

Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

2027 READING SPRING BREAK PACKET

COMPREHENSION

Objectives: Student is able to clean read a novel and then analyze the theme of the text. Student will also evaluate the text's characters draw conclusions and evaluate the plot,

90% - 100% = 4 80% - 89% = 3 70% - 79% = 2 Below 69% = 1

SCORE _____/10 = _____ % = _____

Performance Level Ratings	4 - Student consistently exceeds the expected understanding of the content area/ skill.
	3 - Student consistently demonstrates the expected understanding of the content area/ skill. Student functions with minimal teacher assistance and support.
	2 - Student demonstrates partial understanding of the content area/skill. Student requires frequent teacher assistance and support.
	1 - Student demonstrates partial understanding of the content area/skill. Student requires intensive teacher assistance, direction and support.

** The performance level circled indicates what was earned on this packet.*

WRITING

Objectives: Student is able to draw conclusions about a character and respond in NEZZ format.

SCORE _____/10 = _____ % = _____

90% - 100% = 4 80% - 89% = 3 70% - 79% = 2 Below 69% = 1

Performance Level Ratings	4 - Student consistently exceeds the expected understanding of the content area/ skill.
	3 - Student consistently demonstrates the expected understanding of the content area/ skill. Student functions with minimal teacher assistance and support.
	2 - Student demonstrates partial understanding of the content area/skill. Student requires frequent teacher assistance and support.
	1 - Student demonstrates partial understanding of the content area/skill. Student requires intensive teacher assistance, direction and support.

WORK HABITS

SCORE _____/100 = _____ % = _____

100% = 4 - Student used all comprehension strategies for answering multiple choice questions and complete sentences for open-ended responses

90-95% = 4 - Student used most comprehension strategies for answering multiple choice questions and used complete sentences for open-ended responses

80-85% = 3 - Student used some comprehension strategies for answering multiple choice questions and/or located a limited amount of evidence when annotating each text

70-75% = 2 - Student used extremely limited amount comprehension strategies for answering multiple choice questions and/or did not use complete sentences for open-ended responses

60% = 1 - Student did not use comprehension strategies for answering multiple choice questions and did not use complete sentences for open-ended responses

***PARENT SIGNATURE:** _____

Name _____

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Spring Break Packet
Henderson Collegiate Pride 2027

Relax - Grow Neurons - Build Stamina



Checklist to Success!

Make sure you have completed everything on this checklist to ensure you will earn an extraordinary grade!

- I answered each question meticulously and used my work habits checklist for each question.
- I meticulously completed my ANEZZC
- I am ready to ace my AR test on Stone Fox!

Pride of 2027,

I am beyond excited for this spring break! I will be hanging out at home and spending some good ole' quality time with my Charlie and Kitty ☺, catching up on some sleep, eating great food, and most of all, reading, reading, reading!! I am so excited because I plan to keep reading The Discovery of Witches! I can't wait to hear all about your reading when I return!

You guys are SOOOOO lucky because you have earned your second break novel. There is nothing more collegiate than reading an entire book over break! Keep your mind sharp by enjoying Stone Fox and meticulously filling out your reading log. Be sure to meticulously answer the questions in your break packet as well. **You will take an AR test on this book the day you come back to school.**

- The following needs to be completed METICULOUSLY in order for this packet to be complete:
 - Answer all 10 questions for Stone Fox completely and meticulously
 - Answer the ANEZZC response fully
 - Be prepared to ACE the Stone Fox AR test the day we return from break!

Continue to the Next Page →

Directions: Answer the questions below about our second Break Novel (YEESSSSSS!). Be sure to be **meticulous** and **collegiate** with your answers! Make sure to use complete sentences when necessary.

1. What is the conflict in Stone Fox?

- a. Willy is upset about having to live with his grandfather.
- b. Willy's grandfather is sick and he owes ten years' worth of taxes.
- c. The crops on the farm are not growing.
- d. Willy's dog Searchlight has run away from home.

2. Which words best describe Willy?

- a. careless and optimistic
- b. disappointed and arrogant
- c. strong and vicious
- d. relentless and hopeful

3. Read the sentence from the selection.

She had run this race a hundred times before, and she knew the whereabouts of every fallen tree and hidden gully. This enabled her to travel a tremendous speed even though it was getting dark and more dangerous.

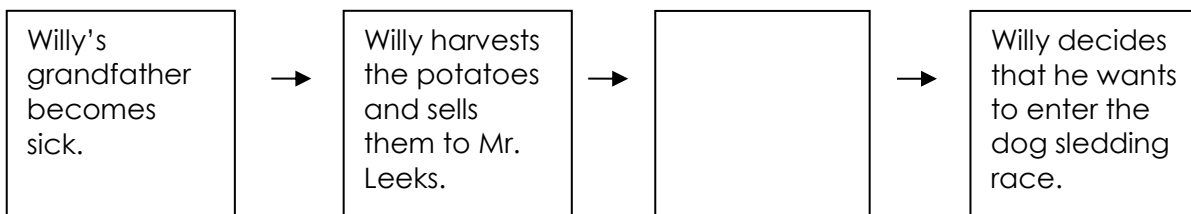
What does enabled most likely mean?

- a. to stop
- b. to enjoy
- c. to make possible
- d. to move quickly

4. What point of view is this book written from?

- a. First person
- b. Third person
- c. Willy's grandfather's point of view
- d. Searchlight's point of view

5. Which event best completes the flow chart?



- a. Willy tells the mayor that he is interested in entering the dog sledding race.
- b. Mr. Snyder comes to the farm and tells Willy that his grandfather is behind in paying his taxes.
- c. Willy and his grandfather create a code to communicate between one another.
- d. Willy asks Doc Smith to come to his house and figure out what is wrong with his grandfather.

Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

6. How did the mayor react when Willy said that he wanted to enter the dog sledding race?

7. What was Stone Fox using the money he won from dog races for?

8. What was the resolution of this story?

- a. Stone Fox wins the race and gives the money to Willy and his grandfather
- b. Willy wins the race but his grandfather dies
- c. Searchlight dies right before winning the race, but Stone Fox helps Willy get to the finish line
- d. Willy wins the race but decides to share his winnings with Stone Fox

9. Which words best describe how Willy most likely feels at the end of the story?

- a. sad yet hopeful
- b. excited and overjoyed
- c. annoyed yet happy
- d. fearful and untrustworthy

10. What is most likely the theme of the story?

- a. It is important to plan ahead.
- b. Everyone has special qualities and abilities.
- c. Never give up.
- d. Dogs are the best pets.

In order for your break packet to be considered complete, you need continue to the back page to complete your ANEZZC!

Name _____

Spring Break Packet

Due: Tuesday, April 7, 2020

Henderson Collegiate Pride 2027

Category	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	10 points	8 points	5 points	3 points
Name It	The paragraph names literary devices being used where appropriate. It weaves this naturally into the text, either before or after the evidence.	The paragraph names most literary or structural devices being used.	The paragraph may not name devices that are being used.	The paragraph does not name devices that are being used, making analysis unclear.
Argument	The paragraph makes a clear argument, explaining what, how or why. The writing demonstrates a full understanding of the task and text, and completes all task requirements in a compelling way	The paragraph makes an argument, explaining what, how or why. The text demonstrates an understanding of the task and text, and completes all task requirements.	The paragraph makes an argument, though it may be unclear or vague. The text demonstrates a partial understanding of the task and text, making basic points and/or not completing some task requirements	The paragraph does not make an argument. The text demonstrates a minimal understanding of the task and text, and does not address part(s) of the task requirements.
Explain It	The text provides properly cited evidence with helpful context that gives readers what they need to know for the subsequent analysis. Quotes are the right length for the analysis and fully support the argument. The flow of the sentence sounds like a sentence, rather than a choppy sentence of the writer's words and the author's words.	The text provides properly cited evidence with some context. Quotes are generally the right length for the analysis and support the argument. The flow of the sentence sounds like a sentence for the most part, rather than a choppy sentence of the writer's words and the author's words.	The text may not provide properly cited evidence with context. Quotes may be too long or too short for analysis or only loosely connect to the argument. The flow of the sentence sounds choppy at times instead of a flowing sentence.	The text does not provide properly cited evidence with context, or the evidence does not connect to the argument. Quotes are too long or too short for analysis. The 'explain it' does not read as a flowing sentence that integrates the evidence and context. They are written in isolation.
Zoom In	The text makes the right choices about when to zoom in on key diction, dissecting its connotations accurately. The text "zooms in" on a piece of diction or phrase by providing text evidence first, then analyzing a "quote from the quote."	The text usually makes the right choices about when to zoom in on key diction, dissecting its connotations. The text mostly "zooms in" on a piece of diction or phrase by providing text evidence first, then analyzing a "quote from the quote."	The text may miss opportunities to zoom in on powerful diction, or it zooms in on diction that is inappropriate.	The text consistently fails to zoom in on powerful diction, or it zooms in on diction that is inappropriate.
Zoom Out	The analysis always connects evidence used to the author's broader purpose or message	The analysis connects evidence used to the author's broader purpose or message.	The analysis sometimes does not connect evidence to the author's broader purpose or message.	The analysis fails to connect evidence to the author's broader purpose or message.
Clincher	The paragraph closes with a clincher that ties together the evidence used and extends the argument by answering: "so what"?	The paragraph closes with a clincher that echoes the argument by answering: "so what"?	A clincher is present, but it is unclear or repeats the argument exactly	The clincher is unclear or nonexistent.

_____ points out of 60= _____%= _____

Strengths +

Growth ^

ABOVE AND BEYOND #1

Note: "These texts/questions are above and beyond questions to sharpen your skills when we return on April 7th. If we were to be out longer than through April 7th for any reason, these are no longer Above and Beyond and should be completed by all students."

Directions: Read and annotate the following poem, "Dreams by Langston Hughes" and annotate to your GTQ's.

Langston Hughes (1902-1967) was a poet, an author, and an activist. He was also an important leader in the Harlem Renaissance, an artistic and social movement of black artists in Harlem, New York during the 1920s. In this poem, a speaker describes the importance of dreams.



[1]Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly

[5]Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow

1. PART A: Which sentence describes the main theme of the poem?

- A. Dreams are difficult to keep alive.
- B. It's important to aim high with your dreams.
- C. It can feel impossible to accomplish your dreams.
- D. Having dreams is an essential part of life.

2. Which detail from the poem best supports the overall theme?

- A. "Hold fast to dreams"
- B. "For if dreams die / Life is a broken-winged bird"
- C. "Hold fast to dreams / For when dreams go"
- D. "Life is a barren field"

3. How does the repeated phrase "hold fast to dreams" contribute to the poem?

- A. It stresses the importance of not letting your dreams go.
- B. It shows how dreams can be difficult to keep and hold.
- C. It suggests that people don't work hard enough for their dreams.
- D. It shows how most people have to fight to accomplish their dreams.

ABOVE AND BEYOND #2

Note: "These texts/questions are above and beyond questions to sharpen your skills when we return on April 7th. If we were to be out longer than through April 7th for any reason, these are no longer Above and Beyond and should be completed by all students."

Directions: Read and annotate the following text, "Are there any more Earths out there?" by Vicki Wittenstein and annotate to your GTQ's.

When he was a boy in Ontario, Canada, David Charbonneau didn't know that he would grow up to discover new planets. Back then, he was fascinated with the stars. He liked to find the constellations in the night sky. In high school, he read a book for adults about the universe. "I didn't understand most of it, but it excited my interest in space," he says.

Now he hunts for planets that orbit stars beyond our Sun. They are called extrasolar planets. More than 600 of these planets have been found so far. Most of them are giants like Jupiter and Saturn. Dr. Charbonneau is searching for smaller, rocky planets with the conditions for life: planets like Earth.

STARS THAT WOBBLE

From Earth, no one can see an extrasolar planet, even while using the most powerful telescopes. Astronomers had to figure out how to find them.

In 1995, Dr. Geoffrey Marcy and Dr. Paul Butler developed the first technique, the wobble method. They knew that the Sun is a star. The pull of the Sun's gravity keeps Earth and the other planets in their orbits. The gravity of each planet also pulls on the Sun, making the Sun wobble a little.

Dr. Marcy and Dr. Butler reasoned that any star that had planets would also wobble. After a long search, they found some stars that wobble and declared that they had found new planets. But some astronomers thought the two scientists were wrong... that they had not really found planets.

David Charbonneau helped show that Dr. Marcy and Dr. Butler were right. In 1999, he and Dr. Robert Noyes found a way to tell if wobbling stars really have planets. If a star had a planet, then the planet might cross in front of, or transit, the star. Then the planet would cast a shadow, blocking some of the star's light. The star would become dimmer.

In a parking lot in Boulder, Colorado, David Charbonneau and Dr. Timothy Brown set up a small telescope. They watched wobbling stars. One night, they saw star HD 209458 become dimmer. The star had a planet! They had confirmed the wobble method of planet hunting. Since then, scientists have found 80 transiting planets.

TELESCOPES AROUND THE WORLD

David Charbonneau is now Dr. Charbonneau, an astronomer at Harvard University in Massachusetts. He uses many telescopes around the world. "I can sit here and run telescopes in Arizona or in California and not even have a joystick," he says. "I am sleeping while the telescopes are run by a computer program."

Dr. Charbonneau is also on the team that runs NASA's Kepler Space Telescope. Kepler orbits Earth, watching for the dimming of stars. Kepler has found more than 2,300 shadows moving across stars. So far, other astronomers have confirmed that 61 of those shadows are indeed planets.



Name _____

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Spring Break Packet
Henderson Collegiate Pride 2027

Among those 61 new planets, the Kepler team has found three Earth-like planets orbiting stars much like our Sun. The first is a large planet, known as a super Earth. The other two are about the size of Earth.

All life as we know it needs water in its liquid form. So for a planet to have life, it may have to be just the right distance from its star. If the planet is too close, it will be too hot for liquid water. If the planet is too far away, then it will be too cold. Like the porridge in “Goldilocks and the Three Bears,” the planet needs a temperature that’s “just right.” Astronomers call this perfect distance the “Goldilocks Zone.”

The newly found super Earth lies in the Goldilocks Zone, but the two Earth-sized planets are too close to their star.

BREATH OF LIFE?

Dr. Charbonneau is also taking the next step: he is analyzing the air on transiting planets. “We came up with a trick,” he explains. “As the planet passes in front of the star, some of the light passes through the atmosphere of the planet. Imprinted on that light will be the fingerprint of whatever atoms or molecules are present in the atmosphere.”

He hopes to find oxygen and other gases needed for life as we know it. He says, “If we find transiting rocky planets and analyze their atmospheres, the big prize may be life.”

1. Which statement best identifies the central idea of the text?

- A. Dr. Charbonneau and other astronomers are only interested in finding extrasolar planets that could be inhabited by humans.
- B. Dr. Charbonneau observes the movement and brightness of stars to find extrasolar planets and to determine if the extrasolar planets could maintain life.
- C. Extrasolar planets that are found orbiting a star in a Goldilocks Zone are guaranteed to be able to support human life.
- D. Extrasolar planets, planets that could be inhabited by humans, are found by looking through the powerful Kepler Space Telescope.

2. Which detail from the text best supports the answer the main idea of the text?

- A. “Most of them are giants like Jupiter and Saturn. Dr. Charbonneau is searching for smaller, rocky planets with the conditions for life: planets like Earth.”
- B. “They watched wobbling stars. One night, they saw star HD 209458 become dimmer. The star had a planet!”
- C. “‘I can sit here and run telescopes in Arizona or in California and not even have a joystick,’ he says. ‘I am sleeping while the telescopes are run by a computer program.’”
- D. “The newly found super Earth lies in the Goldilocks Zone, but the two Earth-sized planets are too close to their star.”

3. Which statement best summarizes astronomers’ use of “transiting” planets to prove the existence of extrasolar planets?

- A. When an extrasolar planet moves in front of a star, astronomers are able to capture pictures of the planet.
- B. When extrasolar planets transit the star they orbit, they cause the star to wobble slightly.
- C. Stars will disappear for a brief period of time when their extrasolar planets transit them and cover them completely.
- D. Stars with extrasolar planets orbiting them will become dimmer when the extrasolar planet moves in front of them.

Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

ABOVE AND BEYOND #3

Note: "These texts/questions are above and beyond questions to sharpen your skills when we return on April 7th. If we were to be out longer than through April 7th for any reason, these are no longer Above and Beyond and should be completed by all students."

Directions: Read and annotate the following text, "Black Blizzard?" by Maurine Eleder and annotate to your GTQ's.

"Ooooh, Betty. Come quick!" said four-year-old Mary Ann. Paper dolls lay forgotten on the floor as she stared out the window.

Betty felt her stomach muscles tighten as she joined Mary Ann. On the horizon loomed a rolling black cloud. It stretched from the ground into the sky, and it was heading directly toward them.



"It's another dust storm, Mary Ann," Betty said, trying to stay calm. How many more would there be, she wondered.

For the last four years — since 1932 — Oklahoma and nearby states had endured¹ dozens of such storms. Betty knew the routine. "Let's get some towels from the kitchen," she said.

[5]The girls went from window to window, closing each and placing a rolled-up towel where the window met the sill. It would keep out some of the windblown dirt, but Betty knew that powdery dust would cover everything — dishes in cupboards and clothes in closets — long after the storm had passed.

"I'm scared," said Mary Ann.

"I know," said Betty, "but we'll be safe if we stay in the house."

"What about Mommy and Daddy?" Mary Ann asked.

"They're probably on their way home from the bank. They won't be able to drive in the storm. I expect they'll stop at a neighbor's home."

[10]The dust cloud hid the sun and brought an eerie darkness, even though it was the middle of the afternoon. The wind howled. Tiny particles of soil pelted the window glass.

No wonder they call these storms "black blizzards," thought Betty. She stared out the window.

"Oh no!" she said suddenly.

"What's wrong?" asked Mary Ann.

"I thought I saw Fancifoot. See there — near the fence," Betty said. In a momentary lull of the wind, she had glimpsed Fancifoot's white markings.

[15]Betty remembered other dust storms. Sometimes, even though there was no rain, there was thunder and lightning. That would frighten Fancifoot.

Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall. Fancifoot would stumble around trying to find shelter. What if he stumbled into the dry creek bed and broke a leg?

Suddenly Betty picked up Mary Ann and set her in the rocker.

"I'm going to get Fancifoot back into the barn," Betty said. "You stay in this chair and don't move."

Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

Mary Ann nodded solemnly.

[20] Betty jammed on her old straw hat and pulled the brim low over her forehead. She wound a scarf around it so her nose and mouth were covered. In the storeroom near the kitchen, she found her mother's long clothesline. She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm.

The wind almost whipped the clothesline from her hand. Sandy grit⁵ pounded her face. Betty closed her eyes and groped her way to the porch railing. Bracing herself against it, she tied the free end of the clothesline firmly to one of the posts. Bending against the wind, she trudged along the house, then turned left to follow the fence.

The fence ended. No Fancifoot. Betty couldn't see more than a few yards in the swirling blackness. Then she heard him whinny, and she stumbled toward the sound.

"Fancifoot!" Betty called. Where was he? Again she heard a low whinny. She turned and stepped forward. Now she thought she heard him to her right. She walked backward to keep the grit from hitting her face.

Maybe the wind is playing tricks, she thought. Maybe I didn't really see or hear him. But then she smacked right into him.

[25] "Fancifoot," she said with relief, "you're OK." She glided her hands over his ears and neck. Quickly, she looped the slack of the clothes-line around his neck.

"We'll never make the barn," she said. "I've turned around so many times I can't tell where it is. You're coming home with me."

Hand over hand, Betty guided Fancifoot along the clothesline, back to the end she had fastened to the porch.

"Come on, Fancifoot. Up two steps and we'll be safe. Come on, boy," Betty coaxed⁶ as she pulled him into the house.

"All safe," Betty gasped to a surprised Mary Ann.

[30] "We'll put him in the storeroom until the storm is over," Betty said.

The storm continued to blow as Betty prepared supper. She sliced bread and cheese and found an apple for Fancifoot. Then she lugged Daddy's chair over to the storeroom.

"Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time," Betty said. Soon Mary Ann was asleep.

Betty noticed that the wind was not as strong as it had been. Then she, too, fell asleep.

Ai-ooga-ai-ooga! Betty sat up, wide awake. Then she heard it again. Ai-ooga!

[35] "What is it?" Mary Ann asked.

"Our car! They're home!" Betty answered.

They raced to the front door. A hazy rising sun shone on drifts of dirt piled against the house.

"Are you all right?" Mommy and Daddy asked as they hugged and kissed the girls. "We were passing Schuler's farm when the storm hit, and had to stay there overnight. We were so worried."

"Thank goodness you're all right," said Daddy. He looked uncertainly at Betty. "I noticed the barn door was open. I'm afraid we may find that Fancifoot got out of the barn and —"

[40] He stopped as Mary Ann and Betty giggled.

"He did get out of the barn, but he's OK. He's right there," Betty said, pointing to the storeroom where Fancifoot stood — munching Betty's old straw hat.

Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

1. Which statement expresses the main theme of the short story?

- A. Animals and children should be taken to safety first in an emergency.
- B. The bond between humans and animals is unbreakable.
- C. It's easier to respond to emergencies when you don't let fear control you.
- D. Panicking during a life-threatening situation can lead to more problems.

2. Which detail from the text best supports the overall theme of the text?

- A. "The dust cloud hid the sun and brought an eerie darkness, even though it was the middle of the afternoon."
- B. "Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall."
- C. "She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm."
- D. "Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time"

3. How do paragraphs 12-14 contribute to the overall structure of the story?

- A. They introduce an important character in the story, Fancifoot.
- B. They develop Betty's character by showing how much she cares for animals.
- C. They introduce the main obstacle in the story, getting Fancifoot to safety.
- D. They emphasize the dangers that the storm presents.

4. How do Betty and Mary Ann's emotions compare to their parents at the end of the story?

- A. Betty and Mary Ann are just as worried to see that their parents are safe as their parents are.
- B. Betty and Mary Ann are light-hearted after surviving the storm, while their parents are nervous to make sure everyone is ok.
- C. Betty and Mary Ann are shaken after the storm, while their parents are calm, as they knew everyone would be safe.
- D. Betty and Mary Anne are proud of their actions during the storm, while their parents are surprised that everyone is safe.

Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

ABOVE AND BEYOND #4

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Directions: Read and annotate the following text, "Disaster on the East River" by Mary E. Glucksman and annotate to your GTQ's.



On June 15, 1904, the East River was loud with the sounds of tugboats, steamships, barges, and ferries plying the New York Harbor. In a hospital on North Brother Island, fourteen-year-old Mary McCann was in bed with the measles².

"One, two, three," — Mary counted the blasts from a ship's whistle in the distance — "four." Four! The Standard Nautical Warning! Mary sprang to her feet and bounded to a window.

She peered out at the harbor. Not 200 yards away, a steamship jerked to a stop. Its bow lodged on rocks just off the shore.

"It's the General Slocum! It's on fire!" Mary shouted as she saw orange flames leaping about the three open decks. Passengers were screaming. Many jumped into the river while others were trapped by the blaze.

[5]Mary didn't hesitate. She was in her nightdress, barefoot and feverish. But those people needed help. She darted from her room. The hallway was flooded with patients terrified by the nearness of the fire. As nurses tried to calm them, Mary pushed through and ran along the retaining wall to the river.

Passengers in the bow, able to jump into the shallow water near the shore, were landing on rocks, bruised and bleeding, many with broken bones. Most of the passengers were at the stern of the large steamer, and that was out in 30 feet of water, 250 feet from shore. As they crowded and pushed, the railings gave way, and men, women, and children spilled overboard. Encumbered by heavy clothing, they fought frantically to stay afloat.

Mary saw a woman on the second deck of the ship trying to fasten a life jacket onto her small boy. The old rotted jacket crumbled to dust in her hands. In desperation the woman dropped the child overboard and screamed, "Someone, please, HELP!"

Mary was horrified. She dived into the water and fought her way through.

The boy's knickers and double-breasted jacket acted as a weight around his body, and he began to sink. He saw Mary and flung out his arms in a last attempt to stay above water. Mary managed to grasp him and tow him to safety.

[10]Now Mary saw tugboats, barges, and many other vessels swarming¹⁰ around the General Slocum. People were using anything possible to reach out to drowning victims, even harpoons.

Behind Mary a doctor yelled out, "Bring them here. We'll get them to the shore!" A line was forming with doctors, nurses, orderlies, and able-bodied patients from the hospital.

A piercing cry cut through the air. Another child floundered in the waves, holding onto a piece of charred wood. Mary swam to her and hauled her to the rescue line.

Mary called out constantly to victims, "Don't give up! Keep fighting! We'll help you!"

In only a few minutes the beach was lined with distraught General Slocum passengers. There had been fourteen hundred on board, members of St. Mark's Lutheran Church on their annual picnic.

Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

[15]Mary did not give up until she had rescued twenty people, nine of them children. Then, trembling from exhaustion, she collapsed on the sand.

After a few more days in the hospital Mary was well again, her bout with the measles was over, and she was on her way home.

Over a thousand passengers on the General Slocum had drowned. There would have been twenty more without Mary. With eight other people she was awarded by the United States Congress the Silver Lifesaving Medal for her outstanding courage.

1. Which statement describes the central idea of the text?

- A. With Mary McCann's constant encouragement, many passengers found the strength to swim to shore.
- B. Mary McCann's actions largely went unnoticed because of how many people drowned that day.
- C. Mary McCann's bravery and quick actions decided the fate of many General Slocum passengers.
- D. Mary McCann ignored her illness so that she would be viewed as a hero when she saved those people.

2. Which detail from the text best supports the main idea of the text?

- A. "Most of the passengers were at the stern of the large steamer, and that was out in 30 feet of water, 250 feet from shore."
- B. "Mary called out constantly to victims, 'Don't give up! Keep fighting! We'll help you!'" (Paragraph 13)
- C. "After a few more days in the hospital Mary was well again, her bout with the measles was over, and she was on her way home."
- D. "Over a thousand passengers on the General Slocum had drowned. There would have been twenty more without Mary."

3. Which of the following describes the passengers of the General Slocum in the text?

- A. The passengers were panicked and desperate to escape the ship any way they could.
- B. The passengers were calm and able to take the proper steps to exit the ship.
- C. The passengers were confident that they would be able to escape the ship's fire.
- D. The passengers were confused and unable to remember what to do in the event of an emergency.

4. Which detail from the text best supports the description of the passengers on the General Slocum?

- A. "As they crowded and pushed, the railings gave way, and men, women, and children spilled over-board."
- B. "Mary saw a woman on the second deck of the ship trying to fasten a life jacket onto her small boy. The old rotted jacket crum-bled to dust in her hands."
- C. "He saw Mary and flung out his arms in a last attempt to stay above water. Mary managed to grasp him and tow him to safety."
- D. "In only a few minutes the beach was lined with distraught General Slocum passengers."

ABOVE AND BEYOND #5

Note: "These texts/questions are above and beyond questions to sharpen your skills when we return on April 7th. If we were to be out longer than through April 7th for any reason, these are no longer Above and Beyond and should be completed by all students."

Directions: Read and annotate the following text, "The Prophet Khizer" by Elizabeth Laird and annotate to your GTQ's.

There was once a great Shah¹ who was rich and powerful, but he lived for only one thing.

"All my life," he told his courtiers,² "I have heard tales of the wonderful Prophet Khizir, who drank the water of life thousands of years ago, and lives for ever. If only I could see him once before I die!"

"But, sire," his courtiers answered, "no one can summon the Prophet Khizir. He appears when he wants to those who need him, and comes and goes as he likes."

"I will summon him!" cried the Shah. "Send out a proclamation.⁴ If anyone can show me the Prophet Khizir, he shall have his heart's desire."

[5]Now, near the Shah's palace lived a very poor man. Hunger and sickness had worn him down, and he wept to see the pale faces of his starving children.

When he heard the Shah's proclamation, he screwed up all his courage and ran to the palace.

"I'll show you the Prophet Khizir!" he burst out, when he had been ushered into the Shah's presence. "Give me a thousand dinars,⁵ and I promise you he will appear."

"Are you sure?" the Shah asked, frowning.

"Yes, yes," the poor man cried desperately, thinking only of the food that a thousand dinars would buy and the smiles on the faces of his children when he set a feast before them.

[10]"Very well," said the Shah, "but if after forty days the Prophet Khizir has not appeared, your head shall be struck from your shoulders."

The poor man turned pale, but he said to himself, "What difference does it make? If I don't have the money, we'll all die of hunger before tomorrow morning. At least I'll live for forty more days, and when I'm gone, there'll be enough for my family to live on."

So he bowed his head and agreed. Taking the money, he hurried to the bazaar,⁶ and returned home laden with food.

For the next few weeks the poor man's children ate until their buttons burst, and their mother sang as she stitched them back on again. But the poor man's heart grew heavier with each day that passed.

When the forty days were over, he drew his family round him and told them about the bargain he'd made with the Shah.

[15]"I'm going to die today," he said, "but you at least can live in comfort now. Goodbye, my darlings." They clung to him, weeping, but he tore himself away and went to the palace.

"Well?" the Shah demanded, when the poor man knelt before him. "And have you brought the Prophet Khizir?"



Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

The poor man struck his head on the marble step in front of the Shah's throne.

"No, sire," he said. "My wife and children were starving to death and I took this chance to feed them. I'm here for my punishment. I'm ready for you to cut off my head."

The Shah looked round at his room full of courtiers, but he didn't notice the old man in the green cloak who had slipped in behind them. He summoned his first vizier.⁷

[20]"Tell me," he said. "What should we do to this man?"

"Honor your bargain," said the first vizier. "This rascal⁸ deceived you. Cut off his head with a great pair of scissors."

The old man in the green cloak called out, "A fool speaks folly,⁹ and only the wise speak wisdom!"

"What's your opinion?" the Shah asked the second vizier.

"Scissors are too good for this rascal," he said. "Put him in an oven and bake him till he's cooked."

[25]"A man shows his true self only when he speaks!" the old man called out.

"And you? What do you say?" the Shah asked the third vizier.

"Why dirty an oven with the likes of him?" said the third vizier. "Cut him up with a razor into little pieces. No one will ever dare to deceive you in this way again."

"He shows his true self!" the old man sang out again.

The fourth vizier didn't wait to be asked for his opinion.

[30]"Sire," he said. "This poor man is prepared to give his own life for the sake of his family. It's poverty,¹⁰ not wickedness that forced him to deceive you. Let him keep the thousand dinars, and give him a thousand more."

Before the old man in the green cloak had a chance to call out again, the Shah beckoned him forward.

"You've been quick to speak," he said, "so what do you say now?"

"I say," the old man answered, "that your first vizier is nothing but a jumped-up¹¹ tailor who bought his way into your service. That's why he thinks of scissors.

"The second was a baker, who cheated his customers. What does he know of justice?"

[35]"The third was a barber, who understands only the cut of a razor.

"But the fourth vizier served your father and grandfather before you, and he speaks wisely. This poor man made his bargain with you to save his family, and he has kept his side of it, because he has shown you the Prophet Khizir."

Then, in front of everyone's astonished eyes, the old man in the green cloak disappeared.

"The Prophet Khizir! It was the Prophet Khizir himself!" cried the Shah. "Why didn't I catch hold of him while he was here?"

He gave the poor man riches beyond his dreams, and sent his foolish advisors away. From then on, he listened only to his father's wise vizier, and ruled justly and generously.

[40]As for the poor man, he was poor no longer, and for the rest of their lives he and his happy children blessed the name of the Prophet Khizir.

Name _____

Due: Tuesday, April 7, 2020

Spring Break Packet
Henderson Collegiate Pride 2027

1. Which statement expresses the central theme of the story?

- A. Honesty is often rewarded in unexpected ways.
- B. People can have good intentions when they do something wrong.
- C. Money is more important than caring for one's family.
- D. Lying is never acceptable, even if it helps further a good cause.

2. Which detail from the text best supports the overall theme?

- A. "Send out a proclamation. If anyone can show me the Prophet Khizir, he shall have his heart's desire."
- B. "For the next few weeks the poor man's children ate until their buttons burst, and their mother sang as she stitched them back on again."
- C. "The old man in the green cloak called out, 'A fool speaks folly, and only the wise speak wisdom!'"
- D. "This poor man is prepared to give his own life for the sake of his family. It's poverty, not wickedness that forced him to deceive you."

3. How do paragraphs 5-10 contribute to the development of the story's plot?

- A. It reveals why the poor man offers to find the Prophet Khizir.
- B. It emphasizes how cruel and uncaring the Shah is.
- C. It shows how difficult it will be to find the Prophet Khizir.
- D. It hints at the possibility that the poor man will trick the Shah.