

Middle School 181 Literacy Department  
2013 Summer Reading Requirements

Text

Theme: Planning Your Future- College 101- Presenting on Argument

SPED

- 1 novel -Tears Of A Tiger  
By Sharon M. Draper  
Complete the Literature Questions based on "Tears Of A Tiger"
- 1 speech- Up! Education
- 1 informational text- Maria Cardenas  
Students must complete the Vocabulary check, Reading check, Questions for Thinking and Discussion, Ideas for Writing
- Grammar Skills- Literature word list
- Understanding Theme with Fables and Identifying Theme

# Literature

## WORD LIST

autobiography	biography	flashback	folklore	genre
metaphor	onomatopoeia	prose	proverb	simile

Do you remember your favorite childhood books? Did you identify with characters? Whether we are six or sixty, literature brings us adventure. By reading, we can travel around the world—or beyond. We can understand our own problems through the eyes of a character. These are just a few of the reasons why literature has fascinated people for thousands of years. The words in this lesson will help you understand and discuss literature in its many forms.

**1. autobiography** (ô'tō-bī-ōg'rə-fē) *noun*

The story of a person's life, written by that person

- Former president Bill Clinton's **autobiography** is entitled *My Life*.

**autobiographical** *adjective* The world-famous scientist told **autobiographical** stories during his speech.

**2. biography** (bī-ōg'rə-fē) *noun*

The story of a person's life, written by someone else

- James Boswell wrote a famous **biography** of dictionary maker Samuel Johnson.

**biographical** *adjective* The reporter met with the movie star's family to gather some **biographical** details about her.

**biographer** *noun* The **biographer** spent years researching his subject's life.

**3. flashback** (flāsh'bāk') *noun*

A scene that is set at a time earlier than the main events of the story

- The film opened with a car chase, followed by a **flashback** to the hero's childhood.

**4. folklore** (fōk'lôr') *noun*

The traditional tales and beliefs of a people

- Paul Bunyan is a figure from American **folklore**.

**folkloric** *adjective* **Folkloric** stories are often told to young people in order to pass along cultural customs.



5. **genre** (zhān' rə) *noun*

A type of literature or art

- Genres of literature include fiction, nonfiction, poetry, and drama.

6. **metaphor** (mēt' ə-fôr') *noun*

A figure of speech in which one thing is described as if it were another

- The **metaphor** "The moon was a ribbon of darkness" appears in *The Highway Man*.

**metaphoric** *adjective* The words "ship of state" are a **metaphoric** way to refer to government.

7. **onomatopoeia** (ŏn' ə-măt' ə-pē' ə) *noun*

The use of words that imitate the sounds that they stand for

- Some examples of **onomatopoeia** are *meow*, *whoosh*, and *pop*.

**onomatopoeic** *adjective* The **onomatopoeic** name *pop* for "soda" imitates the sound of a can being opened.

8. **prose** (prōz) *noun*

Ordinary speech or writing that does not have a regular rhythm

- Although most ancient stories were rhymed to aid memory, most modern stories are in **prose**.

**prosaic** *adjective* Commonplace, dull, unimaginative

- Julio decided his story was too **prosaic**, so he threw it away and started over.

9. **proverb** (prōv' ūrb') *noun*

A short saying that expresses a truth or gives advice

- Dad's response to our hurried job was the **proverb** "Haste makes waste."

**proverbial** *adjective* Widely or often referred to; commonly known

- John really did have the **proverbial** "bird in the hand worth two in the bush" when he caught the valuable parrot.

10. **simile** (sīm' ə-lē) *noun*

A figure of speech that uses *like* or *as* to compare two things that are not alike

- One **simile** written by Shakespeare is "My love is like a red, red rose."

The *genre* of fiction includes fantasy, science fiction, historical fiction, and realistic fiction. Nonfiction includes biographies, articles, and essays.

A *proverb* (also known as an *adage*) usually expresses folk wisdom, or wisdom from the people.

## WORD ENRICHMENT

### A word of the people

The English word *folk*, which is part of the word *folklore*, means "people." *Folk* has been in our language for more than 1,000 years. At one time, it meant "the troops of an army." Today, a word containing *folk* usually refers to common, regular, or traditional people. A *folktale* is a traditional story passed down through the ages. A *folksinger* performs tunes also handed down through generations. *Folk art* is created according to the traditions of the common people. Something *folksy* is simple and informal.

**WRITE THE CORRECT WORD**

Write the correct word in the space next to each definition.

- |       |   |       |  |
|-------|---|-------|--|
| _____ | 1. ordinary writing   | _____ | 6. traditional stories                                     |
| _____ | 2. type of literature or art                                | _____ | 7. a short saying  |
| _____ | 3. a comparison using the words<br><i>like</i> or <i>as</i> | _____ | 8. the use of words that imitate<br>sounds                 |
| _____ | 4. a description of something as<br>if it were another      | _____ | 9. a story of someone's life,<br>written by another person |
| _____ | 5. a story of someone's life, by<br>that person             | _____ | 10. a scene set at an earlier time                         |

**COMPLETE THE SENTENCE**

Write the letter for the word that best completes each sentence.

- |       |  |                 |                  |              |                 |
|-------|--|-----------------|------------------|--------------|-----------------|
| _____ | 1. The book is set in 2006 but includes a _____ to 2000.   | a. folklore     | b. genre         | c. simile    | d. flashback    |
| _____ | 2. "Her tears were an ocean" is an example of a(n) _____.  | a. metaphor     | b. simile        | c. biography | d. onomatopoeia |
| _____ | 3. "A stitch in time saves nine" is an example of a _____.   | a. proverb      | b. genre         | c. simile    | d. prose        |
| _____ | 4. In his _____, Benjamin Franklin gave the details of his childhood.  | a. proverb      | b. autobiography | c. folklore  | d. biography    |
| _____ | 5. The word <i>plop</i> is an example of _____.  | a. prose        | b. flashback     | c. genre     | d. onomatopoeia |
| _____ | 6. Because it can take a lifetime to master just one type of writing, writers often specialize in one _____. | a. metaphor     | b. biography     | c. genre     | d. proverb      |
| _____ | 7. When you are writing _____, try to vary the length of your sentences.                                     | a. prose        | b. similes       | c. proverbs  | d. metaphors    |
| _____ | 8. Much _____ has been passed down orally from generation to generation.                                     | a. folklore     | b. biography     | c. proverb   | d. onomatopoeia |
| _____ | 9. "Fit as a fiddle" is an example of a _____.   | a. genre        | b. simile        | c. metaphor  | d. proverb      |
| _____ | 10. I enjoyed reading the _____ of Thomas Jefferson by R. B. Bernstein.                                      | a. onomatopoeia | b. flashback     | c. biography | d. metaphor     |

**Challenge:** In her \_\_\_\_\_, Helen Keller uses several \_\_\_\_\_ to describe what it is like growing up blind, deaf, and mute.

- |       |                           |                       |                              |
|-------|---------------------------|-----------------------|------------------------------|
| _____ | a. metaphors...flashbacks | b. biography...genres | c. autobiography...metaphors |
|-------|---------------------------|-----------------------|------------------------------|

## READING COMPREHENSION

# The Grimm Brothers' Tales

Do the names Cinderella, Rapunzel, or Snow White sound familiar to you? If they do, you can thank the Grimm brothers, Jacob and Wilhelm. (1) These brothers turned their enthusiasm for German *folklore* into the world's most famous collection of fairy tales.

(2) There are several good *biographies* of the Grimm brothers, but here is a brief summary of their story: They were born in Germany in the 1780s. Their father died when they were boys, and the family was left with little money. Fortunately, they attended a good school and proved themselves by studying and reading. When their mother passed away, the Grimm brothers worked at a library to help support their younger siblings. (3) There, they read books of all types, including *autobiographies*, history, and literature. (4) In the course of their reading, the brothers became fascinated with the *genre* of folklore.

They then devoted themselves to listening to more than forty people who told traditional tales. The brothers published these tales in a series of books. At first, the books sold only a few hundred copies a year. In 1812, when the collections were first published, the Grimms were so poor that they could afford only one meal each day!

But the tales have an appeal that has lasted for more than two hundred years. What is it about these tales that keeps generations of children—and adults—so intrigued? (5) For many adults, the stories provide a *flashback* to their own childhood, when they sat at bedtime, listening to these amazing tales. Some of the settings of the Grimm fairy tales can also explain their appeal. Many of the stories include the dark forest beyond the village,

where a big, bad wolf awaits his victims. (6) These elements seem to be *metaphors* for the fear of the unknown.

The original tales were violent and filled with prejudice. When it became clear how much they appealed to children, however, the brothers decided to edit them. They toned down the violence and cruelty. (7) They also improved the *prose*, turning the tales from simple stories into sophisticated works of art. (8) Sometimes

the Grimm brothers added *proverbs* at the beginning or the end of the tale. (9) *Onomatopoeia* also brought the stories to life. For example, readers can almost hear the spinning wheel in Rumpelstiltskin in the line: "Whirr, whirr, whirr, three turns, and the reel was full, then he put another on, and whirr, whirr, whirr." (10) The Grimm brothers also used *similes*, such as "The white pebbles glittered like real silver pennies." These words help readers imagine the road that Hansel and Gretel took to the witch's house.

The brothers later became respected language scholars and even started a dictionary. But they are best remembered for the magical tales of witches, princes, stepmothers, and wolves that now line the shelves of children's libraries.



Each sentence below refers to a numbered sentence in the passage. Write the letter of the choice that gives the sentence a meaning that is closest to the original sentence.

- \_\_\_\_\_ 1. These brothers turned their enthusiasm for German \_\_\_\_\_ into the world's most famous collection of fairy tales.  
a. life stories                      b. dictionaries                      c. figures of speech                      d. traditional stories
- \_\_\_\_\_ 2. There are several good \_\_\_\_\_ of the Grimm brothers.  
a. life stories                      b. traditional tales                      c. fairy tales                      d. short sayings
- \_\_\_\_\_ 3. There, they read books of all types, including \_\_\_\_\_, history, and literature.  
a. traditional tales                      b. poems and plays                      c. fantasy stories                      d. first-person life stories
- \_\_\_\_\_ 4. The brothers became fascinated with the \_\_\_\_\_ of folklore.  
a. dramatic writings                      b. narrative poems                      c. type of literature                      d. oral tradition

- \_\_\_\_\_ 5. For many adults, the stories provide a \_\_\_\_\_ to their own childhood.  
 a. short saying      b. jump back      c. diary      d. life story
- \_\_\_\_\_ 6. These elements seem to be \_\_\_\_\_ for the fear of the unknown.  
 a. figures of speech      b. characteristics      c. short sayings      d. ordinary writing
- \_\_\_\_\_ 7. They improved the \_\_\_\_\_, turning the tales from simple stories into sophisticated works of art.  
 a. writing      b. stories      c. characters      d. traditions
- \_\_\_\_\_ 8. Sometimes the Grimm brothers added \_\_\_\_\_ at the beginning or the end of the tale.  
 a. ordinary writing      b. new translations      c. truthful sayings      d. first-hand sources
- \_\_\_\_\_ 9. \_\_\_\_\_ also brought the stories to life.  
 a. Ordinary writing      b. Poetic language      c. Comparisons      d. Words imitating sounds
- \_\_\_\_\_ 10. The Grimm brothers also used \_\_\_\_\_, such as "The white pebbles glittered like real silver pennies."  
 a. ordinary writing      b. short sayings      c. advice      d. comparisons

Indicate whether the statements below are TRUE or FALSE according to the passage.

- \_\_\_\_\_ 1. German folklore was based on true stories.
- \_\_\_\_\_ 2. The work of the Grimm brothers has been popular for hundreds of years.
- \_\_\_\_\_ 3. The Grimm brothers revised the tales to include many literary techniques.

## FINISH THE THOUGHT

Complete each sentence so that it shows the meaning of the italicized word.

1. The *genres* I most like to read are \_\_\_\_\_
- \_\_\_\_\_
2. One *proverb* that I have heard is \_\_\_\_\_
- \_\_\_\_\_

## WRITE THE DERIVATIVE

Complete the sentence by writing the correct form of the word shown in parentheses. You may not need to change the form that is given.

- \_\_\_\_\_ 1. The \_\_\_\_\_ spent years researching President Lyndon Johnson. (*biography*)
- \_\_\_\_\_ 2. Realism, Impressionism, and Cubism are different \_\_\_\_\_ of painting. (*genre*)
- \_\_\_\_\_ 3. The short story was \_\_\_\_\_. (*autobiography*)
- \_\_\_\_\_ 4. There are many \_\_\_\_\_ references to beauty in poetry and in prose. (*metaphor*)

- \_\_\_\_\_ 5. There are often magical creatures in \_\_\_\_\_ literature. (*folklore*)
- \_\_\_\_\_ 6. The American South's hospitality is \_\_\_\_\_. (*proverb*)
- \_\_\_\_\_ 7. \_\_\_\_\_ in novels often give us background and help us better understand the main characters. (*flashback*)
- \_\_\_\_\_ 8. Poets use \_\_\_\_\_ to paint vivid pictures in their readers' imaginations. (*simile*)
- \_\_\_\_\_ 9. What do you prefer to write, poetry or \_\_\_\_\_? (*prose*)
- \_\_\_\_\_ 10. Children often enjoy poems that use \_\_\_\_\_ language. (*onomatopoeia*)

## FIND THE EXAMPLE

Choose the answer that best describes the action or situation.

- \_\_\_\_\_ 1. A good title for an *autobiography*  
 a. How I Lived                      b. The President  
 c. History of Food                      d. Science Today
- \_\_\_\_\_ 2. Examples of *onomatopoeia*  
 a. yesterday, today                      b. paper, papyrus  
 c. hiss, clang                      d. fiction, poetry
- \_\_\_\_\_ 3. Something usually written in *prose*  
 a. sign language                      b. music  
 c. poetry                      d. science fiction
- \_\_\_\_\_ 4. A *simile* that describes a busy person  
 a. a busy person                      b. woosh!  
 c. busy as a bee                      d. frenetic
- \_\_\_\_\_ 5. A *proverb*  
 a. sly as a fox                      b. the dancing sun  
 c. splashing puddles                      d. practice makes perfect
- \_\_\_\_\_ 6. A *biography* title  
 a. Physics Theory                      b. Harry S. Truman  
 c. My Success                      d. National Landmarks
- \_\_\_\_\_ 7. A *genre* of literature  
 a. opera                      b. drama  
 c. rhyme                      d. comparison
- \_\_\_\_\_ 8. A character most likely to be found in *folklore*  
 a. a talking spider                      b. an athlete  
 c. a movie star                      d. a businessperson
- \_\_\_\_\_ 9. A likely opening for a *flashback*  
 a. Today...                      b. Tomorrow...  
 c. A year before...                      d. In the future...
- \_\_\_\_\_ 10. The best *metaphor* for true love  
 a. a sharp needle                      b. an off-key piano  
 c. an old shoe                      d. a perfect rose

The life of a migrant worker is rarely easy. For migrant worker Maria Cardenas, it was often a nightmare. Her childhood was an exhausting time of backbreaking labor, constant moves, and family violence. Remarkably, Maria continued to cling to her dreams of a better life. This selection tells the story of Maria's journey from the fields to the classroom.

## 10 / Maria Cardenas

### Words to Watch

**enraged** (13): angered

I was *enraged* by the men's mistreatment of the stray dog.

**abducted** (17) taken away by force

During World War II, many Jewish people were *abducted* from their homes and sent to death camps.

**taunted** (21): cruelly teased

Some children in class *taunted* the new student about her accent.

**mandatory** (24): required by law

School attendance is *mandatory* until age 16.

**eligible** (24): qualified

My sister's high grades made her *eligible* to win a scholarship.



Maria Cardenas listens and takes notes in class.

As I walk into the classroom, the teacher gazes at me with her piercing green eyes. I feel myself shrinking and burning up with guilt. I go straight to her desk and hand her the excuse slip. Just like all the other times, I say, "I was sick." I hate lying, but I have to. I don't want my parents to get in trouble.

I'm not a very good liar. She makes me hold out my hands, inspecting my dirty fingernails and calluses. She knows exactly where I've been the past several days. When you pick tomatoes and don't wear gloves, your hands get rough and stained from the plant oils. Soap doesn't wash that out.

In the background, I can hear the students giggling as she asks her usual questions: "What was wrong? Was your brother sick, too? Do you feel better today?" Of course I don't feel better. My whole body aches from those endless hot days spent harvesting crops from dawn to dusk. I was never absent by choice.

That year, in that school, I think my name was "Patricia Rodriguez," but I'm not sure. My brother and I used whatever name our mother told us to use each time we went to a new school. We understood that we had to be registered as the children of parents who were in the United States legally, in case Immigration ever checked up.



5 My parents had come to the States in the late '60s to work in the fields and earn money to feed their family. They paid eight hundred dollars to someone who smuggled them across the border, and they left us with our aunt and uncle in Mexico. My five-year-old brother, Joel, was the oldest. I was 4, and then came Teresa, age 3, and baby Bruno. The other kids in the neighborhood teased us, saying, "They won't come back for you." Three years later, our parents sent for us to join them in Texas. My little heart sang as we waved good-bye to those neighbor kids in Rio Verde. My father did love us!

6 My parents worked all the time in the fields. Few other options were open to them because they had little education. Our education was important to them. They were too scared to put us in school the first year, but when I was 8 they did enroll us. I do remember that my first-grade report card said I was "Antonietta Gonzales." My father always made sure we had everything we needed—tablets, crayons, ruler, and the little box to put your stuff in. He bragged to his friends about his children going to school. Now we could talk for our parents. We could translate their words for the grocer, the doctor, and the teachers. If Immigration came by, we could tell them we were citizens, and because we were speaking English, they wouldn't ask any more questions.

7 In the years to come, I often reminded myself that my father had not forgotten us like the fathers of so many kids I knew. It became more important for me to remember that as it became harder to see that he loved us. He had hit my mother once in a while as I was growing up, but when his own mother died in Mexico in 1973, his behavior grew much worse. My uncles told me that my father, the youngest of the family, had often beaten his mother. Maybe it was the guilt

he felt when she died, but for whatever reason, he started drinking heavily, abusing my mother emotionally and physically, and terrorizing us kids. The importance of our education faded away, and now my papa thought my brother and I should work more in the fields. We would work all the time—on school vacations, holidays, weekends, and every day after school. When there were lots of tomatoes to pick, I went to school only every other day.



8 If picking was slow, I stayed home after school and cooked for the family. I started as soon as I got home in the afternoon. I used the three large pots my mother owned: one for beans, one for rice or soup, and one for hot salsa. There were also the usual ten pounds of flour or *maseca*, ground corn meal, for the tortillas. I loved this cooking because I could eat as much as I wanted and see that the

little kids got enough before the older family members finished everything. By this time there were three more children in our family, and we often went to bed hungry. (My best subject in school was lunch, and my plate was always clean.)

9 Life was never easy in those days. Traveling with the harvest meant living wherever the bosses put us. We might be in little houses with one outdoor toilet for the whole camp. Other times the whole crew, all fifty or one hundred of us, were jammed into one big house. Working in the fields meant blistering sun, aching muscles, sliced fingers, bug bites, and my father yelling when we didn't pick fast enough to suit him. But we were kids, so we found a way to have some fun. My brother and I would make a game of competing with each other and the other adults. I never did manage to pick more than Joel, but I came close. One time I picked 110 baskets of cucumbers to Joel's 115. We made thirty-five cents a basket.

10 Of course, we never saw any of that money. At the end of the week, whatever the whole family had earned was given to my father. Soon he stopped working altogether. He just watched us, chatted with the field bosses, and drank beer. He began to beat all of us kids as well as our mother. We didn't work fast enough for him. He wanted us to make more money. He called us names and threw stones and vegetables at us. The other workers did nothing to make him stop. I was always scared of my father, but I loved him even though he treated us so badly. I told myself that he loved us, but that alcohol ruled his life.

11 I knew what controlled my father's life, but I never thought about being in control of my own. I did as I was told, spoke in a whisper, and tried not to be noticed. Because we traveled with the harvest, my brothers and sisters and I attended three or four different schools in one year. When picking was good, I went

to the fields instead of school. When the little kids got sick, I stayed home to watch them. When I did go to school, I didn't understand very much. I don't know how I got through elementary school, much less to high school, because I only knew how to add, subtract, and multiply. And let's just say I got "introduced" to English writing skills and grammar.

12 In 1978, my mother ran away after two weeks of terrible beatings. Joel and I found the dime under the big suitcase, where she had told us it would be. We were supposed to use it to call the police, but we were too scared. We stayed in the upstairs closet with our brothers and sisters. In the morning, I felt guilty and terrified. I didn't know whether our mother was alive or dead. Not knowing what else to do, I got dressed and went to school. I told the counselor what had happened, and she called the police. My father was arrested. He believed the police when they said they were taking him to jail for unpaid traffic tickets. Then the police located my mother and told her it was safe to come out of hiding. My father never lived with us again although he continued to stalk us. He would stand outside the house yelling at my mother, "You're gonna be a prostitute. Those kids are gonna be no-good drug addicts and criminals. They're gonna end up in jail."

13 My father's words enraged me. I had always had a hunger for knowledge, always dreamed of a fancy job where I would go to work wearing nice clothes and carrying a briefcase. How dare he try to kill my dream! True, the idea of that dream ever coming true seemed unlikely. In school, I would ask about material I didn't understand, but most of the teachers seemed annoyed at my interruptions. My mother would warn me, "Please, don't ask so many questions." Eventually I got discouraged and sat quietly in my classrooms, almost invisible.

14 But then, somehow, when I was 14, Mrs. Mercer noticed me. I don't remember how my conversations with this teacher started, but it led to her offering me a job in the Western clothing store she and her husband owned. I helped translate for the Spanish-speaking customers who shopped there. I worked only Saturdays, and I got paid a whole twenty-dollar bill. Proudly, I presented that money to my mother. The thought "I can actually do more than field work" began to make my dreams seem like possibilities. I began to believe I could be something more.

15 The month of my sixteenth birthday, Mrs. Mercer recommended me for a cashier's job in the local supermarket. I worked there for six weeks, and on Friday, January 16, 1981, I was promoted to head cashier. I was on top of the world! I could not believe such good things were happening to me. I had a good job, and I was on my way to becoming my school's first Spanish-speaking graduate. I thought nothing could go wrong, ever again. But that very night, my dreams were shattered again—this time, I thought, permanently.

16 The manager let me off at nine, two hours early. I didn't have a ride because my brother was not picking me up until 11:00 p.m. But I was in luck! I saw a man I knew, a friend of my brother's, someone I had worked with in the fields. He was a trusted family friend, so when he offered me a lift, I said, "Of course." Now I could go home and tell everybody about the promotion.

17 I never made it home or to my big promotion. The car doors were locked; I could not escape. I was abducted<sup>o</sup> and raped, and I found myself walking down the same abusive road as my mother. My dreams were crushed. I had failed. In my old-fashioned Mexican world, I was a "married woman," even if I wasn't. To go

home again would have been to dishonor my family. When I found I was pregnant, there seemed to be only one path open to me. I married my abductor, dropped out of school, and moved with him to Oklahoma.



*One of Maria's seasonal farm jobs is picking oranges in Florida.*

"My father was right," I thought. "I am a failure." But dreams die hard. My brother Joel was living in the same Oklahoma town as I was. He would see me around town, my face and body bruised from my husband's beatings. But unlike the workers in the fields who had silently watched our father's abuse, Joel spoke up. "You've got to go," he would urge me. "You don't have to take this. Go on, you can make it."

"No!" I would tell him. I was embarrassed to have anyone know what my life had become. I imagined returning to my mother, only to have to have her reprimand.

mand me, saying, "What's the matter with you that you can't even stay married?"

20 But Joel wouldn't give up. Finally he told me, "I don't care what you say. I am going to tell Mother what is going on."

21 And he did. He explained to our mother that I had been forced to go with that man, that I was being abused, and that I was coming home. She accepted what he told her. I took my little girl and the clothes I could carry, threw everything into my car, and left Oklahoma for Florida. My husband taunted<sup>o</sup> me just as my father had my mother: "You'll be on food stamps! You can't amount to anything on your own!" But I proved him wrong. I worked days in the fields and nights as a cashier, getting off work at midnight and up early the next day to work again. I don't know how I did it, but I kept up the payments on my little car, I earned my high-school general equivalency diploma (GED), I didn't go on food stamps, and I was happy.

22 The years passed, and I married a wonderful man who loved me and my daughter. He was proud that I had some real education, and he knew that I wanted more. But I couldn't imagine that going on in school was possible.

23 Then, in 1987, I was working for the Redlands Christian Migrant Association. They provided services for migrant children. One day, in the office, I picked up a book called *Dark Harvest*. It was filled with stories about migrant workers. I had never read a book before, but this one was about people like me. I began reading it, slowly at first, then with more and more interest. Some of the people in it had gone back for a GED, just as I had! Even more—some had gone on to college and earned a degree in education. Now they were teaching. When I read that book, I realized that my dream wasn't crazy. I finally knew what I wanted to do.

My husband and I took the manda- 24  
 tory<sup>o</sup> steps to become legally admitted residents of the United States. Then, my husband found out about a federal program that helps seasonal farm workers go to college. I applied and found I was eligible<sup>o</sup>. When I took my diagnostic tests, my reading, English, and math levels turned out to be seventh-grade level. Not as bad as I thought! The recruiter asked if I would mind attending Adult Basic Education classes to raise my scores to the twelfth-grade level. Mind? I was thrilled! I loved to study, and in spite of a serious illness that kept me out of classes for weeks, my teacher thought I was ready to try the ABE exams early. Her encouragement gave my confidence a boost, and I found my scores had zoomed up to a 12.9 level.

Then, in the fall of 1994, I took the 25  
 greatest step of my academic life. Proud and excited, I started classes at Edison Community College in Florida. Of course, I was also terrified, trembling inside almost like that scared little girl who used to tiptoe up to the teacher's desk with her phony absence excuses. But I'm not a scared little kid anymore. My self-confidence is growing, even if it's growing slowly. I have a hard-working husband and three children, all of whom I love very much. I look at my 13-year-old, Antonietta, who began to travel with us to pick blueberries last summer. She works in the fields, as I did, but there is little resemblance between her life and mine. She and our other children are in one school the whole year long. Antonietta works at her own pace, learning the value of work and of money—and she keeps what she earns. Already, her teachers are beginning to encourage her to become a journalist because of her skill in writing.

And guess what! My teachers com- 26  
 pliment my writing too. When I enrolled in my developmental English class at Edison, my teacher, Johanna Seth, asked

the class to write a narrative paragraph. A narrative, she explained, tells a story. As I thought about what story I could write, a picture of a scared little girl in a schoolroom popped into my head. I began writing:

*As I walk into the classroom, the teacher gazes at me with her piercing green eyes. I feel myself shrinking and burning up with guilt. I go straight to her desk and hand her the excuse slip. Just like all the other times, I say, "I was sick." I hate lying, but I have to. I don't want my parents to get in trouble.*

27 I finish my narrative about giving my phony excuses to my grade-school teachers and hand it in. I watch Mrs. Seth read it and, to my horror, she begins to cry. I know it must be because she is so disappointed, that what I have written is

so far from what the assignment was meant to be that she doesn't know where to begin to correct it.

"Did you write this?" she asks me. Of course, she knows I wrote it, but she seems disbelieving. "You wrote this?" she asks again. Eventually I realize that she is not disappointed. Instead, she is telling me something incredible and wonderful. She is saying that my work is good, and that she is very happy with what I've given her. She is telling me that I can succeed here. 28

I have finished my first year of college with straight A's, and I will spend the summer picking crops in the fields. But in the fall, when my children return to school, so will I. I have a goal: to teach migrant children to speak English, to stand on their own two feet, to achieve their dreams. In helping them, I will be making my own dream come true. 29



*With the help of her English teacher, Johanna Seth, Maria uses a word processor to edit one of her papers.*

## Vocabulary Check

1. In which sentence would the word **enraged** make sense?
  - a. My mother was \_\_\_\_\_ to find out I had cleaned my room while she was out.
  - b. The crowd was \_\_\_\_\_ when the little girl was finally saved from the burning building.
  - c. The hiker was attacked by several \_\_\_\_\_ bees when he accidentally disturbed their hive.
  
2. In which sentence would the word **taunted** make sense?
  - a. The boys \_\_\_\_\_ me because of my weight.
  - b. The teacher \_\_\_\_\_ the class for doing so well on the history exam.
  - c. Heavy snow \_\_\_\_\_ the school to cancel classes for two days.
  
3. In which sentence would the word **eligible** make sense?
  - a. I was so \_\_\_\_\_ about going to the carnival today that I couldn't sleep last night.
  - b. My brother could not read his own notes because his handwriting was too \_\_\_\_\_.
  - c. The winner of the state spelling bee will be \_\_\_\_\_ to compete in the national contest.
  
4. In the sentence below, the word **reprimand** means
  - a. scold.
  - b. ignore.
  - c. praise.

“I imagined returning to my mother, only to have her reprimand me, saying, ‘What’s the matter with you that you can’t even stay married?’” (Paragraph 19)
  
5. In the sentence below, the word **resemblance** means
  - a. difficulty.
  - b. similarity.
  - c. difference.

“She works in the fields, as I did, but there is little resemblance between her life and mine.” (Paragraph 25)



*Maria poses with her husband Alfonso after a day in the orange fields.*

SCORE: (Number correct) \_\_\_\_\_ x 20 = \_\_\_\_\_ %

## Reading Check

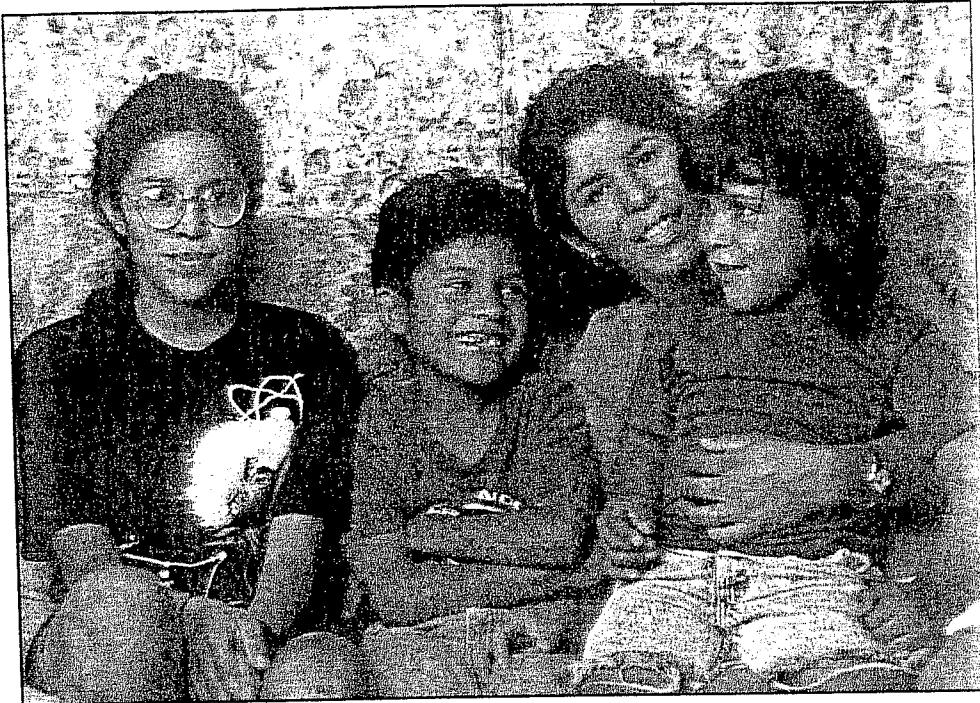
### *Central Point and Main Ideas*

1. What is the central point of the reading?
  - a. Maria's goal is to graduate from college and teach migrant children to achieve their dreams.
  - b. With hard work and courage, Maria overcame a life of abuse to build a rich family life and aim for a degree in education.
  - c. A book called *Dark Harvest*, which Maria read, is filled with inspiring stories about migrant workers.
2. What is the main idea of paragraph 7?
  - a. Maria knew many children whose fathers had forgotten them.
  - b. Maria's father started drinking heavily.
  - c. Maria's father became more abusive as the years passed.
3. What is the main idea of paragraph 11?
  - a. Maria had little control over what happened to her.
  - b. Maria helped take care of the children whenever they got sick.
  - c. Maria worked in the fields when the picking was good.
4. What is the main idea of paragraph 14?
  - a. Mrs. Mercer, one of Maria's teachers, offered Maria a job at a Western clothing store.
  - b. Mrs. Mercer, one of Maria's teachers, and her husband owned a Western clothing store.
  - c. A job she got from a teacher made Maria begin to believe she could do more than field work.

### *Supporting Details*

5. Maria enrolled in school under false names because
  - a. her parents had criminal records and did not want to be identified.
  - b. her parents were in the United States illegally.
  - c. she enjoyed confusing her teachers about her name.
6. The first job that Maria got after meeting Mrs. Mercer was as a
  - a. translator in the Western clothing store.
  - b. cashier in the supermarket.
  - c. teacher of migrant children.
7. After she read the book *Dark Harvest*, Maria
  - a. abandoned her daughter and returned to Mexico.
  - b. decided that she wanted to pick tomatoes for the rest of her life.
  - c. was inspired to go to college and become a teacher.





*Holding her younger daughter, Jasmine, Maria sits on her sofa at home with her older daughter, Antonietta, and her son, Korak.*

### *Conclusions*

8. You can conclude from paragraphs 1–3 that
  - a. the teacher knows that Maria has been picking tomatoes instead of attending school.
  - b. the teacher is worried about Maria being sick.
  - c. Maria prefers working in the fields to attending school.
9. You can conclude from paragraph 12 that
  - a. Maria felt guilty for not running away with her mother.
  - b. Joel and Maria could not understand why their mother had left home.
  - c. Maria's mother had prepared her children for the day she left her home.
10. You can conclude from paragraph 17 that
  - a. Maria's "old-fashioned Mexican world" offered freedom and choice for women.
  - b. Maria often wished to be part of the "old-fashioned Mexican world."
  - c. The "old-fashioned Mexican world" was very strict about sex and marriage.

SCORE: (Number correct) \_\_\_\_\_ x 10 = \_\_\_\_\_ %



## Questions for Thinking and Discussion

1. Why do you think Mrs. Seth started to cry when she read Maria's narrative paragraph? Why do you think Maria believed that the teacher was disappointed with her paragraph?
2. Like her mother, Maria's daughter Antonietta works in the fields. In what ways is Antonietta's life different from Maria's life when Maria was a child?
3. What does Maria mean when she says she wants to teach migrant children to "stand on their own two feet"? Why do you think Maria feels so strongly that she wants to help children?

## Ideas for Writing

1. Maria never let go of her dream of an education and a good job, even though she often received little support from the people around her. What dream do you hope to pursue? Write about your dream, explaining why it's important to you and why you won't let anyone change your mind.
2. Maria was scared about beginning classes at college, but she forced herself to do it anyway. Write a paper about a time when you were afraid of something new, but went ahead despite your fears. Describe the fears you had before beginning. Then tell whether the actual experience was similar to or different from what you had feared.

## **Up! Education**

Education is important  
Right from when an infant

Education is not about college  
It entails a wider range of knowledge  
Supplying a market of skills shortage

Education is great  
It creates and decides upon ones fate  
Never leave it too late

Education makes it a priority  
To provide you with opportunities

So I say  
OK! Up! Education  
Feed the Nations  
Up! Education

Education is in abundance  
A constituent of importance  
As we humans advance  
It offers us life's insurance

Education is the key to set you free  
From joblessness condemnation

Education is the key to flee  
From endless financial frustration

Education provides you with ammunition  
To tackle any country, state or nation

Education gives you immunisation  
Against surviving global frustration

Education relieves you  
From absurd ignorance

Education exempts you and me  
From parental allowance  
For most adults  
It is usually a concerning disturbance

So I say  
OK! Up! Education  
Feed the Nations  
Up! Education

I take my time to stress once more  
It is the path to successes door  
Education is a treasure  
One cannot significantly measure  
By only your life's attended lectures

Education is power  
Your immediate answer  
To questions that remain unanswered

Education is for all  
Embrace it or fall

Education provides options  
And sets the motion  
In life for you to function

So I say  
OK! Up! Education  
Feed the Nations  
Up! Education  
Education is the name of the game

Sylvia Chidi

Literacy Grade 8  
Summer Reading

Name \_\_\_\_\_ Class \_\_\_\_\_

Directions Read the poem and answer the questions that follow.

1. What mood does this poem convey?
  - a. sorrow
  - b. happiness
  - c. excitement
  - d. nervousness
  
2. What tone is represented in this statement?
  - a. calm
  - b. annoyed
  - c. scary
  - d. excited
  
3. This is an example of which type of poem.
  - a. Free Verse
  - b. Cinquain
  - c. Acrostic
  - d. Haiku

## Literature Questions "Tears Of A Tiger" By Sharon M. Draper

### KNOWLEDGE

1. Write the names of the most important characters in the story.
2. Identify the relationships of the characters in the story to one another.
3. When and where does the story seem to take place? What clues in the story did you use to determine the place (setting) and the time the story took place?
4. Write about something interesting that happened in the story. You may not use more than 7 sentences. One happening in the story is enough, and not too many details. Can you write this happening in the proper sequence?
5. Where does most of the action take place? Tell or write something that happened in each of the places you mention.
6. Who are the protagonists and the antagonists?
7. What time in history did the story take place?
8. What was the climax (high point) of the story?

### COMPREHENSION

1. If there is a picture in the book, tell or write what happened BEFORE the picture and then what happened AFTER the picture. Be brief!
2. Find a sentence in the story that has some words in it that you do not understand. Explain that sentence in your own words. Remember, context of a sentence is important.
3. What did the author want you to think about the main character? What things in the story made you think this is what the author wanted you to think? In other words, can you prove why you think as you do about the main character?
4. What was the cause of any one of the happenings in the story? In other words, what made something happen? Was it something someone did, or said, or something that just happened?
5. Write a summary of the story.
6. Illustrate funny, sad, exciting, etc. parts of the book. Use an art medium that is appropriate to the story.

## APPLICATION

Choose two and follow the directions.

1. Think of one way that a person in the story solved a problem. When you have decided on the person (or animal, or . . .), tell or write what you learned about solving the problem that you could use sometime in solving a problem of your own. What kind of trouble was he/she in? What was the problem to be solved? Do you have any of the same problems?
2. Think of a situation that happened to a person in the story and decide whether you would have done the same thing he/she did or something different. Tell or write what you might have done in the same situation.
3. Make a colorful illustration of an exciting scene in the book. Glue your picture to a piece of cardboard, laminate it and then cut it into puzzle parts. Be sure to put the title of the book and the author on your puzzle. Put your puzzle in the class reading center for others to enjoy.
4. Select any one of the characters in the story and think of some things each would do if he/she came to your class during reading. Try one character first, then another, and see if you can decide how they would act in P.E., science, etc.
5. Create a diorama from a scene in the book.
6. Make an illustrated dictionary for the NEW words you found in the book as you read it.
7. Write a letter to a friend telling about the book. Be sure to include what or who the book is about, something about the author, the high point in the book, and the ending.
8. Make a map showing the setting of the book.

## SYNTHESIS

Choose two and follow the directions.

1. What if you were involved in an exciting part of the story. How would you feel?
2. Write another ending to the story that is different from the one the author wrote. Write a least one paragraph.
3. Write a poem about the story or one of the characters or events.
4. Think back in the story and try rewriting an incident from it. Substitute setting, a secondary character, or add on to the incident. For example, substitute a dog for a wolf in the THREE LITTLE PIGS.
5. Create a game for others to play that will check to see if they really read the book.
6. Design a mobile, poster or bulletin board to promote the book.

7. Have a "Man in the Street" interview with one of the characters in the book.
8. Make some illustrations on transparencies for the overhead projector and use these in the a storytelling situation.
9. Rewrite as necessary to make the book into a play and then present your play to the class.
10. Now that you have read part or all of the book, can you PREDICT what will happen in the rest of the book to the person or animal, to the family? Or what will happen next? Give reasons for you predictions.

### EVALUATION

1. Was the main character in the book good or bad? Defend your decision with examples from the book.
2. Choose two persons in the story and decide which character is the better of the two and why you think so.
3. Think about two books you have read and tell which one you would recommend to a friend and why.
4. Judge the main character's actions in the story and describe how you might have acted differently. Think carefully about your decisions and justify your answer.
5. Write a presentation to the school librarian recommending your book for inclusion in the school library. Defend you recommendation appropriately.
6. Choose a character from the book and tell what you think about that person. Do you like him/her? Why or why not? Would you like to have that person as a friend? Why or why not? Be specific and use examples to defend your decision.

### ANALYSIS

1. What part of the story was the funniest? Most exciting? Saddest?
2. Put key events in the story on a sequence chart to use in a "Book Talk" to encourage others to read that book.
3. Think about the story. Write new titles for the story that would give others a good idea about the story.
4. Summarize the story or book including the most important, or key, idea. These ideas influence the outcome of the story. (You may want to brainstorm ideas with others who have read the story.) How did these ideas affect the outcome of the story?

5. Some things in a story are true (facts) and others are someone's opinion. Think about what was the fact and what was opinion in the story and write a comparative listing of your findings.
6. What was the author's purpose in writing the book? What idea, feeling, etc. did he want to give you about the theme?
7. Compare the book to a TV program or movie that is similar.
8. Make a class survey of favorite books, authors and subjects. Categorize these and show your findings on a chart.
9. Make a timeline of events in the book.
10. Compare and contrast this book's main character with a real person you know or with similar character in another book.



# Vocabulary Journal

Name: \_\_\_\_\_

Term	Definition	Example

## Understanding Theme with Fables

In Aesop's fables, the moral of the story (theme) is written in the last line. In the following fables, the last line or theme has been removed. I have also made some slight changes to the originals.

**Directions:** Determine the moral or theme of these fables and explain your interpretations.

### 1. The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest. "Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew.

What did the Grasshopper learn? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

### 2. The Monkey and the Cookies

A monkey put his hand into a jar of cookies. He grasped as many as he could possibly hold, but when he tried to pull out his hand, he was prevented from doing so by the neck of the cookie jar. Unwilling to lose the cookies, and yet unable to withdraw his hand, he burst into tears and bitterly lamented his disappointment.

What is the moral of the story? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

### 3. The Bundle of Sticks

An old monkey on the point of death summoned his sons around him to give them some parting advice. He ordered them to bring in a bundle of sticks, and said to his eldest son: "Break it." The son strained and strained, but with all his efforts was unable to break the sticks. The other sons also tried, but none of them was successful. "Untie the bundle," said the father, "and each of you take a stick." When they had done so, he called out to them: "Now, break," and each stick was easily broken. "You see my meaning," said their father.

What was the father's meaning? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

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4. The Dogs and the Hides

Some dogs famished with hunger saw a number of cowhides steeping in a river. Not being able to reach them, they agreed to drink up the river, but it happened that they burst themselves with drinking long before they reached the hides.

What is the moral of the story? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

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5. The Monkey and the Snake

One winter a Monkey found a Snake stiff and frozen with cold. He had compassion on it, and taking it up, placed it in his bosom. The Snake was quickly revived by the warmth, and resuming its natural instincts, bit the monkey, inflicting on him a mortal wound.

What is the moral of the story? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

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6. The Fir-Tree and the Bramble

A FIR-TREE said boastfully to the Bramble, "You are useful for nothing at all; while I am everywhere used for roofs and houses." The Bramble answered: "You poor creatures, if you would only call to mind the axes and saws which are about to hew you down, you would have reason to wish that you had grown up a Bramble, not a Fir-Tree."

What lesson does the Bramble teach the Fir-Tree? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

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7. The Flies and the Honey-Pot

A number of flies were attracted to a jar of honey which had been overturned in a housekeeper's room, and placing their feet in it, ate greedily. Their feet, however, became so smeared with the honey that they could not use their wings, nor release themselves, and were suffocated.

What is the moral of the story? \_\_\_\_\_  
\_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_  
\_\_\_\_\_

8. The Fox and the Cat

A Fox was boasting to a Cat of its clever devices for escaping its enemies. "I have a whole bag of tricks," he said, "which contains a hundred ways of escaping my enemies." "I have only one," said the Cat; "but I can generally manage with that." Just at that moment they heard the cry of a pack of hounds coming towards them, and the Cat immediately scampered up a tree and hid herself in the boughs. "This is my plan," said the Cat. "What are you going to do?" The Fox thought first of one way, then of another, and while he was debating the hounds came nearer and nearer, and at last the Fox in his confusion was caught up by the hounds and soon killed by the huntsmen.

What is the moral of the story? \_\_\_\_\_  
\_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_  
\_\_\_\_\_

9. The Fox and the Crow

A Crow, having stolen a bit of meat, perched in a tree and held it in her beak. A Fox, seeing this, longed to possess the meat himself, and by a wily stratagem succeeded. "How handsome is the Crow," he exclaimed, in the beauty of her shape and in the fairness of her complexion! Oh, if her voice were only equal to her beauty, she would deservedly be considered the Queen of Birds!" This he said deceitfully; but the Crow, anxious to refute the reflection cast upon her voice, set up a loud caw and dropped the flesh. The Fox quickly picked it up, and thus addressed the Crow: "My good Crow, your voice is right enough, but your wit is wanting."

What is the moral of the story? \_\_\_\_\_  
\_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_  
\_\_\_\_\_

10. The Goose with the Golden Eggs

One day a monkey went to the nest of his Goose and found there an egg all yellow and glittering. When he took it up it was as heavy as lead and he was going to throw it away, because he thought a trick had been played upon him. But, on second thought, he took it home and soon found to his delight that it was an egg of pure gold. Every morning the same thing occurred, and he soon became rich by selling his eggs. As he grew rich he grew greedy; and thinking to get at once all the gold the Goose could give, he

killed it and opened it only to find nothing.

What is the moral of the story? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

### 11. The Fox and the Crane

At one time the Fox and the Stork were on visiting terms and seemed very good friends. So the Fox invited the Stork to dinner, and for a joke put nothing before her but some soup in a very shallow dish. This the Fox could easily lap up, but the Stork could only wet the end of her long bill in it, and left the meal as hungry as when she began. "I am sorry," said the Fox, "the soup is not to your liking." The Crane, in his turn, asked the Fox to dine at his home the next night. When they were seated at table all that was for their dinner was contained in a very long-necked jar with a narrow mouth, in which the Fox could not insert his snout, so all he could manage to do was to lick the outside of the jar.

What is the moral of the story? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

### 12. The Fox Who Had Lost His Tail

A Fox caught in a trap escaped, but in so doing lost his tail. Thereafter, feeling his life a burden from the shame and ridicule to which he was exposed, he schemed to convince all the other Foxes that being tailless was much more attractive, thus making up for his own deprivation. He assembled a good many Foxes and publicly advised them to cut off their tails, saying that they would not only look much better without them, but that they would get rid of the weight of the brush, which was a very great inconvenience. One of them interrupting him said, "If you had not yourself lost your tail, my friend, you would not give us such advice."

What is the moral of the story? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

### 13. The Hares and the Frogs

The Hares were so persecuted by the other beasts that they did not know where to go. As soon as

they saw a single animal approach them, off they used to run. One day they saw a troop of wild Horses stampeding about, and in quite a panic all the Hares scuttled off to a nearby lake, determined to drown themselves rather than live in such a continual state of fear. But just as they got near the bank of the lake, a troop of Frogs, frightened in their turn by the approach of the Hares scuttled off, and jumped into the water. "Truly," said one of the Hares, "things are not so bad as they seem."

What is the moral of the story? \_\_\_\_\_

Explain how your answer relates to the story: \_\_\_\_\_

# Essay Map

by: \_\_\_\_\_

topic: \_\_\_\_\_

Introduction

Main Idea 1

Main Idea 2

Main Idea 3

Supporting Details

Supporting Details

Supporting Details

Conclusion