

Grade Six

Show Me What You Know

Directions: Read the excerpt from *Harriet Tubman: Conductor on the Underground Railroad*. Then, answer the questions that follow. Draw a peace sign above the date.

By the time Harriet Ross was six years old, she had unconsciously absorbed many kinds of knowledge, almost with the air she breathed. She could not, for example, have said how or at what moment she knew that she was a slave.

She knew that her brothers and sisters, her father and mother, and all the other people who lived in the quarter, men, women and children were slaves.

She had been taught to say, “Yes, Missus,” “No, Missus,” to white women, “Yes, Mas’r,” “No, Mas’r” to white men. Or, “Yes, sah,” “No, sah.”

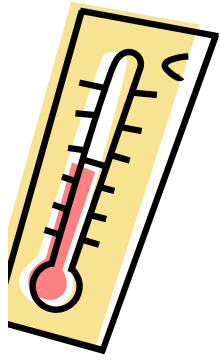
At the same time someone had taught her where to look for the North Star, the star that stayed constant, not rising in the east and setting in the west as the other stars appeared to do; and told her that anyone walking toward the North could use that star as a guide.

She knew about fear, too. Sometimes at night, or during the day, she heard the furious galloping of horses, not just one horse, several horses, thud of the hoofbeats along the road, jingle of harness. She saw the grown folks freeze into stillness, not moving, scarcely breathing, while they listened. She could not remember who first told her that those furious hoofbeats meant that patrollers were going in pursuit of a runaway. Only the slaves said patrollers, whispering the word.

1. What do you know about slavery? (Monday's lesson).

Know		What to Know	Learned from the Above Passage

- At least one detail is written in each column
- What you learned from the passage is actually in the passage
- No excuses grammar or spelling



2. Re-read the passage below:

At the same time someone had taught her where to look for the North Star, the star that stayed constant, not rising in the east and setting in the west as the other stars appeared to do; and told her that anyone walking toward the North could use that star as a guide.

What information did the author leave out that you need to know from your prior knowledge to make sense of the passage (Tuesday's lesson)?

○	

- You explain your answer
- Answer is accurate
- No excuses grammar or spelling

/3

3. Read the following excerpt:

She knew about fear, too. Sometimes at night, or during the day, she heard the furious galloping of horses, not just one horse, several horses, thud of the hoofbeats along the road, jingle of harness. She saw the grown folks freeze into stillness, not moving, scarcely breathing, while they listened. She could not remember who first told her that those furious hoofbeats meant that patrollers were going in pursuit of a runaway. Only the slaves said paterollers, whispering the word.

Which words can you connect to because you've seen them on television or in real life? Underline them. (Wednesday's lesson)

/2

4. Generate a meaningful connection below by comparing a time when you felt an emotion (could be fear) as strongly as the time Harriet felt fear. (*Thursday's Lesson*).

○	
○	

- Connected to an extreme moment
- Described your moment
- Compared Harriet's moment to your own moment
- No excuses grammar or spelling

/4

May I Have Some More Cake, Please?

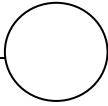
Directions: Read the following *excerpt* from *Bell Prater's Boy* then answer the questions that follow.

Around 5:00 a.m. on a warm Sunday morning in October 1953, my aunt Belle left her bed and vanished from the face of the earth.

“When I heard her get up, I figgered she was going outside to the toilet,” her husband, my Uncle Everett told the sheriff. “So I dozed off back to sleep. When I came awake again, I’d say maybe a half hour had passed, and she wasn’t back, so I says to myself, ‘Reckon I better go check on Belle, see if she’s okay.’ So I did.

Uncle Everett, a coal miner, and Aunt Belle, along with their boy, Woodrow, lived way far in the head of a long, isolated holler called Crooked Ridge, near the town of Coal Station, Virginia, where the Appalachians are steep and rugged. In those days the roads were narrow and rocky, barely passable in bad weather. They had an old Ford, and that morning it was parked on the slope with the key in the ignition like always. Their nearest neighbors, the Sloans, who lived almost a mile down the road, told the sheriff they hadn’t seen or heard a thing out of the ordinary.

5. What information did the author purposefully leave out in the above passage (Tuesday's lesson)?

- You explain your answer
- Answer is accurate
- No excuses grammar or spelling

/3

6. Read the following excerpt:

Uncle Everett, a coal miner, and Aunt Belle, along with their boy, Woodrow, lived way far in the head of a long, isolated holler called Crooked Ridge, near the town of Coal Station, Virginia, where the Appalachians are steep and rugged. In those days the roads were narrow and rocky, barely passable in bad weather. They had an old Ford, and that morning it was parked on the slope with the key in the ignition like always.

Which words can you connect to because you've seen them on television or in real life? Underline them. (Wednesday's lesson)

/2



Review a Few

7. Design a new mascot for our school that you think could also be a good symbol for the school. Be sure to explain why.

- Demonstrates understanding of symbolism

/1

8. What's the difference between a flashback and a flash forward?

- Demonstrates understanding of flashback
 Demonstrates understanding of flash forward

/2

Take That and Rewind it Back

Read the following poem and answer the questions (*from July*) that follow:

Navajo tradition. "Twelfth Song of Thunder." *The Mountain Chant: A Navajo Ceremony*.
Forgotten Books, 2008. (1887)

The voice that beautifies the land!

The voice above,

The voice of thunder

Within the dark cloud

Again and again it sounds,

The voice that beautifies the land.

The voice that beautifies the land!

The voice below,

The voice of the grasshopper

Among the plants

Again and again it sounds,

The voice that beautifies the land.

9. Which technique does the author use?

- a. Rhyme pattern abab
- b. Repetition
- c. onomatopoeia

10. Which two things are being compared?

- a. Thunder and grasshoppers
- b. Voices and land
- c. Dark clouds and plants

/2

Soar to a Four



Directions: The following story describes a young girl's voyage from Ireland to America. Read "Sailing to America". Then do numbers 1-6.

Sailing to America

Eileen squeezed Padric's hand while baby Kate clung to Mama. Liam and Margaret stood with Papa, trying to look grown up and brave. My name is Mary. I am twelve years old and my family just arrived in America!

We'd been hoping to leave Ireland ever since 1845, when the potato crop was wiped out. Everyone in the country was starving. We saved money for over two years and hoped none of us would get sick. Mama danced a jig the night Papa said we could finally afford to go to America. We sailed to the Waterloo dock in Liverpool, England the next day. None of us were sad to leave our damp little house, but I cried when I said goodbye to my friends.

We barely had enough money to be passengers on *The Globe*. We had only two trunks for all of our things. Mama took her sewing and cooking supplies. Papa packed his favorite tools. We also brought a few blankets, eating utensils, some extra shirts, and two sacks of flour. And I made sure to bring my rag doll Meg.

When the *Globe* started to set sail, the deck looked like a big party! People tossed hats and shouted goodbye to their friends and families on the dock. Some passengers played flutes, pipes, and violins. People young and old danced wherever they found room. Padric said he didn't care if he ever saw Ireland again. I'm not sure I agree, but at least the most important parts of Ireland are still with me.

Our sleeping quarters were very dark. We had two sets of cramped bunk beds for the eight of us. We could hear the hundreds of men, women, and children around us. We could smell them, too! The whole place was dirty and full of bad smells.

The trip was smooth sailing at first. But when the winds came, the ship tossed wildly, and I flew off my bunk. Boxes and barrels tumbled everywhere. Women grabbed onto their screaming children. It felt like the daunting winds would never stop blowing. Many people got sick or died during the storms. To make myself feel better, I whispered to Meg about all the things we'd do in America.

Today, we finally ended our long six-week journey on the *Globe*. This morning, Padric dragged me out of my bed with the big news. He shouted for me to hurry as I grabbed Meg.

Everyone is now up on the deck, pointing and waving. People are in a jubilant mood. Music has started and the *Globe* is like a party again. I can see New York City clear as day. After a long, hard journey, we finally made it!

11. The author probably wrote this story to

- a. Convince readers to travel
- b. Provide safety tips for boat passengers
- c. Give information about the history of Ireland
- d. Tell a story about a family of immigrants

12. Which of the following does Mary's family not bring on the trip?

- a. Violins
- b. Blankets
- c. Sacks of flour
- d. Sewing supplies

13. The conditions in the sleeping quarters can best be described as

- a. Dusty
- b. Healthy
- c. Welcoming
- d. Unpleasant

14. Mary and her family left Ireland because

- a. Their house was too damp
- b. There were too many storms
- c. The potato crop was wiped out
- d. They did not have enough money to stay

15. Read these sentences from the story:

*People are in a jubilant mood. Music has started and the *Globe* is like a party again.*

In this first sentence, the word *jubilant* means

- a. Happy
- b. Tired
- c. Unusual
- d. determined

/10

All proof is underlined and labeled

Survey Says

1. What was your favorite moment this week in reading class?

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2. Do you get enough time to independently read?

<input type="radio"/>	

3. On a scale of 1-5, how did you feel about this week's aims? _____

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4. What book are you dying to read next?
