

# Unit 8

**Unit at a Glance**  
▶ **Language Focus:** Express Opinions, Justify  
▶ **Reading Strategy:** Review  
▶ **Topic:** Preserving Our Heritage

# Saving a Piece of the World

**BIG Question** What's worth protecting?

BANNOCKBURN, SCOTLAND  
A worker starting restoration work on a historical statue

### Share What You Know



- 1 **Think** of a brave character from a movie or TV show.
- 2 **Pantomime** a scene that shows how the character might act to help someone in need.
- 3 **Take** a vote. Which character does your class think is bravest? Why?



## Express Opinions

Listen to Beatriz's song. Then use **Language Frames** to express an opinion about a problem that you can help solve.

### Language Frames

- I do/don't believe \_\_\_\_\_.
- I do/don't think \_\_\_\_\_.

Song  

## One Kid Can

When your town has a problem,

Remember this inspiring song.

I don't believe that it's

too difficult

To change something

that's wrong.

One kid can make a difference.

Yes, I do think that

one kid can.

It only takes one

good idea

For us to start a

perfect plan.

Tune: "Give My Regards to Broadway"



## Social Studies Vocabulary

### Key Words

heritage

hero

president

protect

volunteer

## Key Words

Look at the pictures. Use **Key Words** and other words as you talk about what makes someone a **hero**.

### Who Is a Hero?



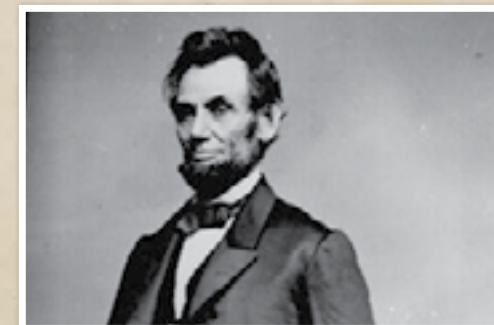
A **volunteer** works without pay. These volunteers serve food to people in need.



Park rangers often teach park visitors about animals and how to **protect** them.



Some workers keep a national **heritage** alive. This one teaches about a Native American way of life.



A **president** leads a nation.

### Talk Together

What things of value do heroes protect? Try to use **Language Frames** from page 212 and **Key Words** to **express opinions** to a partner.

## Goal and Outcome

A **goal** is something you want to achieve. The **outcome** is whether or not you actually reach your goal.

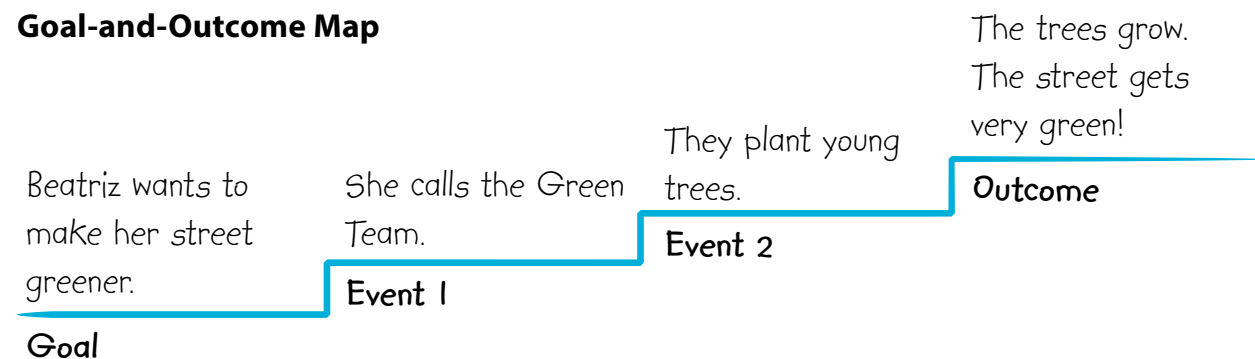
Look at the pictures of Beatriz's project. Keep track of goals and outcomes to understand how and why things happen.



### Map and Talk

You can make a goal-and-outcome map to track someone's progress. Write the goal on the first step. Use the next steps to list events that happen on the way to reaching the goal. Write the outcome on the last step.

#### Goal-and-Outcome Map



### Talk Together

Tell a partner about a project you completed. Use a goal-and-outcome map to describe your goal and the steps you followed to reach it.

## More Key Words

Use these words to talk about "Buffalo Music" and "Saving Bison from Extinction."

### mission

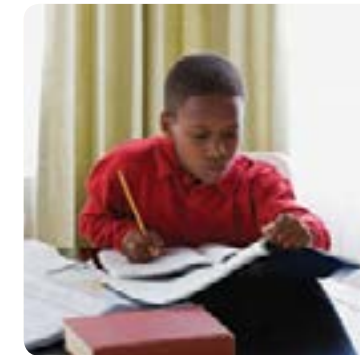
*noun*



A **mission** is a job with a goal. Their **mission** is to rescue people after an earthquake.

### motive

*noun*



A **motive** is a reason for doing something. One **motive** for studying is to get good grades.

### responsible

*adjective*



A person who is **responsible** is in charge. This dad is **responsible** for his son.

### service

*noun*



When something is of **service**, it is useful. A cart is of **service** when you move heavy boxes.

### value

*verb*



To **value** something is to care about it. Many people **value** saving money.

### Talk Together

Talk with a partner. Tell how each **Key Word** makes you feel. Say why.

**Value** reminds me that I believe my family is valuable. It makes me feel good!

## Choose Reading Strategies

As you read, you use different strategies to help you understand a text's meaning. Often, you use more than one strategy. You just need to know which strategies to use and when to use them. As you read:

- Think about the different strategies you have in your mental toolbox.
- Know what you are reading. Some strategies are better than others for each type of text.
- Be flexible. Sometimes you need to stop using one strategy and try another. Even the best readers switch and add strategies!

When you read, choose a reading strategy to help you understand.

### Reading Strategies

- Preview and Predict
- Monitor and Clarify
- Make Connections
- Visualize
- Ask Questions
- Make Inferences
- Identify Main Idea and Details
- Summarize
- Draw Conclusions
- Form Generalizations

### How to Choose a Reading Strategy



1. Think about what you are trying to understand.

I don't understand \_\_\_\_\_.



2. Decide which strategy you can use to help you understand the text.

I can \_\_\_\_\_.



3. Think about how the strategy helped you.

That strategy helped me \_\_\_\_\_.

### Talk Together

Read Beatriz's poem. Practice the reading strategies. Tell a partner which strategies you used to help you understand the poem.

Poem

### A Million Trees

Let's get down on our knees  
and plant a million trees!  
My **mission** sounds unlikely,  
but I think we can do it.  
We only have one planet.  
Planting trees will help renew it.  
Our **motive** is simple—  
We want to see more green.  
We'll plant from Maine to Oregon  
and everywhere between.  
Let's all be **responsible**.  
We'll make the planet greener.  
The trees will be of **service**.  
The air will be much cleaner.  
Let's show we **value** nature  
by helping to restore it.  
Let's plant a million trees—  
The squirrels will adore it!



# 🔊 Buffalo Music

by Tracey E. Fern ♦ illustrated by Greg Shed

## Read a Story

### Genre

**Historical fiction** is a story that takes place in the past. It is based on real events. The writer adds events that could have happened.

### Setting

The setting of a story is where and when the events happen. In historical fiction, the setting is usually tied to the events in the story.

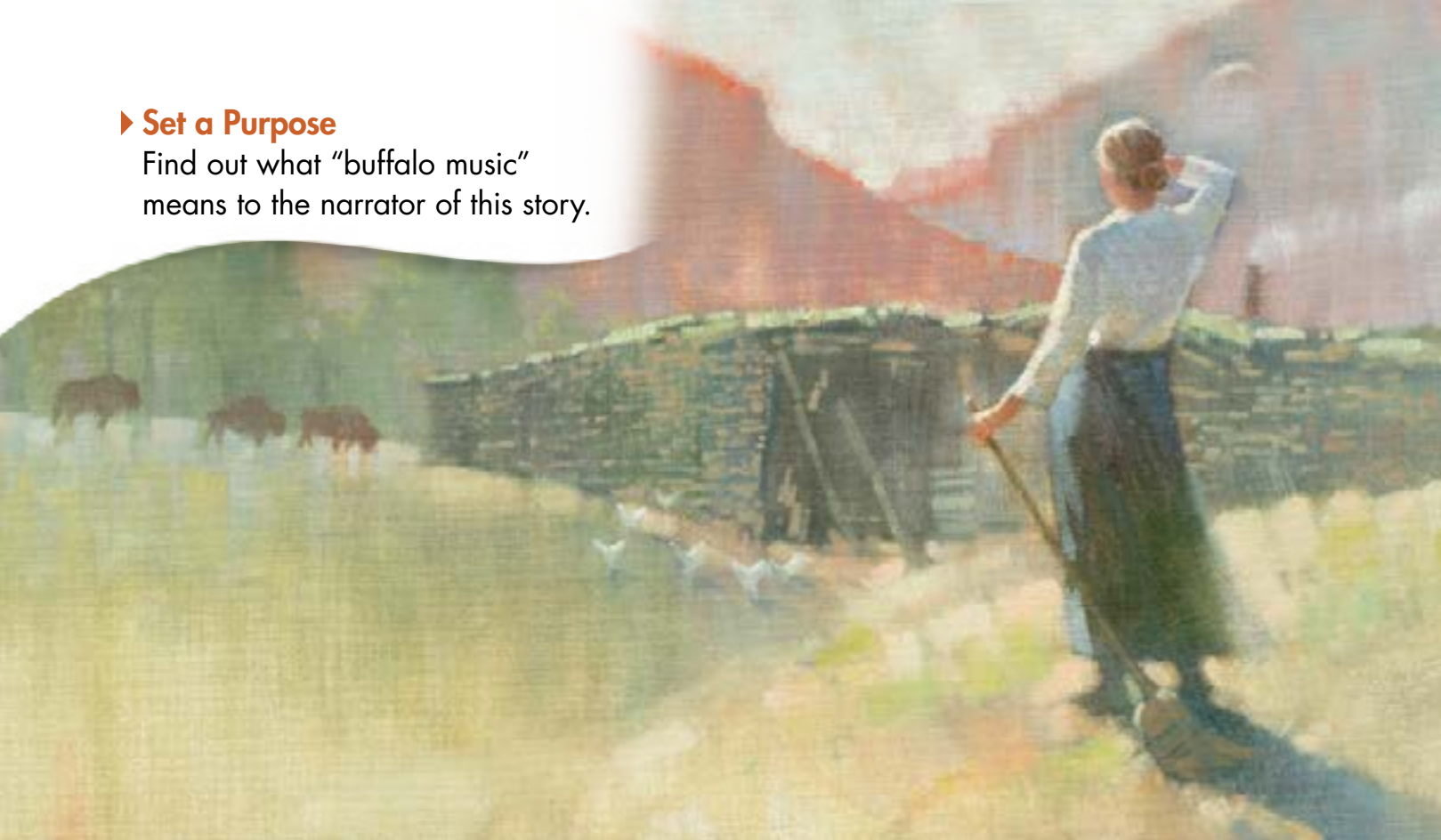


▲ The setting of this story is Palo Duro Canyon in northern Texas, in the late 1800s.



► **Set a Purpose**

Find out what “buffalo music” means to the narrator of this story.



**W**hen I first settled here on Palo Duro Canyon, I had no company except for the animals. I woke to the **reveille** of the roosters. I did chores to the **choir** of the crows. I dreamed to the **chorus** of the coyotes. Mostly, though, I lived to the music of the buffalo.

I stirred the fire to the *huff-huff* of buffalo breath clouding the chill dawn. I gardened to the *scritch-scritch* of buffalo scratching themselves against the cottonwoods.

I swept the **dugout** to the thunder of buffalo as they drifted like a dark cloud across the prairie. That buffalo music played right to my heart.



**reveille** morning song

**choir** singing

**chorus** howls; cries

◀ **dugout** house that is dug in the ground

One day, different sounds filled the canyon. They were the boom and blast of rifles.

“What are those shots?” I asked my husband, Charlie.

“Buffalo hunters, Molly,” he said. “They’re trying to **turn a profit** on **hides** and hooves.”

It seemed as if every man in Texas was **afire to make a fortune** in the buffalo business. Day after day, the hunters galloped into the heart of the **herd**. Shots echoed over the hills and through the hollows from sunup till sundown. And day after day, another hundred or more buffalo lay dead.



**turn a profit** make money

**hides** buffalo skins

**afire to make a fortune** wanting to get rich

**herd** group of buffalo

That summer, the heat fell as heavy as an angry fist. The trails were **deep** with dust. The grass cracked like glass **underfoot**. And everywhere, as far as the eye could see, the bleached bones of the buffalo **glistened** white in the sun.

Within six seasons, the hunters were gone. So was the buffalo music.

Oh, those were lonely, silent days! I was sure the only song left in the canyon was the cold whistle of the north wind.



But one spring morning, I was **lugging** wash water up from the river when a cowhand named Billie came trotting up.

“Howdy, Miss Molly,” Billie said. “I’ve got some **orphans** for you.”

Billie knew I had **a soft spot for critters**. He’d bring me whatever stray or sickly creature he found on the trail—prairie dogs, wolf pups, wild turkeys. Once, he even brought me an antelope.

“What did you bring this time?” I asked Billie as I set down the water and went to have a look.

Two buffalo calves were trailing after him, as skinny as hungry snakes.

**deep** filled  
**underfoot** as we stepped on it  
**glistened** shined

**lugging** carrying  
**orphans** young creatures that don’t have parents  
**a soft spot for critters** always liked animals

#### ► Before You Continue

- 1. Theme** What does “buffalo music” mean to Molly?
- 2. Figurative Language** What would grass that “cracked like glass underfoot” look and feel like?

► **Predict**

What will Molly do with the buffalo calves?

“I found them **snoozing** under a **juniper**,” Billie said. “Hunters must have figured they were too **puny to fuss with**. Do you think you can fatten them up?”

Right then, one of the calves let out a soft snort. That sound brought back some memories. I didn’t need to hear anything else before making up my mind.

“I **can’t tell** till I try,” I told Billie. “Let’s get them inside before the wolves find them.”



**snoozing** sleeping  
◀ **juniper** small tree with berrylike cones  
**puny to fuss with** small to hunt  
**can’t tell** won’t know

I know that some people think I’m as tough as old **beef jerky**. The truth is, I’d seen too many living things **disappear** in the hard struggle for life here. I **wasn’t about** to let the buffalo go, too.

Those calves followed me back to the dugout, **strolled** in through the front door, and lay down in front of the fire. I named one Calico, because she was the same faded red as my favorite dress. I called the other one Chester, after a neighbor back home in Tennessee with the same fierce-eyed stare.



calico ►

**beef jerky** dried meat  
**disappear** die  
**wasn’t about** didn’t want  
**strolled** walked slowly



Then I got to work caring for them. I **tucked** hot-water bottles inside flannel cloth and wrapped a cloth around each calf. I fed them like babies, squeezing cow’s milk from a rag.

Those calves sure could drink—three gallons a day or more! Feeding them kept me so busy that I hardly had time to blink.

Charlie just shook his head at me. “**Tending to** those two **runts** won’t change anything,” he told me.

But Charlie knew better than to waste his breath arguing with me. I was determined to hear buffalo music again in this lifetime.



**tucked** put  
**Tending to** Taking care of  
**runts** small, weak animals



Within a few weeks, Calico and Chester were as **plump** as biscuit dumplings! By then, Charlie was tired of having wild critters in the dugout. He fenced off a section of pasture, and I turned the calves loose with the milking cows.

Pretty soon, word **got out** all over **the Panhandle** that I was tending buffalo calves. Every time a cowhand rode up with another orphan, Charlie would sigh and start **stoking** the dugout fire.

**plump** fat  
**got out** spread  
**the Panhandle** this part of Texas  
**stoking** stirring

#### ► Before You Continue

1. **Goal/Outcome** What is Molly’s goal? How does she try to achieve it?
2. **Make Connections** How would you feel if you were Charlie?

► **Predict**

Will Molly achieve her goal?



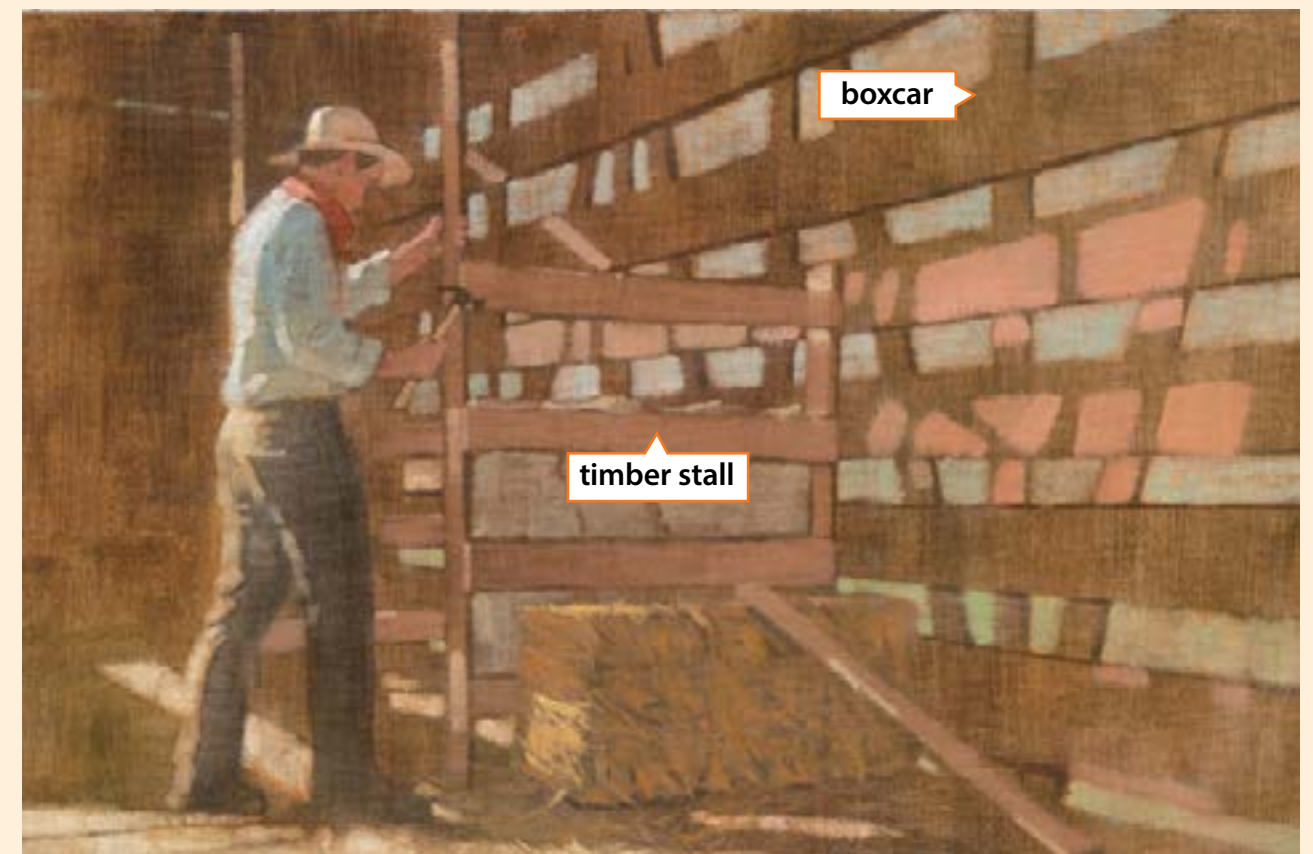
**M**aybe Charlie was right. The wild herds probably were long gone, like dew before the sun. But I knew there was another way to end the silence in the canyon. I could start a herd of my own.

I got to work feeding and watering my orphans, **mending** the sick, and **fending off** wolves and **poachers** with the long end of my rifle. With time and tending, my little herd grew. Soon I had one hundred **head**.

**mending** healing  
**fending off** scaring away  
**poachers** hunters  
**head** buffalo

Then one day, word came that Yellowstone National Park wanted to rebuild its buffalo herd. As soon as I heard that, I got to work.

I drove Calico and Chester and two **yearlings** to the east edge of our **spread**, where the Santa Fe railway line came through. I set Billie to work building four **timber stalls** **spiked to** the frame of a **boxcar**. We fastened some thick padding to keep the buffalo safe from the swaying and jostling of the train. Then I loaded up the boxcar with bales of hay and barrels of water.



**yearlings** one-year-old buffalo  
**spread** land  
**timber stalls spiked to** wood containers attached to  
**boxcar** railroad car

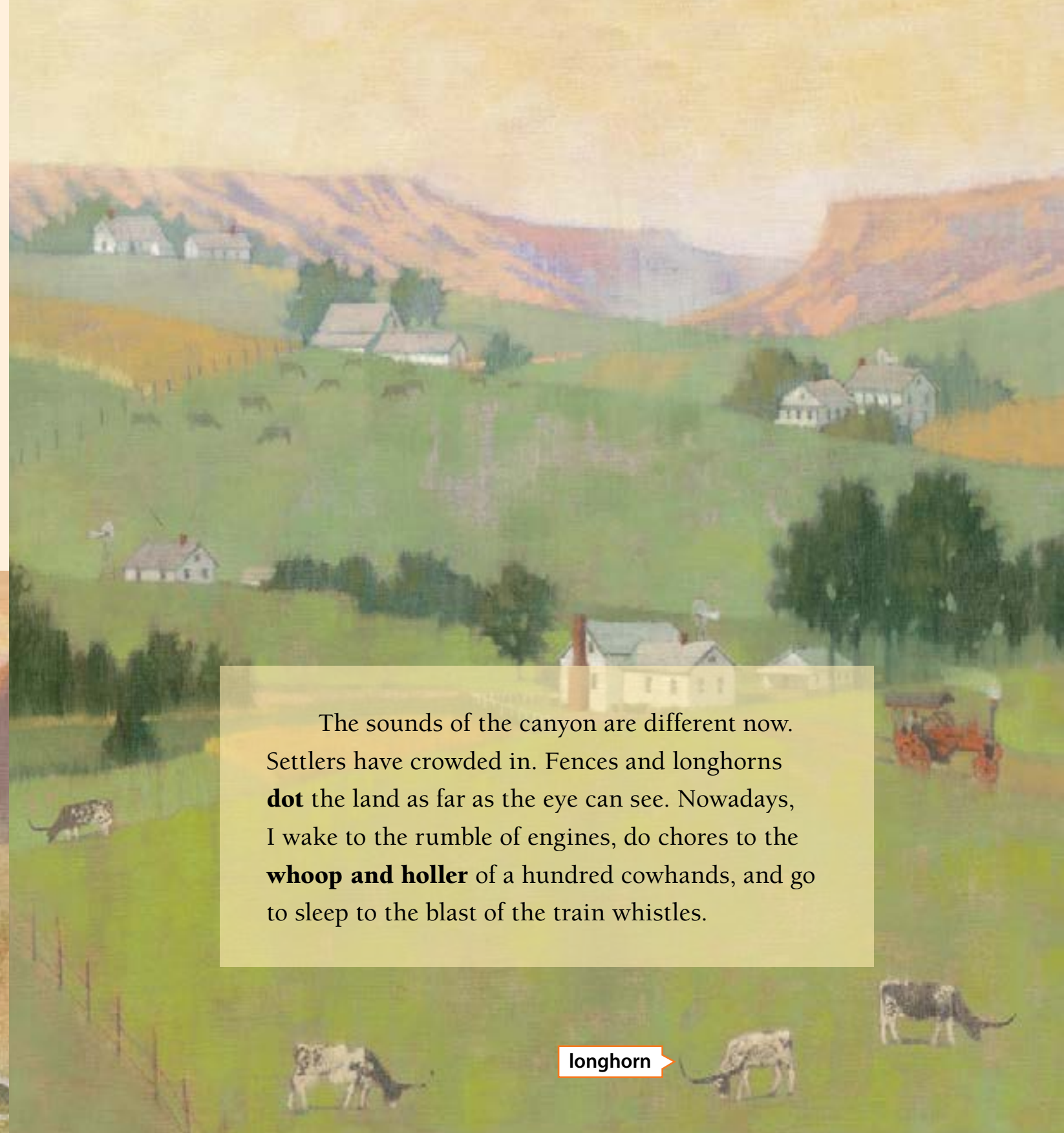
I couldn't leave the rest of my herd. Billie would tend these four till they got settled on their new **range**. "Take good care of them," I told Billie as he climbed aboard the train.

I stood watching, till the last hollow echo of the train whistle faded. "Good luck to you, my old friends," I whispered.

When Billie wrote a few months later, he had some big news. Calico had given birth to a healthy calf. That was some day! **To my way of thinking**, it wasn't just the birth of a calf. It was the **rebirth** of our national herd.



**range** land; home  
**To my way of thinking**  
In my opinion  
**rebirth** revival



The sounds of the canyon are different now. Settlers have crowded in. Fences and longhorns **dot** the land as far as the eye can see. Nowadays, I wake to the rumble of engines, do chores to the **whoop and holler** of a hundred cowhands, and go to sleep to the blast of the train whistles.

longhorn

**dot** cover  
**whoop and holler** shouting

But some days when I ride north beyond the last **stand of salt cedar**, I can once again hear the faint chords of the old songs. I hear the clatter of clashing horns. I hear the bellowing of the bulls. I hear the muffled thud of hooves as they hurl up dust. And I live **on the keen edge of** hope that one day the **strains** of that sweet, wild music will echo far beyond these canyon walls. ❖

**stand of salt cedar** group of trees  
**on the keen edge of** with the  
**strains** sounds

► **Before You Continue**

1. **Goal/Outcome** Does Molly achieve her goal? Explain.
2. **Visualize** What do you think Molly is picturing when she describes the sounds she hopes to hear again?

**Meet the Author**

# Tracey E. Fern

Like Molly, Tracey E. Fern loves the sights and sounds of nature. When she was young, she lived near a beach. She says, "If I walked far enough along that beach, there were no houses and no people—just water and birds and sand and sky. It was the perfect place to dream."

As a child, Tracey E. Fern dreamed of writing books. When she grew up, she did it! Many of her books and stories are historical fiction.

Tracey E. Fern still loves walking along the beach and dreaming. Now she dreams about the books she plans to write.



Tracey E. Fern ►

**Writing Tip** 

Tracey E. Fern writes: "...the heat fell as heavy as an angry fist." Find other examples of figurative language in "Buffalo Music." Then use figurative language to write your own description of something in nature.

## Talk About It

1. What clues tell you that this story is **historical fiction**?

\_\_\_\_\_ really happened, but \_\_\_\_\_ is/are made up.

2. Do you think the main character of this story is a **hero**? **Express your opinion** to a partner. Use the text to support your opinion. Speak clearly and check that your partner understands you.
3. How does the story's main message, or theme, relate to **protecting** things that are endangered? Give a brief summary of the story to a partner. Then explain how the story events relate to the theme.



## Write About It

This story includes many details about nature. Think of something in nature that you think is worth protecting. Write a short rhyming poem to describe it. Use sensory details and **Key Words**, if possible.

I'd like to save a \_\_\_\_\_.

### Key Words

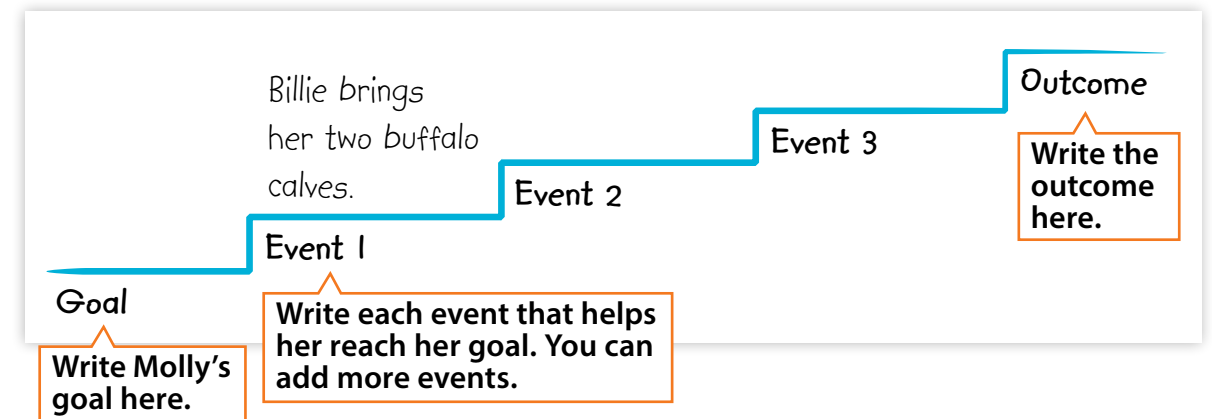
heritage	protect
hero	responsible
mission	service
motive	value
president	volunteer

## Reread and Retell

### Goal and Outcome

Make a goal-and-outcome map for "Buffalo Music." Notice how each event leads to the next.

#### Goal-and-Outcome Map



Now use your goal-and-outcome map as you retell the story to a partner. Use **Key Words**.

Molly wants to \_\_\_\_\_.  
First, \_\_\_\_\_ . . . .  
The outcome is \_\_\_\_\_.

### Fluency

Practice reading with intonation. Rate your reading.



#### Talk Together

What does Molly think is worth **protecting**, and why? Do you agree? Why or why not? Use **Key Words** as you discuss your ideas.

## More Idioms

An **idiom** is a colorful way to say something. Sometimes you can use context clues to figure out what an idiom means.

What you say:	What you mean:
The mayor <b>sings Bill's praises</b> .	The mayor <b>thinks Bill deserves recognition</b> .



### Try It Together

Read the paragraph. Use context clues to figure out the meaning. Then answer the questions.

My hero is my Uncle Dave. He is a veterinarian, which means he cares for animals. He is as sharp as a tack! He can spot a sick animal in the blink of an eye, and he always knows how to help.

1. **As sharp as a tack** most likely means

- A not very smart.
- B very smart.
- C has pointy fingers.
- D is always sad.

2. **In the blink of an eye** probably means

- A with his eyes open.
- B with his back turned.
- C all day long.
- D very quickly.

**Making Connections** Read this report about other **heroes** who, like Molly, helped save bison.

**Genre** A **report** presents facts about a topic. It has a title and an introduction. The last paragraph is usually a conclusion that sums up the report.



# SAVING **Bison** FROM **Extinction**

by **Dorothy Young**



▲ An American bison at Yellowstone National Park

**A**t one time, 25 to 50 million American bison, often called buffalo, lived in North America. Many Native American groups depended on the animals for food, clothing, and shelter. They used almost every part of the animal.

**Extinction** Dying Out As a Species

### ► Before You Continue

1. **Use Text Features** Read the title and look at the photo on this page. Together, what do they tell you about the topic?
2. **Visualize** What do you think clothing made from buffalo feels like? Why?

## The Importance of Bison to Native Americans

Bison had always been important to Native Americans of the **Plains**. For hundreds of years, many Native Americans depended on bison for survival. Bison were part of their culture.

Many Native Americans used bison meat for food. They used their hides for gloves, **moccasins**, and **tepee** coverings. They even used the bones for tools and decorations.



▲ Bison provided food, clothing, and shelter for Native Americans of the Plains.

## Bison in Danger

European settlers also hunted bison, but not just for food. They wanted to remove bison from the land so they could start farms. They also hunted bison for **sport and profit**. As settlers moved west, they killed more and more bison.

## Railroads and Bison

Railroads helped settle the West. But they were not good for the bison. Hunters shot bison to feed the workers who were laying railroad tracks.

Sometimes train operators slowed their engines when they spotted bison. They let passengers shoot the animals from train windows.

Railroads allowed hunters to send bison hides to the cities. People in cities made leather from bison hides.

By 1890 only about 1,000 bison remained.



▲ Bison hunters in 1882



▲ Workers lay new track for the railroad.



**Plains** flat lands  
◀ **moccasins** shoes  
**tepee** tent

**sport and profit** fun and to make money

## ► Before You Continue

1. **Generalize** How did some Native Americans of the Plains depend on bison?
2. **Summarize** How did railroads affect bison? What do you think "Railroads helped settle the West" means?

## Settlers Follow the Railroad

Railroads united the country. They joined the East Coast to the West Coast. Trains also made it easier for people to travel great distances across the Plains. Many settlers traveled to the West by train. As more people traveled to the West, the number of bison decreased.

**Rich Farming Lands!**  
For Sale **VERY CHEAP** by the  
**Union Pacific Railroad Company.**  
**The Best Investment! No Fluctuations!**  
Always Improving in Value.  
The Wealth of the Country is made by the advance  
in Real Estate.  
**NOW IS THE TIME!**  
**MILLIONS OF ACRES**  
Of the finest lands on the Continent, in Eastern Ne-  
braska, now for sale, Many of them never before in  
Market, at prices that defy Competition.  
**FIVE AND TEN YEARS' CREDIT GIVEN, WITH INTEREST**  
**AT SIX PER CENT.**  
The Land Grant Bonds of the Company taken up  
for lands. \$5 Full particulars given, new Guide with  
new Maps mailed free.  
**THE PIONEER,**  
A handsome Illustrated paper, containing the  
stead Law, sent free to all parts of the world. A  
**O. F. DAVIS**  
Land Commissioner U. P.  
Omaha.

Ads like these encouraged many settlers to move to the West.

1869. May 10th. 1869.

# GREAT EVENT

Railroad from the Atlantic to the Pacific  
**GRAND OPENING**  
OF THE

# Union Pacific

RAIL ROAD.

## PLATTE VALLEY ROUTE.

PASSENGER TRAINS LEAVE

# OMAHA

ON THE ARRIVAL OF TRAINS FROM THE EAST

## THROUGH TO SAN FRANCISCO

In less than Four Days, avoiding the Dangers of the Sea!

Travelers for Pleasure, Health or Business

Will find a Trip over the Union Pacific Healthy and Pleasant.

### LUXURIOUS CARS & EATING HOUSES

ON THE UNION PACIFIC RAIL ROAD.

### PULLMAN'S PALACE SLEEPING CARS

RUN WITH ALL THE COMFORTS OF HOME.

### GOLD, SILVER AND OTHER MINERALS

TO BE FOUND IN THE GREAT WESTERN TERRITORIES.

CONNECTIONS MADE AT  
ST. LOUIS, ST. PAUL, DENVER, CHEYENNE, SALT LAKE CITY AND PORTLAND.

## CENTRAL CITY & SANTA FE

**FARMS AND HOMES**  
**IN KANSAS!**  
**EMIGRANTS, LOOK TO YOUR INTERESTS,**  
**FARMS AT \$3 PER ACRE,**  
**AND NOT A FOOT OF WASTE LAND!**  
**Farms on Ten Years Credit!**  
And on Purchase, no portion of the Principal Required.  
**Lands not Taxable for Six Years!!**  
**FARMING LANDS IN**  
**EASTERN KANSAS,**  
But one hour's ride from the city of Atchison and the Missouri river, and other  
ad on terms which guarantee to the Actual Settler larger benefits  
than can be secured under the Homestead Act.  
**THE CENTRAL BRANCH UNION PACIFIC R. R. CO.**  
Offer for Sale their Lands



▲ William Hornaday, pictured here with a bison calf, believed nature was worth protecting.



▲ In 1899, bison were also kept at the U.S. National Zoo in Washington D.C.

promote support

## William Hornaday Takes Action

In 1889, William Hornaday from the New York Zoological Society discovered that bison were in danger of becoming extinct. He decided to do something about the problem. "It is the duty of every good citizen," he said, "to **promote** the protection of forests and wildlife."

In 1899, Hornaday brought a small group of bison to the new Bronx Zoo. He got the bison from private herds, not from the wild. These herds were owned by individual ranchers.

In 1905, Hornaday and others formed the American Bison Society to **protect** the remaining bison from hunters. Hornaday's work helped save the bison from becoming extinct.

### ► Before You Continue

1. **Evaluate** How would the ads on page 240 prompt people to move to the West? What were negative effects of ads like this?
2. **Clarify** How did Hornaday demonstrate his idea of being a "good citizen"?



## Samuel Walking Coyote Starts a Herd

Samuel Walking Coyote also helped save bison from extinction. Walking Coyote was a Kalispel from the Flathead **Reservation** in Montana. He was hunting buffalo with a group of **Blackfeet** one winter day in 1872. Eight calves wandered into the camp. The calves were orphans.

Walking Coyote took the orphan calves back home and kept them. His small herd grew. Eventually, he sold it. The new owners allowed the herd to roam freely on the Flathead Reservation.

Flathead Reservation in 1906 ▶



▲ The yellow area shows where bison roamed wild before the 1800s.



## Bison Today

For some Native Americans, bison are a symbol of their culture and strength. Many groups, such as the Blackfeet in Montana, are working to bring more bison back to their natural habitat.

Today, the United States has more than 200,000 bison. Many of these are **offspring** from Walking Coyote's original herd.

There are now bison herds in South Dakota, Texas, and several other states. Thanks to the efforts of a few **determined** people, bison are no longer in danger of extinction. ❖

▲ The yellow areas show where American bison roam wild today.



Yellowstone National Park in Wyoming has the largest population of free-roaming plains bison on public land.

**Reservation** lands set aside for Native Americans

**Blackfeet** Native Americans from another group

**offspring** animals born

**determined** hard-working

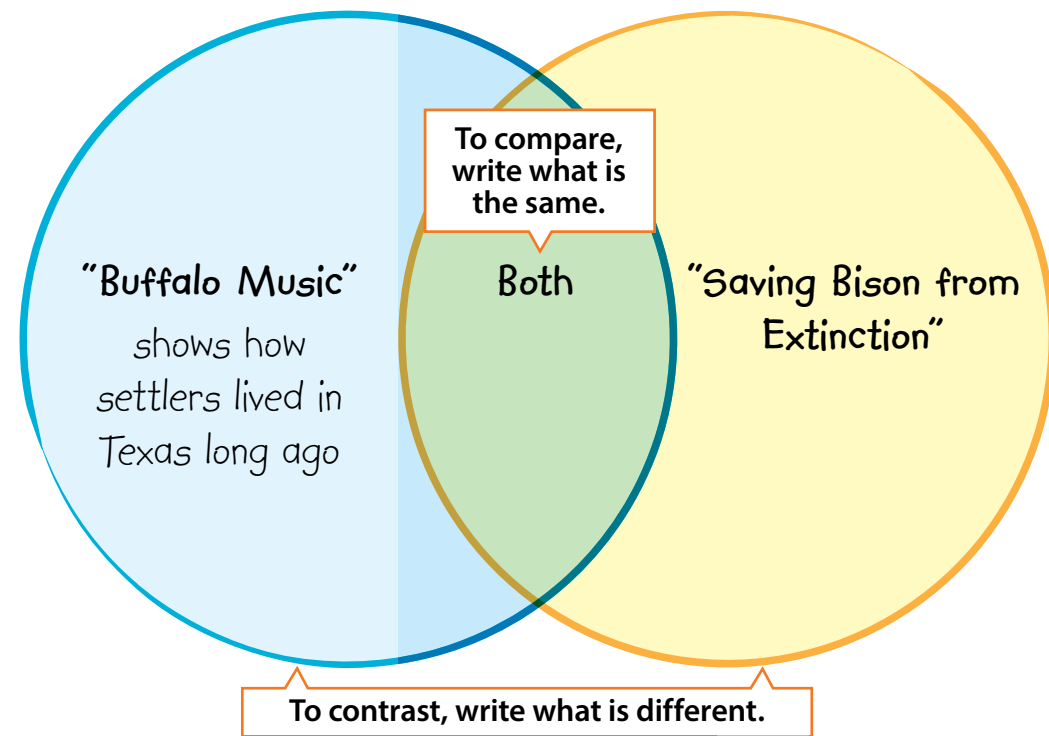
### ▶ Before You Continue

1. **Make Comparisons** What do the maps on pages 242–243 show?
2. **Summarize** What is the conclusion of this report? Explain it in your own words.

## Compare Fiction and Nonfiction

“Buffalo Music” and “Saving Bison from Extinction” have a similar topic. Make a Venn diagram to compare the ideas in the story and the report. Work with a partner.

### Venn Diagram



### Talk Together

What do Molly, Samuel Walking Coyote, and William Hornaday think is worth **protecting**? Why? Think about the story and the report. Use **Key Words** to talk about your ideas.

### Key Words

heritage	protect
hero	responsible
mission	service
motive	value
president	volunteer

## Grammar and Spelling

### Past Tense

**Regular** past-tense verbs end in *-ed*. However, **irregular** past-tense verbs have other forms.

### Grammar Rules Past-Tense Verbs

	Now	In the Past
<ul style="list-style-type: none"> <li>To form some regular past-tense verbs, you have to change the base word before you add <b>-ed</b>.</li> </ul>	<p><del>care</del></p> <p><b>chop</b></p> <p><del>try</del></p>	<p>People <b>cared</b> about what happened to endangered animals.</p> <p>After people <b>chopped</b> down the trees, birds had nowhere to nest.</p> <p>We <b>tried</b> to help.</p>
<ul style="list-style-type: none"> <li>You just have to remember the forms for irregular past tense verbs.</li> </ul>	<p><b>go</b></p> <p><b>know</b></p> <p><b>see</b></p>	<p>The volunteers <b>went</b> to help out.</p> <p>No one <b>knew</b> what to do.</p> <p>Lindsay <b>saw</b> the firefighters.</p>

### Read Past-Tense Verbs

Read aloud this passage from “Buffalo Music.” Find three regular past-tense verbs and two irregular past-tense verbs.

Those calves followed me back to the dugout, strolled in through the front door, and lay down in front of the fire. I named one Calico, because she was the same faded red as my favorite dress.

### Write Past-Tense Verbs

Write a paragraph about a time in the past when you felt like a hero. Use past-tense verbs. Share with a partner.

## Justify

Listen to the dialogue between Tierra and Oksana. Then use **Language Frames** to justify a belief, or to explain why you think your views on an important topic are right. Be sure to support your views and speak clearly.

### Language Frames

- I believe/think \_\_\_\_\_.
- That's why I believe/think \_\_\_\_\_.

### Dialogue

1

Let's give this to someone in our community. Who do you think should get it?



I think firefighters are the bravest people.

2

Why do you think so?



They save people from danger. And they fight fires that could destroy buildings.

3

That's true. They risk their lives.



That's why I believe firefighters deserve our prize.

## Social Studies Vocabulary

### Key Words

ancient	object
civilization	record
empire	site

## Key Words

Look at the pictures. Use **Key Words** to tell what you know about protecting **ancient** ruins.



Long ago, the Maya culture spread across what is now Mexico and Central America. The Mayans did not create an **empire**, however. Their cities were mostly independent.



Tikal is one of many **sites** from the ancient Maya **civilization**.

**Objects** such as carvings and drawings provide a **record** of how Mayans lived.



### Talk Together

Are ancient ruins worth protecting? Why or why not? Try to use **Language Frames** from page 246 and **Key Words** to **justify** your answer.

## Fact and Opinion

A **fact** is something you can check to see if it's true. An **opinion** is what someone thinks or feels.

Look at the poster.



### Map and Talk

You can make a fact-and-opinion chart to sort out information you read, see, or hear.

#### Fact-and-Opinion Chart

Facts	Opinions
Galveston is in Texas. It was founded in 1839. Historic Galveston covers many blocks.	It's an important historic site. The buildings are beautiful. They need to be taken care of.
List information that you can check as true.	List beliefs or feelings here.

### Talk Together

Tell a partner about an advertisement, poster, or flyer. Talk about how the pictures and words tell the message. Use a fact-and-opinion chart to sort the ideas.

## Academic Vocabulary

### More Key Words

Use these words to talk about "Tutankhamun's Treasures" and "Saving the World's Oldest Library."

#### courage

*noun*



If you have **courage**, you are brave. It takes **courage** to do challenging things.

#### official

*adjective*



When something is **official**, it's approved. This **official** seal is from the president's office.

#### principle

*noun*



A **principle** is a rule or law. Some U.S.A. laws are based on the **principles** of freedom.

#### project

*noun*



A **project** is a job or activity. Building a skyscraper is a huge **project**.

#### risk

*noun*



**Risk** is the possibility of harm. Wearing a helmet lowers your **risk** when you ride a bike.

### Talk Together

Use a **Key Word** to ask a question. Your partner uses a different **Key Word** to answer.

When do you show courage?

When I take risks.

## Use Reading Strategies

When do you use reading strategies? You can use reading strategies before, during, and after you read. Here's how to read actively:



- Look through the text to get an idea of what it will be about. Decide on your purpose, or reason for reading.



- While you read, stop now and then to ask yourself: "Does this make sense?" Use a reading strategy to help you better understand the text.



- When you are finished reading, spend some time thinking about the text. Decide what you have learned.

### Reading Strategies

- Preview and Predict
- Monitor and Clarify
- Make Connections
- Visualize
- Ask Questions
- Make Inferences
- Identify Main Idea and Details
- Summarize
- Draw Conclusions
- Form Generalizations

### How to Use a Reading Strategy



1. Before you begin a text, stop and think: "What strategies can help me get ready to read?"

Before I read, I will \_\_\_\_\_.



2. While reading, think about what strategies can help you understand.

As I read, I can \_\_\_\_\_.



3. After reading, ask yourself: "What strategies can I use to help me think about what I read?"

Now that I'm done, I think \_\_\_\_\_.

### Talk Together

Read Tierra's speech. Practice using different reading strategies. Tell a partner which strategies you used and how they helped you understand the speech.

#### Speech

### Protect Our Past!

We should save our petroglyphs now. If we do not protect them, we could lose an important part of our past. We should start a **project** to make sure they are safe.

Petroglyphs are **ancient** rock carvings. These amazing pictures are a **record** of an early **civilization**. Many **sites** with petroglyphs are at **risk**.

Some petroglyphs have been destroyed to build new highways. There should be an **official** rule: Highways should follow other routes.

People can also cause trouble. Some people paint over the carvings, destroying them. Sometimes they just carve other designs nearby. We must have the **courage** to stop this.

We must stand up for our **principles**! Petroglyphs are more than just incredible **objects**. They are our past.



## Read a Story

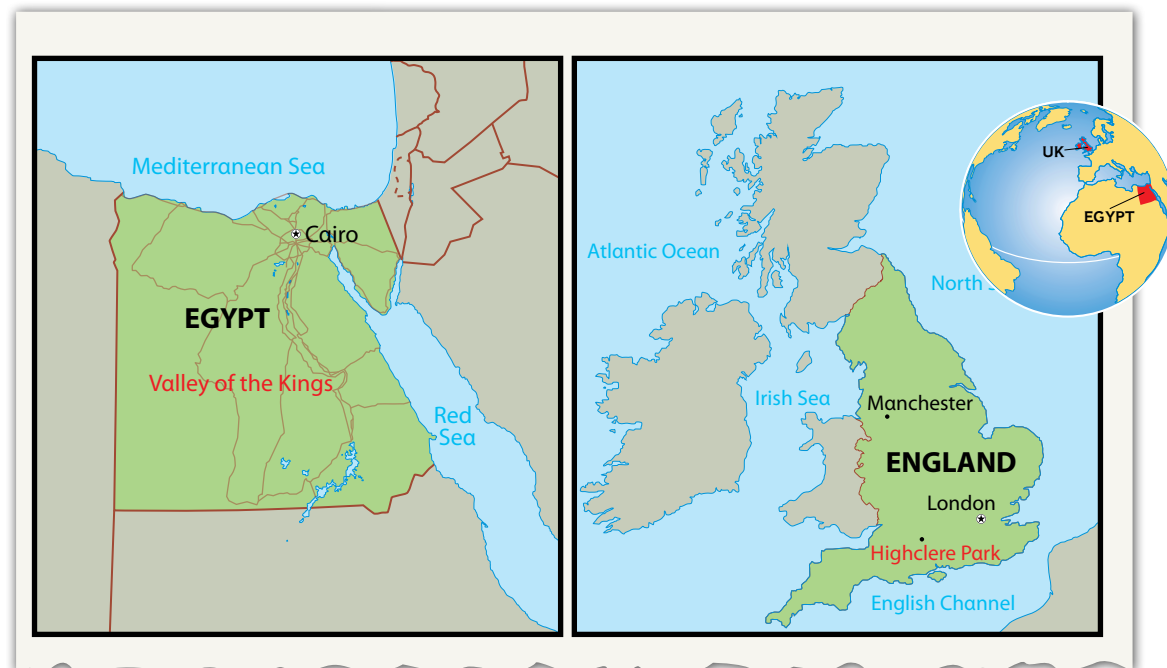
### Genre

**Historical fiction** is a story that takes place in the past. It is based on real events. The writer adds events that could have happened.

### Text Feature

**Maps** can show where important events in the narrative took place.

This story takes place in Egypt and in England.



▲ Egypt is a country in Africa and Asia.

▲ The United Kingdom is in Europe. England is one of the four countries in the United Kingdom.



# TUTANKHAMUN'S TREASURES



by  
Eloise Vivanco  
Inspired by a *National Geographic History* article

► **Set a Purpose**

Find out what the butler at Highclere Castle revealed.

My boss, the sixth **earl** of Carnarvon, died in September of last year. As I am not a young man, I had retired as the **butler** of Highclere Castle, but when young Master Henry asked me to help him make a **record** of everything of value, how could I refuse? Of course, I should call young Master Henry “Lord Carnarvon” now that his father has **passed**, but I’ve known him since he was a small boy, so he will always be “Young Master Henry” to me.

We had just finished **cataloging** the last of the **objects**, when the young earl said that he was glad we were finally done. “Yes,” I said. “Except, of course, for the Egyptian stuff.”

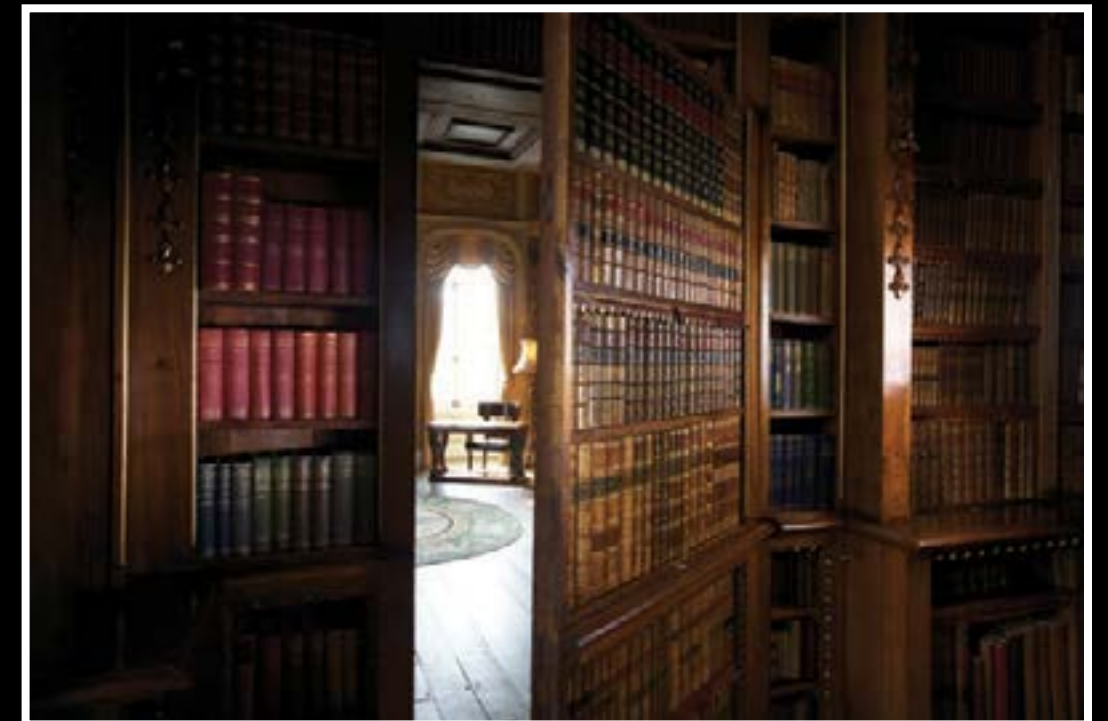


◀ **Highclere Castle, Hampshire, United Kingdom**

**earl** a British nobleman  
**butler** chief servant  
**passed** died  
**cataloging** making a list of

“Egyptian stuff? What Egyptian stuff?!” asked young Master Henry, clearly surprised.

I led him to a **passageway** between two of the lower rooms, the doors to which had always stayed locked. There was even heavy furniture placed in front of them to **deter** people from trying to enter. Inside the doors were two secret **panels**. I opened the panels, and Lord Carnarvon reached his arm inside. His face was full of surprise as he removed tins containing the treasures. It had never occurred to me that he did not know about the **objects** his father had placed here so long ago.



▶ **Secret passageway in library**

**passageway** corridor  
**deter** stop  
**panels** decorative coverings for a wall

► **Before You Continue**

1. **Fact/Opinion** Which sentence on this page states an opinion? How can you tell?
2. **Main Idea** What will be the main idea of this selection? Why do you think so?

I could hardly **contain** my excitement when Henry—pardon me— when Lord Carnarvon decided that these precious **objects** would be put on display. They will continue to be kept safe here at Highclere Castle as part of an Egyptian **exhibition** for visitors to admire.

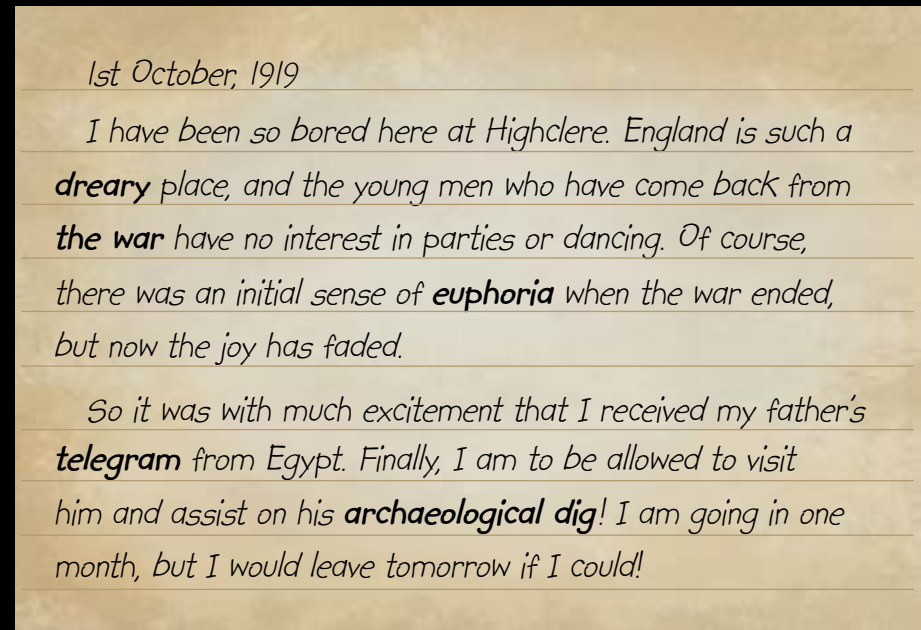
However, that’s not what I want to share with you today.

When Lord Carnarvon found the treasures, he discovered, in my opinion, something even more **fascinating**—a diary. It was written by his aunt, the Lady Evelyn, who was with her father, the fifth earl, when he discovered Tutankhamun’s **tomb** in 1922. **Henry had discovered history.**



▲ An Egyptian Exhibition in the cellar of Highclere Castle

**contain** keep inside  
**exhibition** a display of something important or beautiful  
**fascinating** very interesting  
**tomb** a large vault where the dead are buried  
**Henry had discovered history.** He found something that was very important.



▲ A page from Lady Evelyn’s diary



◀ Archaeological dig of the tomb of Tutankhamun, Valley of the Kings, Egypt

**dreary** dull, bleak  
**the war** World War I, which lasted from 1914 to 1918  
**euphoria** extreme happiness  
**telegram** message  
**archaeological dig** a **site** being explored for **ancient** artifacts

### ► Before You Continue

1. **Ask Questions** If you could ask Lady Evelyn a question, what would you ask?
2. **Draw Conclusions** How did Lady Evelyn feel about England after World War I?



10th January, 1920

I have now been here with my father and the archaeologist Howard Carter throughout the winter. My father is getting **frustrated**. He said we won't find anything here—everything has already been **plundered** by grave robbers. But Carter is sure there is an **ancient** tomb **close at hand**. He showed us pictures of **objects** found in this area that bore the name "Tutankhamun," the Egyptian boy king who was only nineteen when he died. Carter has made a map of the **site** showing where he thinks the tomb is.

My father says his patience is running out, as is his money. Soon, we will return to Highclere, as digs only take place in the autumn and winter when the weather is cooler.



▲ A recreation of Carter's map showing the tombs of pharaohs found in the Valley of the Kings

**frustrated** discouraged  
**plundered** stolen  
**close at hand** nearby

5th November, 1922

Today, after several long, **tedious** months at Highclere, my father has finally received a telegram from Carter! He said he has made a wonderful discovery in the Valley of the Kings. My father is to travel to Egypt immediately, and I am to **accompany** him! I can't imagine what we are about to see.

I hope they can wait for us to arrive.

25th November, 1922

We have finally arrived in Egypt! It's late, and we can't go to the dig until tomorrow. I am so **eager** to see Carter's discovery—a staircase leading to a door. What awaits behind that door, I can **scarcely** imagine.

**My Good Lord Carnarvon,**

At last I have made a wonderful discovery in the Valley. A magnificent tomb with seals intact. Re-covered same for your arrival.

**Congratulations!**



▲ The unbroken seal on King Tutankhamun's tomb

**tedious** boring  
**accompany** go with  
**eager** anxious, curious  
**scarcely** barely

### ► Before You Continue

- 1. Draw Conclusions** Look at the map on page 258 and think about what you've learned so far. Why do you think Carter was sure there was an important tomb in this area?
- 2. Main Idea** Why did Carter send a telegram to Lord Carnarvon?

26th November, 1922

As Carter himself said, today was “the day of days, the most wonderful I have ever lived through!”

We arrived at the dig **at first light**, and the staircase was uncovered. This was all that Carter had seen so far, as he wanted to wait for my father before exploring further. He had covered up the staircase after first finding it to prevent it from being discovered by thieves.

The sense of wonder as the staircase was uncovered was as amazing for me as it had been for Carter. He had already seen the door at the end of the staircase, but not the **hieroglyphics** written on them. Imagine our excitement when Carter spelled them out—T-u-t-a-n-k-h-a-m-u-n.

We couldn't wait to see what was behind the door. Carter made a hole to look inside, and for what seemed like **an eternity**, he had his eye pressed to the hole. My father asked him whether he could see anything. “Yes,” he replied. “Wonderful things. Wonderful things!”

Finally, my father could bear it no longer. “Let me have a look!” he said. He **gasp**ed with delight at what he saw. There were paintings of strange animals, statues, and gold everywhere!

The tomb had kept Tutankhamun's treasures safe for more than 3,000 years. Now, it was our responsibility to ensure they were continued to be kept safe. But we also knew, we had to share our discovery with the world.



▲ Entrance to King Tutankhamun's tomb



▲ Howard Carter and Lord Carnarvon at the opening of King Tutankhamun's tomb



◀ Treasures found in the tomb

**at first light** early in the morning

**hieroglyphics** **ancient** Egyptian writing and symbols

**an eternity** a very long time

**gasp**ed took a sharp breath.

### ► Before You Continue

1. **Summarize** What did Carter and Carnarvon find behind the door at the end of the staircase?
2. **Make Inferences** Why were Carter and Carnarvon so excited by their discovery?

15th January, 1923

I have not written in this diary for so long, as the treasures of the **antechamber** have held all my attention. We opened the door properly and found that this was not a burial chamber but a room where only *some* of the king's possessions were kept. Although it appeared to have been partly **looted** in **ancient** times, there were still many **objects** of value and interest. We found life-size figures, chariots, a **throne** decorated with gold and jewels—in fact, nearly everything was gold! Even a bed!

We have recorded all the items we found and left just two statues guarding another door to what we think is the burial chamber. Now we have to carefully work on opening this door. Who knows what other treasures may be behind it?



▲ One of the two life-size statues that stood on each side of the entrance to Tutankhamun's burial chamber for 3,000 years.

**antechamber** the room before the main tomb

**looted** robbed

**throne** a special chair for a king or queen

16th February, 1923

I think this may have been the best day of my entire life! We finally opened the door to the **burial chamber**. As I am the smallest, I was the one to squeeze in first. Carter's assistant tried, but he couldn't fit inside the small opening at all! He was terribly disappointed.

This room has only one thing inside—a **shrine**. Carter says that inside, we shall find the mummy of Tutankhamun. I suppose some women would find this kind of thing terrifying, but I am not one of those women.

Some are saying the tomb is **cursed**, but they are just silly, **superstitious** people. Tutankhamun died more than 3,000 years ago. We have nothing to fear from him. I just can't wait for the next few days to see what the shrine contains.



**burial chamber** room where the king was buried

**shrine** sacred relic

**cursed** under an evil spell

**superstitious** having an illogical belief in things unlikely to be true, such as a curse or magic

### ► Before You Continue

- 1. Fact/Opinion** Carter says the mummy of Tutankhamun should be inside the shrine. Is this a fact or an opinion? Explain.
- 2. Sequence** Think about the events leading up to the discovery of the tomb. Describe them in your own words.

26th February, 1923

The reality of the burial chamber was something I could not have imagined, even in my dreams. There were actually three shrines—each inside another. And inside these were a number of gold **sarcophagi**. In the very last one lay the **mummy** of Tutankhamun. He was wearing a golden mask, which was traditional for the kings of Egypt. It was so **elaborate** and beautiful. It was nearly impossible to **comprehend** that for thousands of years, all of this had lain undiscovered.

We have also discovered another room, which has even more precious treasure in it.



▲ Tutankhamun's golden death mask



▲ Statue on a casket at a Tutankhamun exhibition

6th April, 1923

**My heart is broken.** Father has died! The doctors said he had blood poisoning from an **infected** mosquito bite, but the **press** is blaming the curse. They say anyone who disturbed the tomb will die. The newspapers are reporting **ridiculous** things. They say that all the lights in Cairo went out at the moment of my father's death, but a blackout is hardly a new occurrence. They are even reporting that my father's old dog, Suzie, died back at Highclere at the very same moment. Rubbish!

I don't believe in curses. My father has never had good health, and he was already 57. For me, this expedition has now come to a **bitter** end.



**sarcophagi** decorated stone coffins  
**mummy** a preserved dead body  
**elaborate** detailed and complicated  
**comprehend** understand

**My heart is broken.** I'm very sad.  
**infected** contaminated  
**press** newspapers  
**ridiculous** absurd, crazy  
**blackout** loss of electrical power  
**bitter** sad

### ► Before You Continue

1. **Draw Conclusions** Which events made people believe the tomb was cursed? Explain.
2. **Details** Why do you think Lady Evelyn writes that she doesn't believe in curses?

The rest of the story I know only too well. Lady Evelyn came back to Highclere Castle and left Carter to work alone. He knew how important his work was. He carefully recorded all the contents of the tomb. There were more than 5,000 items— it took him *ten years* to complete the **record**!

Carter was **astounded** by many of the things he found, especially all the gold. Tutankhamun's coffin was made of solid gold. His burial mask alone was made with 10 kilograms of gold! There was gold jewelery, golden statues, and even toys and games made of gold.

Around half of the **objects** discovered in the tomb were kept in Egypt by the Egyptian government. The rest were brought back to England.

Gilded wooden statue from the Pharaoh's tomb in Thebes, Egypt ▶



▲ Howard and a colleague working in the Valley of the Kings



**astounded** very surprised

The fifth earl never imagined how fascinated people across the world would be about his and Carter's discoveries. Everyone **was intrigued**.

Life in England after the war was hard, and **landowners** had to pay a lot of **taxes**. The sixth earl had many financial difficulties, so, in 1926, he sold many of the artifacts from the tomb to museums, such as the Metropolitan Museum of Art in New York. The rest of the items, of course, he secretly kept here at Highclere. I am not sure why he locked them away, but I am glad they have once again been found and have finally been put on display for everyone to enjoy. ❖



▲ Tutankhamun's coffin displayed at the Egyptian Museum in Cairo, Egypt

**was intrigued** wanted to know about it  
**landowners** rich people who own property  
**taxes** money paid to the government

### ▶ Before You Continue

1. **Summarize** What happened to all of the **objects** discovered in the tomb?
2. **Analyze** Why do you think the fifth earl hid the artifacts at Highclere?

## Talk About It



1. What did you learn about Tutankhamun's tomb in this piece of **historical fiction**? Give two facts.

One fact about Tutankhamun's tomb is \_\_\_\_\_.

Another fact is \_\_\_\_\_.

2. After reading about Lady Evelyn, Lord Carnarvon, and Howard Carter, how do you feel about these people? Why? Explain and **justify** your ideas to a partner.

I think Lady Evelyn was \_\_\_\_\_, because \_\_\_\_\_.

3. Do you think Lord Carnarvon and Howard Carter made the right decision to enter the tomb? Why or why not? Use facts from the story to support your opinion.

## Write About It



In your opinion, how did Lady Evelyn show **courage**? Write a paragraph to explain. Include a topic sentence, other sentences that give details, and a conclusion. Use **Key Words**.

Lady Evelyn showed courage by \_\_\_\_\_.



### Key Words

ancient	principle
civilization	project
courage	record
empire	risk
object	site
official	

## Reread and Analyze

### Fact and Opinion

Make a fact-and-opinion chart for "Tutankhamun's Treasures." List examples from the text. Dates are often clues to facts. Words like *think* and *believe* are clues to opinions. So are words like *wonderful*.

#### Fact-and-Opinion Chart

Facts	Opinions
Ancient Egyptian artifacts were found at Highclere Castle.	England's such a dreary place.
List statements of fact here.	List statements of opinion here.

Now use your fact-and-opinion chart as you analyze "Tutankhamun's Treasures" with a partner. How could you check that the facts are true? Use **Key Words** as you talk about the text.

One fact is \_\_\_\_\_.  
I could check by \_\_\_\_\_.

### Fluency

Practice reading with phrasing. Rate your reading.

#### Talk Together

Choose a photo of one of the artifacts in "Tutankhamun's Treasures." Explain why the **object** was worth finding and showing to the world. Use **Key Words** as you talk about the object.

# Homographs

**Homographs** are words that are spelled the same but have different meanings. They might be different parts of speech. You often say the words differently, too. You can use context to figure out the correct meaning.

Compare these examples.

The runner set a new speed record.



**Meaning:** the best performance written down

The singer gets ready to record a new song.



**Meaning:** to put information in writing or in another form

## Try It Together

Read the paragraph. Then answer the questions.

Carter picked up the object and examined it. He labeled it and put it in a box. Lord Carnarvon changed the label. Carter did not object, even though he believed Lord Carnarvon was wrong.

1. What does object mean in the first sentence?

- A something you can hold
- B a museum
- C to agree
- D to disagree

2. What does object mean in the fourth sentence?

- A something you can hold
- B a museum
- C to agree
- D to disagree

**Making Connections** Read this story about a woman who saves something very old.

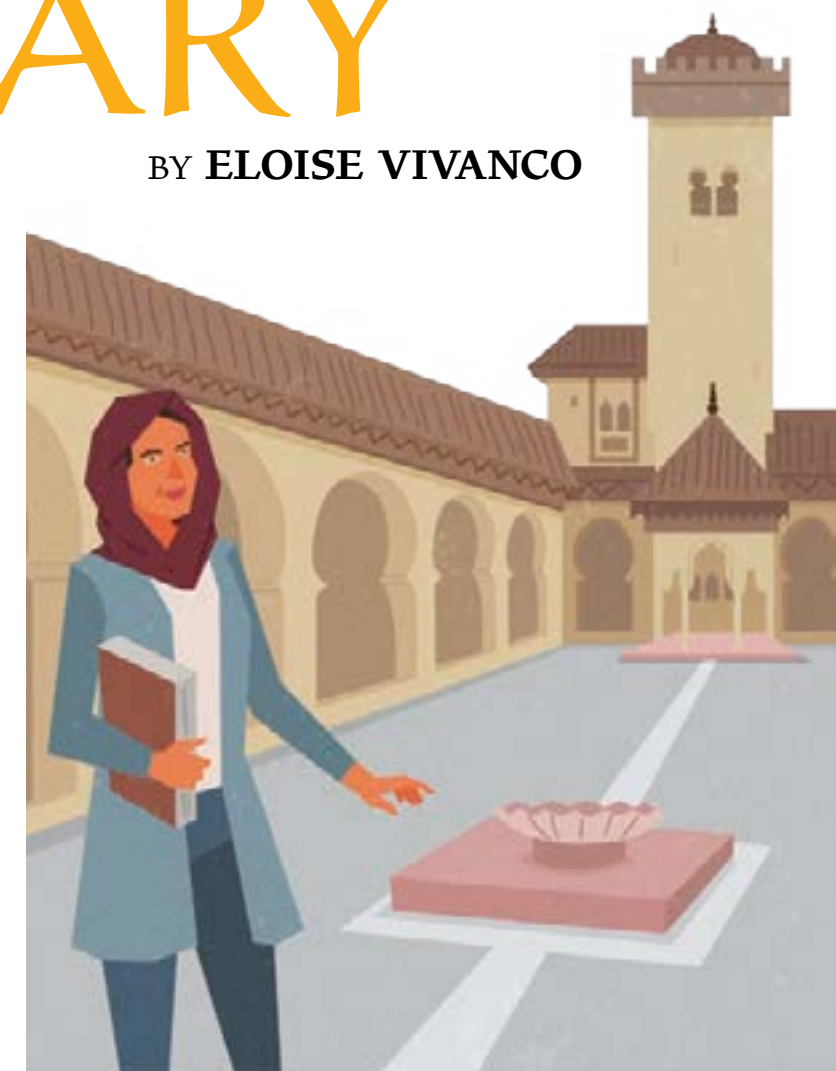
**Genre** A **historical narrative** tells a story about a real event that happened in the past. The event may follow the plot of a story.

# SAVING THE WORLD'S OLDEST LIBRARY

BY ELOISE VIVANCO

Aziza couldn't wait to see the library at the University of al-Qarawiyyin. She had grown up very close to the school, the world's oldest university. And it was founded by a woman!

Aziza was an **accomplished** architect, and, just like Fatima al-Fihri, the founder of the university, she was Muslim. She felt a **flutter of** excitement in her stomach as she walked into the **ancient** building that **housed** the library for the first time.



**accomplished** highly skilled  
**flutter of** nervous  
**housed** provided space for

## Before You Continue

1. **Point of View** Is this narrative written in first or third person? How do you know?
2. **Make Inferences** How does Aziza feel about the library? How can you tell?

As she stepped through the **ancient** doors, Aziza couldn't believe her eyes! She looked up to see long cracks in the ceiling. The rooms were damp, and the conditions for storing delicate manuscripts were very poor. Aziza noticed a strange smell, which she later learned was from backed-up water in blocked drains.

The library was **deteriorating**, and with it, all the **precious** ancient documents inside. Aziza thought about how sad Fatima al-Fihri would be to see what had become of her library.



**deteriorating** falling apart  
**precious** valuable



Aziza had long known about Fatima al-Fihri. She was the daughter of a rich immigrant from al-Qarawiyyin, or *Tunisia*, as it is known today. Al-Fihri was a devout Muslim and a scholar whose family had moved to Fez in Morocco. When her father died, she **inherited** a lot of money. She wanted to use her money to build a place for people in her community to study, learn, and worship.

**inherited** received

### ► Before You Continue

1. **Clarify** What did Fatima want to spend her inheritance on?
2. **Make Inferences** Why do you think Fatima made this decision? What kind of person do you think Fatima was?



Fatima had a university built in Fez and named it after the place she was born—*al-Qarawiyyin*. It was a place of learning for many important poets, philosophers, historians, and economists.

Aziza was born in Fez near the **ancient** university. However, the school had been closed to the public for many years. Only scholars could use it, and even then, only with special permission. As a well-known architect in her native country, Aziza was asked by the **Ministry of Culture** to **assess** the library. She dreamed of making it a place that would serve the whole community once again, as Fatima had **envisaged**. But **restoring** it would be a challenging and expensive **project**.



When Aziza's phone rang a few months later, she **couldn't believe her ears**. The Moroccan Minister of Culture wanted Aziza's **architectural firm** to **renovate** the library. Aziza was so excited that she danced around her desk, the phone still in her hand. She had never imagined that she would be awarded the **contract**, as many people still thought architecture was "a man's job." Fortunately, the Minister of Culture knew better. She was also a woman.



**Ministry of Culture** a government organization responsible for spreading culture and history

**assess** evaluate

**envisaged** imagined

**restoring** rebuilding

**couldn't believe her ears** was happily surprised

**architectural firm** company that designs and constructs buildings

**renovate** change and improve

**contract** written agreement to do the job

### ► Before You Continue

1. **Draw Conclusions** What kind of person do you think Aziza is?
2. **Explain** Why was Aziza surprised to be awarded the contract?

Renovating the library was an **enormous project** with many challenges to overcome. At first, Aziza felt **overwhelmed**. She discovered so many unexpected problems, it was as though the building was **mocking** her. But little-by-little, step-by-step, she was able to move forward with the renovation.

Aziza made sure to respect the **ancient** building's original architecture and materials, but she still needed to make it **functional** for modern students to use. Sadly, though, some things were impossible to restore and had to be completely replaced.



**enormous** huge  
**overwhelmed** defeated  
**mocking** making fun of  
**functional** easy to use

The library of al-Qarawiyyin opened to the public once again in 2016. Aziza's **project** was a great success!

Fatima al-Fihri would have been proud of Aziza. She had made the **ancient** library functional again for the people of the city of Fez and restored an important part of their history and their culture. ❖



### ► Before You Continue

1. **Summarize** What made Aziza's renovation so successful?
2. **Figurative Language** Why does the author say that the building was "mocking" Aziza?

## Compare Features

Compare different features of a literary text and an informational text. Work with a partner to complete the comparison chart.

### Key Words

ancient	principle
civilization	project
courage	record
empire	risk
official	site
object	

### Comparison Chart

	"Tutankhamun's Treasures"	"Saving the World's Oldest Library"
genre	historical fiction	
real or fiction?	real facts with some elements of fiction	
text features	photographs	
point of view		
author's purpose		
how you know the purpose		



### Talk Together

Imagine that you are the authors. Explain why you wanted to write each of these texts. Use **Key Words** as you describe what's worth protecting and sharing with the world.

## Grammar and Spelling

## Future Tense

There are two ways to show the **future tense**.

### Grammar Rules Future Tense

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Use the helping verb <b>will</b> along with a <b>main verb</b>.</li> </ul>                               | <p>The museum <b>will display</b> the ancient artifacts next month.</p>   |
| <ul style="list-style-type: none"> <li>Use <b>am going to</b>, <b>are going to</b>, or <b>is going to</b> before a <b>main verb</b>.</li> </ul> | <p>I <b>am going to visit</b> the exhibition.</p> <p>The government <b>is going to build</b> a museum.</p> <p>The archaeologists <b>are going to examine</b> the objects.</p> |

### Read Future Tense

Read these sentences about the library of al-Qarawiyyin. Find two examples of the future tense. Identify the main verb in each example.

When visitors come to the library of al-Qarawiyyin, they will see all the old books in good condition. The library is going to preserve the ancient books.

### Write Future Tense

What do you think will happen to the library in the future? Write a paragraph to explain. Use the future tense.

## Writing Project

# Write as a Reader

## Write a Literary Response

Write a response to a story or an article in this unit. Then discuss it with others in your class.

### Study a Model

In a literary response, you give your opinion, or personal feelings, about a story or article. You support your opinion with reasons and details.

### “Saving the World’s Oldest Library”

by Eloise Vivanco  
Reviewed by Rajit Shah

“Saving the World’s Oldest Library” is the true story of Aziza, who worked hard to renovate the oldest library in the world and save the ancient books housed there. **I liked this account because of the information it gives about the difficulties Aziza had, but more details would have made it even better.**

**Before I read the account, I did not think of books as treasures that should be shared with the whole community.** To Aziza, though, it was important that the entire community would be able to share the treasures of the library.

This account **made me think about all the ideas and information that books contain.** What would happen if they all disappeared? I suddenly understood why Aziza thought the library was worth saving.

Rajit begins with a short **summary** of the literature.

He gives **reasons** that support his opinion.

He clearly states his **opinion.**

He uses **details** from the story to develop ideas.

## Prewrite

1. **Choose a Topic** With a partner, review and talk about the literature in this unit. Choose a story or article to write about.

### Language Frames

#### Tell Your Ideas

- I think this story was \_\_\_\_\_ because \_\_\_\_\_.
- My favorite part of this story was \_\_\_\_\_.
- Some things I didn’t like were \_\_\_\_\_.

#### Respond to Ideas

- What are your reasons for saying \_\_\_\_\_?
- I disagree with you about \_\_\_\_\_ because \_\_\_\_\_.
- What do you mean by \_\_\_\_\_?

2. **Gather Information** What reasons will you give to support your opinion? Reread the literature. Look for details that will help you explain your reasons.
3. **Get Organized** Use a T-Chart to help you organize your thoughts.

### T-Chart

What I Liked	What I Didn’t Like
The line “Aziza discovered so many unexpected problems, it was as if the building was mocking her.”	Not enough details about exactly what Aziza did to restore the library
How Aziza renovated the library, but preserved many of its original features	There wasn’t much information about Fatima al-Fihri, the woman who originally built the university.

## Draft

Use your chart to write your draft. State your opinion and reasons clearly. Use details from the selection to develop your ideas.

## Writing Project, continued

### Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then restates your ideas. Then talk about ways to improve your writing.

#### Language Frames

##### Retell

- Your opinion about the story was \_\_\_\_\_.
- Your main reasons for your opinion were \_\_\_\_\_.
- Some details you used to develop your ideas were \_\_\_\_\_.

##### Make Suggestions

- I don't understand why you said \_\_\_\_\_. Could you explain it differently?
- You didn't include many details from the story. Maybe you could add \_\_\_\_\_.

- 2. Make Changes** Think about your draft and your partner's suggestions. Then use the revision marks to make your changes.

- Did you state your opinion clearly? If not, try rewording it.

*because of the information it gives about the difficulties Aziza had, but more details would have made it even better.*

I liked this account, ~~but it could have been better.~~

- Use details from the selection to develop your ideas.

*it was very important that all the community would be able to share the treasures of the library.*

To Aziza, ~~though, the library was very important.~~

### Spelling Tip

- Remember that irregular verbs form the past tense with special spellings:  
*bring/brought*

### Edit and Proofread

Work with a partner to edit and proofread your literary response. Pay special attention to irregular verbs. Use revision marks to show your changes.

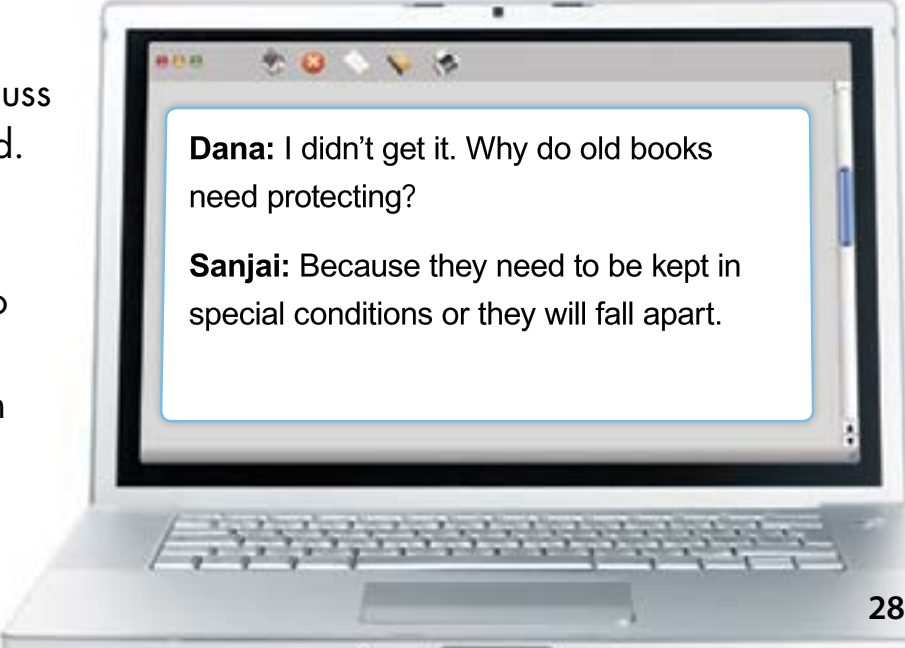
### Present

**On Your Own** Make a final copy of your literary response. Post it on a class blog, or share it with someone who has read the same selection.

#### Presentation Tips

If you are the speaker...	If you are the listener...
Speak clearly. Pause slightly before sentences and phrases from the literature.	Be ready to summarize the writer's response to the literature.
Be ready to respond to questions about your opinion and reasons.	Think about whether the writer's opinion is supported by details.

**In a Group** Form a Reader's Circle to discuss the selections you read. Be sure to share both positive and negative opinions. You can also share your opinions in an online discussion group.



**Dana:** I didn't get it. Why do old books need protecting?

**Sanjai:** Because they need to be kept in special conditions or they will fall apart.



**?**  
**BIG**  
Question

What's worth protecting?

## Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

### Write It!

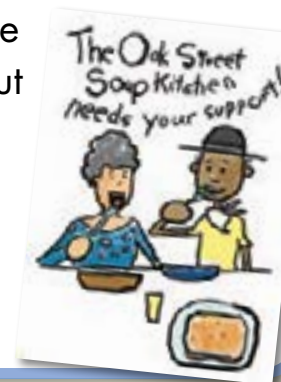
#### Write a Letter

What social causes do you care about? What organizations would you like to help by volunteering? Write a letter to an organization to learn more about what they do. Include all of the parts of a letter.

### Do It!

#### Make an Ad

Design an ad that asks people to support a cause. Share your ad with the class. Talk about how the words and pictures make the meaning clear.



### Talk About It!

#### Share a Superhero Fantasy

Imagine that you are a superhero. Tell a partner what you would do as a superhero to protect something important.

I would protect all the animals in the ocean!

### Do It!

#### Have a Debate

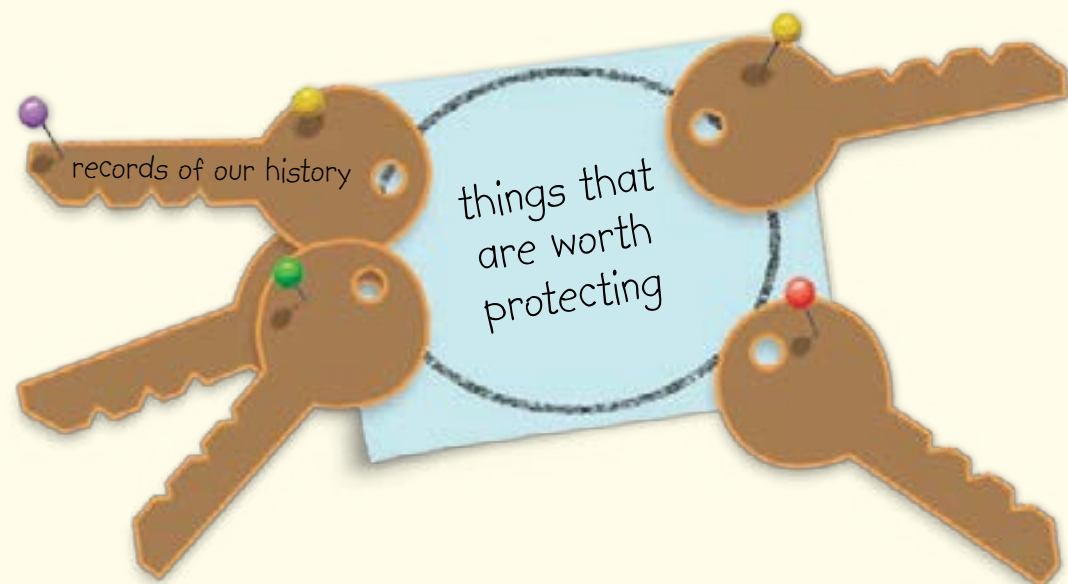
Talk with classmates about an issue that you think is important to the lives of people today. Then have a debate about it. Discuss different ways to solve the issue.



### Talk Together

In this unit, you found lots of answers to the **Big Question**. Now make a concept map to discuss the **Big Question** with the class.

#### Concept Map



### Write a Persuasive Essay

Choose one thing that you think is worth protecting. Write a persuasive essay about it. Include details to support your ideas.