and how you would work to help this cause.</i></p>
Week 3	<p>Read <i>The Ever-Living Tree Vocabulary, Background, & Comprehension</i> pp. 580-583 Complete practice book pp. 265 & 266</p>	<p>Read <i>The Ever-Living Tree</i> pp. 584-598 At the end of each page, pause to write a brief summary about what you have just read. <i>What new information did you learn about the Redwood</i></p>	<p>Reread <i>The Ever-Living Tree</i> pp. 584-598 <i>Use facts from The Ever-Living Tree to write a paragraph describing how animals and insects depend on the redwood trees over</i></p>	<p>Read <i>Towering Trees</i> pp. 600-602 <i>Think of a tree you have seen in your neighborhood. Write a poem about it. You might describe how it grows and changes through the year or</i></p>	<p>Read <i>Grammar and Write to Inform</i> pp. 604-607 <i>A procedural text explains a process or series of events. What process can you explain to others (water cycle, how to play a</i></p>

	<i>What do you already know about Redwood trees? What questions do you have? Write to explain what you already know and question you have?</i>	<i>trees? Write to explain what you learned from reading the text.</i>	<i>the course of their lives. Then tell about ways in which humans depend on trees.</i>	<i>how it makes you feel and why.</i>	<i>game)? Pick something that you know a lot about and write a procedural composition to explain the process.</i>
--	--	--	---	---------------------------------------	---

Read 14.2	<i>Read a book of choice and record it on the reading log each day.</i>
----------------------	---

Materials	<p>Access to the books is in the NPS link.</p> <p>If you have your book at home: Journeys Textbook and Journeys Practice Book</p> <p>Reading Log</p> <p>Book of choice to read each day</p> <p>Paper/pencils</p>
------------------	--

Theme

Read the selection below.

A Home for Melvin and Peanut

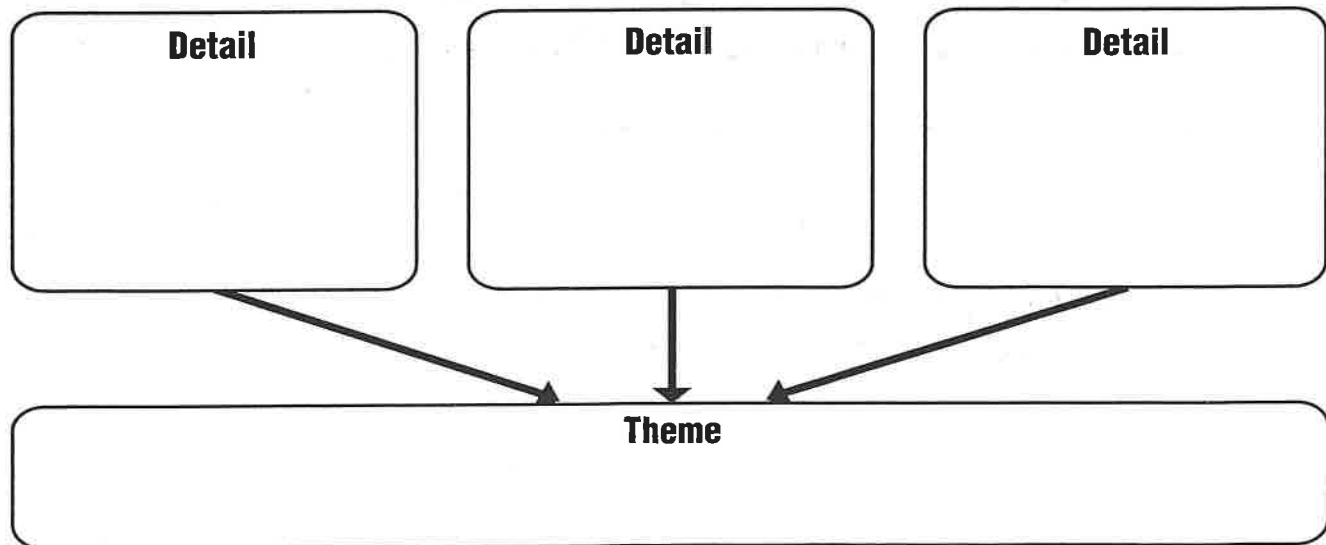
Brittany and her twin brother Josh decided to adopt some pets. Brittany got a dwarf hamster named Melvin, and Josh got a gerbil he named Peanut. To have the right cages and right food for each animal, the twins had read books and compared notes.

The twins learned how to make a home for their new pets. They put them into a clear tank with a mesh top to keep them from escaping. The holes in the mesh allowed the animals to breathe. Next, they put a layer of wood chips on the bottom of the tank and hung a water bottle with a metal spout on the

side of the tank. Then they placed a heavy bowl in the tank for food. Gerbils and hamsters like to climb, so they put rocks in the tank, too. Since gerbils and hamsters also like to run, the twins put in an exercise wheel. Josh got a piece of cardboard for Peanut to chew, too.

Brittany decided to get some vegetables, fruits, mealworms, and crickets for Melvin. Her brother added some cheese and bread for his gerbil. All their research helped the twins make Melvin and Peanut comfortable in their new home.

Use the Inference Map to explain details from the text that will help you understand the lesson that the characters learn. Then write the theme in the bottom box.



Name _____ Date _____

Theme

The World According to Humphrey
Comprehension: Theme

Read the selection below.

A Soft Landing

I never knew life could be so easy! I began life in a cardboard box in a dirty alley. My cat littermates and I ran for our lives from dogs and huge boxes on wheels.

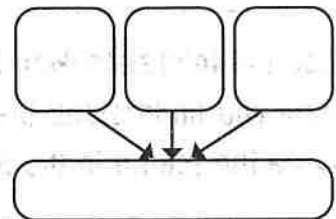
Then someone caught me and put me in a metal cage. I was in a big square box all day and all night. They fed me and washed me. They kept me away from dogs, but I missed my family. All the cats there were in cages and frightened.

Lots of people came to visit. Sometimes the people let me out of

the cage for a while. Then, one day, they unlocked my cage! They put me in an even smaller cage and carried me out of the building to one of the boxes on wheels!

We all traveled until we came to a nice, big place. It was clean and bright with soft furniture and carpeting. It had cats and people. Food and water were waiting for me, and there was not a box in sight! Boy, did I get lucky! Life can be good.

Use an Inference Map like the one here to explain details from the selection and determine its theme. Then answer the questions below.



1. How does the title "A Soft Landing" explain what happens in the selection? Support your answer with text details.

2. What does the author want readers to learn from this selection? Support your answer with details from the selection.

Name _____ Date _____

Focus Trait: Ideas

**The World According
to Humphrey**

Writing: Write to Inform

You can make your ideas clearer if your paragraph has a topic sentence. Remove unimportant or unnecessary details to help support the main idea better.

Read the paragraph below. Circle the sentence that would make the best topic sentence to start the paragraph. Underline two details that do not belong in the paragraph.

One of the earliest toothbrushes was called the “chew stick.” It was made from a twig about the size of a pencil. One end of the twig was pointed. The other end was chewed until it became soft and brushlike. People brushed with the chewed end. They cleaned between their teeth with the pointed end. New Orleans dentist Levi Spear Parmly (1790–1859) is credited as the inventor of modern dental floss. You might be surprised to learn that people have been using toothbrushes for thousands and thousands of years. The Chinese were the first to make and use toothbrushes with bristles. The handle was carved from bone or bamboo. The bristles were made from animal hair and then attached to one end of the handle. These stiff bristles did a better job cleaning teeth than the chew stick. The first nylon toothbrush was called Doctor West’s Miracle Toothbrush.

Name _____ Date _____

Cause and Effect

I Could Do That!
Comprehension:
Cause and Effect

Read the selection below.

Elizabeth Cady Stanton

Elizabeth Cady Stanton was a leader of the women's rights movement in the United States. Her work helped get women in the U.S. the right to vote.

Elizabeth was born in 1812. Her father was a New York congressman and judge. When she finished school, Elizabeth studied law in her father's office. She grew upset at how unfair the laws were for women and began speaking up for women's rights.

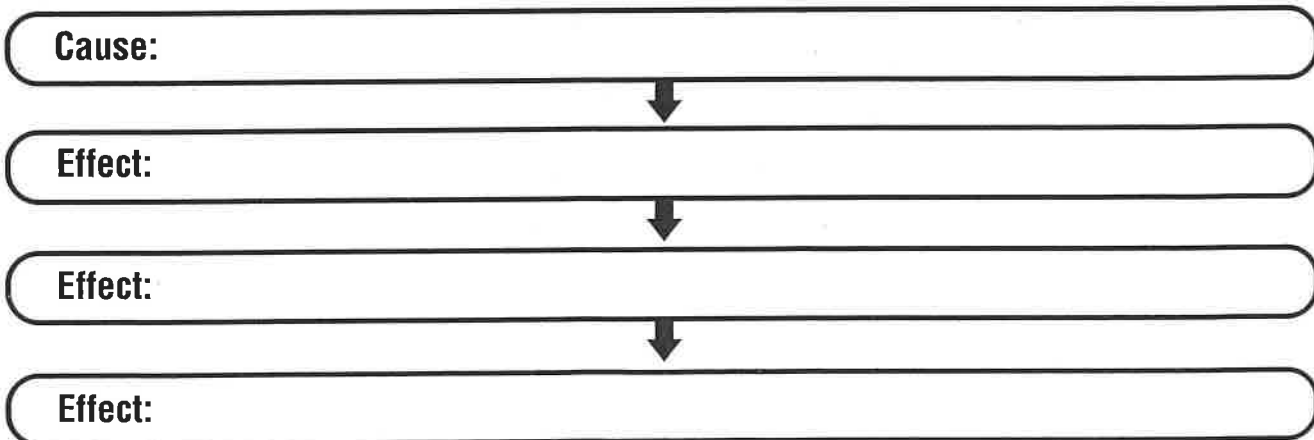
In 1854, Elizabeth was asked to speak before the New York state legislature. Thanks to her speech, married women in New York won

many of the same rights as their husbands.

In 1870, Elizabeth joined Susan B. Anthony and other women to work for women's voting rights. She spent many years traveling the country to win support for their cause.

Until she died in 1902, Elizabeth kept writing and speaking about women's rights. In 1878 she wrote an important paper about giving women the right to vote. The paper was given to Congress each year. In 1920, women finally won the right to vote.

Complete the Flow Chart to show a chain of effects connected to a single cause in Elizabeth Cady Stanton's life.



Name _____ Date _____

Cause and Effect

I Could Do That!
Comprehension:
Cause and Effect

Read the selection below.

She Didn't Run—She Walked

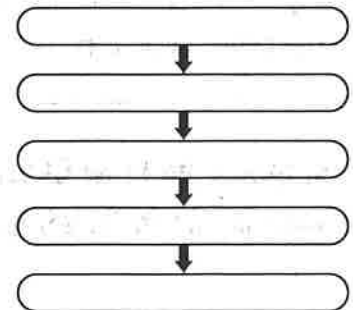
Sojourner Truth was a slave who was not afraid to stand up for what was fair. One day her owner promised he would free her if she spun a certain amount of wool. Then she got hurt and spun less wool than expected, so the owner changed his mind.

That wasn't fair. So she made a plan. She worked until she had spun all the wool the owner had wanted. Then she left. Sojourner was proud of how she left. She didn't run away. She walked. Sojourner found

a family who kept her safe until she could become free legally. To earn her keep, she worked for the couple. They paid her wages for her work. That was fair.

Once she was free, Sojourner wanted to help her children become free. Then an owner illegally sold her son into further slavery. That wasn't fair. So Sojourner fought him in court. Even though she was a woman and a former slave, she was not afraid to fight for what was right and fair.

Use a Flow Chart like the one shown here to identify cause-and-effect relationships in the selection. Then read and answer the items below.



1. Identify a cause-and-effect text structure in the selection. Use details from the selection to support your answer.

2. Explain how the cause-and-effect text structure you identified can help you locate and recall information. Use selection details to support your answer.

Name _____ Date _____

Text and Graphic Features

The Ever-Living Tree
Comprehension:
Text and Graphic Features

Read the selection below.

Yosemite National Park

One of the most popular national parks in the United States is Yosemite National Park. The park is in east-central California. The area of the park is 1,189 square miles, and it is set along the *Sierra Nevada*.

The park is famous for its tall mountains and valleys. *The highest mountain is Mount Lyell, which is 13,114 feet tall.* The valleys have rock walls made from granite. *The largest is El Capitan. It rises up to 7,569 feet.*

People come to Yosemite to climb the mountains and to hike the trails. Along the trails, hikers can see animals such as mule deer, squirrels, chipmunks, and black bears.

If you are ever in California, go visit Yosemite National Park!

Major Features

alpine wilderness, giant sequoia trees, Yosemite Valley

Use the Column Chart to show the location and purpose of the text and graphic features used in the selection.

Text or Graphic Feature	Location	Purpose

Name _____ Date _____

Text and Graphic Features

The Ever-Living Tree
Comprehension:
Text and Graphic Features

Read the selection below.

Pine Tree Identification Guide

Introduction

There are approximately 115 species of pine trees worldwide. Thirty-five of them grow here in the United States. Sometimes it's hard to tell one tree from another. This guide will help you identify some of the more common pine trees by looking at where they grow, their height, needles, and cones.

Eastern White Pine

Range: northeastern United States

Height: 80–100 ft.

Needles: Occur in bundles of five

Cones: Curved, 4–8 in. long

Norway Spruce

Range: northern United States

Height: 80–100 ft.

Needles: stiff, less than an inch long, sharp pointed tips

Cones: 4–6 in. long, cylindrical

Pinyon Pine

Range: southwestern United States

Height: 10–30 ft.

Needles: 1–2 in. long; occur in bundles of 2

Cones: 1–2 in. long; oval shaped; very thick scales containing edible seeds

Conclusion

Pines trees are economically important as a source of lumber and other useful products. They are also beautiful ornamental plants. It's fun to learn about them.

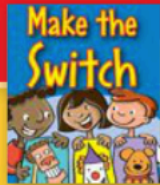
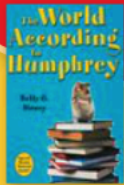
Use a Column Chart to explain text and graphic features in the selection. Then answer the questions below.

1. If you see a pine tree with needles that occur in bundles of five, what kind of tree is it?

2. Why are some words in italics in the text?

3. What kind of information is found after the word *Cones* in bold for each tree?

Lesson 21



✓ TARGET VOCABULARY

appreciate
blaring
combination
promptly
introduce
nocturnal
feats
effort
suggest
racket

Vocabulary
Reader



Context
Cards



Vocabulary in Context

1 appreciate

Many people highly value, or **appreciate**, their pets.



2 blaring

If a dog barks at loud, **blaring** noises, it should be trained not to do that.



3 combination

People may feel a **combination** of love for and frustration with their pets.



4 promptly

If a dog needs to go out, it should be taken out **promptly**, or right away.



- 🔊 Study each **Context Card**.
- 🔊 Use a dictionary to help you understand the meanings of these words.

5 🔊 **introduce**

You should carefully **introduce** a new pet to the other pets in your house.



6 🔊 **nocturnal**

Some pets, such as cats and hamsters, are **nocturnal**. They're most active at night.



7 🔊 **feats**

Many people enjoy teaching their pets to perform tricks and other **feats** of skill.



8 🔊 **effort**

It takes **effort**, or hard work, to care for a pet, no matter what kind of animal it is.



9 🔊 **suggest**

Experts **suggest**, or recommend, that people remain calm when training a pet.



10 🔊 **racket**

Some pet birds can talk, but they can also create a loud **racket** by screaming.



Background

TARGET VOCABULARY **Free Time** How do you spend your free time at home? Is the stereo playing at a **blaring** volume and making a **racket**? Maybe you are **nocturnal**, watching television heroes perform new **feats** each night. If you have a hamster or a guinea pig, perhaps you **appreciate** reading about rodents.

If you want to **introduce** a new hobby into your life, your parents can **promptly suggest** how to pursue it. With a **combination** of planning and **effort**, your free time can feel even richer.

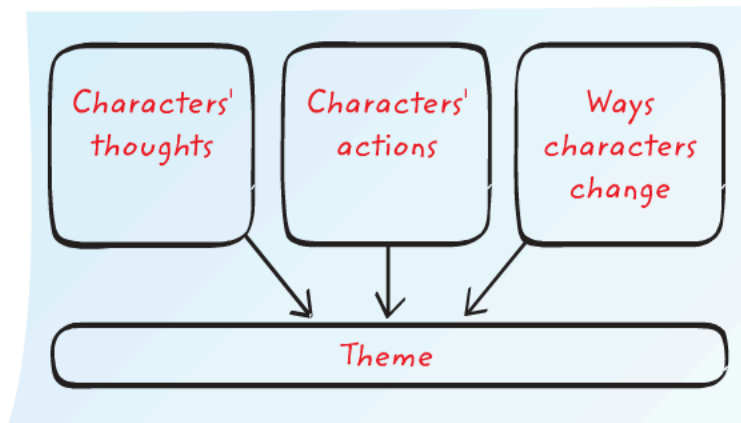
Here are a few hobbies people pursue in their spare time. Some are common and some are not so common.



Comprehension

TARGET SKILL **Theme**

As you read “The World According to Humphrey,” ask yourself what important lesson the main characters learn over the course of the story. This lesson is the story's theme. Use a graphic organizer like this one to keep track of the characters' thoughts and actions as well as the ways in which they change and grow. This will help you figure out the story's theme.



TARGET STRATEGY **Summarize**

You can use the information in your graphic organizer to help you summarize, or briefly describe, the main events in “The World According to Humphrey.” At the end of each page, pause to briefly summarize what you have just read to make sure you understand it.

Main Selection

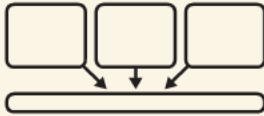


TARGET VOCABULARY

appreciate	nocturnal
blaring	feats
combination	effort
promptly	suggest
introduce	racket

TARGET SKILL

Theme Explain the lesson or message in a work of fiction.



TARGET STRATEGY

Summarize Briefly retell important parts of the story in your own words.

GENRE

A **fantasy** is a story with details that could not happen but seem real.

Set a Purpose Before reading, set a purpose based on the genre and what you want to find out.

MEET THE AUTHOR

Betty G. Birney



Betty G. Birney wrote her first "book," titled *The Teddy Bear in the Woods*, when she was seven years old. Now she is the author of more than twenty-five children's books, including several others in the *Humphrey* series. Although Birney criticizes television in this selection, she has written more than two hundred episodes of TV programs such as *Madeline* and *Fraggle Rock*.

MEET THE ILLUSTRATOR

Teri Farrell-Gittins



Teri Farrell-Gittins might not be an artist today if she had watched as much TV as the family in this selection does. She didn't have a TV in the house very often when she was growing up, so she drew a lot. Illustrating this selection has reminded her how important it is to unplug, use her imagination, and get outside to see the beauty of nature.




THE WORLD ACCORDING TO HUMPHREY


by Betty G. Birney
selection illustrated by Teri Farrell-Gittins



Essential Question

How would
your day differ
without TV?

 *The kids in Mrs. Brisbane's class love taking care of their hamster, Humphrey. The weekends are especially fun because one of them takes Humphrey home. This weekend, the lucky student is A. J.*

 **T**he bus let us off close to A. J.'s house. It was a two-story old house with a big porch. As soon as I entered, I got a warm welcome from A. J.'s mom, his younger brother, Ty, his little sister, DeeLee, and his baby brother, Beau.

"Anthony James, **introduce** us to your little friend," his mom said, greeting us.

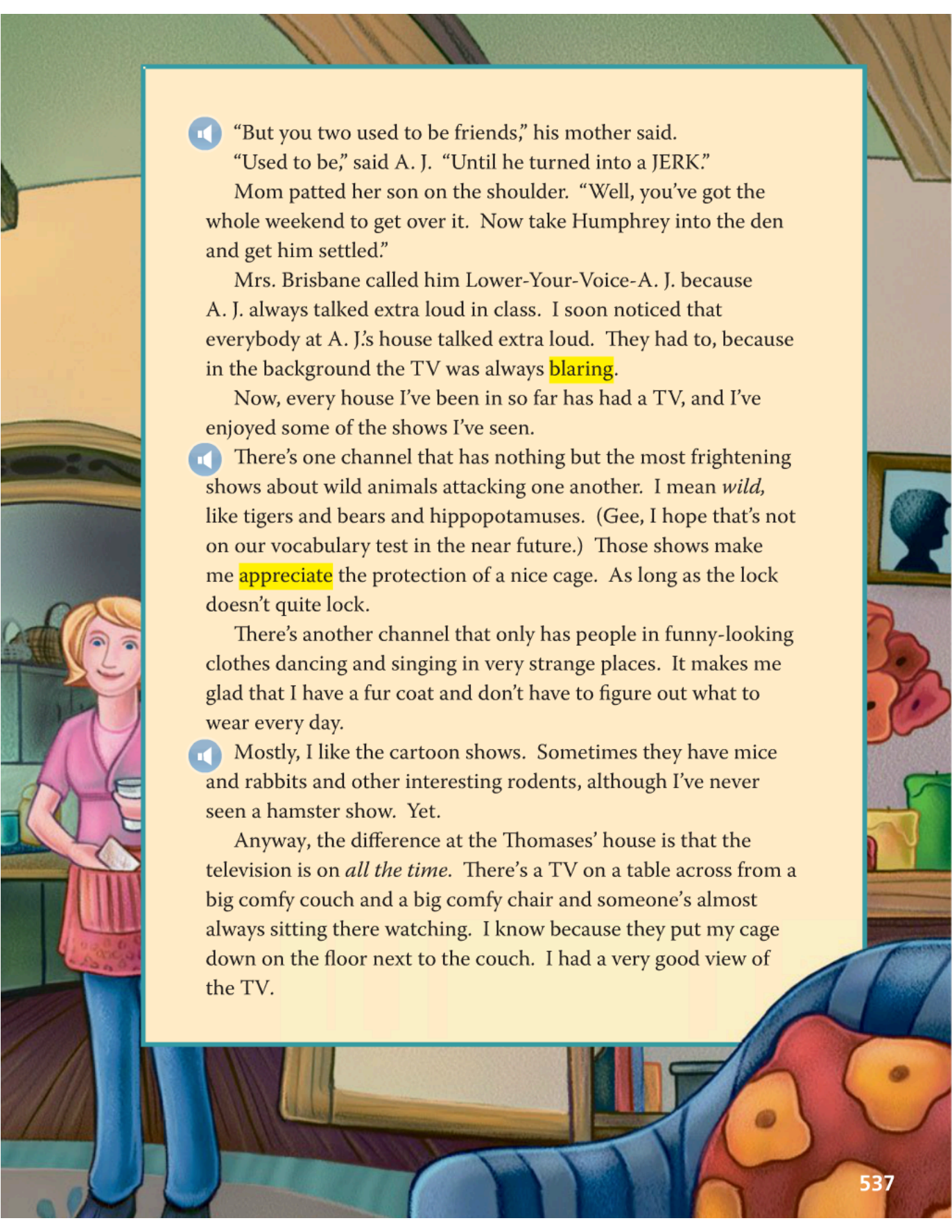
Anthony James? Everybody at school called A. J. by his initials or just "Aje."

"This is Humphrey," he answered.

"Hello, Humphrey," said Mrs. Thomas. "So how was your day, Anthony?"

"Lousy. Garth kept shooting rubber bands at me. He won't leave me alone."





“But you two used to be friends,” his mother said.

“Used to be,” said A. J. “Until he turned into a JERK.”

Mom patted her son on the shoulder. “Well, you’ve got the whole weekend to get over it. Now take Humphrey into the den and get him settled.”

Mrs. Brisbane called him Lower-Your-Voice-A. J. because A. J. always talked extra loud in class. I soon noticed that everybody at A. J.’s house talked extra loud. They had to, because in the background the TV was always **blaring**.

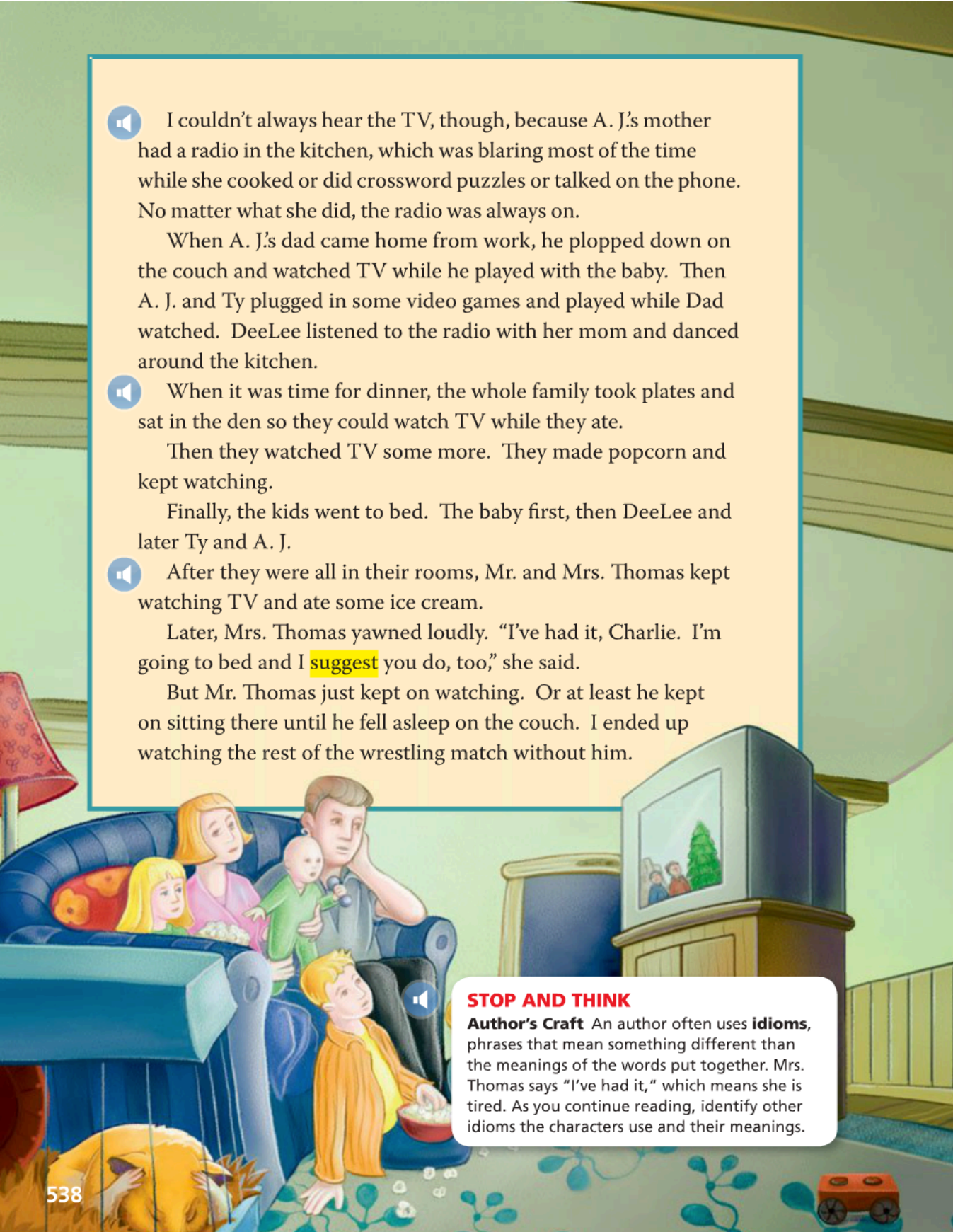
Now, every house I’ve been in so far has had a TV, and I’ve enjoyed some of the shows I’ve seen.


There’s one channel that has nothing but the most frightening shows about wild animals attacking one another. I mean *wild*, like tigers and bears and hippopotamuses. (Gee, I hope that’s not on our vocabulary test in the near future.) Those shows make me **appreciate** the protection of a nice cage. As long as the lock doesn’t quite lock.

There’s another channel that only has people in funny-looking clothes dancing and singing in very strange places. It makes me glad that I have a fur coat and don’t have to figure out what to wear every day.


Mostly, I like the cartoon shows. Sometimes they have mice and rabbits and other interesting rodents, although I’ve never seen a hamster show. Yet.

Anyway, the difference at the Thomases’ house is that the television is on *all the time*. There’s a TV on a table across from a big comfy couch and a big comfy chair and someone’s almost always sitting there watching. I know because they put my cage down on the floor next to the couch. I had a very good view of the TV.




 I couldn't always hear the TV, though, because A. J.'s mother had a radio in the kitchen, which was blaring most of the time while she cooked or did crossword puzzles or talked on the phone. No matter what she did, the radio was always on.

When A. J.'s dad came home from work, he plopped down on the couch and watched TV while he played with the baby. Then A. J. and Ty plugged in some video games and played while Dad watched. DeeLee listened to the radio with her mom and danced around the kitchen.

 When it was time for dinner, the whole family took plates and sat in the den so they could watch TV while they ate.

Then they watched TV some more. They made popcorn and kept watching.

Finally, the kids went to bed. The baby first, then DeeLee and later Ty and A. J.


 After they were all in their rooms, Mr. and Mrs. Thomas kept watching TV and ate some ice cream.

Later, Mrs. Thomas yawned loudly. "I've had it, Charlie. I'm going to bed and I **suggest** you do, too," she said.

But Mr. Thomas just kept on watching. Or at least he kept on sitting there until he fell asleep on the couch. I ended up watching the rest of the wrestling match without him.


 **STOP AND THINK**

Author's Craft An author often uses **idioms**, phrases that mean something different than the meanings of the words put together. Mrs. Thomas says "I've had it," which means she is tired. As you continue reading, identify other idioms the characters use and their meanings.




Unfortunately, the wrestler I was rooting for, Thor of Glore, lost. Finally, Mr. Thomas woke up, yawned, flicked off the TV and went upstairs to bed. Peace at last.

But the quiet only lasted about ten minutes. Soon Mom brought Beau downstairs and gave him a bottle while she watched TV. When Beau finally fell asleep, Mrs. Thomas yawned and flicked off the TV. Blessed relief.




Five minutes later, Mr. Thomas returned. “Sorry, hamster. Can’t sleep,” he mumbled to me as he flicked on the remote. He watched and watched and then dozed off again. But the TV stayed on, leaving me no choice but to watch a string of commercials for car waxes, weight-reducing programs, exercise machines and “Red-Hot Harmonica Classics.”



The **combination** of being **nocturnal** and being bombarded with sight and sound kept me wide-awake.

At the crack of dawn, DeeLee tiptoed into the room, dragging her doll by its hair, and switched to a cartoon show about princesses.

She watched another show about cats and dogs. (Scary!) Then Mr. Thomas woke up and wanted to check some sports scores. Mrs. Thomas handed him the baby and his bottle and soon the older boys switched over to video games and their parents watched them play.



It was LOUD-LOUD-LOUD. But the Thomases didn’t seem to notice.

“What do you want for breakfast?” Mom shouted.

“What?” Dad shouted louder.

“WHAT DO YOU WANT FOR BREAKFAST?” Mom yelled.

“TOASTER WAFFLES!” Dad yelled louder.

“I CAN’T HEAR THE TV!” Ty hollered, turning up the volume.

“DO YOU WANT JUICE?” Mom screamed.

“CAN’T HEAR YOU!” Dad responded.



And so it went. With each new question, the sound on the TV would be turned up higher and higher until it was positively deafening.

Then Mom switched on her radio.

The Thomases were a perfectly nice family, but I could tell it was going to be a very long and noisy weekend unless I came up with a Plan.


So, I spun on my wheel for a while to help me think. And I thought and thought and thought some more. And then it came: the Big Idea. I probably would have come up with it sooner if I could have heard myself think!

Around noon, the Thomases were all watching the football game on TV. Or rather, Mr. Thomas was watching the football game on TV while A. J. and Ty shouted questions at him. Mrs. Thomas was in the kitchen listening to the radio and talking on the phone. DeeLee played peekaboo with the baby in the cozy chair.

No one was watching me, so I carefully opened the lock-that-doesn't-lock on my cage and made a quick exit.

Naturally, no one could hear me skittering across the floor as I made my way around the outside of the room, over to the space behind the TV cabinet. Then, with Great **Effort**, I managed to pull out the plug: one of the most difficult **feats** of my life.



 The TV went silent. Beautifully, blissfully, silently silent. So silent, I was afraid to move. I waited behind the cabinet, frozen.

The Thomases stared at the TV screen as the picture slowly went dark.

“Ty, did you hit that remote?” Mr. Thomas asked.


“Naw. It’s under the table.”

“Anthony, go turn that thing on again,” Mr. Thomas said.

A. J. jumped up and hit the power button on the TV.

Nothing happened.

“It’s broken!” he exclaimed.

 Mrs. Thomas rushed in from the kitchen. “What happened?”

Mr. Thomas explained that the TV had gone off and they discussed how old it was (five years), whether it had a guarantee (no one knew) and if Mr. Thomas could fix it (he couldn’t).


“Everything was fine and it went off—just like that. I guess we’d better take it in to get fixed,” Mr. Thomas said.

“How long will it take?” DeeLee asked in a whiny voice.

“I don’t know,” her dad replied.

“How much will it cost?” Mrs. Thomas asked.

“Oh. Yeah,” her husband said. “I forgot. We’re a little low on funds right now.”

 The baby began to cry. I thought the rest of the family might start crying, too.

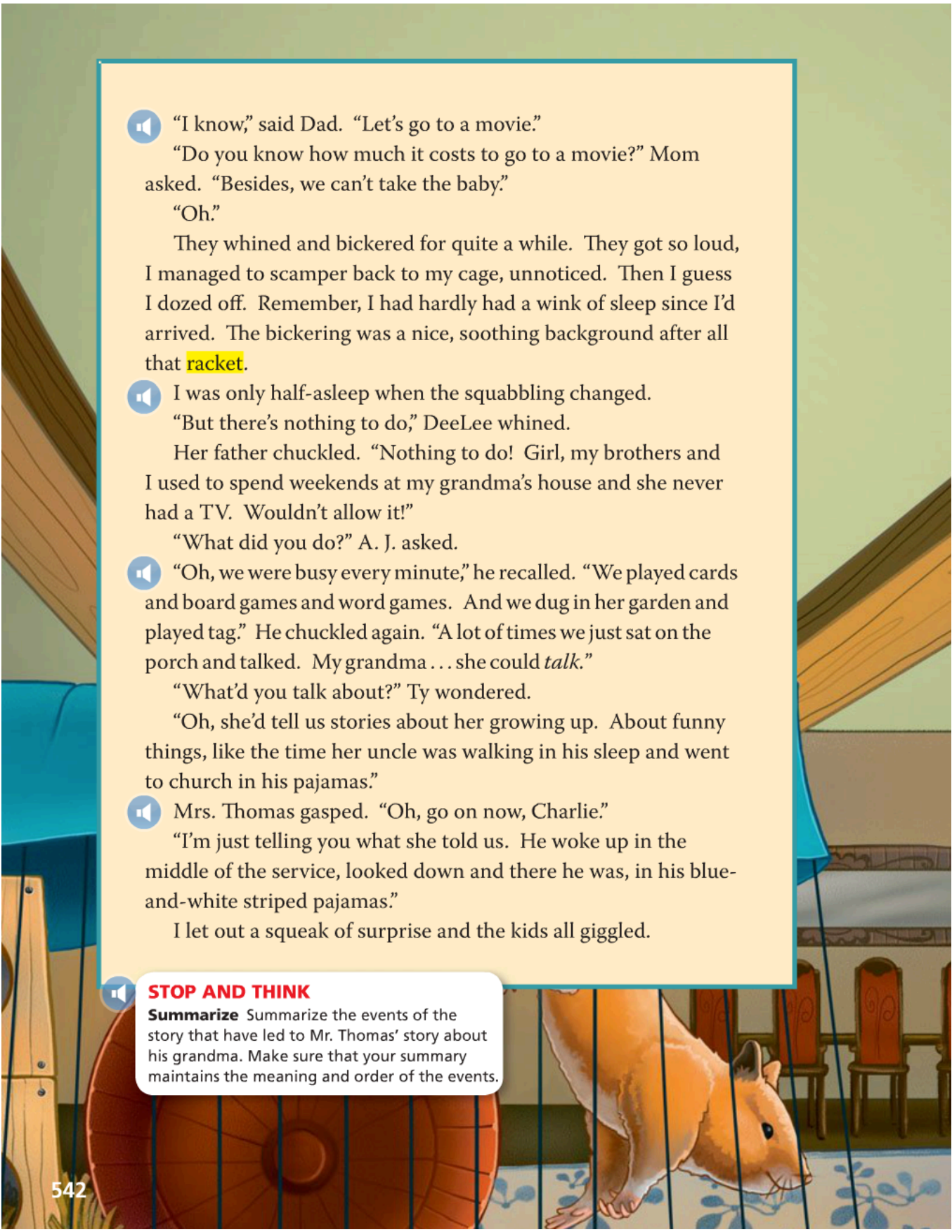
“Well, I get paid next Friday,” Dad said.


A. J. jumped up and waved his hands. “That’s a whole week away!”

“I’m going to Grandma’s house. Her TV works,” said Ty.

“Me, too,” DeeLee chimed in.

“Grandma’s got her bridge club over there tonight,” Mom said.


A hamster is shown in a wire cage, looking towards the right. The cage is set in a room with wooden walls and a patterned rug. The hamster is orange and white.

 “I know,” said Dad. “Let’s go to a movie.”

“Do you know how much it costs to go to a movie?” Mom asked. “Besides, we can’t take the baby.”

“Oh.”


They whined and bickered for quite a while. They got so loud, I managed to scamper back to my cage, unnoticed. Then I guess I dozed off. Remember, I had hardly had a wink of sleep since I’d arrived. The bickering was a nice, soothing background after all that racket.

 I was only half-asleep when the squabbling changed.

“But there’s nothing to do,” DeeLee whined.


Her father chuckled. “Nothing to do! Girl, my brothers and I used to spend weekends at my grandma’s house and she never had a TV. Wouldn’t allow it!”

“What did you do?” A. J. asked.

 “Oh, we were busy every minute,” he recalled. “We played cards and board games and word games. And we dug in her garden and played tag.” He chuckled again. “A lot of times we just sat on the porch and talked. My grandma . . . she could *talk*.”

“What’d you talk about?” Ty wondered.

“Oh, she’d tell us stories about her growing up. About funny things, like the time her uncle was walking in his sleep and went to church in his pajamas.”

 Mrs. Thomas gasped. “Oh, go on now, Charlie.”

“I’m just telling you what she told us. He woke up in the middle of the service, looked down and there he was, in his blue-and-white striped pajamas.”

I let out a squeak of surprise and the kids all giggled.

 **STOP AND THINK**

Summarize Summarize the events of the story that have led to Mr. Thomas’ story about his grandma. Make sure that your summary maintains the meaning and order of the events.

Then Mrs. Thomas told a story about a girl in her class who came to school in her slippers by accident one day. “Yes, the fuzzy kind,” she explained with a big smile.

They talked and talked and Dad got out some cards and they played a game called Crazy Eights and another one called Pig where they put their fingers on their noses and laughed like hyenas. When Beau fussed, they took turns jiggling him on their knees.

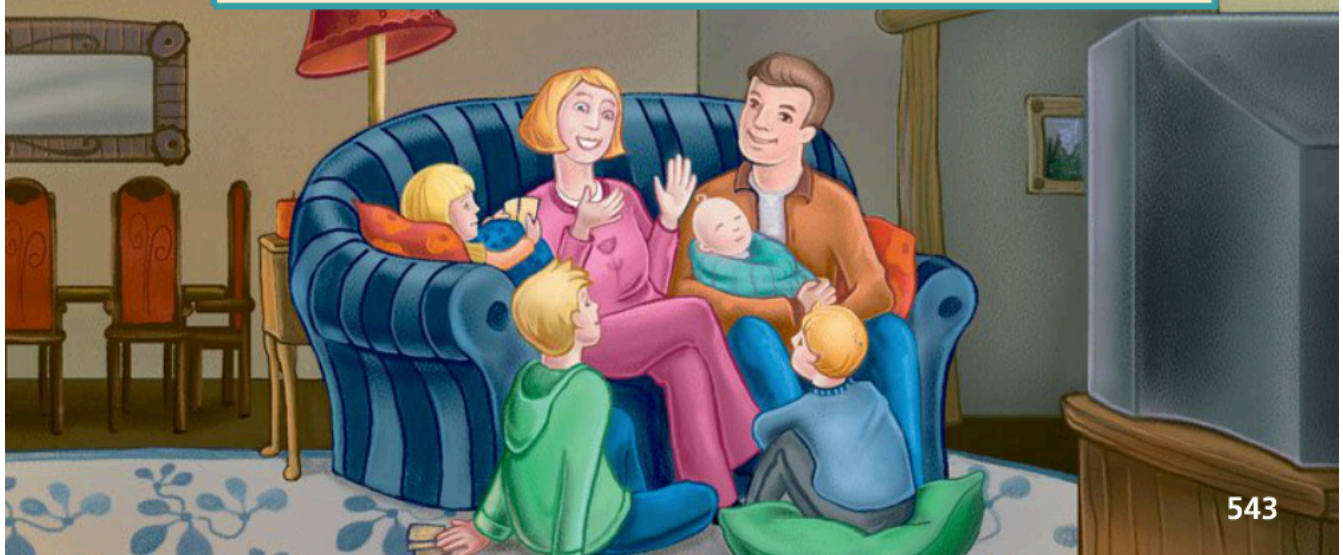
After a while, Mrs. Thomas gasped. “Goodness’ sakes! It’s an hour past your bedtimes.”

The children all groaned and asked if they could play cards tomorrow and in a few minutes all the Thomases had gone to bed and it was QUIET-QUIET-QUIET for the first time since I’d arrived.

Early in the morning, Ty, DeeLee and A. J. raced downstairs and played Crazy Eights. Later, they ran outside and threw a football around the yard.

The Thomases were having breakfast with Beau when the phone rang. Mr. Thomas talked for a few minutes, mostly saying “Uh-huh, that’s fine.” When he hung up, he told Mrs. Thomas, “We’re going to have a visitor. But don’t tell Anthony James.”

Oooh, a mystery. I like mysteries because they’re fun to solve. Then again I don’t like mysteries because I don’t like not knowing what’s going on. So I waited and waited.





A few hours later, the doorbell rang.

The visitor turned out to be Garth Tugwell and his father!

“I really appreciate this,” Mr. Tugwell told the Thomases.

“It was Mrs. Brisbane’s idea. Since Garth can’t have Humphrey at our house right now, she suggested that he could help A. J. take care of him over here.”



Sounds like Mrs. Brisbane. As if I’m trouble to take care of. But Garth had been crying because he couldn’t have me.

So maybe—maybe—she was trying to be nice.

After Mr. Tugwell left, Mr. Thomas called A. J. in.

A. J. ran into the room and practically backed out again when he saw Garth.



“We have a guest,” said Mr. Thomas. “Shake hands, Anthony. Garth is here to help you take care of Humphrey.”

A. J. and Garth reluctantly shook hands.

“How come?” asked A. J.

Garth shrugged his shoulders. “Mrs. Brisbane said to.”

“Well, come on. We’ll clean his cage and get it over with,”

A. J. said.



The boys didn’t talk much while they cleaned the cage. But they started giggling when they cleaned up my potty corner. (I don’t know why that makes everybody giggle.)

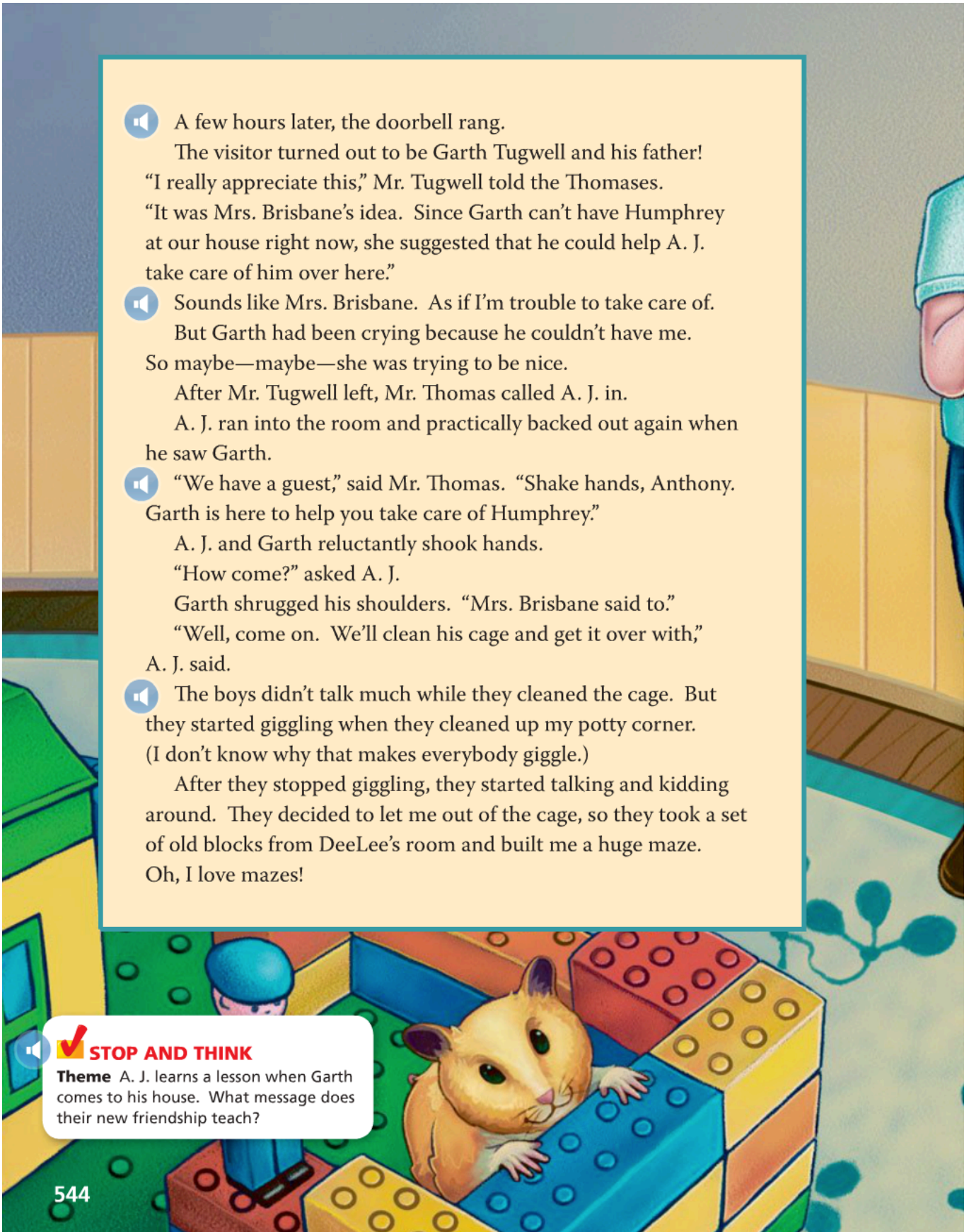
After they stopped giggling, they started talking and kidding around. They decided to let me out of the cage, so they took a set of old blocks from DeeLee’s room and built me a huge maze.

Oh, I love mazes!



STOP AND THINK

Theme A. J. learns a lesson when Garth comes to his house. What message does their new friendship teach?





When we were all tired of that game, A. J. offered to teach Garth to play Crazy Eights and then Ty and DeeLee joined them in a game of Go Fish.

Nobody mentioned the TV. Nobody shot any rubber bands.

Later in the afternoon, the kids were all outside playing football. I was fast asleep until Mrs. Thomas came into the den with a broom and started sweeping. A minute later, Mr. Thomas entered.

“What are you doing, hon?”

“What does it look like? I’m sweeping. You know, all the snacking we do in here makes a real mess on the floor,” she said.

“Beau’s asleep?” her husband asked.

“Uh-huh.”

Mr. Thomas walked over to his wife and took the broom away from her. “Then you sit down and rest a spell, hon. I’ll sweep. Go on, don’t argue.”

Mrs. Thomas smiled and thanked him and sat down on the couch. Mr. Thomas swept all around the outside of the room.

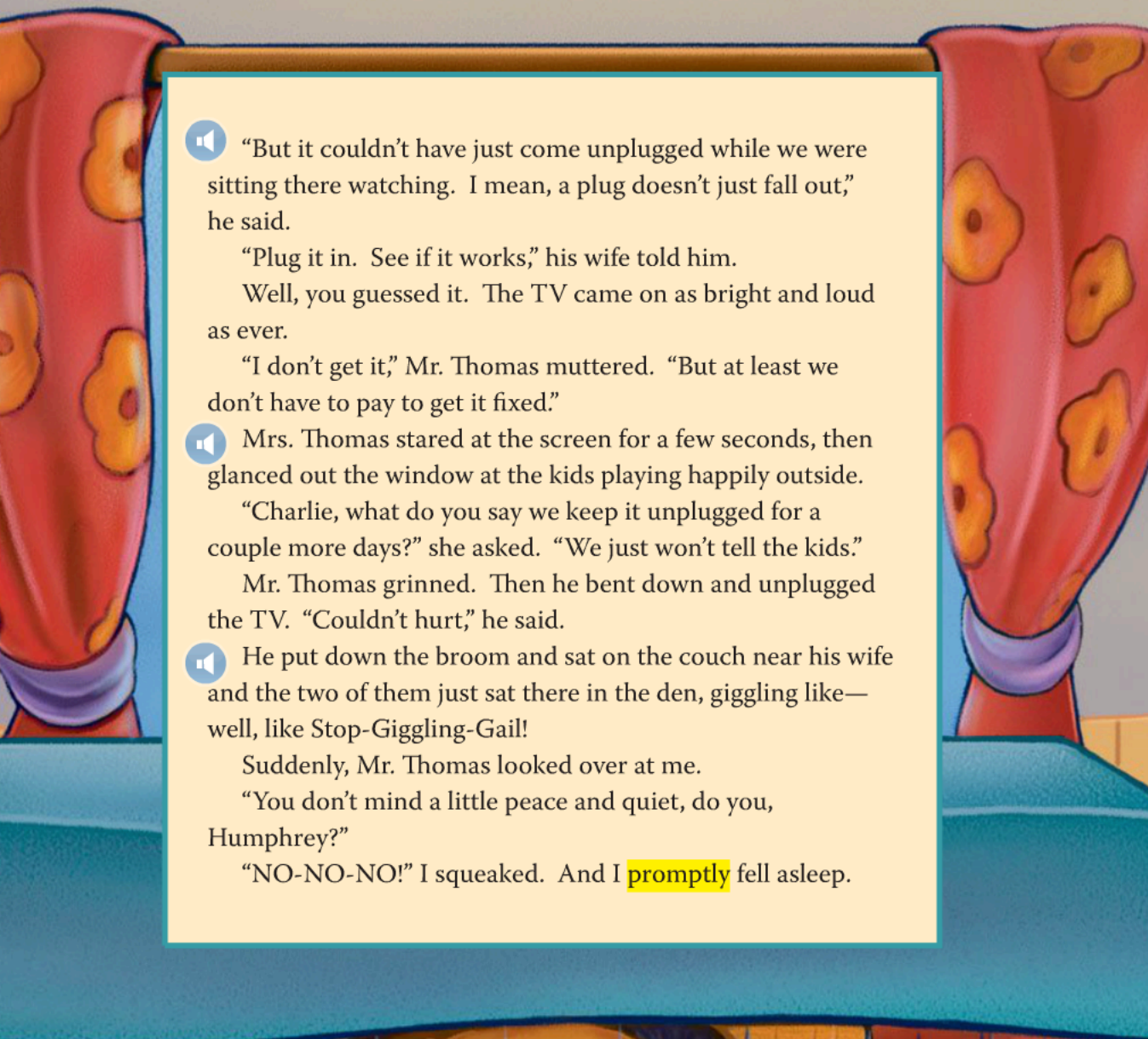
Even behind the TV. Uh-oh.


When he got there, he stopped sweeping and leaned down.

“Well, I’ll be,” he muttered.

“What’s wrong?” asked Mrs. Thomas.

“The TV is unplugged,” he said. “It’s unplugged!” He came out from behind the TV, plug in hand and a very puzzled look on his face.




 “But it couldn’t have just come unplugged while we were sitting there watching. I mean, a plug doesn’t just fall out,” he said.

“Plug it in. See if it works,” his wife told him.


Well, you guessed it. The TV came on as bright and loud as ever.

“I don’t get it,” Mr. Thomas muttered. “But at least we don’t have to pay to get it fixed.”

 Mrs. Thomas stared at the screen for a few seconds, then glanced out the window at the kids playing happily outside.

“Charlie, what do you say we keep it unplugged for a couple more days?” she asked. “We just won’t tell the kids.”

Mr. Thomas grinned. Then he bent down and unplugged the TV. “Couldn’t hurt,” he said.

 He put down the broom and sat on the couch near his wife and the two of them just sat there in the den, giggling like—well, like Stop-Giggling-Gail!

Suddenly, Mr. Thomas looked over at me.

“You don’t mind a little peace and quiet, do you, Humphrey?”

“NO-NO-NO!” I squeaked. And I promptly fell asleep.

Connect to

Social Studies



TARGET VOCABULARY

appreciate	nocturnal
blaring	feats
combination	effort
promptly	suggest
introduce	racket

GENRE

Advertisements, such as these posters, are short announcements designed to grab the attention of the public in order to support an idea or action.

TEXT FOCUS

Persuasive techniques are the types of language and graphics an author uses to convince a reader to think or act in a certain way. How do the language and graphics work together to persuade the reader?

Make the Switch

How many ads do you see on an average day? Chances are you see hundreds of them. They may be on billboards, T-shirts, and buses, in stores and magazines, and, of course, on television.

Ads may be selling a product, a service, or an idea, but they all have one thing in common. Their goal is to influence you. Ads use a **combination** of techniques to do this. Often they **introduce** ideas not just with words but with pictures and colors.

Be aware of the persuasive techniques used in ads. Sometimes ads try to convince you to do things you were not aware of or even things that you didn't want to do at all! On the following pages are two posters for you to study. How do they try to influence your thoughts and behavior?





Don't Just Sit There!

▶ The dim light makes the scene look **nocturnal**, as if the boy stays up late watching TV. The dull colors **suggest** boredom.

▶ The jagged lines suggest the TV is making a **blaring** noise.

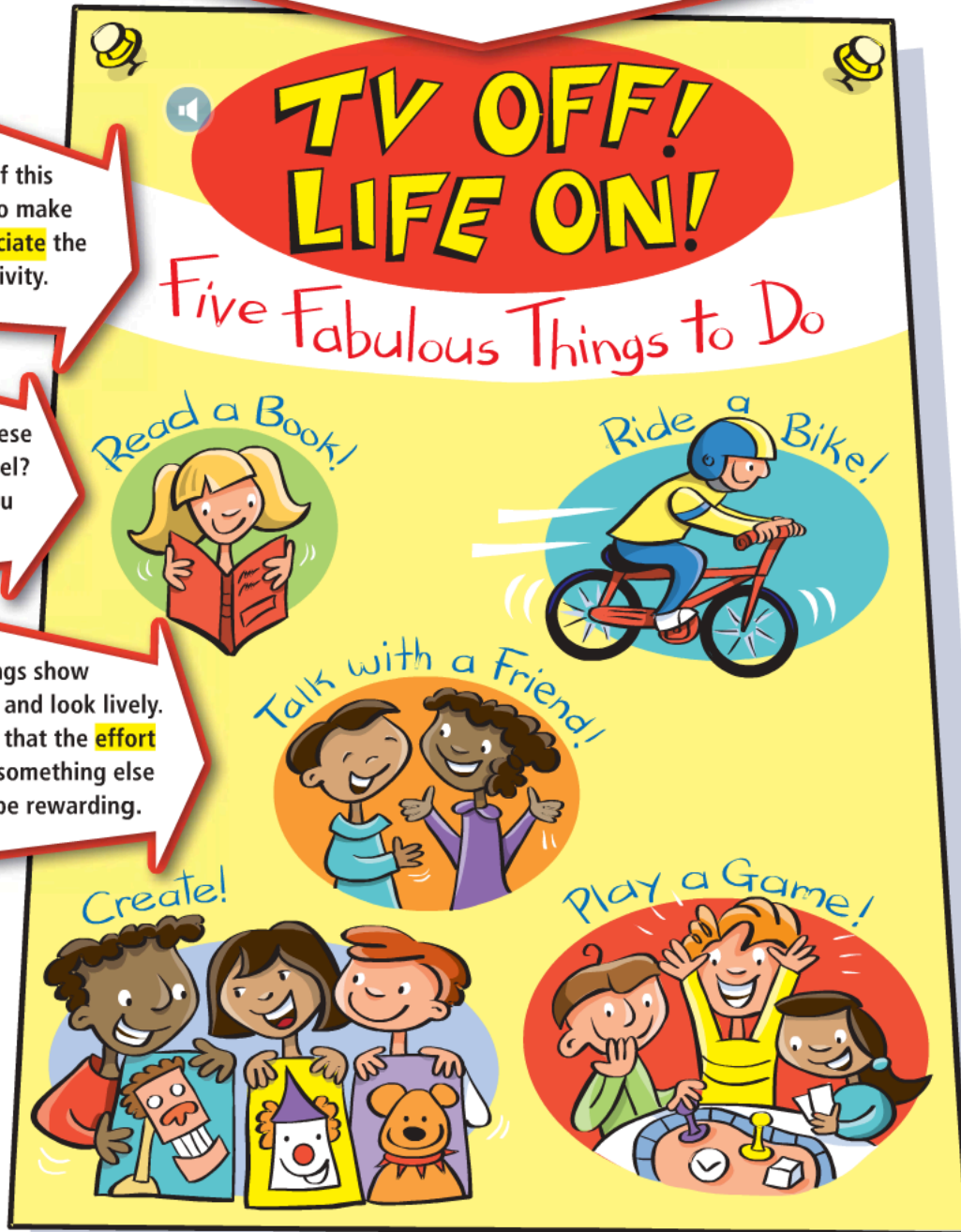
▶ Despite the **racket**, the boy looks bored. How do the different parts of this poster make you think a certain way?

▶ The colors in this poster are very bright. The colors can help turn ordinary activities into great **feats** of adventure.

▶ The goal of this poster is to make you **appreciate** the joys of activity.

▶ How do these children feel? How do you know?

▶ The drawings show movement and look lively. They show that the **effort** of finding something else to do will be rewarding.



▶ These posters want to influence you. They want you to turn off the television and **promptly** find something else to do. What positive and negative effects might they have on the audience?

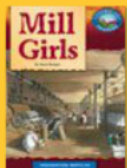
Lesson 22



TARGET VOCABULARY

politics
intelligent
disorderly
approve
polls
legislature
amendment
candidates
informed
denied

Vocabulary
Reader



Context
Cards



Vocabulary in Context

1 **politics**
Politics is the work of government. Running for office and voting are part of politics.



2 **intelligent**
Smart people make **intelligent** decisions when they vote.



3 **disorderly**
Without a set of rules or laws, society might be **disorderly**, or disorganized.



4 **approve**
People who run for office hope voters will like and **approve** of them.



- 🔊 Study each **Context Card**.
- 🔊 Use a dictionary to help you pronounce these words.

5

🔊 **polls**

Voters go to the **polls**, or election locations, to place their votes on Election Day.



6

🔊 **legislature**

A **legislature** is a group of elected officials who make laws.



7

🔊 **amendment**

Only in 1920 did an **amendment** to the Constitution allow all U.S. women to vote.



8

🔊 **candidates**

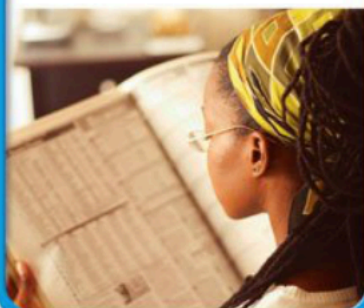
Candidates, or people trying to get elected to office, sometimes have public debates.



9

🔊 **informed**

Informed voters have learned about issues in order to decide how they will vote.



10

🔊 **denied**

People should not be **denied**, or refused, meetings with their elected officials.



Background

TARGET VOCABULARY Women's Lives in the 1800s

Growing up as a girl was much different in the 1800s than it is now. Many people did not **approve** of education for girls. Even after girls grew up, they were **denied** control over much of their lives. Women were citizens, but they were not considered **intelligent** or **informed** enough to make good decisions. **Polls** were closed to them, so women could not vote. They could not become **candidates** themselves either. Some people feared society would become **disorderly** if women entered **politics**. Not until 1920 did the United States adopt an **amendment** to the Constitution, giving all women the right to vote.

Use this timeline to summarize and explain important steps that led to voting rights for women.



1851: Susan B. Anthony and Elizabeth Cady Stanton meet and become leaders in the movement.

1869: The legislature of Wyoming passes a law allowing women to vote. Wyoming becomes the first U.S. territory (and later the first state) to grant this right.

1872: Susan B. Anthony votes in Rochester, New York. She is arrested and fined.

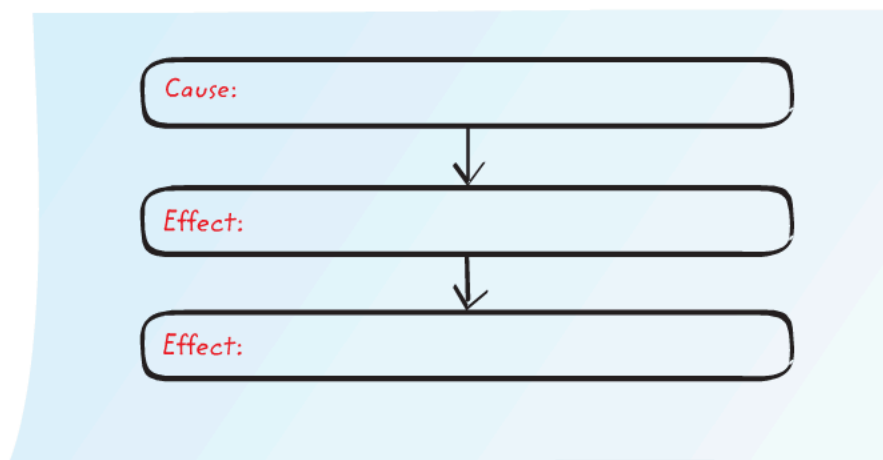
1920: Thirty-six states approve the Nineteenth Amendment, giving all U.S. women the right to vote.



Comprehension

TARGET SKILL Cause and Effect

As you read “I Could Do That!”, note how some events cause, or lead to, other events, or effects. Sometimes several causes have one effect. At other times, one cause may have several effects or start a chain of events. A cause-and-effect relationship may be indicated by a signal word, such as *because*, *so*, or *when*. It could also be implied, or not stated directly in the text. Use a graphic organizer like the one below to show a chain of causes and effects.



TARGET STRATEGY Infer/Predict

When you make inferences, you use text clues to figure out what the author doesn't state directly. As you read, make inferences to help you figure out the cause-and-effect relationship between events in “I Could Do That!”

Main Selection

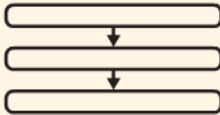


TARGET VOCABULARY

politics	legislature
intelligent	amendment
disorderly	candidates
approve	informed
polls	denied

TARGET SKILL

Cause and Effect Tell how events are related and how one event causes another.



TARGET STRATEGY

Infer/Predict Use text clues to figure out what isn't directly stated by the author.

GENRE

Biography tells about events in a person's life, written by another person.

Set a Purpose Before reading, set a purpose based on the genre and what you want to find out.

MEET THE AUTHOR

Linda Arms White



Linda Arms White grew up in the wide open spaces of Wyoming, which is also known as the “Equality State.” When she was a child, she heard inspiring stories about Esther Morris. As an adult, Linda began writing the day her youngest child was old enough to start school. Now her children are grown, and she has published many books for both children and adults, including *Too Many Pumpkins* and *Comes a Wind*.

MEET THE ILLUSTRATOR

Nancy Carpenter

Nancy Carpenter got her start in children's books when she handed in a cover drawing and the publisher spilled something on it. “So,” she says, “I redid the job for free.” The publisher soon gave her a whole book to illustrate. Ten more followed. She is the illustrator of *Apples to Oregon*, *Fannie in the Kitchen*, and *Abe Lincoln: The Boy Who Loved Books*.

I Could Do That!

ESTHER MORRIS

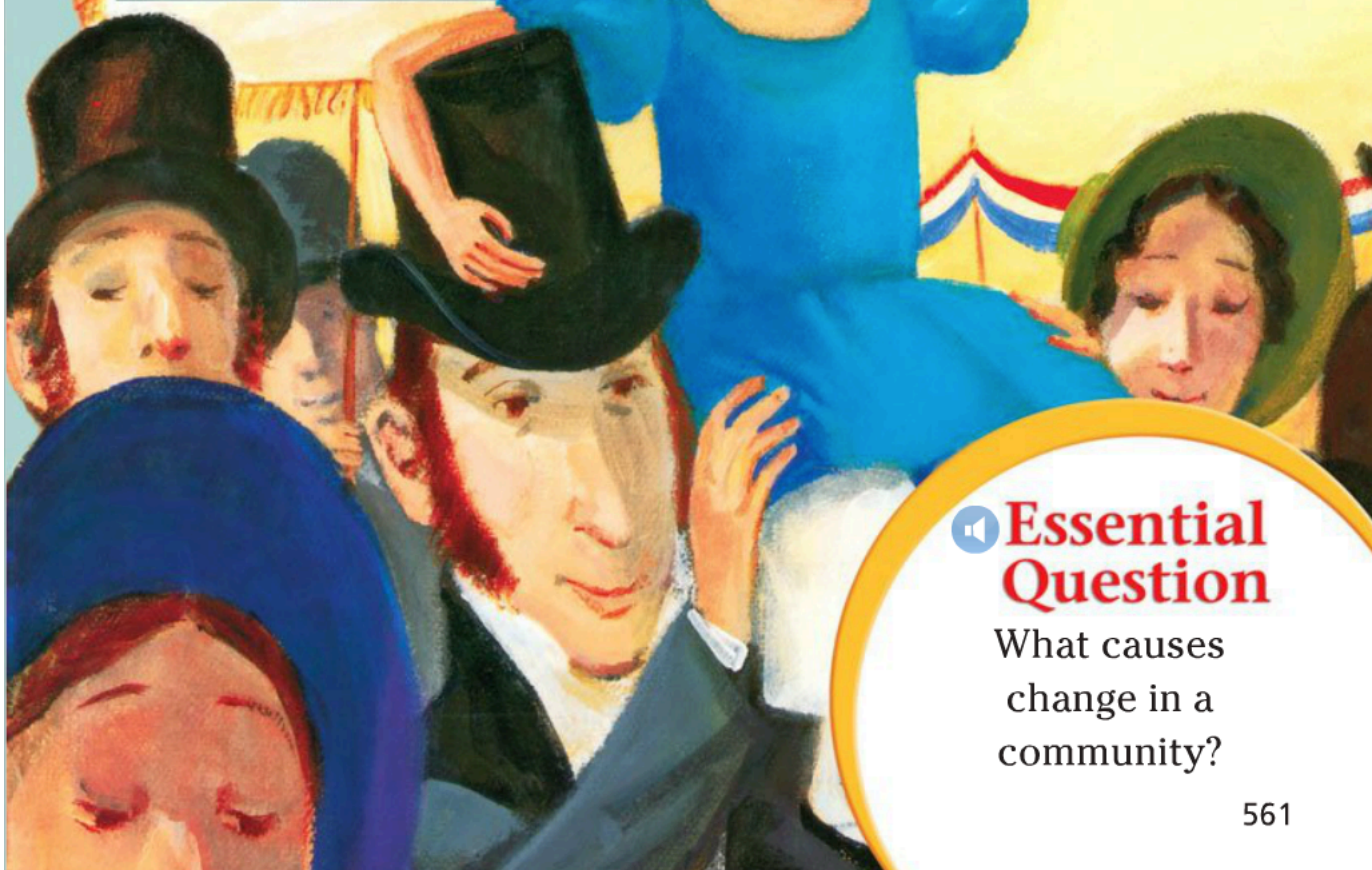
◆◆◆◆ Gets ◆◆◆◆

**WOMEN
the Vote**

Linda Arms White

PICTURES BY

Nancy Carpenter



Essential Question

What causes change in a community?



In 1820, six-year-old Esther McQuigg studied her mother making tea. “I could do that,” she said.

“Make tea?” asked Mama. “The older girls do that.”

“But I want to learn,” said Esther, and she did. She pumped water into the kettle and set it on the woodstove to boil. She scooped tea leaves into the teapot, then poured steaming water over them. Esther strained the tea into cups, one for her mother, one for herself.

As they sat near the window of their New York house, Esther saw men riding by in their best suits, some carrying flags.

- “Where are those men going, Mama?” asked Esther.
“They are going to vote for the next president of the United States,” Mama said.
“Will Papa vote?”
“Yes, Papa always votes.”
“Will you vote, Mama?”
“No, dear, only men can vote.”

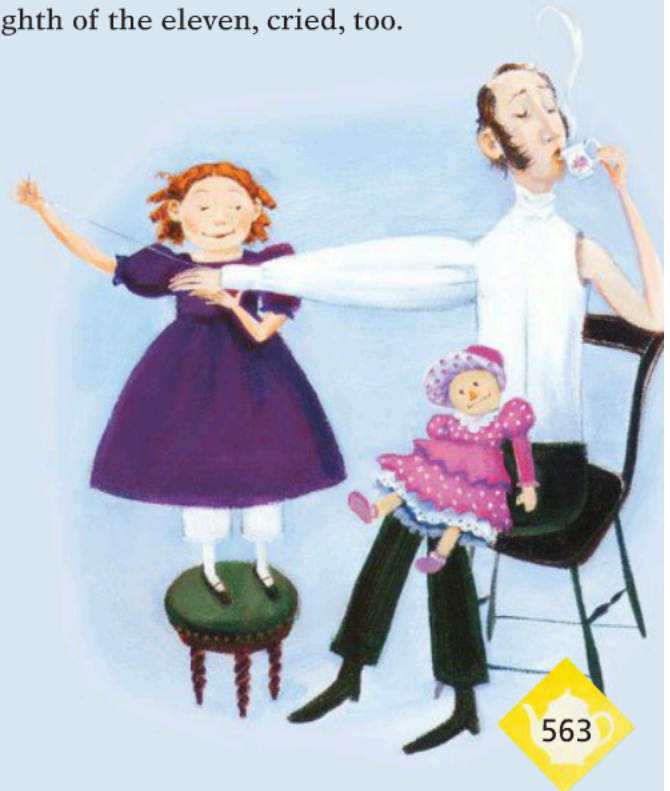
When Esther was eight, she watched her mother sew a fine seam. The needle pulled thread in and out, in and out, tracking tiny, even stitches across the fabric. Esther felt her hands mimicking her mother’s. “I could do that,” she said. And she did.

- She made clothes for her doll from scraps, and when her stitches became neat and straight, she sewed a shirt for Papa.

When Esther was eleven, her mother died, and for the first time she saw her father cry. He gathered his eleven children together. “I don’t know what we’ll do without your mama,” he said. “I’m depending on each of you to be brave and to take care of one another.” Esther, eighth of the eleven, cried, too. But then she said, “I can do that, Papa.” And she did.

- When Esther was nineteen, six feet tall, and on her own, she earned a living making dresses with leg-of-mutton sleeves for society ladies.

When the ladies wanted hats to match the dresses, Esther designed and made those, too. Soon, she thought of opening a millinery shop.




“You are much too young to run a business,” she was told.

“I don’t see why” was Esther’s reply, and with that, she opened a hat shop in Owego, New York.

Esther started attending abolitionist meetings at her church. But a throng of people who believed in the right to own slaves threatened to stop the meetings even if they had to tear down the Baptist church where they were held.

“You can’t do that,” Esther said. “I’ll stop anyone who tries.”




 When Esther was twenty-eight, she married Artemus Slack and, a few years later, had a son they called Archy.

But when Artemus died in an accident, Esther made a big decision. “I’m moving to Illinois,” she told her friends. “I’ll claim the land Artemus owned there and raise our son.”

“You can’t do that!” her friends cried. “Illinois is the very edge of civilization. It’s full of dangerous people and wild animals.”

“Yes,” she said, “I can.” And that was that.

In Illinois, she fought long and hard to claim Artemus’s land, but was **denied** her inheritance because she was female. So Esther opened another hat shop.

 Esther met and married John Morris, a merchant and immigrant from Poland, and in 1851 she gave birth to twin boys, Edward and Robert.


But John had a hard time making a living. So while Esther raised the children, cooked the meals, and washed the clothes, she helped earn the money, too.

When Esther was forty-six, she went with John to the presidential election **polls** and watched through the window while he voted.

“You know,” she told him when he came out, “I could do that.”

“**Politics** is the business of men, my dear,” he said.

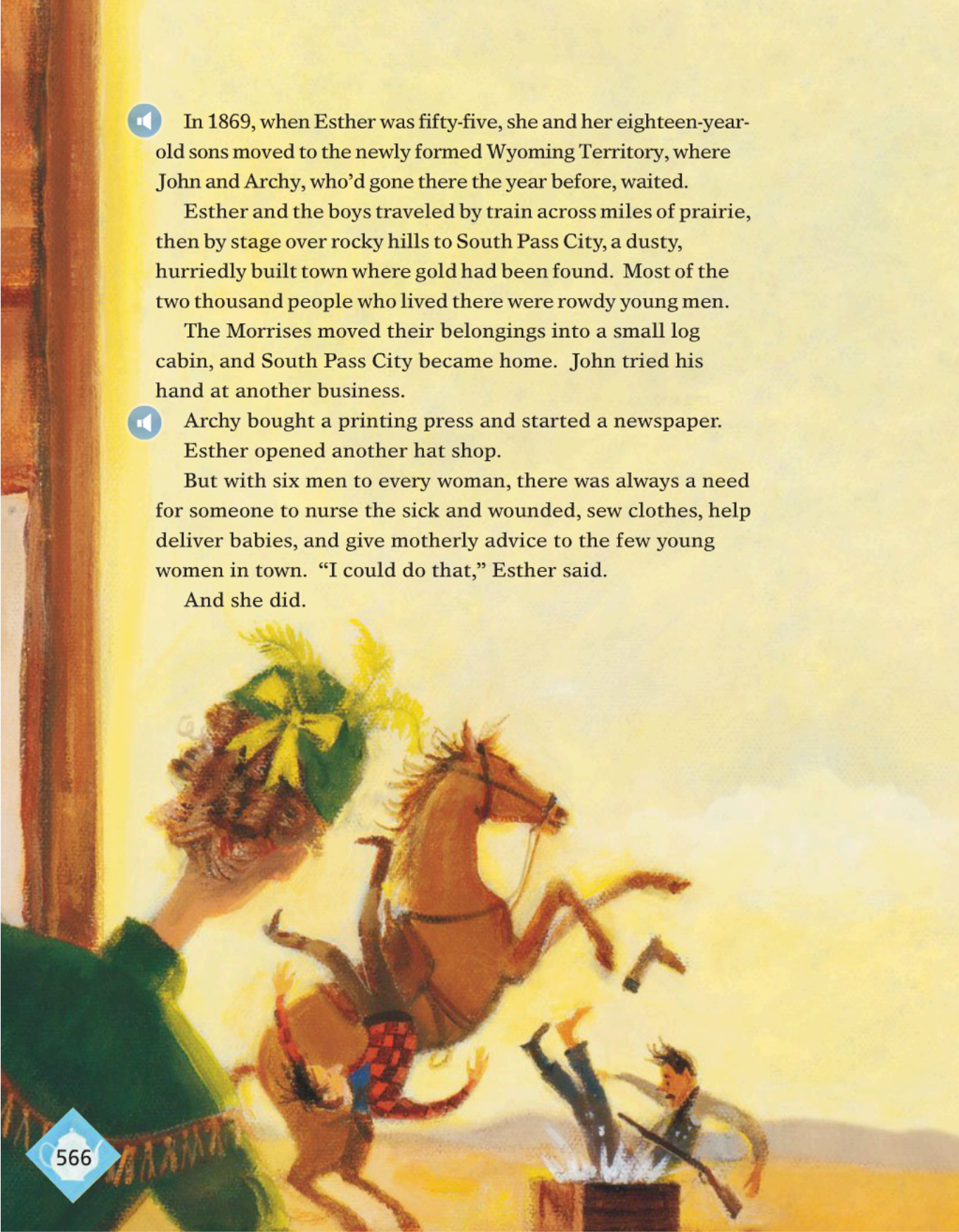
“Humph,” said Esther. “It’s our country, too.”


 When war broke out between the Northern and Southern states, Esther was proud that Archy joined the victorious fight of the North to end slavery. Soon after, an **amendment** to the Constitution granted African American men all rights of citizenship, including the right to vote.

When Esther heard Susan B. Anthony speaking out about women’s rights, Esther began to hope that someday women might vote, too.

 **STOP AND THINK**


Author’s Craft “Making a living” is one example of an **idiom**. It means something different than the meaning of the words put together. Find other idioms throughout this selection.



 In 1869, when Esther was fifty-five, she and her eighteen-year-old sons moved to the newly formed Wyoming Territory, where John and Archy, who'd gone there the year before, waited.

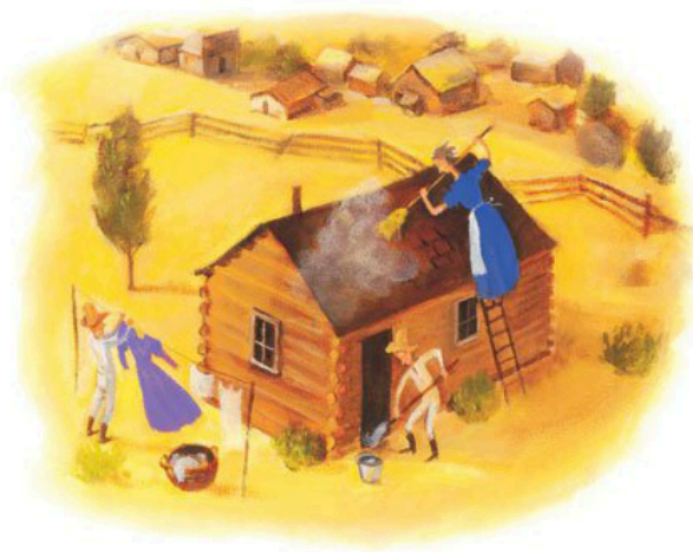
Esther and the boys traveled by train across miles of prairie, then by stage over rocky hills to South Pass City, a dusty, hurriedly built town where gold had been found. Most of the two thousand people who lived there were rowdy young men.

The Morrises moved their belongings into a small log cabin, and South Pass City became home. John tried his hand at another business.

 Archy bought a printing press and started a newspaper. Esther opened another hat shop.

But with six men to every woman, there was always a need for someone to nurse the sick and wounded, sew clothes, help deliver babies, and give motherly advice to the few young women in town. "I could do that," Esther said.

And she did.



One day, Esther read a proclamation tacked to a wall: ALL MALE CITIZENS 21 AND OLDER ARE CALLED TO VOTE IN THE FIRST TERRITORIAL ELECTIONS. Esther looked around at the **disorderly** young men.

“It’s time I did that,” she said.

When Esther’s sons watched her march toward home, they knew it was more likely that things were about to change than that things would stay the same.

Esther invited the two men running for the territorial **legislature** to her house to speak to the citizens. Then she sent out invitations to the most influential people in the territory: “Come for tea, and talk to the **candidates**.”

She scrubbed her tiny home from top to bottom, washed the curtains, and ironed her best dress.

When the candidates and guests arrived, Esther served them tea. “One thing I like about Wyoming,” she said, “is how everyone is important. It takes all of us to run the town, women as well as men.”

“Yes,” her guests agreed.

“And it’s a place where people aren’t afraid to try new things.”

Her guests agreed again.

STOP AND THINK

Infer/Predict On page 567, why does Esther begin the meeting by serving tea and talking about the people of Wyoming? How do you know?

Esther smiled. She turned to the candidates. “Then, would you, if elected, introduce a bill in the legislature that would allow women to vote?”

Suddenly, in that tiny room full of people, not a sound was heard.

Finally, Colonel William Bright spoke. “Mrs. Morris, my wife would like to vote, too. She is **intelligent** and well educated. Truth be told, she would be a more **informed** voter than I. If I am elected, I will introduce that bill.”

Not wanting to be outdone, the other candidate, Herman Nickerson, also agreed.

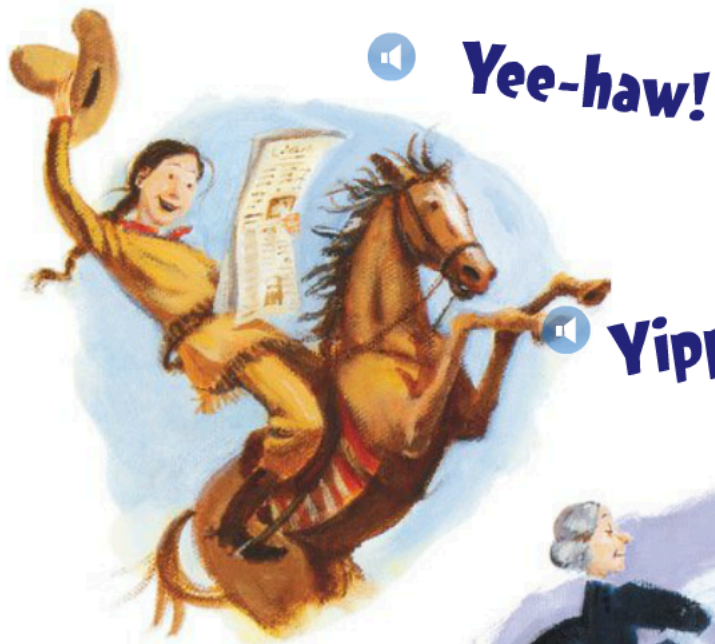
Applause broke out in that tiny cabin, and Esther dropped to her chair. “Thank you,” she said.

People warned her that once the bill was introduced, the men of the legislature would have to **approve** it. And the governor would have to sign it. This had never happened anywhere. Why did she think it could happen here?

But Esther had seen that things that were not likely to happen, happened every day. She wrote letters and visited legislators to make sure this bill would happen, too.

And it did. On December 10, 1869, Governor John Campbell signed this bill into law! **WYOMING WOMEN GOT THE VOTE!**





🔊 **Yee-haw!**

🔊 **Yippee!**



🔊 **Hurrah!**
Hurrah!



🔊 Women across the country rejoiced for the women of Wyoming.

But some people didn't like it. Only eight days later, Judge James Stillman, the county's justice of the peace, turned in his resignation. He refused to administer justice in a place where women helped make the laws.

Word went out that a new justice of the peace was needed.

Esther's boys turned to her. "Mama, you could do that," they said.

And so she applied.

🔊 Archy, then clerk of the court, proudly swore his mother in, making Judge Esther Morris the first woman in the country to hold public office.

But Judge Stillman refused to turn over the official court docket to Esther.

“Never mind,” she said. “Archy, will you please go to the Mercantile and buy me a ledger? I’ll start my own docket.”

And, of course, she did.

🔊 On September 6, 1870, one year after her tea party, Judge Esther Morris put on her best dress and walked with her husband, John, and her sons down the dusty street to the polling place. She would be one of a thousand Wyoming women voting that day, the first ever given that right permanently by any governing body in the United States.

As they walked, John, who still didn’t think women should vote, tried to coach her on which candidates and issues to vote for.

Esther held up her hand.

“I can do this,” she said.

And she did.

🔊 **STOP AND THINK**
Cause and Effect What events cause Esther Morris to become the first woman in the country to hold public office? What might have happened to her next?



Lesson 23



TARGET VOCABULARY

resources
dense
evaporate
shallow
moisture
civilized
continent
opportunities
customs
independent

Vocabulary
Reader



Context
Cards



Vocabulary in Context

1 resources

Trees and forests are among the earth's valuable **resources**, or supplies.



2 dense

Roots grow from a banyan tree's branches like a thick, **dense** forest.



3 evaporate

The broad leaves of some trees let water **evaporate** easily into the air.



4 shallow

Some trees have **shallow** roots. The roots don't go deep into the ground.



- 🔊 ● Study each **Context Card**.
- Use context clues to determine the meanings of these words.

5 🔊 **moisture**

Over half the world's species live in rain forests, helped by the **moisture**, or wetness.



6 🔊 **civilized**

Most **civilized**, or advanced, cities set aside places for trees to grow.



7 🔊 **continent**

The **continent** of North America has the world's tallest trees, coast redwoods.



8 🔊 **opportunities**

A forest offers many **opportunities**, or chances, for a career or volunteer work.



9 🔊 **customs**

Some human **customs**, such as the practice of clearing trees, are ruining many forests.




10 🔊 **independent**


People cannot be **independent** from trees. We need the oxygen trees provide.



Background

  **TARGET VOCABULARY** **Does Time Rush or Creep?** What can you do in an hour? You might grab several **opportunities** to e-mail friends or finish a list of chores in that time. Now think about **shallow** drops of **moisture** in a sink. In one hour you probably won't see them change, yet they might **evaporate** by the next day.

The history of **civilized** humankind might seem to change more quickly than the history of the natural world. Sometimes they seem to be completely **independent** histories. Over hundreds of years, people's **customs** clearly change, while natural **resources** such as a **dense** forest or the landmass of a **continent** might seem not to change at all. Yet they do.

 In one hour you might not see a flower bud move, yet in a day or two it's in full bloom.



Comprehension

TARGET SKILL **Text and Graphic Features**

As you read “The Ever-Living Tree,” notice the text and graphic features in the selection. These features include icons, timelines, maps, diagrams, and italic type. How do they help you understand the text? How do they help you locate information? Make a graphic organizer like this one to record the selection’s text and graphic features and their purposes.

<i>Text or Graphic Feature</i>	<i>Page Number</i>	<i>Purpose</i>
.	.	.
.	.	.
.	.	.

TARGET STRATEGY **Monitor/Clarify**

“The Ever-Living Tree” covers a number of centuries and switches between natural and human history. Use your graphic organizer to help you monitor your comprehension of the events and the passage of time in the selection.

Main Selection



TARGET VOCABULARY

resources	civilized
dense	continent
evaporate	opportunities
shallow	customs
moisture	independent

TARGET SKILL

Text and Graphic Features

Examine how text features help you understand and locate information.

TARGET STRATEGY

Monitor/Clarify Notice what is confusing as you read. Find ways to understand it.

GENRE

Informational text gives facts and examples about a topic.

MEET THE AUTHOR

Linda Vieira



Linda Vieira uses writing as a way to understand something. She “prewrites” in her head at dawn each morning while walking the dog. What if she can’t begin writing immediately? “I trust myself and let the thinking happen for as long as it takes before starting,” says Vieira.

MEET THE ILLUSTRATOR

Christopher Canyon



Can only talented people become artists? This illustrator says no. He believes working hard at your art is much more important. “Some people are naturally talented, but even if you are not, you should *never give up* on the things that you love or the dreams that you have.”



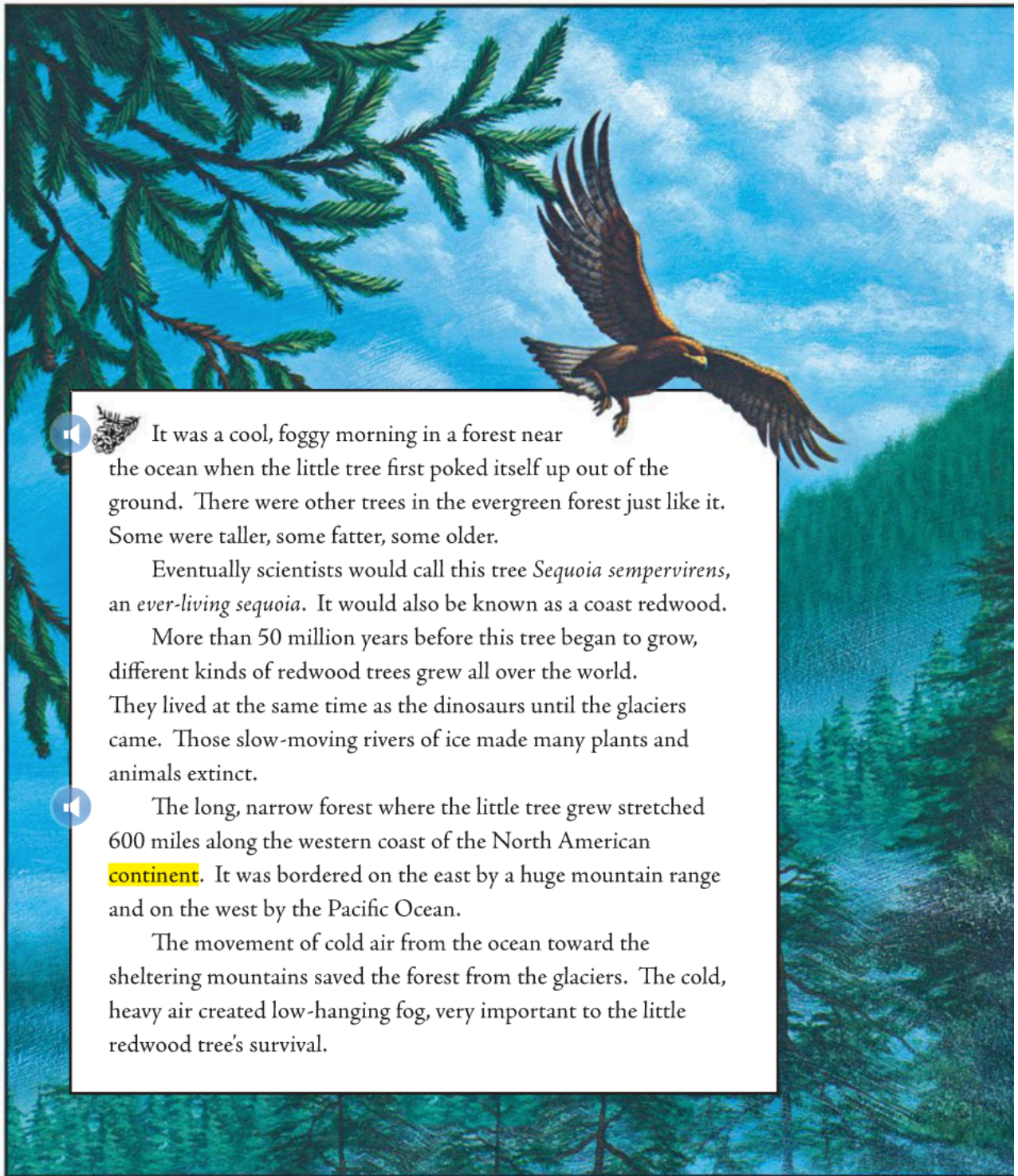
The Ever-Living Tree

The Life and Times of a Coast Redwood

by Linda Vieira
illustrated by Christopher Canyon

Essential Question

How do forests
and trees show
change?



It was a cool, foggy morning in a forest near the ocean when the little tree first poked itself up out of the ground. There were other trees in the evergreen forest just like it. Some were taller, some fatter, some older.

Eventually scientists would call this tree *Sequoia sempervirens*, an *ever-living sequoia*. It would also be known as a coast redwood.

More than 50 million years before this tree began to grow, different kinds of redwood trees grew all over the world. They lived at the same time as the dinosaurs until the glaciers came. Those slow-moving rivers of ice made many plants and animals extinct.



The long, narrow forest where the little tree grew stretched 600 miles along the western coast of the North American **continent**. It was bordered on the east by a huge mountain range and on the west by the Pacific Ocean.

The movement of cold air from the ocean toward the sheltering mountains saved the forest from the glaciers. The cold, heavy air created low-hanging fog, very important to the little redwood tree's survival.





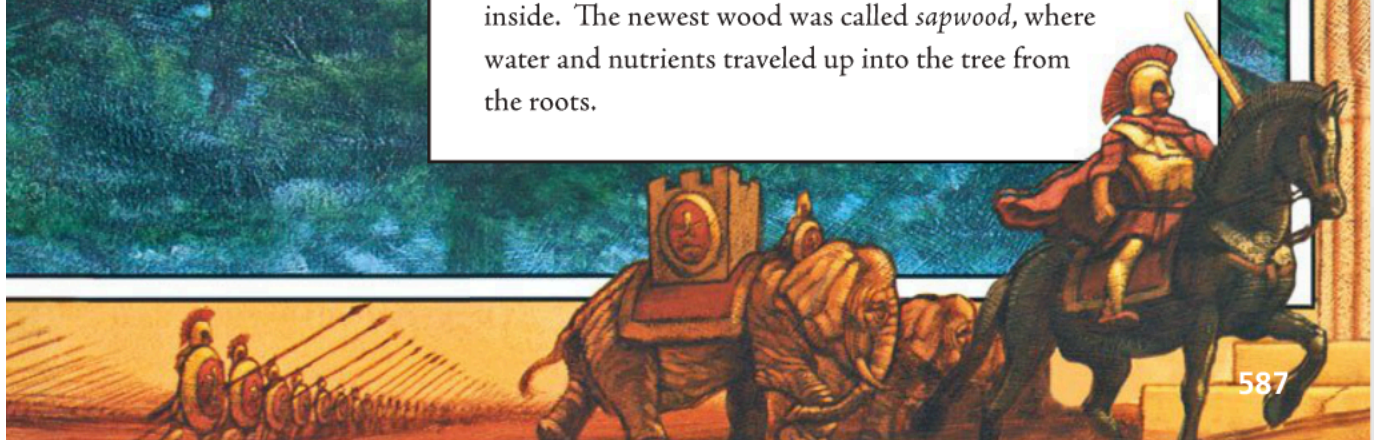
Halfway around the world Alexander the Great of Macedonia perfected the use of catapults in battle and became one of history's greatest generals. Using elephants as beasts of burden, he led his conquering army through Greece to India, and over much of the **civilized** world. Inspired by his teacher, Aristotle, he spread the ideals of Greek civilization throughout Europe and Asia.

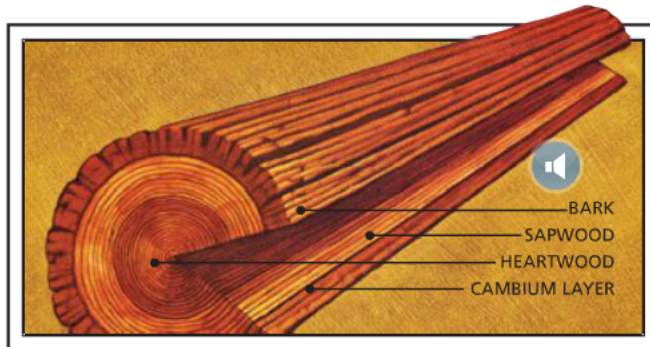




On the other side of the world, the little tree kept growing bigger.

Time passed and the new tree grew quickly. It spread its **shallow** roots far out under the floor of the forest. Its bark grew thicker. Like an outer skin, it protected the living part of the tree, a thin circle of cells under the bark called the *cambium*.



Every year the cambium added a layer of bark toward the outside of the tree and a layer of new wood to the inside. The newest wood was called *sapwood*, where water and nutrients traveled up into the tree from the roots.

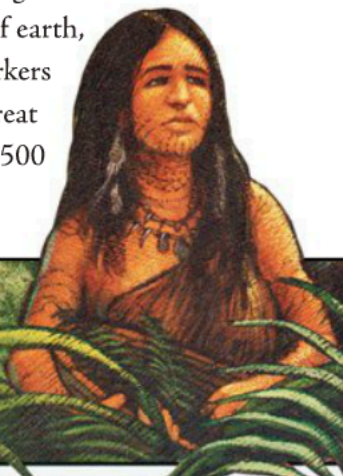




  The cambium added more and more rings of sapwood to the inside of the tree closest to its bark. The older sapwood became the heartwood of the tree. Its fibrous chambers, clogged with wastes, were no longer used to carry food and water, but the tree still needed the heartwood to help it stand straight and tall.

Time went on. Dozens of trapping spiders looked for spaces up and down the thick, uneven bark of the tree. They stretched their webs wherever they could. The outside of the tree looked like an apartment house for spiders. The webs didn't hurt the tree at all. It just kept growing.

  Across the ocean in China, men began building a great stone wall along their borders for protection against their enemies. Built entirely by hand of earth, brick, and stone, it took millions of workers hundreds of years to complete. The Great Wall eventually stretched more than 1,500 miles across mountains and valleys.





Thousands of miles to the east, the little redwood tree grew and grew.

The cold morning air was heavy with **moisture**, but soon the sun found its way through the thick trees to the forest floor. The air became warmer and the moisture began to **evaporate**. The warmed air rose as it lost moisture and became lighter. The air currents gently pushed insects higher and higher. Some were trapped by the waiting webs along the bark.



A small group of native women came into the forest to collect acorns, pine nuts, ferns, and other plants beneath the tree. They belonged to a peaceful Native American tribe called *Ohlone* (oh LOH nee).

Although they gathered what they needed from the redwood forest, the natives did not live there. They considered the forest a sacred place, with its giant trees and ferocious grizzly bears. They did their gathering quickly and left, thanking the Great Spirit for such a bounty.



STOP AND THINK

Monitor/Clarify What role does cambium play in the development of the tree? Reread pages 587–588 if necessary.



A woodpecker landed on the tree, pecking a small hole into the thick bark. It ate the tiny insects living there.

A gray squirrel ran up the tree and hid an acorn in the hole left by the woodpecker. The squirrel hid lots of acorns that year. Later it forgot all about the one hidden in the woodpecker hole.

Years went by, and the cambium of the tree grew new bark over the hole. The little acorn was completely closed up inside the bark, and the tree kept on growing.



Time went on. Augustus Caesar became the first emperor of Rome, marking the start of the powerful Roman Empire. The Roman Empire ruled many lands until the late fifth century.



STOP AND THINK

Text and Graphic Features How do the timelines at the top of the page and the icons work together to help you understand the text?



The tree was over 300 years old by then, still young for an ever-living sequoia. It stood almost 200 feet tall and measured about 20 feet around its base.

One day there was a big fire in the forest and many trees burned. Flames ate into the redwood tree near the ground. Fire-resistant elements in the heartwood finally stopped the fire, leaving a low, hollowed-out cave inside.

The cambium of the tree was not hurt badly by the fire. It continued to grow new bark around the opening of the cave. Over many years, the new bark almost closed up the opening, while the inside stayed hollow. The tree grew on and on.

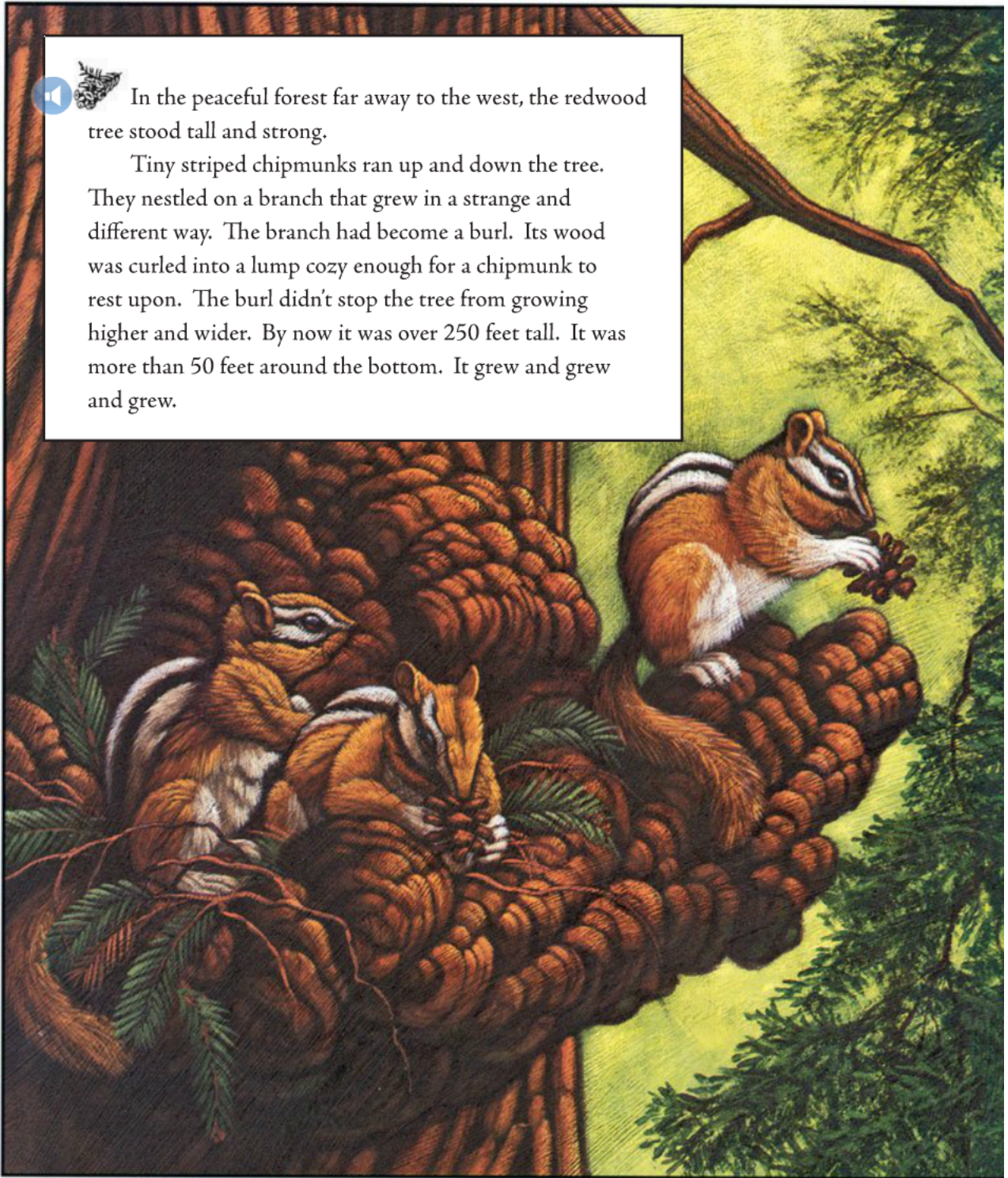


Almost nine thousand miles southeast of the forest lay the continent of Africa. In a grassy savanna at the edge of the vast Sahara desert, the kingdom of Kanem flourished as a major commercial center. Caravans brought metalware, horses, and salt from North Africa and Europe to trade there for ivory and kola nuts from the south.



In the peaceful forest far away to the west, the redwood tree stood tall and strong.

Tiny striped chipmunks ran up and down the tree. They nestled on a branch that grew in a strange and different way. The branch had become a burl. Its wood was curled into a lump cozy enough for a chipmunk to rest upon. The burl didn't stop the tree from growing higher and wider. By now it was over 250 feet tall. It was more than 50 feet around the bottom. It grew and grew and grew.





A trader named Marco Polo traveled with his father and uncle from Europe to China. They were the first outsiders ever to be welcomed in China. They found gold, jewels, silks, and spices never before seen by Europeans.

When they returned home, Marco Polo described the advanced **customs** they had found in China—a postal system, paper money, and the use of coal as fuel.



The redwood tree grew taller and thicker. Its new rings of wood grew closer together like pages of a book. Its bark was almost a foot thick. Its twisted roots sent root crown sprouts up through the ground, encircling the tree in a fairy circle.

Another, smaller fire swept through the forest, clearing away loose brush from around the tree. **Dense** fibers in the tree snuffed out the flames again before there was any damage.

Redwood cones fell from the tree's high branches. Many burst open when they landed, and some of their tiny seeds sprouted into new trees.



STOP AND THINK

Author's Craft Authors use **similes** to compare two unlike things, using *like* or *as*. For example, in the sentence "The surface of the water looked as smooth as glass," *as smooth as glass* is a simile. Find another example of simile on this page.



An Italian explorer named Christopher Columbus wanted to find a new route to China. Inspired by the explorations of Marco Polo, he persuaded the queen of Spain to finance his voyage through uncharted seas to the west. Although Columbus did not reach China, he landed at the southeastern part of North America and called it the New World.



The redwood tree was almost 3,000 miles away from where Columbus landed, still growing in its sheltered forest far to the west.

Deer walked the trails of the forest and found hidden areas to protect them from their enemies while they grazed on the lush vegetation.

Gray foxes lived in the forest, too. Some of their babies were born inside the tree's sheltered cave.

Birds nested in the topmost branches of the tallest, oldest trees. Mammals, birds, insects, and reptiles lived together, replenishing their species every year according to a natural balance.





1620



1776



On the northeastern coast of North America, a small ship called the *Mayflower* brought a group of pilgrims to the New World. Many of them had been oppressed, and dreamed of a land where freedom of religion would prevail. The pilgrims struggled to live through their first terrible winter in the New World.

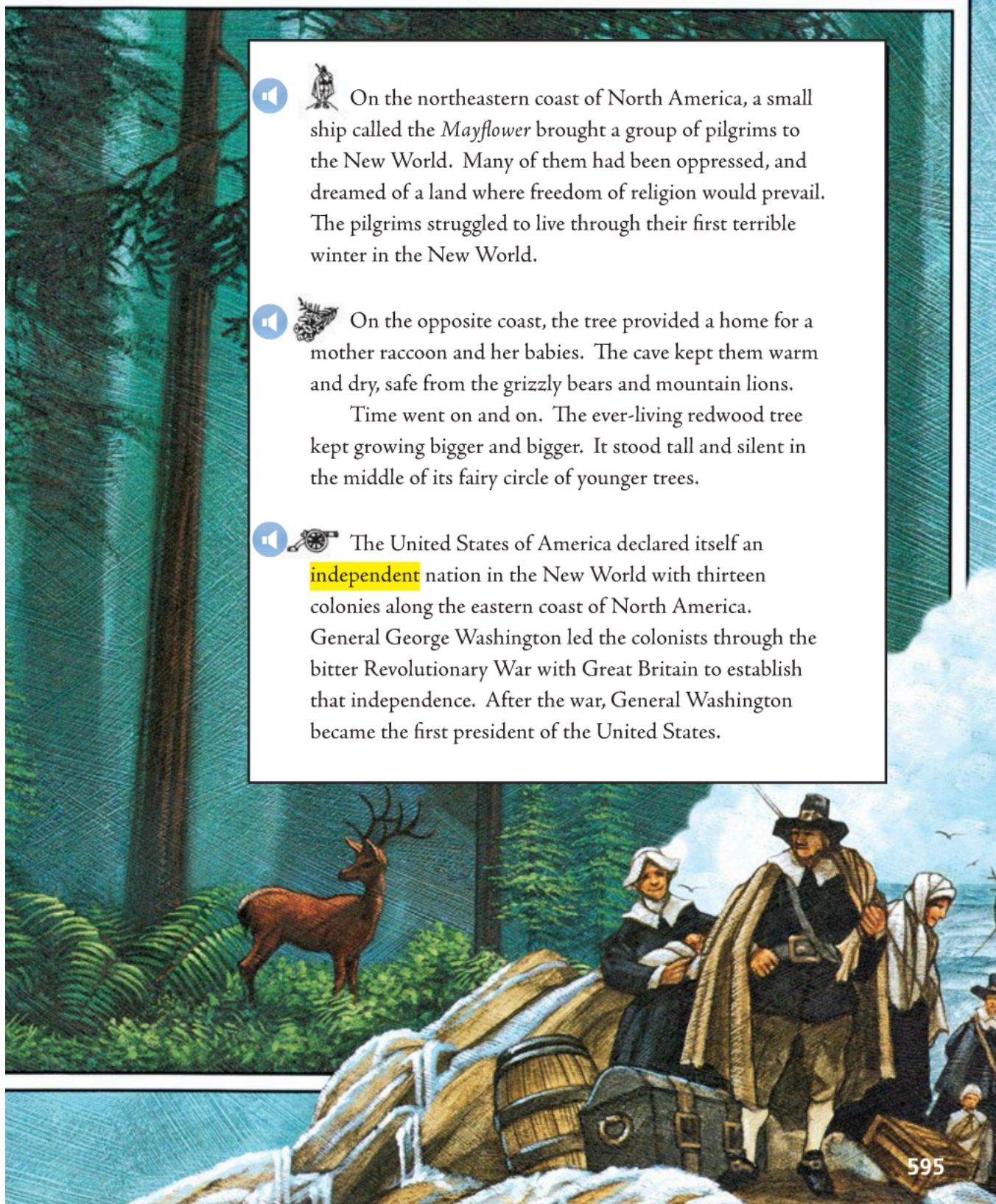


On the opposite coast, the tree provided a home for a mother raccoon and her babies. The cave kept them warm and dry, safe from the grizzly bears and mountain lions.

Time went on and on. The ever-living redwood tree kept growing bigger and bigger. It stood tall and silent in the middle of its fairy circle of younger trees.



The United States of America declared itself an **independent** nation in the New World with thirteen colonies along the eastern coast of North America. General George Washington led the colonists through the bitter Revolutionary War with Great Britain to establish that independence. After the war, General Washington became the first president of the United States.





The giant redwood tree was now more than 300 feet tall—one of the tallest living things on the face of the earth.

One day there was a terrible storm in the forest. Wind and rain lashed at the trees. Claps of thunder made the animals run and hide. A flashing bolt of lightning struck the base of the tree at its weakest part, near the cave. The tree fell over on its side with a tremendous crash. Its huge trunk broke into pieces when it hit the ground.



Gold was discovered in the western territories of North America. Thousands of people crossed the continent in horse-drawn wagons, dreaming of riches and new **opportunities**.

Boom towns and cities grew quickly. Hunters, loggers, tanners, and miners exploited the **resources** of the land. Soon a railroad reached across the continent from coast to coast. Trains carried settlers to places near the redwood forest, where the vigorous roots of the fallen tree kept growing.



1620



1776



1869



1969

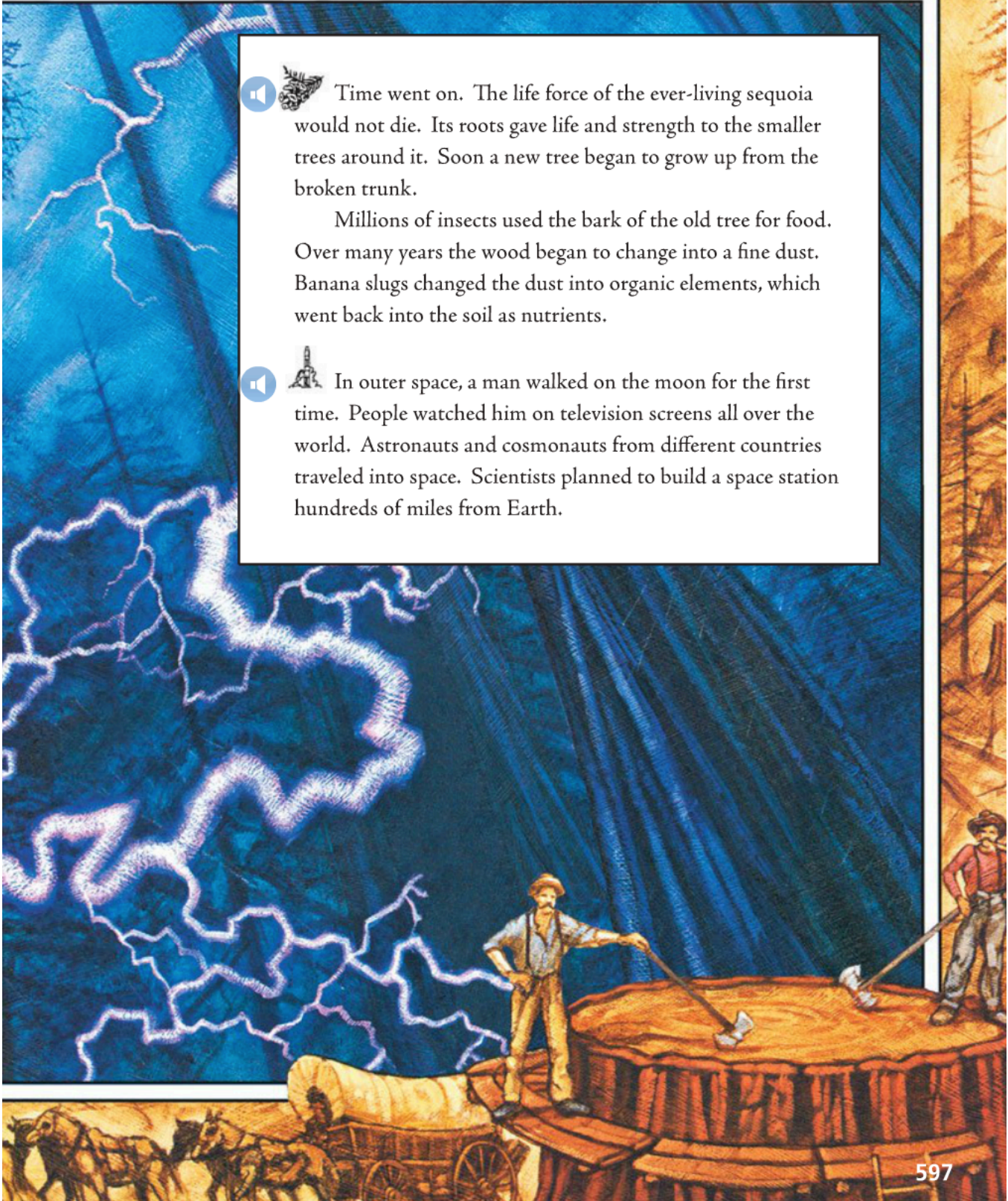


Time went on. The life force of the ever-living sequoia would not die. Its roots gave life and strength to the smaller trees around it. Soon a new tree began to grow up from the broken trunk.

Millions of insects used the bark of the old tree for food. Over many years the wood began to change into a fine dust. Banana slugs changed the dust into organic elements, which went back into the soil as nutrients.



In outer space, a man walked on the moon for the first time. People watched him on television screens all over the world. Astronauts and cosmonauts from different countries traveled into space. Scientists planned to build a space station hundreds of miles from Earth.

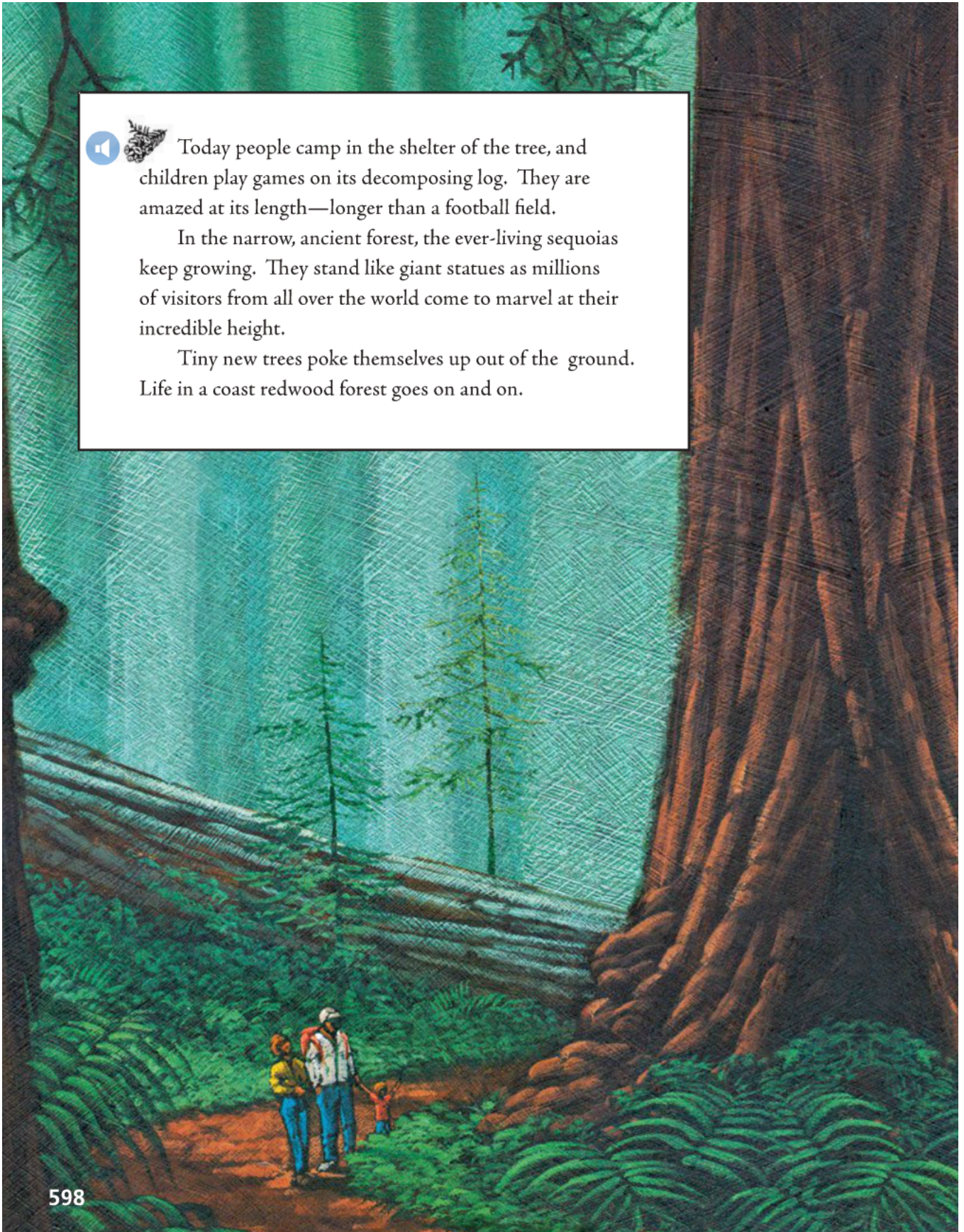




Today people camp in the shelter of the tree, and children play games on its decomposing log. They are amazed at its length—longer than a football field.

In the narrow, ancient forest, the ever-living sequoias keep growing. They stand like giant statues as millions of visitors from all over the world come to marvel at their incredible height.

Tiny new trees poke themselves up out of the ground. Life in a coast redwood forest goes on and on.



Connect to
Poetry



TARGET VOCABULARY

resources	civilized
dense	continent
evaporate	opportunities
shallow	customs
moisture	independent

GENRE

Poetry uses the sound and rhythm of words to suggest images and express feelings.

TEXT FOCUS

Narrative poetry focuses on telling a story, often about a particular event. Narrative poetry is broken into lines, and a section of lines is called a **stanza**. As you read each poem, note how each stanza relates to the meaning of the entire poem.

Towering Trees

The poems you will read next are about people and trees. “Ancestors of Tomorrow” compares children to growing trees, while “First Recorded 6,000-Year-Old Tree in America” and “Giant Sequoias” describe the majesty of towering trees.

Ancestors of Tomorrow

children are
the blooming
branches of trees

one day their seeds
will become
the roots

of other trees
bearing their own
blooming branches

by Francisco X. Alarcón

Humboldt Redwoods State Park

First Recorded 6,000-Year-Old Tree in America

The "Eon Tree"

- A coast redwood
- Humboldt County, California
- 250 feet tall
- About 6,200 years old

When Mother Nature held her ground,
When almost no one was around,
A redwood bud began to grow
And watch the seasons come and go.

For sixty centuries or more,
It stood upon the forest floor
And waved its arms about the sky
And sang a woodland lullaby.

December 1977;
The Eon Tree, so tall to heaven,
Bowed gracefully and bid farewell
To all its fellow trees,

and fell.

by J. Patrick Lewis

Visitors to Humboldt Redwoods State Park in California have numerous **opportunities** to see redwoods. Redwoods are important natural **resources** on the **continent** of North America. Plentiful rain and **dense** fog provide redwoods with **moisture** to grow. The trees' **shallow** roots take in water from the soil.



Cars can drive through some redwoods near the state park.



Giant Sequoias

these are the great-great-
great-great grandparents
of the Sierra Nevada

their many scars tell
of the storms and fires
they have survived

every year without fail
their huge trunks
add another ring

thick in a wet year
with plentiful rains—
thin in a dry one

it takes my whole
family holding hands
for us to give a hug

to the tallest
and oldest tree
in this grove

by Francisco X. Alarcón



Write a Tree Poem

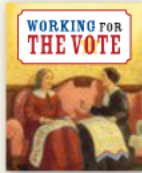
Think of a tree you have
seen in your corner of the
civilized world. Write a
poem about it. You might
describe how it grows and
changes through the year or
how it makes you feel. Try
to use the following words in
your poem: **customs**,
evaporate, and
independent.





Connect to

Plays



TARGET VOCABULARY

politics	legislature
intelligent	amendment
disorderly	candidates
approve	informed
polls	denied



GENRE

A **play** tells a story through the words and actions of its characters.



TEXT FOCUS

Stage directions in a play identify a time or place, describe a setting, or tell about a character's feelings or actions. How do the stage directions help draw the reader into the play?

Set a Purpose Before reading, set a purpose based on the genre and what you want to find out.



WORKING FOR THE VOTE

BY ALICE CARY

CAST OF CHARACTERS

Narrator

Harriot Stanton

Elizabeth Cady Stanton

Susan B. Anthony



[Setting: *The living room in the home of Elizabeth Cady Stanton*]

Narrator: When Susan B. Anthony and Elizabeth Cady Stanton met in New York state in 1851, they became partners in **politics**. For years this **intelligent** pair worked to try to win women the right to vote. Susan often visited Elizabeth, who had many children. Little Harriot Stanton and her siblings, however, were a bit afraid of their mother's strict friend.



Harriot: Hide! Aunt Susan's here!

Elizabeth: [*hugging her friend*] I'm glad you're here, Susan! What's new from the New York **legislature**? What are those **candidates** up to?

Susan: First things first, my dear! Harriot, come here! How are those **disorderly** brothers of yours? No more climbing on the roof, I hope!

Harriot: [*shyly*] No.

Susan: Wonderful! Tell them I **approve** of good behavior. And tell everybody it's time for bed. Your mother and I have to figure out how to get women to the **polls**. One day you and your sister are going to be allowed to vote, just like your brothers.

Narrator: Harriot left but didn't go far. Her mother and Susan were too busy to notice.

[Harriot hides behind the door.]

Elizabeth: I've got an idea for an article. People need to be more **informed** about women's rights. We've been **denied** the vote long enough!



Narrator: The two women talked, argued, and wrote together, as they often did. On this night they kept busy until they heard someone sneeze.

Susan: *[moving toward the noise]* Harriot? What are you doing behind that door? I thought you were asleep!

Harriot: *[coming out, looking thoughtfully at her mother]*
The boys must be right.

Elizabeth: What do you mean?

Harriot: They say Aunt Susan can see around corners. They say she sees everything.

Susan: *[laughing]* Well, they must be right, because I see voting in your future! Now go to bed and dream about that!

Narrator: Susan B. Anthony and Elizabeth Cady Stanton worked for women's rights for the rest of their lives. As an adult, Harriot helped her mother and Susan write a history of the women's movement. In 1920, an **amendment** to the Constitution was passed that finally gave women the right to vote. Sadly, Susan and Elizabeth had died by then, but Harriot finally got her chance to vote.



Grammar

How Are Direct Quotations Written? When you are writing the exact words that a speaker says, you are writing a **direct quotation**. Use **quotation marks** (“ ”) before and after a speaker’s exact words. Put a **comma** before the quotation marks to introduce the quotation. Put a comma right inside the quotation marks at the end of a quotation if the sentence doesn’t end then. Write the words of each new speaker as a new paragraph. Indent the first line of a speaker’s **dialogue**.

Academic Language


direct quotation
quotation marks
comma
dialogue

“It’s been foggy all summer,” moaned Lesley. “I’m so tired of gray skies and drippy plants!”


Simon joked, “Well, if you were a redwood tree, you wouldn’t mind. You would cheer every gray day, and you would love the feeling of water dripping from your branches.”

Try This! Copy these sentences onto another sheet of paper. Add quotation marks and a comma to set off the direct quotation in each sentence.

- 1 This tree is sixty feet around Laura announced.
- 2 Joe blurted I want to check that measurement.
- 3 Stretch this string around the base of the tree advised Laura.
- 4 Next, cut the string where it meets itself she continued.
- 5 Joe said Then I will measure the length of the string.

-  **Word Choice** Using exact words in your writing will give readers a clear picture of what you are writing about. When you write a quotation, try to use a word that is more exact than *said*. Make sure you use correct punctuation.

 Less Exact	More Exact
 <p>Jackie said, “Don’t scare the woodpecker in that redwood tree.”</p>	 <p>Jackie whispered, “Don’t scare the woodpecker in that redwood tree.”</p>

 **Less Exact:** “Hey, look at the spider webs on that tree trunk!” **said** Justin.

More Exact: “Hey, look at the spider webs on that tree trunk!” **exclaimed** Justin.

 **Connect Grammar to Writing**

As you revise your writing, check the verbs in your sentences and direct quotations to make certain you have chosen exact words.

Write to Inform

- ✓ **Organization** In a **procedural composition** you explain a process, or series of events. Begin by introducing the topic and then explain each step in the process in order. Transition words such as *first*, *then*, and *finally* make the steps clear to readers. Supporting facts and details make the main idea of the composition clearer as well.

Erin wrote a procedural composition explaining how a redwood tree grows from a cone to a young, strong tree. Later, she reordered events and added transitions to better organize her ideas.

Writing Traits Checklist

- ✓ **Ideas**
Did I include enough details to make the process clear?
- ✓ **Organization**
Did I use transitions to make the order of events clear?
- ✓ **Word Choice**
Did I define unfamiliar words?
- ✓ **Voice**
Did I express my ideas clearly?
- ✓ **Sentence Fluency**
Did I vary the length of my sentences?
- ✓ **Conventions**
Did I use correct spelling, grammar, and mechanics?

Revised Draft

The magnificent coast redwoods are fast-growing conifers. Conifers are plants that bear seeds in a cone—and that's how some redwoods get their start. ^{First,} Cones on a redwood tree begin to open up. Next, the ^{dry} cones dry out. ^{Then,} They shed their seeds. Not many of the seeds sprout. But when they do, they are called seedlings.


 **Final Copy**

How a Young Redwood Grows

by Erin Casey

The magnificent coast redwoods are fast-growing conifers. Conifers are plants that bear seeds in a cone—and that's how some redwoods get their start. First, cones on a redwood tree begin to dry out. Next, the dry cones open up. Then they shed their seeds. Not many of the seeds sprout. But when they do, they are called seedlings.

If the soil is rich, a young redwood seedling will continue to grow. As it grows, it spreads its roots outward through the forest. The roots will help the seedling continue to grow. Seedlings can grow more than a foot a year. Once a seedling becomes a strong young tree, it is known as a sapling.

 In my final paper, I reordered steps in the process and added transitions.

 **Reading as a Writer**

As you write your procedural composition, look for changes you can make in your paper to make the order of events clear.

