

Michael Plasmeyer

Summer Book Share.

In order to share what you read for your summer reading, we will be presenting the information in a very informal way. This is your first presentation in class and will prepare you for our monthly Creative Speaking Skills Day! Choose one of the following options and present your book to the class. This will be considered as one homework grade of 10 points.

❖ **Quick Sketch/Highlight:**

Draw a sketch of either a character or your favorite part of the book. Write the title on the top and be able to explain in 2 minutes or less.

❖ **Book Chat:**

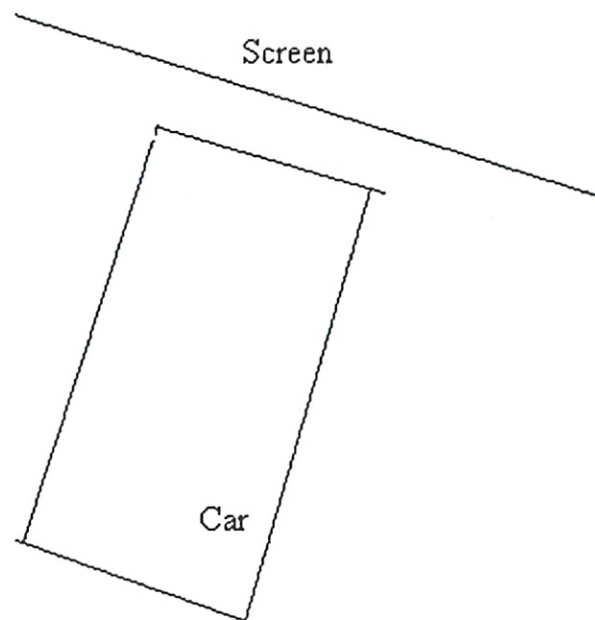
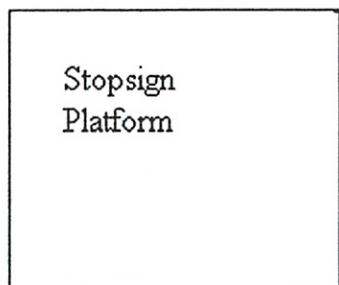
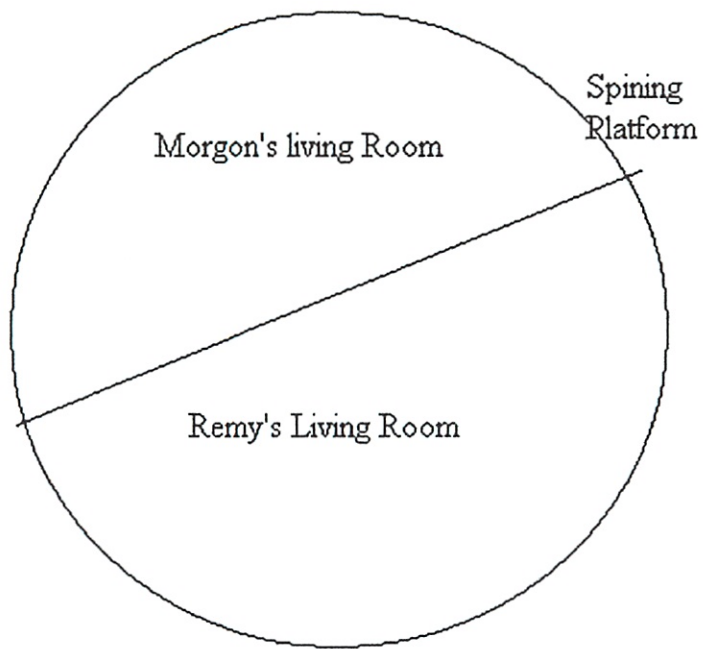
Share the title/author and main part of the story without giving away the ending. Explain why/why not other students would enjoy this book. Try to give them a reason to read it and make it exciting!

❖ **Instant Message:**

Pretend you are IM(ing) your best friend about the book you just read. Make up a dialogue that would look like your e-mail. Make sure you exchange your title and something about the book. You may use IM language in your dialogue. Read aloud to the class either alone or with a partner!

Good luck with this fun mini-presentation, and most of all, enjoy sharing the work you did this summer!

Due Date: Tomorrow!



Multi Purpose

Michael Plasmeier
9/8/2004
P.D.: 4

Summer Reading Book Share/ Instant Message

Michael says:

Hey Joe, I just finished reading a book Driver's Ed.

Joe Smith says:

Ok, I think I saw that on the Summer Reading List.

Michael says:

You probably did see it.

Joe Smith says:

why?

Michael says:

Because it was on the very top.

Joe Smith says:

Ok. Now who was that by again?

Michael says:

Caroline B. Cooney. It says on the front that she read "The Face on the Milk Carton."

Joe Smith says:

I never heard of it.

Michael says:

Me neither. It will probably be good, because "Driver's Ed" was so good.

Joe Smith says:

It was? In what way?

Michael says:

Well, it had a lot of people's thoughts in it, and it was funny.

Joe Smith says:

Ok. Do you have a quote?

Michael says:

I will type you the back.

Joe Smith says:

Ok.

Joe Smith says:

what's Taking you so long?

Michael says:

Here goes: Drivers Ed was like so many things in school. If the parents only knew... | Remy Maraland crossed her fingers and prayed to the God of Driver's Education that she would get to drive today. Remy loved to drive. She didn't know where she was going, but one thing was for sure. She was going to get their fast. | Morgan Campbell had been standing on the threshold of turing sixteen ...

Michael says:

and getting his driver's licence ever since he could remember. Deep in his first crush of his life, thinking about nouthing but girls, Morgan forgot what driving was about. Driver's Ed ... The only life and death course in school.

Joe Smith says:

That sound's interesting.

Michael says:

Yes, now about that "What's Taking you so long?" part, I can't type fast.

Joe Smith says:

Oh whatever. So it's a love story?

Michael says:

Yes, partly. The last line is what the story is really about. "Driver's Ed ... The only life and death course in school."

Joe Smith says:

What those that part mean?

Michael says:

Well I'll tell you. It's not on the back cover but it was on the summer reading list description.

Joe Smith says:

~~well I might not read it so tell me.~~ pot

Michael says:

Ok. --~~Spoiler Alert~~-- In the 1st half, they take driver's ed classes, with a teacher that doesn't care, he only stares out of the window. The group of friends decide take a stop sign. After they drive away, a woman gets hit by a truck, because she didn't stop because there was no sign. She is killed instantly. ...

Michael says:

... The friends need to decide if they should tell, and the 2nd half of the book is about their struggle. --~~End of Spoiler~~--

Joe Smith says:

Wow! That's a heavy book.

Michael says:

Yes. It would make a good play.

Joe Smith says:

Really? How

Michael says:

Well the stage could be set up with a fake car in the Stage Left corner. The seats would be facing backwards looking a projector, so the audience could see it too. The big screen would show scenery as they are driving, and would be a TV for news reports.

Michael says:

Center Stage would be a stand / tower with a stop sign, and would be the one to steal. The stop sign (or lack of) would be ever present on stage, and it would be elevated because it is in the back, and it is so important. Front center stage would be multi-purpose, and those chairs and props would be brought in as needed.

Joe Smith says:

What about Stage Left?

Michael says:

Stage Left would be a spinning platform, with both Remy's living room, and Morgan's on the other side.

Joe Smith says:

That all sound confusing.

Michael says:

Ok. I will make a diagram to send you.

Transfer of "Driver's Ed Diagram.bmp" is complete.

Joe Smith says:

Ok Thanks That helps a lot.

Joe Smith says:

I now see where everything is.

Michael says:

Ok. Glad it helped. There are only a few problems though. First, it's a lot of personal narration, and it's a big tech show. Half of it is pre-recorded.

Joe Smith says:

Personal Narration is hard on stage.

Michael says:

Yes, well I need to go now.

Joe Smith says:

Ok. Bye

Michael says:

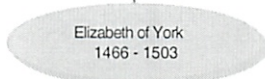
Bye

Tudor Family Tree



Henry VII
1491-1507

Married

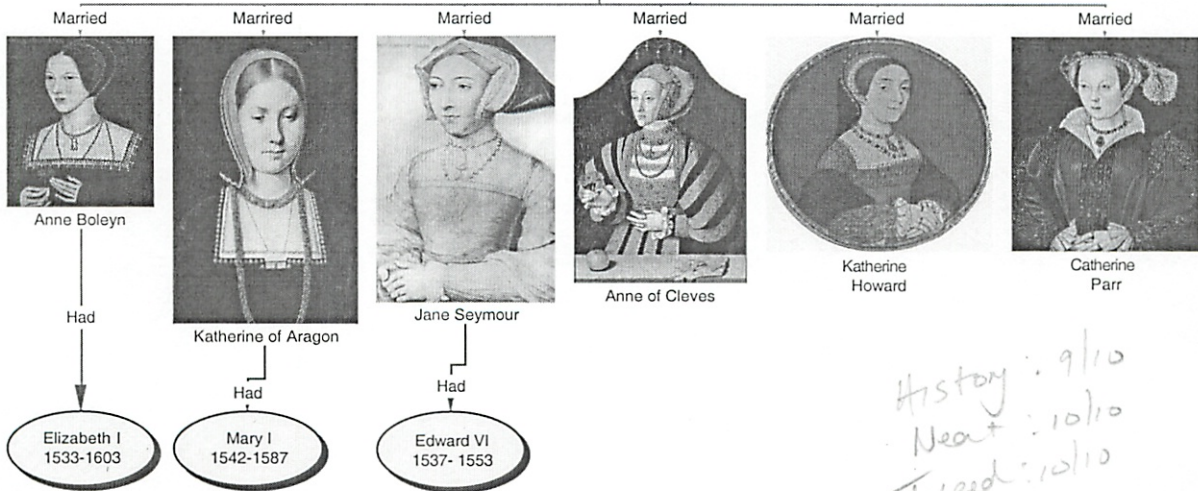


Elizabeth of York
1466 - 1503

Had



Henry VIII
1491-1547



Lady Jane Grey
1537-1554

What does she have or consist of? (successor)

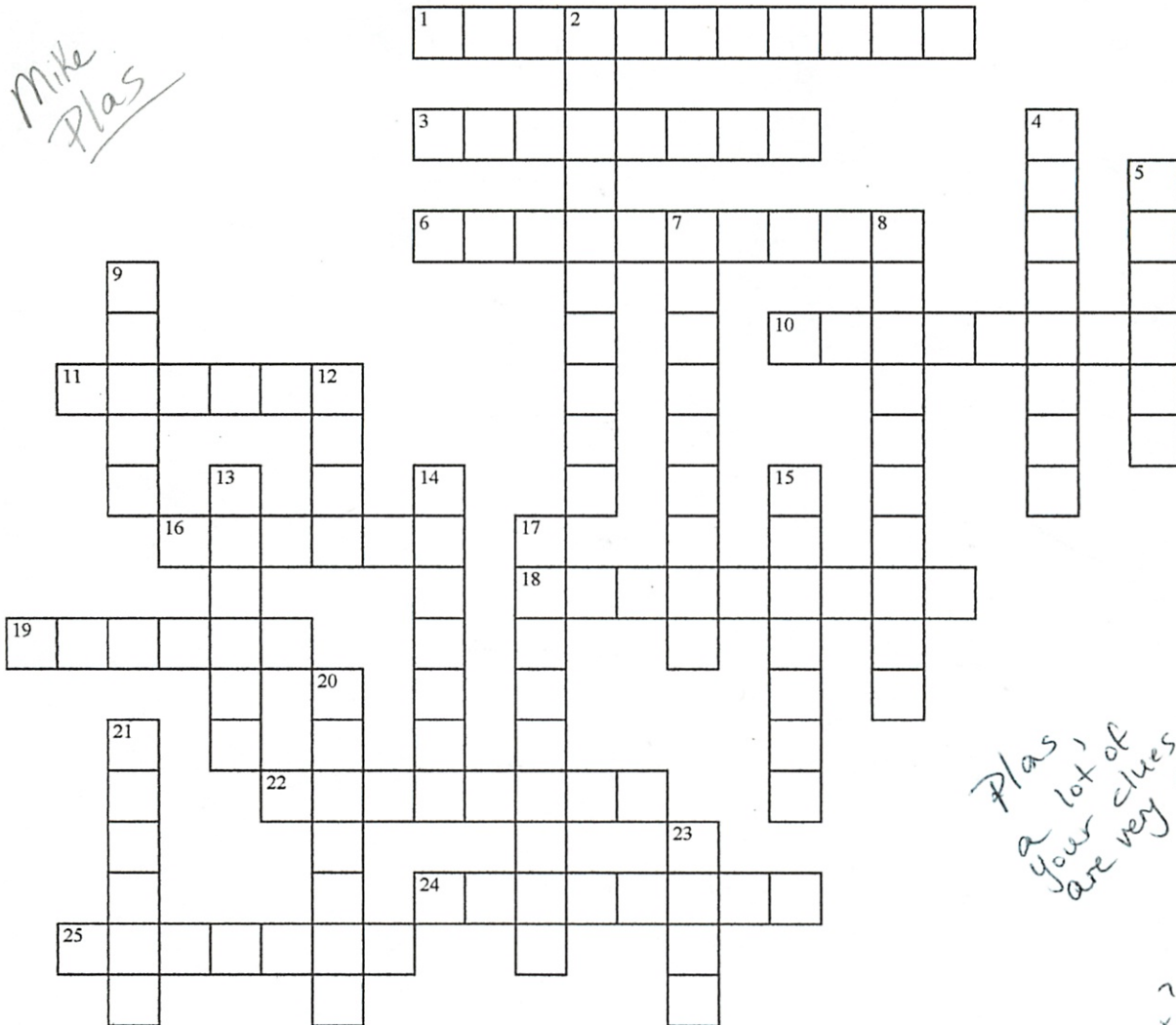
great pictures!

History: 9/10
Neat: 10/10
Typed: 10/10
29/30

Michael Plasmeier

P and P Vocab 1

Mike Plas



25/30

Plas, a lot of your clues are very obscure. What? shouldn't the answer be plural?

ACROSS

- 1 The Head of a King's house.
- 3 These were heavy on a knight's arm.
- X 6 _____: Royalty :: rags : Pauper
- 10 _____: Shack :: \$100 : Mansion
- 11 "The Prince and the _____"
- 16 The prince when spoken to by the his _____, suggested moving to a old fish market.
- 18 The horse fell over so the prince sent his _____ to the tower.
- 19 A warning to thieves on the bridge.
- 22 :A noun of rapidity
- 24 The c_____ took the royal person's command.
- 25 :White spotted robe.

oh come on!

doesn't really describe the word well!

DOWN

- 2 Edward descended into _____.
- 4 The king has lots of these.
- 5 Father Andrew saw this thing before he saw stars.
- 7 The _____ ordered the other angles angels around.
- 8 The Rags of _____ *7 not clear.*
- 9 :reducing in degree
- 12 _____: noble :: rags : pauper
- 13 :Not Shown
- 14 :Yadda - Yadda - Yadda
- 15 On a dress
- 17 Tom Clancy can be described as this.
- 20 More armor, this time under the knee.
- 21 These boots are now out of style.

23 Moo!

P and P Vocab 1

CHAMBERLAIN
E
GAUNTLET
D
OBEISANCES
A
B
P
A
U
P
E
R
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Michael Plasmeier
10/10/2004
P.D.:4

Debate Perspective Extra Credit

I watched the 2nd debate between John Kerry and George W. Bush. They both made strong points and used humor to convince undecided voters to change their minds. Disclaimer: My family is totally for Kerry, I will try to write for both sides.

John Kerry made a big point by saying that George Bush has turned his campaign into a weapon of mass deception. I think this way a smart saying to use because it goes along with saying weapons of mass destruction, which were not found in Iraq. Kerry also stated that Bush broke some of his promises. He also ended some times with a saying.

Kerry seems to keep saying this point over and over, like wrong war at the wrong time. Actually, it seems like both people seemed to repeat things over and over again. Both of them seemed to say that the other person is wrong. Bush, especially seemed mad when Kerry said there was no coalition, and Bush didn't want him to forget Blair, and the support of Poland, and other small countries no hear of. I agree that we should have more allies that actually share more than 5% of the cost. Both of them seemed to say the other person is wrong. I believe that Kerry did more of this then Bush did.

Bush on the other hand, said something then paused to let it sink in. He stated over and over that Kerry changes his positions a lot. Both of them used hand gestures and tried to appear presidential. They both mentioned Missouri, where the debate was being held, and tried to appeal to the people in the room. I saw Kerry smile when Bush said bad things about him. President Bush even interrupted the moderator to get his point in. They both seemed to look right at the camera.

On the issues, Kerry said some things about Iraq. He said he would be doing some things differently in the future. He believes that Bush rushed into things without much of a collation. He said Iraq was not really a terrorist threat, as was Osama bin Laden. However, he still believes Saddam Hussein was still a threat.

Bush, on the other hand said we are making progress in Iraq. This war was correct, which I sort of believe, and he also keeps reminding that Saddam was a big threat with his (nonexistent) weapons of mass destruction.

I still side with John Kerry and I think he did the best job in this debate. Kerry also has a history in debating. Bush did a better job then last time, where even his own people said he was not good in the debate. Some polls agree with that statement.

good plas. (x4)

missing a word? → does this include you?
1 word

so he contradicted himself here?

Debate Notes

- Kerry: Beyond of Mass Decision

Repeating things - wrong war, wrong time

I - hard

- he hasn't

- we are ~~not~~

He's wrong

- Mr. President

fighting for you ^{del} who broke promised

- says bad things

ending w/ saying

Bush: He nose (Little Laugh)

- Pause to sink in

- changes positions a lot

- he - not senator Kerry, my opponent

- Bush talks over moderator arranged about

Bush's treatment of

Blair, Poland

- Both - looking at camera
in Missouri mention

look at people

smile when someone says something bad

~~Humor~~ - seemed to be for ever/ing

Kerry I would do things differently

Rushed into things

Trag was no threat

Osama Bin Laden is the target

Bush

looked wrong

We are making progress

This was correct

Saddam was a threat

PSSA
Writing Assessment Information & Practice
Grade 8
January 2005

Question 233

Name: Michael Plasmeior LA Teacher: Williams

- | | |
|---------------------------|-------------|
| 1) Read the information | <u>1/21</u> |
| 2) Graphic Organizer | <u>1/21</u> |
| 3) Written Response | <u>1/24</u> |
| 4) Self & Buddy Checklist | <u>1/26</u> |

This completed practice assessment must be given to Mrs. Kelly,
Literacy Coach, as indicated on the dates listed above.

Rm 233



The Writing Domains

What are domains? Domains are the essential element of quality writing and the basis of the PSSA Writing Assessment. The following are definitions of each domain.

Focus: The single controlling point made with an awareness of task or mode (narrative, expository, persuasive) about a specific topic.

- Think of a camera focusing on one thing.
- Write about one topic only.

Content: The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.

- Content equals the parts of the picture.
- This is the main idea and its details.

Organization: The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion.

- This is like the pictures in an album being in chronological order.
- The piece has a beginning, middle, and end.
- The piece is in the correct order with appropriate transitions/connecting words.

Style: The choice, use and arrangement of words and sentence structures that create tone and voice.

- This is color versus black and white in the picture.
- You want to add more color to your piece.
- Include vibrant word choices and varied sentence structure.

Conventions: Grammar, mechanics, spelling, usage, and sentence formation.

- These are the touch-ups to your piece, just like a photographer does with a picture.
- Conventions include spelling, punctuation, capitalization, indenting for paragraphs and quotations, quotation marks, and complete sentences.

Pennsylvania System of School Assessment

Fall 2000

Grade 9

Writing Prompt Sheet

Prompt #2

You will have one class period (minutes if your class is longer) to plan, write and proofread your response, making any necessary corrections.

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Using your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each bullet refers to one of the scoreable domains: focus, content, organization, style, and conventions.

Writing:

- Write your essay on pages 5 and 6 of your writing booklet.
- Proofread your essay and make necessary corrections.

Read the Entire Prompt Carefully

Your Community has been awarded money to build a monument in honor of a person. Decide who should receive this honor.

Persuade your community leaders to accept your choice.

As you write your paper, remember to:

- Focus* ▪ Choose someone and clearly state why this person deserves this honor. *PH: iccc*
- Content* ▪ Include specific facts, details, examples and reasons to persuade community leaders to select your choice.
- org* ▪ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- style* ▪ Use a variety of words and well-constructed sentences.
- conventions* ▪ Correct any errors in grammar, mechanics, spelling, usage and sentence formation.

Persuasion Map

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.

Should be a powerful statement of your opinion
↓
opinion

Goal
Atticus should be idealized in Maycomb County

Reason 1
battled racism

fact/example
Took case

fact/example
worked on case hard

fact/example
Thought Tom was equal - protected him from mob

fact/example
comforts kids

Reason 2
Good Father

fact/example
listens to both sides fair

fact/example
answer questions "what's rape"

fact/example
by kids - kids said good

Reason 3
respected

fact/example
by blacks - stood up for him

fact/example
town helped them overcome racism

(Need!)

Counter Argument

Number of paragraphs or reasons may vary - this is only a suggestion

* This should not be in paragraph where is it? form
lets children run wild - he can do it good or then

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

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NON-SCOREABLE			OFF-PROMPT		
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Should get 15 or better 20 spots for

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1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

NON-SCOREABLE

OFF-PROMPT

- Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response
- Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense
- Is insufficient; i.e., does not include enough to assess domains adequately
- Is a blank paper

- Is readable but did not respond to prompt

3+3+2+3+3 = 14

Michael Plasmeier

Rosie

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
<i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	<i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i>	<i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i>	<i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i>	<i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>
4 Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3 Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2 No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1 Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

17

	NON-SCOREABLE	OFF-PROMPT
0	<ul style="list-style-type: none"> Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense Is insufficient; i.e., does not include enough to assess domains adequately Is a blank paper 	<ul style="list-style-type: none"> Is readable but did not respond to prompt

Atticus is the

Michael Plasmeier

ve-ro

1/18

Atticus Finch was a hero in our town of Maycomb County, Alabama. He battled racism, he was a good father, and he was respected throughout our town. Atticus battled a deep standing racism in our town years ago. He planted the seeds for our town to be so accepting to other people as it is today. He took the case of Tom Robinson and worked hard on it, even though much of our town was against him. Atticus treated his African American client equally with respect. Atticus even sat outside of the jail to protect Tom. Atticus was also a great father. He comforted his kids, and sat with them to tell them the truth. Remember when Scout asked Atticus "What's Rape?" Atticus answered her truthfully, Not every father would do that. Atticus was also respected by other people in our town. The African Americans stood up for Atticus at the trial. A few people might say that Atticus did not guide his kids correctly and let them run wild through the streets. However he let them be free before they would be bogged down by responsibility. Atticus battled racism, he was a good father and was respected in our town. We need to put up a statue in his honor.

	ve	Rosie	Her
Focus	3	4	3
Content	3	4	3
Organization	3	3	2
Style	4	3	3
Conventions	4 = (17)	3 = (7)	3 = (14)

Michael Plasmeier
1/19/2005
P.D.:4

Atticus is the Hero

Atticus Finch was a hero in our town of Maycomb County, Alabama. He battled racism; he was a good father; and he was respected throughout our town.

Atticus battled the deep standing racism in our town years ago. He planted the seeds for our town to be so accepting as it is today. He took the case of Tom Robinson, even though many people did not agree with his decision to take the case. He not only took the case, but worked on it hard, dedicating himself to it. Atticus treated his African American client equally as a white man. Atticus even sat outside the jail to protect Tom from the mob when Atticus heard that there might be trouble.

9 Atticus was a truly great father. A good father is still important to our town today, in order to raise good children. Atticus was a good father, even though he had no wife while he was raising his kids. He comforted his kids by sitting with them and telling them the truth. Many times he sat with Scout on her bed and listened to her. He also listened to both sides of the story, which is a quality that Scout treasures. He also answered all of their questions, like when Scout asked, "What's Rape?"

15 Atticus was a much respected man in our town. His children thought that Atticus was a good father. They thought that he was fair, which he was. The African Americans of our town also respected him. They stood up when he passed in the courtroom after the trial. Lastly, Atticus freed our town from the jaws of racism. He started the movement in our community to treat everyone equally and he has succeeded.

Some may say that Atticus did not guide his kids correctly and let them run wild through the streets. However, he did the right thing. He let his children be free and explore while they still could. This was before they would have lots of responsibilities. He also knew what they were doing, even though he might not have told them. Atticus is a true mockingbird. We need to put up a statue in his honor in the center of town.

Michael Plasmeier

Rm.# 113
1801 Darby Road
Havertown, PA 19083

February 10, 2005

Mayor John F. Street
Room 215
City Hall
Philadelphia, PA 19107

Dear Sir:

Malcolm X was an inspiration to us all. We should honor his birthday in the great city of Philadelphia. Malcolm X was a drug addict whose life was going nowhere fast. He was sleeping with women of the other race, betting illegally, and more not so glamorous things. In 1946, he was arrested for burglary. When he was in jail, he found out about the Nation of Islam. This saved his life. The Nation of Islam led by Elijah Muhammad wanted the African Americans to separate from the whites. They also believed to try and stay away from "the white man's poison" like drugs and alcohol. I think the city needs an inspiration from someone like Malcolm X to try to keep our city from these things. He told African Americans to stand up for themselves against the injustice they faced by any means necessary. Some people do not like this. Martin Luther King believed in the other side of the argument. He believed that there should be peaceful between the two races. Why do we only honor Martin Luther King, even though Malcolm X was as essential to the Civil Rights Movement as Martin Luther King?

I wonder
do
you
need
the
bio?

Malcolm X was a great speaker and grew rapidly in the Nation of Islam. He was the one who got all of the press for their movement. However, he was suspended when he called JFK's assassination, "chickens coming home to roost." Instead of getting down and giving up, which is what many people in our city have done if they had a problem, he quit the Nation of Islam and went on a pilgrimage to Mecca, to find the true meaning of Islam. In Mecca, the holy city for the Muslims, he learned to tolerate whites and he become friends with them. When he came home, he formed the Organization of Afro-American Unity, and spoke out for equality. He joined the side of Martin Luther King. He wanted African Americans and whites to live together in harmony. After he changed his mind, and didn't hate anybody anymore, he was assassinated. Some people believe that it was the Nation of Islam who assassinated him, but nobody knows. As soon as Malcolm X learned to accept and strive for equality and harmony, he was assassinated.

Malcolm X rose from someone whose life was a train heading for a dead end, to one of the most influential African American leaders of all time. He taught us to love and respect ourselves for who we are. Many people could use this kind of "saving" in our city. This is the same kind of "saving" which happened to Malcolm. They need an inspiration in their lives that they can follow and believe in. They need hope. Malcolm X provided that hope to many people. Partly as a result of that, whites and African Americans now walk the streets together as equals. Malcolm X is an inspiration to us all and we should honor his birthday in the great city of Philadelphia.

this
is
awesome

Sincerely,

Michael Plasmeier

Michael Plasmeier

I'm
sure
the
Mayor
knows
Malcolm's
history.
(+5)

130. A LETTER FROM CAMP



Poor Harold. He has written this letter to his parents about his summer camp experience. Unfortunately, he seems to have mixed up the spellings of quite a few words. Help Harold out by correcting the misspelled words in each line. Write the correct spellings on the lines below the letter.

Dear Mom and Dad,

1 Its been a while cents eye spoke to yew. Their is so much
 2 to right to you about hour summer camp. The whether has been
 3 beautiful this weak. Aisle begin bye telling about the animals
 4 wee have hear. They're are hoarses, hairs, bares, and doughs.
 5 Last knight too girls rode passed us in ther boats. They just
 6 stayed out on the lake four several ours even though the
 7 councilor called too them from the sure. Won of the girls, the
 8 daughter of a school principle, kept waiving to the pilot of
 9 a plain above her. Than she let her live preserver lose and
 10 it was found by the mail camp councilor. He was all together
 11 unhappy with her and gave her sum advise. Watt hee said to her
 12 was knot complementary. It wasn't a pieceful seen. The morale
 13 of this tail is: Don't waist thyme and no whose watching you.
 14 Please right when you can.

15

Sincerrly,

You're sun, Harold

16

1. It's since I you, there
 2. write our weather
 3. It will by
 4. We here there horsas bears dogs
 5. night? their
 6. for hours
 7. to shore so
 8. principal waving
 9. place then lose
 10. male counselor
 11. some what he
 12. not peaceful moral
 13. tail waste time know who is
 14. write
 15. Sincerely
 16. Your son

counselor → (points to line 7)

advise → (points to line 11)

128. DON'T DON'T REPEAT REPEAT YOURSELF YOURSELF



Redundancy, saying the same thing over, should be avoided whenever possible. Say what you want without adding extra words. Cross out the unnecessary or repetitive words or phrases in these sentences.

1. John left his baseball glove right here ~~on this spot~~.
2. The ~~young~~ infant is looking at you.
3. Marilyn, the ~~small~~, petite woman, is pretty.
4. His forehead looked pale above ~~his~~ eyelashes.
5. It was visible ~~to our eyes~~ that the girl was terrified.
6. The man ~~he is~~ the best one for the job.
7. The quartet of four people is now singing.
8. I laugh every ~~single~~ time I see you.
9. Never at ~~any time~~ will I walk that far!
10. Forever and ~~always~~ I will be loyal to you.
11. Glasses ~~that hold liquids~~ are in the closet.
12. The author ~~who writes~~ will be at the bookstore today.
13. A self-operating machine was installed in our dorm.
14. Pammy did the job alone ~~by herself~~.
15. He also wanted to do it too.

Compose three sentences showing redundancy problems.

Joe a 16 year old ~~around age 16~~ ate pie

Mike, a sailor, ~~worked on a~~ boat

John, a teacher, taught the class

50. I'LL DRINK TO THAT!



Match these twenty words that contain the word ADE in them. Hidden within the letters that make up the correct answer key is a famous author. Can you find him?

- | | |
|--|---------------------------------|
| 1. <u>d</u> charade | a. military unit |
| 2. h arcade tj | b. step through water |
| 3. k blockade | c. created |
| 4. <u>a</u> brigade | d. guessing game or pretense |
| 5. <u>a</u> adept | e. public procession |
| 6. <u>f</u> facade | f. grow dim |
| 7. <u>r</u> decade | g. express a greeting |
| 8. <u>p</u> adequate | h. the cutting part of the tool |
| 9. <u>s</u> lade | i. front of a building |
| 10. <u>e</u> parade | j. passage with arched roof |
| 11. <u>w</u> wade | k. strategic barrier |
| 12. <u>l</u> shade | l. variety of a color |
| 13. <u>b</u> blade | m. elude |
| 14. <u>s</u> invade | n. degree or stage |
| 15. <u>c</u> made | o. to dip or draw out |
| 16. <u>m</u> evade | p. sufficient |
| 17. h bade g | q. proficient |
| 18. h cadence g + | r. ten years |
| 19. <u>h</u> grade | s. forcibly enter |
| 20. <u>f</u> fade | t. rhythm |

Who is the famous author found in the answers? _____

Name _____ Date _____ Period _____

180. OLD AGE IS IN!



Find at least twenty words containing the word OLD and the same for the word AGE. Good luck!

OLD

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

AGE

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

14

COMMUNICATION THROUGH THE ARTS

ABOUT THE PASSAGE

Some people do not think of the arts as being a means of communication, but they are. To appreciate them fully, however, we need to understand the techniques an artist uses to convey his or her ideas, thoughts, and feelings.

REASON FOR READING

There are some art terms in this passage that may be new to you. Take note of them and see if you can explain their meanings after you have finished reading.

READ THE PASSAGE

Carmen and Mark were walking home from seeing a movie when they stopped to look at a painting in the window of a store.

"Ugh, I don't like it," Carmen said, looking critically at the seascape in front of her. "The colors are dark, the waves are too big, and it makes me feel afraid."

"Well, I like it," replied Mark. "I think the painter is very clever to make you feel afraid. I agree that the colors are dark and the waves are huge, but they give a feeling of power and strength."

"Well, it reminds me of the day we went sailing with Ben. Do you remember it? The sea was rough, and I got seasick."

"That's probably why it makes you afraid," said Mark.

With an, "Oh, don't be silly," Carmen **dismissed** the whole subject of the seascape.

But Mark had been right. People do react in certain ways to a painting because they **associate**, or connect, some former personal experience with the scene in front of them. Thus Carmen's feelings toward the seascape may well have been due to something in her **subconscious** mind that made her associate the **experience** she had had when sailing with her **appreciation** of the picture. This is called "reaction by association" and accounts for the many different interpretations of a painting.

Reaction by association is usually the first way

people respond to a painting, but it is not the only way. In order to appreciate a painting fully and understand what a painter is trying to say, we should also react to its artistic qualities. We should understand the **visual** forms the artist uses to **convey** the ideas, thoughts, and feelings behind the painting. The visual forms, sometimes called the "physical **characteristics**," or "basic **elements**," of a painting are its lines, shapes, colors, shading (called "value"), and texture (the sense of touch that a painting gives).

It is much more difficult to appreciate a painting for its physical characteristics than for the personal associations it gives us. We can develop our understanding, however, by making a special point of looking for the visual forms. For example, in the seascape that caught the eyes of Carmen and Mark, we would look at the size, shape, and color of the waves, and the shading used in the entire scene. In this way we would understand better what the artist feels about the sea.

Just as paintings can communicate many different ideas and feelings, so can all other forms of art, such as sculpture, music, literature, and dance. They do so by combining certain physical characteristics that stimulate a reaction within us. It is both the personal associations a painting gives and our understanding of its physical characteristics that make a painting enjoyable for us.

THINKING IT OVER

(1) How does a work of art communicate something to people?

personal association and basic elements. We recognize what it is trying to say

Art communicates w/ colors, shapes that invokes personal & social

(2) What do the following art terms mean?

- (a) seascape painting picture of the ocean
- (b) association connect with other things or feelings connection
- (c) value shading
- (d) texture the feel or sense of touch

STUDYING THE PASSAGE

(1) Find the Main Idea: Choose one.

- (a) Seascapes always make Carmen feel sick.
- (b) Artists use the same physical characteristics in painting.
- (c) Paintings and other works of art communicate ideas, thoughts, and feelings.
- (d) Paintings are to be appreciated for what they are.

(2) Find the Facts: Mark each one true or false.

- (a) Carmen said the seascape made her feel afraid.
- (b) Mark said the seascape made Carmen feel afraid because it reminded her of a storm at sea.
- (c) A painting will produce the same reaction in all the people who see it.
- (d) We usually connect some past experience with a painting.
- (e) We need know nothing about the physical characteristics of a painting to appreciate it fully.
- (f) By "visual forms" we mean the physical characteristics of painting.
- (g) Lines and color are two physical characteristics of a painting.
- (h) We can train ourselves to understand the way an artist uses physical characteristics.

(3) Find the Order: Number the following in the order in which they appear in the passage.

- 3 (a) Carmen's feelings toward the seascape may have been due to something in her subconscious mind.
- 5 (b) The artist uses visual forms to convey thoughts, ideas, and feelings.
- 2 (c) Sculpture and music can also communicate ideas and feelings.
- 1 (d) Carmen said she did not like the painting.
- 4 (e) Association accounts for many different reactions to paintings.
- 6 (f) Visual forms are sometimes called "basic elements."
- 2 (g) Mark said the picture gave him a feeling of power and strength.
- 7 (h) Shading and shapes are visual forms.

check back to passage

(4) Go Beyond the Facts: If your class were to go to an art show, which statement would most likely be true?

- (a) You would all react to the work in the same way.
- (b) You would all react to the work in different ways.
- (c) Nobody would like the paintings.
- (d) Only those who took art lessons would enjoy the paintings.

(5) Determine the Writer's Style and Technique: Which one of the following methods does the writer use to introduce information on art?

- (a) An anecdote.
- (b) A joke.
- (c) A vivid description.
- (d) A scientific explanation.

2
USING THE WORDS

(1) Words and Their Meanings: In the passage find the boldface words for these definitions.

Characteristics

(a) fundamental or basic parts or qualities

visual

(b) related to sight; able to be seen

experience

(c) something personally undergone or lived through

elements

(d) distinguishing qualities, traits, or properties

dismissed

(e) sent away; put out of one's mind

appreciation

(f) enjoyment, recognition of the value of

convey

(g) make known by statement, suggestion, appearance, or gesture

associate

(h) closely connect or relate in the mind

subconscious

(i) part of the mind of which a person is not aware

~~(2)~~ Write a paragraph using 3 of the words from the list above. Use a separate piece of paper.

Don't do
WRITING ABOUT IT Use a separate piece of paper.

~~(1)~~ Find an interesting painting and describe it, using the terms you have learned in the passage. Then give your personal feelings toward the painting.

~~(2)~~ The author uses dialogue to introduce and lighten a topic that may not be of particular interest to some people. Use dialogue to describe some aspect of communication.

Michael Plasmeier

4/22/2005

P.D.:4

012
4th Draft

Mystery Change Title

It was a dark and rainy day at Haverford Middle School. Lightning split across the sky and thunder crashed all around. Inside room 113, Ms. Williams, the teacher, was trying to keep the class's es attention. Mark Clinton, and the rest of the "Usual Suspects," called the troublemakers, were looking out the window and trying to guess if their game would be canceled. Ms. Williams, meanwhile, was standing at the front of the class and trying to assign a fable which had to have the proper usage of the word "queer" highlighted in pink five times. Yes, it was an ordinary day at Haverford Middle School.

However, strangely, Zack Conner and Shira Landau were absent that day. No one had seen them leave school. Am I skiping from past to present

"Where are Zack and Shira?" asked Ms. Williams, two weeks later. "I don't remember seeing them lately. Why are they not here? Well anyway, you all better have your fables here tomorrow. I want no excuses, so it better be here even if you're dead!" Little did Ms. Williams know... At that very moment, a little bird flew past the window. All of the Usual Suspects turned around and stared sp at the bird.

Zack and Shira did not notice and did not even care. Not even about the fable due the very next day.

"Everybody hand in your fables," called Ms. Williams. Two of the fables were missing. Ms. Williams has no clue on which two, even though the students had been missing for two weeks....

Note: Traits not representative of actual people living or **dead**. Dead in creepy font

The next day, two fables are found in Ms. Williams's mailbox. She goes crazy trying to figure out who placed the papers in her mailbox. She called every teacher in the school and interviewed every kid on who put the papers into her mailbox. She is so busy going crazy that she doesn't even notice the little flower sketched in the corner of both of the fables. While calling, Ms. Williams seemed to notice that Zack and Shira haven't shown up in a while. Again, Ms. Williams called every teacher in the school. Some of the teachers haven't seen Zack and Shira either lately. Most of them don't even know who the two children are....

Meanwhile, the Usual Suspects are launching a complaint, let by their resident spazes sp, Mark Clinton and Kevin Nolan. The Usual Suspects can't believe that Zack and Shira's essays both got full credit even though they were handed in a day late. Nick does not look happy say at the Usual Suspects. He sushes them, and the matter is dropped. nick shsh

At this same time, Dr. Ritter is in her office. Her secretary brings a note from a few teachers wondering why Zack and Shira never show up. Dr. Ritter easily discards the note and moves on to more important matters, like finding nine whole busses for the Washington D.C. trip. After having her third cup of coffee, Dr. Ritter decides to take a little break. She exits her office past the table laden with doughnuts and decided to visit her favorite principal-in-training, Ms. Williams and see if she could load off some work. When Dr. Ritter reaches the door of 113, she hears the conversation between Mark and Kevin. When she hears Nick sush Mark and Kevin, her mind goes click. Dr. Ritter's mind remembers the note. Yes it does seem odd that Zack and Shira never showed up for three weeks straight. She hauls the Usual Suspects in for questioning.

Note: Traits not representative of actual people living or **dead**. Dead in creepy font

“We don’t know anything,” says Nick as he starts out with the standard response when talking to authorities.

After a moment of silence, Mark adds, “well I don’t remember seeing Zack and Shila for a while...” /??cap well

He is cut off by, “Sheeh, be quiet,” by Nick. ?how sush

After another moment of silence, Kevin adds, “I am still mad that Ms. Williams didn’t take any points off for those fables. Why does she always take points off for me!”

Mark adds, “I don’t know mabey sp they died.” This was also a usual response for the Usual Suspects.

Mark, then was interrupted, because at that very instant, a scared Officer Rondalone sp sprints into Dr. Ritter’s office.

“Come... look ... the auditorium... dead... bodies... hole... in the ceiling....fall. blood... everywhere...” He then runs out of Dr. Ritter’s office and runs into the next room. Dr. Ritter jumps up and starts to run towards the auditorium. All of those rice cakes must have paid off. Nick, Mark and Kevin all follow, no longer mad about the fable being late. They were ready for something good to happen at Haverford Middle School.

Actually, it was something bad, very bad. In the auditorium, there were two gigantic holes in the ceiling. Someone must have fallen through. And someone did, two people, in fact. Their bodies lay sparrled sp over the seats in the auditorium. Blood lay everywhere...

“Dr. Ritter /sp rushed in out of breath, and surveyed the sight. Nick, Mark and Kevin rushed in and stood dumbfounded. Something interesting had happened at

Note: Traits not representative of actual people living or **dead**. Dead in creepy font

Haverford Middle School for a change. Next to the bodies lay a sketch of a flower. Onstage, lay a CD player, playing sad music. More and more people gathered by the door, dumbfounded. No one dared to enter the auditorium.

Dr. Ritter broke the silence, “who did this? She was very mad about to breath fire. “Somebody get Officer Rondalone!” Little did she know that Officer Rondalone had retreated to a closet.

Change essays to fables

Add should have known earlier

Michael Plasmeier

4/20/2005

P.D.:4

OH

3rd Draft

Mystery Change Title

It was a dark and rainy day at Haverford Middle School. Lighting split across the sky and thunder crashes ^{all around.} rained in from every direction. Inside Room 113, Ms. Williams, the ~~2nd~~ teacher, was trying to keep the class's ~~tes~~ attention. Mark Clinton, and the rest of the Usual Suspects, ['] called the trouble makers, were looking out the window and trying to guess if their game would be canceled. Ms. Williams, meanwhile, was standing at the front of the class and trying to assign a fable ^{which} that had to have the proper usage of the word "queer" highlighted in pink five times. Yes, it was an ordinary day at Haverford Middle School.

However, strangely, Zack Conner and Shira Landau were absent that day. No one had seen them come ^{leave} or go from school. Am I skipping from past to present

"Where are Zack and Shira?" asks Ms. Williams, two weeks later. "I don't remember seeing them lately. Why are they not here? Well anyway, you ~~should~~ all better have your fables here tomorrow. I want no excuses, so it better be here even if you're dead!" Little did Ms. Williams know... At that very moment, a little bird flew past the window. All of the usual suspects turned around and stared ~~sp~~ at the bird.

Zack and Shira did not notice and did not even care. Not even about the fable due the next day.
very

Note: Traits not representative of actual people living or **dead**.

"Everybody hand in your fables," calls Ms. Williams. Two of the fables were missing. Ms. Williams has no clue on which two, even though the students had been missing for two weeks....

The next day, two fables are found in Ms. Williams's mailbox. She goes crazy in trying to figure out who placed the papers in her mailbox. She calls every teacher in the school and interviews every kid on who might have been able to put the papers into her mailbox. She is so busy going crazy that she doesn't even notice the little flower sketched in the corner of both of the fables. ^{while calling,} During her calls, Ms. Williams seems to notice that Zack and Shira haven't shown up in a while. Again, Ms. Williams calls every teacher in the school. ^{teachers} Some of them haven't seen Zack and Shira either lately. Most of them don't even know who the two children are....

Meanwhile, the ^{usual} suspects are launching a complaint, let by their resident spaz sp, Mark Clinton and Kevin Nolan. The usual suspects can't believe that Zack's and Shira's essays both got full credit even though they were handed in a day late. Nick does not look happy ^{?say} at the usual suspects. He shushes them, and the matter is dropped. ^{?nick shsh}

At this same time, Dr. Ritter is in her office. Her secretary brings a note from a few teachers wondering ^{why} about how Zack and Shira never show up. Dr. Ritter easily discards the note and moves on to more important matters, like finding nine whole busses for the Washington D.C. trip. After having her third cup of coffee, Dr. Ritter decides to take a ^{little} break. She exits her office past the table laden with doughnuts and decided to visit her favorite principal-in-training, Ms. Williams and see if she ^{could offload some} wants more work. When Dr. Ritter reaches the door of 113, she hears the conversation between Mark and Kevin.

Note: Traits not representative of actual people living or **dead**.

Cap Usual Suspect

creepy font

The part when she hears Nick sush Mark and Kevin, ^{mind goes click} intrigues her. Dr. Ritter's mind

remembers the note. Yes, it does seem odd that Zack and Shira never showed up. She

^{then} hauls ^{for three weeks,} in the usual suspects for questioning.

"We don't know anything," says Nick as he starts out with the standard response when talking to authorities.

After a moment of silence, Mark adds, "well I don't remember seeing Zack and Shila for a while..." ^{cap well}

He is cut off by, "Sheeh, be quiet," by Nick. ^{how sush}

^{After} Another moment of silence, ^{but then} Kevin adds, "I am still mad that ^M ms.

Williams didn't take any points off for those fables. Why does she always take points off for me!"

^{Mark adds,} "I don't know ^{mabey} sp they died." ^T this was also a usual response for the ^{usual}

^S suspects.

^{Mark then} At that point, he was interrupted, because at that instant, a scared Officer ^{very} Rondalone ^{sprints} sp runs into Dr. Ritter's office.

"Come... Look ... the auditorium... dead... bodies... hole... in the ceiling....fall. blood... everywhere..." He then runs out of Dr. Ritter's office and runs into the next room. Dr. Ritter jumps up and starts to run towards the auditorium. All of those rice cakes ^{must have} paid off. Nick, Mark and Kevin all follow, no longer mad about the fable being late. They were ready for something good to happen at Haverford Middle School.

Actually, it was something bad, very bad. In the auditorium, there were two gigantic holes in the ceiling. ^{one} Somebody must have fallen through. And someone did,

Note: Traits not representative of actual people living or **dead**.

two people, in fact. Their bodies lay sparrled sp over the seats in the auditorium. Blood lay everywhere...

"Dr. Ritter /sp rushed in out of breath, and surveyed the sight. Nick, Mark and Kevin rushed in and stood dumbfounded. Something interesting had happened at Haverford Middle School for a change. Next to the bodies lay a sketch of a flower,

Onstage, lay a CD player, playing sad music.

More and more people gathered by the door, dumbfounded. No one dared to enter the auditorium,

Change essays to fables

Add should have known earlier

→ Dr. Ritter broke the silence, "Who did this?"

She was very mad and about to breath fire. "Somebody get Officer Rondalove!" Little did she know that Officer Rondalove had retreated to hide in a closet.

→ After everything was cleared up, Dr. Ritter started investigating. The only clues she had was the sketches of flowers on the ~~ess~~ fables and near the ~~redies~~ bodies. Also the sad music on CD.

~~Dr. Ritter made everyone draw a flower~~

Note: Traits not representative of actual people living or dead.

See book

Old

Michael Plasmeier

4/18/2005

P.D.:4

2nd Draft

add Nick saying prep died - when absent

Mystery Change Title

It was a dark and stormy day at Haverford Middle School. Lighting split across the sky everywhere and thunder crashes rained in from every direction. Inside room 113, Ms. Williams, the ?adj teacher, was trying to keep the class's attention. Mark Clinton and the rest of the usual suspects, or the trouble makers, were looking out the window and trying to guess if their game would be canceled. Ms. Williams, meanwhile, was standing at the front of the class room and trying to assign a fable that had to have the proper usage of the word "queer" highlighted in pink five times. Yes, it was an ordinary day at Haverford Middle School.

However, Zack Conner and Shira Landau were absent that day. No one had seen them come or go.

"Where are Zack and Shira?" asks Ms. Williams, two weeks later. "I don't remember seeing them lately. Why are they not here? Well anyway, you should all better have your fables here tomorrow. I want no excuses. It better be here even if you're dead!" Little did she know... At that very moment, a little bird flew past the window. All of the usual suspects turned around and stared at the little bird.

Zack and Shira did not notice and did not even care. Not even about the fable.

"Everybody hand in your fables," calls Ms. Williams. Two of the fables are missing. Ms. Williams has no clue on which two.... Even though the students had been absent for 2 weeks,

Note: Traits not representative of actual people living or dead.

What sup w present/past

strangely from school,

so, ms. williams

due to mo.

Even though the students had been absent for 2 weeks,

The next day, two fables are found in Ms. Williams's mailbox. She goes crazy in trying to figure out who placed the papers in her mailbox. She calls every teacher in the school and interviews every kid on who ^{might have been able to} put the papers in her mailbox. She is so busy going crazy that she doesn't even notice the little flower sketched in the corner of both of the fables. ^{During her calls,} While busy calling every teacher in the school, Ms. Williams ^{never where} just seems to notice that Zack and Shira haven't shown up in a while. Again, ^{Ms Williams} she calls ^{every} all of the teachers in the school, ^{and} some of them haven't seen Zack and Shira lately either. Most of them don't even know who the two ^{children} kids are....

Meanwhile, the usual suspects are ^{launching} giving find another way to say a complaint, let by their resident spazes, Mark Clinton and Kevin Nolan. They can't believe that Zack's and Shira's essays both got full credit even though they were handed in a day late. nick

shsh ^{Nick does not look happy at the usual suspects, he} them half w/ through ^{over} and the matter is disregarded. ^{he} sushs

At the same time, Dr. Ritter is in her office. ^{why} The secretary brings ^{for 2 weeks, her} in a note about how Zack and Shira never showed up. Dr. Ritter easily discards the note ^{and} to move on to more important matters, like finding nine whole busses for the Washington trip. ^{DC} Dr. Ritter decides to take a break. She exits her office past the table laden with doughnuts and decided to visit her favorite principal in training, Ms. Williams and see if she wanted more work. When Dr. Ritter reaches ^{open} the door of 113, she hears the conversation ^{part when} start

between Mark and Kevin. Then ^{intereges her,} she hears Nick sush Mark and Kevin. Dr. Ritter's mind ^{flashes back to the note, Yes it does seem odd that Zack & Shira never} goes click. She hauls in the usual suspects for questioning. ^{showed up}

"We don't know anything," Nick starts out with ^{the usual response to authorities}

After a moment of silence, Mark adds, "well I don't remember seeing Zack and Shila for a while..." ^{cap?}

Note: Traits not representative of actual people living or dead.

Edit stop

He is cut off w/
by

"Sheeh, be quiet," adds Nicks **?how sush**

Another moment of silane, but then Kevin adds, "I am still mad that ms. Williams didn't take any points off for those fables. Why does she always take points off for me!"

He was interrupted, because at that instant a very scared Officer Rondalone **sp** runs into Dr. Ritter's office.

"Come... Look ... The auditorium... dead... bodies... hole... in the ceiling...fall. blood everywhere..." He then ran out and went into the next office. Dr. Ritter jumps up and starts to run twords the auditorium. Nick, Mark and Kevin all follow, no longer mad about the fable being late....

Note: Should have known earlier!

Change essays to fables

Mystery

1st Draft

It was dark and stormy day at Haverwood Middle School. ~~Thunder~~ lightning split across the sky and thunder crashes were heard everywhere. Inside room 113, Ms. Williams assigned the proper usage of the word ^{gently} ~~quietly~~. Nick laughs, everyone ~~laughs~~. Except Jack and Sheria. ~~Everybody~~ notices they are missing. Nobody cares...

"Where is Jack and Sheria?" asks Ms. Williams 2 weeks later. "I don't remember seeing them recently. Why are they not here? Well ~~that~~ don't well better have ~~the~~ ^{your} essays here tomorrow. I want no excuse," Jack and Sheria don't hear, and don't care, they don't even notice they have an essay due the very next day.

"Everybody, hand in your essays," says Ms. Williams. 2 are missing. Ms. Williams doesn't know who

The next day 2 essays are found in Ms. Williams mail box. Ms. Williams goes crazy in wondering who put the essays there. She calls every teacher in the school to try and find ~~the~~ who submitted the essays. She almost doesn't notice the ~~flour~~ ^{flour} of a flour in the margin. Were of the other teachers have seen Mark and Sheria. Ms. Williams settles ~~on~~ ~~accusing~~ the usual suspects ~~they~~ or ~~mail~~ that the essays still received full credit even though they were late. Mark C. and Kevin had the

an essay on

you all

Sketch

Funny

has her hands full.

charge, Right away Nick sucks them, as if he had something to hide.

Dr. Ritter finds out that Zack and Shelia never showed up. She doesn't care all that much, she is too busy trying to find buses for the next field trip and is mad that kids can't behave on the trips she worked so hard on. So she decides to take a walk. When she comes to room 113 she hears Nick, Mark and Kevin. She gets an idea and takes the usual suspects in for questioning.

"We don't know anything" Nick says. "Well I don't remember seeing Zack and Shelia" says Mark. "Shee" replies Nick. "I am still mad that Ms. Williams didn't take any points off for that essay being late." At that very moment a very scared Officer Randalore runs ^{parting} down in the auditorium, hah, hah, kids, hah, from ceiling, hah, hah, ~~and~~ blood, hah, everywhere, hah, "Come quick" and he runs back out.

Dr. Ritter gets up

Kevin
breaks
a moment
of silence
w/

Mystery Plot

4/11

Plot

One day the quiet kids disappear - was it the usual suspect

Wick - loud thinks hes Mark (- loud, talkative) spaz

Kevin - loud talkative
Spaz, mad over anything

Derek - quiet
kinda shy

Sheria - quiet
shy
can't tell if ~~she~~ here

Officer
Rentalore

Rosie - Artistic
smart
would never suspect
kinda ~~quiet~~ quiet

Setting old, stone school
hidden places
HMS
Rm 173

Dore officer
thinks hes
over important
can't really
handle tough
spots

Dr. Aitches principal
interested in lunches
usually calm
gets very angry

George above aid.
wood ceilings, planks,
one wrong wall
bridges across insulation

Ms Williams
forgetful
likes to talk to play

Note: Traits not representative
of actual person
or was it Rosie?

Plot Re-do

for 2 weeks.
One day ~~all of the~~ Zach + Sheria don't show up in school. Nobody notices. Then Mrs. Williams studies her attendance book and finds that the days which she remembered to do attendance, where did they go. Dr. Ritter is notified they are missing. Says she get right on it.

- 2 days later -

Ms. Williams is frantic in class, Zach + Sheria never ~~took their~~ handed in their essays.

2 days later the essays appear w/ little flowers on them
The usual suspects (~~Mark C, Kevin~~) start getting mail that they were able to hand in their essays on time, and Mrs. Williams didn't take any pdc off for the essays being late. Nick, one of the usual suspects shh - Mark + Kevin as if they have something to hide.

Dr. Ritter comes around and pokes her head in the door as the usual suspects were talking.

She gets an idea and takes all the usual suspects in for questioning.

The next day there is a hole in the ceiling of the pdc. Zach + Mark C's bodies are lying dead on the floor. Blood is all over the place.

w/ them is a picture of a flour drawing.

There is only 1 person to draw such a picture. Rosie Carlson.

Roll of Thunder, Hear My Cry, by Mildred Taylor

Creating a Newspaper!

This assignment will be worth 100 pts. Follow all directions very carefully. You will create the actual paper on a special program in the computer lab.

1. Decide on a name for your newspaper. It will be an African-American paper printed in Strawberry, Mississippi and distributed to all black families in the area. It must really stand out when it is printed, and it must have a small graphic beside it, above it, or beneath it.
 - centered underneath the title is the date – any month, day in 1934
 - under the title on the right is the paper's price; choose a 1934 type price!

I. Writing the News Article:

1. Choose one event from the following list to report on in your paper:
 - Burning of the three Berry men
 - Tarring and feathering of Sam Tatum
 - Bus "accident"
 - First day of school at Great Faith Elementary
 - Incident between Cassie and Jim Barnett at his store
 - Incident between Cassie and Lillian-Jean and Charlie Simms
 - Boycott organized by Mary Logan
 - Mr. Granger's continuing attempts to get the Logan land
2. For the event you choose, make a list of the following information. Most of it is given to you in the book; what the book does not tell you, you will make-up.
 - a. WHO was involved? Give first and last names.
 - b. WHEN did the event occur? (Day, time, and year)
 - c. WHERE did the event occur? Be specific.
 - d. WHAT happened? Make a list here and keep things in chronological order.
 - e. WHY did this event occur?

You must carefully go through your answers to the chapter questions and through the book as you make these lists of information. Remember that you will make up whatever information the book does not give you. Whatever you make up, however, must fit in with the story and its characters.

3. Rough copy directions:

- a. Think of a catchy, attention-grabbing headline for your article. A cleverly written, headline ensures that readers will read the article.
- b. Under the headline, print the reporter's first and last name. You are the reporter.
- c. On the line where the first paragraph begins, print the name of the town and the state where the event occurred; use capital letters. Then, put a dash between that and the first words of the article itself.
- d. In the articles first paragraph, tell briefly the who, what, when, where of the event. This paragraph will probably be only one or at most two sentences long.

EXAMPLE: STRAWBERRY, MISSISSIPPI – Yesterday afternoon, the sky around Strawberry darkened and residents had to run for cover from the first tornado of the season.

- e. The body paragraphs must give the details necessary to explain the facts in the opening paragraph and also explain why the events occurred. In these paragraphs, it is vital that you choose precise, colorful, vivid words. **News articles do not give the reporter's feelings about an event; they just report the facts.**
- f. Body paragraphs must contain at least one quote from a character involved in the event. You will probably be making these up. Just make sure that the characters speak as they do in the story. These quotes make your story seem real, and are a way to tell a reader how people other than the reporter feel about the event.
- g. Most news articles are between 250 and 500 words.

II. Writing the Human Interest Story:

1. These stories are about average people as they go about living their daily lives. They tell what amazing, brave, heroic, extraordinary, unusual things normal people do every day.

Personal heroism – Little Man, Big Ma, Hammer, Mary
Rescues – L. T. Morrison and Stacey, Big Ma and Cassie

Daily Life – Mary, Jeremy Simms, Wade Jamison, Hammer

Choose one of the following people to be the focus of your human-interest story. In the story, you will write about anything to do with that character which people would benefit from reading.

Big Ma (Caroline) Logan

Mary Logan

Hammer Logan

L. T. Morrison

Little Man

Cassie Logan

2. Follow directions a, b, c, under "Rough Copy" for writing the news articles.
3. The article itself is like any composition, with an introduction of two to three sentences which tells you what you will write about, a body that gives the information to a reader, and a 2-3 sentence conclusion that summarizes why this character and his/her actions are special.
4. These stories often include quotes from people close to the character being written about, but they do not have to.
5. In general, the writing is more personal and should make a reader feel some emotion, and admire the person in the story.
6. This article must be at least 250 words long.

III. Directions for writing the Editorial

Editorials are written by people who work on a newspaper staff. They are the only kind of newspaper writing that can give the newspaper's feelings and opinions. There are no quotes from other people in an editorial. The writer just tells how he/she feels about a given subject. Choose one of the following subjects and write an editorial of at least 250 words about it.

- How blacks are treated in Strawberry
- Problems of black schools
- The Wallace Store
- The boycott
- Night Men
- Why whites and blacks can not be friends

1. This article will have a headline, and the writer's name will be beneath it. It does not list the place (like Strawberry); but the article just begins under the writer's name.

Format of the Newspaper:

Don't need to follow

Page one will include the newspaper name, price, date, and the newspaper article with a headline and graphic.

Page two is for the editorial and the human-interest story. Only the human-interest story must have a graphic.

Fill in space on newspaper with at least two of the following: a farm report, weather report, ad for products, stores, churches, etc. mentioned in the book, cartoons and pictures.

Good Luck!!

FCA's

- | | |
|--|-------------------|
| 1) Format of Newspaper | /10 points |
| 2) News Article | /20 points |
| 3) Human Interest Story | /20 points |
| 4) Editorial | /20 points |
| 5) Use at least 5 vocabulary words from list II | /20 points |
| 6) Two additional items included in newspaper, either a farm report, weather report, product or business advertisements, or a cartoon. | <u>/10 points</u> |

SUBTOTAL / 100 points

Deductions:

Rough Draft Missing (including list of info. for news article & human interest story) /10 points

Editing Sheets Missing /10 points

TOTAL / 100 points

2 vocab + do human interest

Soup's off in Camden

121 years of production halted at Campbell plant

By MELANIE BURNEY
Associated Press Writer

CAMDEN, N.J. — The site where Joseph Campbell spawned a food products revolution has stopped canning soup for the first time in 121 years.

In two weeks, production will grind to a halt at Campbell Soup Co.'s oldest manufacturing plant, marking another significant step in the company's march toward modernity.

For this economically strapped city across the Delaware River from Philadelphia, the closing of a plant that employs 1,000 workers ushers in an uneasy time in its crucial revitalization efforts. There are concerns that Campbell might abandon plans for a new headquarters building

here, as well as doubts about the company's ability to remain independent.

To Campbell's officials, the plant's end was long overdue.

"It's like any other industry — if you're doing anything like you were 50 years ago, you're out of date," said company spokesman James Moran. "It's just a plant whose time has come. No amount of money would make it competitive."

Workers at the plant still load ingredients onto an elevator and transport them to different floors. Renovation would have cost millions but still would not have brought the facility up to par with Campbell's modern, one-floor production plants elsewhere, officials said.



It's like any other industry — if you're doing anything like you were 50 years ago, you're out of date.



CAMPBELL SPOKESMAN

WHY

The closing is part of a worldwide restructuring Campbell announced last August that will eliminate 2,800 jobs as well as plants in Maryland and Tennessee. The reorganization is expected to save the company about \$15 million during fiscal 1990 and about \$150 million over the next four years.

Production from the plant will be taken up by plants in Napoleon, Ohio; Paris, Texas and Maxton, N.C.

Many of the blue-collar employees at the downtown plant have worked there most of the lives.

"Most of these people assume they would be here for a while," said Alvin Still, president of Local 80 of the United Food and Commercial Workers, which represents about 640 of the hourly employees in the plant.

"The symbolism is already over," said Moran. "The plant winding down."

Princeton's Tiger Inn to welcome tigresses

PRINCETON, N.J. (AP) — Tiger Inn, one of two all-male eating clubs at Princeton University, took a first step toward coeducation last night by voting to end its policy of excluding women from membership.

In order for the change to become effective, the eating club must approve the measure in two consecutive years. Mike Salerno, Tiger Inn's president, said a vote has been held yearly on the issue in recent years and will be considered next year. The vote was described as close but no tally was immediately available.

The vote follows less than a week after Ivy Club, the only other remaining all-male institution on the Princeton campus, voted in favor of coeducation by a margin of 51-23. A final change of policy at Ivy Club would also require a second, confirming vote, which

would then have to be approved by its graduate board.

At Tiger Inn, however, the decision rests with the student members.

News of the vote pleased opponents of the male-only policies.

"I'm really happy and surprised," said Jen Weiner, a junior who heads the Coalition for Coeducated Eating Clubs. "I was concerned that there would be some backlash because of Ivy's decision in that the members might want Tiger to remain the last bastion of all-maleness."

WHY

Until yesterday, Tiger Inn had been the sole eating club that had not voted to admit women. It has maintained its male-only position on the issue for 11 years in the face of a sex discrimination lawsuit filed by Sally Frank, then a sophomore at the university.

The News

10/24/1933
5 cents

by: Michael Plasmeier

Jefferson Davis Bus Trapped!!!

SPOKANE COUNTY, MISSISSIPPI – The school bus for the Jefferson Davis County School in Spokane County, MI fell into a ditch yesterday during the torrential downpours. The bus was delivering the kids home from school in the afternoon, around 2:00 PM. No one was hurt, but the bus will be out of service for about 2 weeks.

Ted Grimes, the bus driver, said that he was just driving on the road, and the bus just fell into a washout in the middle of the road. "It was just rainin' cats and dogs out there. I was just going along tryin' to deliver my fine kids from school, when bam! The bus just fell into the ditch! Just like that. Couldn't see the hole before-hand, there was just too much water! It didn't look any different before."

The bus broke it's axle and the engine suffered water damages. The bus will be out for about 2 weeks, reported the mechanic, who is fixing the bus. There is no estimate on how much the repairs will cost yet. However, the school board reports that there is not enough money in the budget to pay for the repairs. One school board member, Harlan Granger said that funds to repair the bus would be taken from the budget of the Great Faith Elementary and Secondary School. That is the county's schools for negroes.





The bus will not be able to pick up students while it is out of service, and the county has no replacement bus. Students will have to walk long miles in the muddy streets to get to school. A student from Jefferson Davis, who asked that her name not be used said, "Now I have to walk through the mud to go to school. I'm goin' to get my clothes all dirty." Most of the students who ride the bus explained similar complaints of having to walk for hours just to get to school and get an education.

good.

great quotes.

very good.

Weather:

<u>Today</u>	Sunrise: 7:11 AM	Sunset: 6:15 PM	High: 74°F	Low: 60°F	
<u>Tmo</u>	Sunrise: 7:12 AM	Sunset: 6:14 PM	High: 74°F	Low: 47°F	
<u>Sat</u>	Sunrise: 7:12 AM	Sunset: 6:13 PM	High: 73°F	Low: 46°F	
<u>Sun</u>	Sunrise: 7:13 AM	Sunset: 6:12 PM	High: 73°F	Low: 46°F	

+8 extra credit

Why Can't We Just be Friends?

Whites and blacks can't seem to live together well. Why can't people just get along with each other, and be friends?

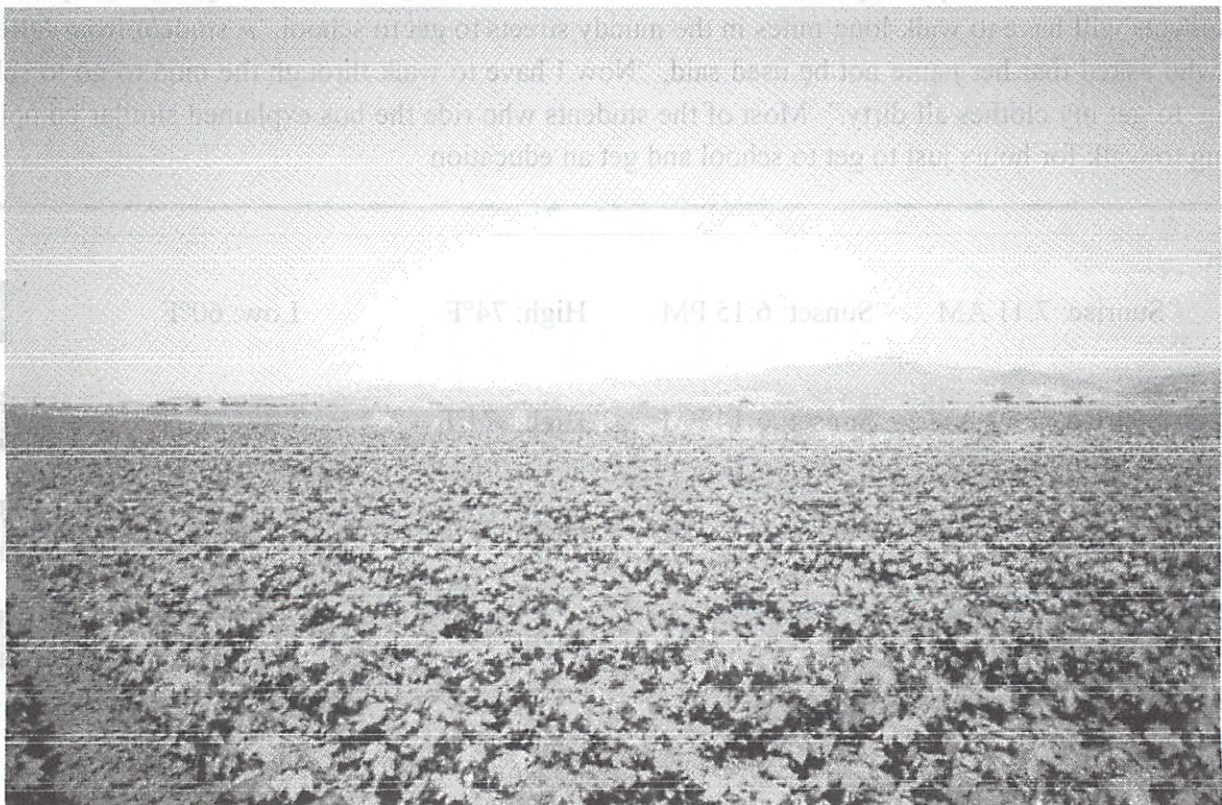
Well, the problem all started when whites captured and brought blacks from Africa and force them to work as slaves in the fields. Even after the slaves were freed, we still have the feeling that we are better than blacks. We still look down upon them. Why? Why do we still believe that blacks are not equal to whites?

We keep blacks as sharecroppers, forever stuck in debt. We don't keep them equal. We separate them. Their children can't play with our children. Blacks are hung and intimidated by whites during the middle night. We, for some reason, still believe that blacks are inferior and not worthy of our friendship. We are the ones that are causing the divide.

Why don't we try and bridge the gap. Bring the races back together. Let our children play with their children and be able to be friends with each other. Remember, what matters is not on the outside. It is the inside. This is what really counts. Let blacks have a chance. Do not just restrict them to share cropping just because the color of their skin. Let them own their own land. Give them an equal shot, and our community will be a better place. Stop the killings and stop the intimidation. Let everyone have a fair trial. Judge not by their color of their skin, but get inside to the real matter. That's what counts.

Blacks are not stupid. Blacks are not dumb. Blacks are not totally worthless. Give them a chance, and add them to our community. They are smart, and they **SHOULD BE EQUAL!**

The directions say to be a Black author, so assume that you are Bl.



Find or replace blacks with African Americans

Michael Plasmeier

5/2/2005

P.D.:4

4th Draft

Titans/Thunder Compare/Contrast

The book, Roll of Thunder, Hear Me Cry, and the movie, Remember the Titans, are both very similar and ~~are~~ both very different. Roll of Thunder, takes place with an African American family fighting to keep their land from whites who want to buy the land. In Remember the Titans, whites and African Americans must learn to live together in an intergraded school and football team. There are some similarities between the two stories. For example, both the book and the movie use degrading language between African Americans and whites. Also, both stories include scenes where groups of whites intimidate or hurt African Americans. However, there are also some differences between the two stories. In Titans, African Americans are kicked out of a restaurant. In Thunder, African Americans are almost forced to shop at the Wallace's store. Racial tension penetrates both the book and movie. In fact, racial tension ~~seems to be~~ a theme for both stories.

Both Roll of Thunder, Hear Me Cry and Remember the Titans use degrading language towards African Americans. In the book, on page 169, Mr. Harlem Granger is talking to the African American family trying to buy their land. Mr. Granger says, "[I] wouldn't have lost this section of the land if it hadn't been stolen by your Yankee carpetbaggers after the war." The term "Yankee carpetbaggers" is degrading, because it means, "opportunists who came to the South to get rich in the aftermath of conquest through theft of money, land, property, etc." (Source:

<http://www.austin.cc.tx.us/lpatrick/his1693/reconstr.html>) As you can see, Mr. Granger

does not respect African Americans by ^{enough to use} not using proper language when around them ^{or terms} or ~~He didn't have to insult them. In~~ ^{it's} ~~calling them bad words.~~ The movie, Remember the Titans, ~~does~~ the same thing. One

incident that stuck out in the movie ^{football} was when the team was leaving for camp. One of the players goes up to Coach Boone, and tells him that they "won't be needing any of his

people." You can tell that, ^{to} that certain white football player does not respect "those people" because he uses degrading language when talking about them. Degrading

language is defined as "causing somebody to feel shame and humiliation." (Source:

Encarta Dictionary) The whites in both stories either wish to humiliate African Americans, or do not even notice what they are ^{saying} doing. Another event in the movie, is ^{that happens} the

~~part~~ when the captain of the team fires another player because he missed a pass on purpose. The player who is being let go, say something like, "Why are you ruining my

friendship for those people." He doesn't think that African Americans are worthy of ^{same as him, that} playing on the team. The language he uses towards African Americans, shows ^{how highly he thinks} this. Both ^{about} stories also have many more examples of use degrading language towards African

Americans. Whites often call African Americans "those people" because they can't even give enough respect ^{to} as to call ^{them} those people as a group, such as ^{the of} saying the word "Negro."

The whites in both

Remember the Titans and Roll of Thunder ~~both~~ intimidate or hurt African Americans during the night. In the movie, somebody throws a brick into Coach Boone's window. They do this to intimidate him into not coaching the team. The brick could have killed him, if it would have hit him. The brick could have also killed Coach Boone's little daughter, who was just playing with her dolls, ⁱⁿ her very own home. The book, Roll of Thunder, treats African Americans even worse. "Night Men," as they are

called in the book, hang African Americans for committing crimes they didn't commit, without a trial. ^{even} On page 40 of the book, three African American men are set on fire for supposedly flirting with a white woman. There ^{is} was no trial and no proof. All there was, was a few drunk men who think that they are the "law." This practice is often called lynching. ^{throughout the South,} Also, the Night Men pay a few more visits to African Americans throughout the book to stir up trouble. When they come back on page 253, the Night Men want to "administer justice" to an African American boy who they believed rob^{bed} a store. Standing to watch, are his two accomplices, who happen to be white. Because of their race, most people believe ^{one night} their story that they were just walking down the street and ~~just~~ happened to see the African American ^{boy} rob the store. The ~~Night~~ Night Men were starting to hang the ~~African American~~ boy, but lucky their attention was diverted elsewhere. The Night Men ^{and the men} have it stuck in their heads that African Americans are inferior, and seem to be inherently ^{who treat} guilty. ^{the blacks} ^{in Coach Boone's} ^{widow} ^{at whatever crime they can think of.}

Racial Tension in both the book and the movie are expressed in different ways. For example, in the book, the African Americans football players ^{or} were not allowed to eat at a certain ~~white~~ restaurant. ^{reserved for whites.} The proprietor said that they were full, even though there were many empty tables. ^{at the restaurant} This situation differs ^{greatly} from the book, where the African Americans ^{family is} in the book are almost forced to shop at a certain store. When the African American family tries to boycott the Wallace store, they are yelled at by whites for causing trouble in a quiet ^{community} county. Also in the book, the whites call back the mortgage on the African American family's farm. ^{because they don't like it when they stir up trouble.} These two events differ greatly. It seems that where an establishment has all of the business it needs from whites, they won't serve African Americans. However, if a business needs African Americans to survive, the

African Americans are forced to shop or do business there. Racial tension during the ^{Stories} time, ~~short-changed~~ African Americans, because ^{Some} establishments served them only if they had to stay in business. ^{wanted to.}

So, in conclusion, there are many similarities and differences between the book, Roll of Thunder, Hear Me Cry, and the movie, Remember the Titans. Racial tension is the fabric of both stories. ^{of these this} That can be expressed in different ways, ^{so} as both stories use degrading language ^{or} towards African Americans. In addition, both stories have groups of whites ^{innocent} that intimidate ^{and} attempt to kill African Americans. However, there are some differences between the stories. In the book, African Americans are forced to shop at a certain store, but in the movie, they are not allowed to enter ^{a certain restaurant,} ~~another establishment.~~

However, the fact remains that, besides their similarities and differences, both stories feature racial tension as themes. ^{to clip the 2 races apart,} ?re-read and change ending!!!

^{that} Note: If I say the book ~~uses~~ harms African Americans, I mean the story, not the actual pages of the book,

Find + Replace Blacks → A.A.

Michael Plasmeier
5/1/2005
P.D.:4

3rd Draft

Titans/Thunder Compare/Contrast

The book, Roll of Thunder, Hear Me Cry, and the movie, Remember the Titans, are both very similar and very different. Roll of Thunder, takes place with an African American family fighting to keep their land from whites. In, Remember the Titans,

whites and blacks must learn to live together in an intergraded school and football team.

Both the book and the movie use degrading language towards African Americans. Also, both stories have groups of whites intimidating and hurting blacks. However, there are also

some differences between the two. In Titans, African Americans are kicked out of a restaurant. In Thunder, African Americans are almost forced to shop at a certain store. Racial tension penetrates both the book and movie. There are some differences between

the two, and on the flip side, there are also some similarities. **?give notice about mention character in book, not the papers of the book**

Both Roll of Thunder, Hear Me Cry and Remember the Titans use degrading language towards African Americans. In the book, on page 169, Mr. Harlem Granger is talking to the African American family trying to buy the land. Mr. Granger says, "[I] wouldn't have lost this section of the land if it hadn't been stolen by your Yankee carpetbaggers after the war." The term "Yankee carpetbaggers" is degrading, because Yankee carpetbaggers were "opportunists who came to the South to get rich in the aftermath of conquest through theft of money, land, property, etc." (Source: <http://www.austin.cc.tx.us/lpatrick/his1693/reconstr.html>) As you can see, Mr. Granger does not respect African Americans, and uses degrading language towards them. The

by using proper language

There are some similarities between the 2 stories

are both
A.A.
For example,

language between whites

I include scenes where

stories

In fact, the racial conflicts

seems to be the same for both stories

Remember the

movie, Titans, does the same thing. One incident that stuck out to me in the movie, was

when the team was leaving for the camp. One of the players goes up to Coach Boone,

and tells him that they "won't be needing any of his people." You can tell that the white

football player does not respect "those people" because talks to them using degrading

language. Also in the movie, is the part where one of the players fires another player

because he missed a pass. The player who is being let go, say something like, "Why are

you ruining my friendship for those people." He is clearly mad and also does not respect

African Americans. Indeed, this is the basis for both stories; one race does not like those

of another race. However, it is manly the whites who use degrading language towards

African Americans. Both stories also have many more examples of use degrading

language towards African Americans.

In Both stories.

Particuly, whites refer to AA as "hoes people"

Both Remember the Titans and Roll of Thunder intimidate or hurt African

Americans during the night. In the movie, somebody throws a brick into Coach Boon's

window. This is to intimidate him into not coaching the football team. It could have also

killed him, if the brick would have hit him. The brick could have also killed his little

daughter, who was just playing with her dolls in her very own home. The book, Roll of

Thunder, treats African Americans even worse. "Night Men," as they are called in the

book, hang African Americans for committing crimes, they didn't commit, without a

trial. On page 40 of the book, ~~the~~ African American men are set on fire for supposedly

flirting with a white woman. This practice is often called lynching.

There was no trial and no proofs. All there was, was a few drunk white men who think that they are the "law."

Roll of Thunder, Hear My Cry Compare/Contrast Essay

Due May 2

Now that we have finished reading the novel, Roll of Thunder, Hear My Cry, we will be watching the movie Remember the Titans in class. The novel is about a black family living in Mississippi during the 1930s. The movie is about an integrated football team during the 1970s. Though the plots of each of these pieces of literature are different, racial tensions penetrate both. Your job is to compare and contrast the ways these racial tensions lay at the hearts of these different pieces of literature.

You will be writing a five paragraph essay comparing and contrasting the novel and the film. Your main idea, or point of comparison, is racial tension, or racism. You need to pick three main points and write a paragraph about each. You must pick 3 scenes or events from the movie and analyze the racial tensions in those scenes. You will write one paragraph about each scene, and in that paragraph you will both compare and contrast the racial tensions to those from the novel. You must also include information from the novel. You must cite the page numbers in the novel.

The first paragraph of your essay will be your introduction, which must include a thesis statement. Paragraphs two, three, and four will be your chosen scenes from the movie and your comparisons and contrasts to the book. The fifth paragraph will be your conclusion. You must have a topic sentence in each paragraph and your conclusion must draw all of your ideas together and leave your reader with a final thought.

Due Date: Mon May 2

Compare/Contrast Essay

Rubric

Your essay should be two pages typed, in a Times New Roman font size 12. Your essay should also be double spaced. Be sure to spell-check; there will be a 2-point deduction for every misspelled word.

1. Thesis Statement	/20 points
Is it in the introductory paragraph?	/10 points
Does it include 3 main ideas/events?	/10 points
2. Topic Sentences	/30 points
Paragraph 2 (1 st argument)	/5 points
Paragraph 3 (2 nd argument)	/5 points
Paragraph 4 (3 rd argument)	/5 points
3. Factual Support (from text)	/30 points
First argument	/10 points
• Comparison	/5 points
• Contrast	/5 points
Second Argument	/10 points
• Comparison	/5 points
• Contrast	/5 points
Third Argument	/10 points
• Comparison	/5 points
• Contrast	/5 points
4. Conclusion	/20 points
Does it draw all of your ideas together?	/10 points
Does it leave your reader with a final idea?	/10 points
Total points available	/100 points

Titans/Thunder Notes

3 book
3 from movie
5 para
essay

mobs of black against white
 whites don't want to be w/ blacks
 white think blacks are "little" and take down
 whites think neighborhood goes downhill when blacks move in
 each race stands for their own (movie: clap for black coach)

whites don't want to work with blacks
 people willing to put a lot on the lines

Races mix badly (fat guy in gym)
 and point of movie/books
 Some people want to live together (fat guy)
 (how in books???)

team loses because of race

? book - people in it w/ experience avoid it

Segregation still goes on - even when not required by law

Certain properties prevent Blacks from service

* races mixing - meets resistance (restaurant + Burg^o - stopped by movie)

stern people don't welcome change

people in authority hinder the race from integrating
stranger - race in game

about/quot
still

3. restaurant - not wanted/ book = shop needed for
business

1. "them" in both - degrading talk
- expendable
differ

2. rock in window = night men
of coach

Michael Plasmeier
4/28/2005
P.D.:4

2nd

Titans/Thunder Compare/Contrast

The book, Roll of Thunder, Hear Me Cry, and the movie, Remember the Titans, are both very similar and very different. Roll of Thunder, takes place with an African American family fighting to keep their land from whites. In, Remember the Titans, whites and blacks must learn to live together in an intergraded school and football team. Both the book and the movie use degrading talk towards African Americans. Also, both stories have groups of whites intimidating and hurting blacks. However, there are also some differences between the two. In Titans, African Americans are kicked out of a restaurant. In Thunder, African Americans are almost forced to shop at a certain store. Racial tension penetrates both the book and movie. There are some differences between the two, and on the flip side, there are also some similarities.

Both Roll of Thunder, Hear Me Cry and Remember the Titans use degrading language towards African Americans. This means.... (give page numbers! From book)

2nd Draft

Heading

Need

Cover page with fca's

Michael Plasmeier

I know that it is over 2 pages, this is only to make editing this easier

Do you ever wonder why evergreen trees stay green all year? It all happened because a certain evergreen tree, named Big Tree, was ~~too~~ greedy. Because of this, evergreen trees around the world are cut down every winter by white settlers, and put up as Christmas Trees.

One day a long time ago, Big Tree stood tall in the forest. He was the king, towering above all of the other trees. He stood straight and tall like... give similie

9

One morning a long time ago, Big Tree was just waking up to a new day in the forest. Then his friendly neighbor, Rabbit, came hopping along. He said, "Good morning, Big Tree! You look as grand as ever today." (or ? replace with simile)

"Thank you," replied Big Tree with a smile.

Next along came Mr. Frog. "Top of the mornin' to ya, Big Tree. How ya doin' today?"

"Fine, fine. How are you doing?"

"Wonderful." Mr. Frog then hopped ~~once more~~ through forest.

For the rest of the day

~~Now, Big Tree was alone all by himself for the rest of the day, because all of the other trees couldn't talk. Big Tree went to thinking. He thought about how much fun it would be to be green~~

Pen
He was depressed.

all year round. ~~He would be more than the only talking tree.~~ He would be more than just the tallest in the forest. He would be noticed in the winter.

The next morning, Rabbit came hopping along again. "Good morning, Big Tree! You look as grand as ever today."

Big Tree replied, "No, I don't. I want to be green all year long. Then everyone will notice me!"

"But you are already the tallest tree in the forest. I like you just the way you are. Being green all year ^{long} is a very bad idea. Please don't do that."

Next, Mr. Frog came along. "Mornin', Big Tree. How ya doin'?"

"I want to be green all year long, and be noticed by everyone."

You already ^{are} the tallest tree!

"Noo, Big Tree. I think that is a totally terrible idea. ~~You can talk already.~~ What more do ya want?"

"I want to be green all year long." As Mr. Frog hopped away, Big Tree went to thinking.

He ^{didn't care} wanted to be green all year long, no matter what his fine friends said. Big Tree then summoned

the Great Spirit, *any way,* The Great Spirit had the power to keep him

Green all year long.

"Whatta ya want with me? Can't ya see I'm busy. No one can ~~every~~^{ever} get any rest ~~around~~
here ever since I made you able to talk."

since ya could talk

"I want to be green ^{as} ~~the~~ grass **simile** all year long. Summer, fall, winter, spring, all green, all
the time. I want to stand out and be noticed!" I want to be different,

"That's a terrible idea, Little Tree."

"It's Big Tree. Big Tree. Are you blind?"

no
"No! And thanks for askin'. Ya don't want to be green all year long. You will see what I
mean White men will ~~come~~^{come} and cut ya little self to a stump!"

I don't care. I want to be different, ^{set apart} from everyone else." ? add simile

"Oh all right already. Just don't be commin' back to me and be askin' me to change ~~you~~^{yo}
back." POOF! ^{this} From that point forward, Big Tree was green all the time. The Great Spirit
disappeared and Big Tree eagerly awaited ^{while} Fall to show himself off ^{when} the others were bare.

When Rabbit and Mr. Frog saw ^{him}, they laughed and would not talk to him ^{ever} again.

They were mad that he went against everyone's advice. Big Tree wasn't mad for that ^{first winter}.

However, seasons started dragging into years. No one cared that Big Tree was green all year. Big
Tree started having Little Trees that stood around him. They too were green all year. ^{Big Tree}

went against ~~his~~ advice. They thought that Big Tree was no longer ^{tree}
their friends. ~~They~~ They thought that they would never ever talk to
Big tree ever again. These too

had no friends to talk too. Rabbit and Mr. Frog always truded past him like **add similie** In a few years, Big Tree could no longer talk. He had no one to talk too, ^{because} ^{the} little trees also couldn't talk,

Then in ^{later} a few more years, two white settlers came trudging through the peaceful forest, making heavy tracks in the snow. The settlers stopped at Big Tree and his children. They started to chop down the little trees. Big Tree tried to cry out, but he couldn't. ~~Rabbit and Mr. Frog didn't try to stop the men.~~ When the men had left with Big Tree's kin, Big Tree was very sad. He had no one now. He couldn't talk, he had no friends, and being green wasn't very ^{fun} helpful or important.

So, Big Tree lived on year after year very lonely. If only he hadn't been so greedy to be green all year round, ^{if} when he already had lots of friends and was the tallest tree in the forest, ~~and could talk.~~ So he ^{his} greed ^{had} removed all of these things from him, his children, his friends, ^{and} his ability to speak. So, don't be greedy, take what you already have, ^{and} don't always want more.

[?] ^{moral} of this story is

^{and} sold off

P.S. If you wondering what happened to Big Tree's children, they were turned into Christmas Trees!

Make sure Spirit

Make shuning thing much bigger

Remove talking thing

Legend Must-Have

1. Cover (colored pic, title, heading)

Heading: Name

Date

PO#

Narrative Legend

ICA's

1. Similes/metaphors

2. Intro/body/conclusion

3. Cover/title/heading

2. 3 similes

1 meta form

highlighted

Small s/m

3. highlight moral

(3 colors highlighted total)

4. Dialog

Due May 4

8TH GRADE PAPER

MODE: NARRATIVE

TITLE: LEGEND

Your job is to write a legend in the Native-American style. Native-American legends are marked by three things: they are relatively **short**; they explain how something in nature came to be; **they are usually told to teach young children an important lesson.**

1. Your legend **cannot be any longer than two typed pages** or three handwritten pages (neatly written on every line; one sided pages). You will lose points if your legend is longer than the directions above. *2x spaced?*
2. Your legend must explain how something in nature came to be.
3. Your legend must teach a lesson of some kind that children should learn. (Extra credit if you create a children's illustrated book to go with this essay.)

PREWRITE (Number on looseleaf and complete the prewrite. Keep your prewrite.)

1. Decide what in nature your legend will explain. The natural world includes plants, trees, flowers, birds, animals, fish, bodies of water, mountains and other land forms, any type of weather, clouds.... (Do not pick a giraffe.)
2. Choose the characters you will need for this story (don't have too many characters), and give them names which sound Native-American. Remember that many of the animals in legends we have read talked as if they were human. You may do that in your legend; animals may be characters. The Great Spirit may be a character too.
3. Decide what lesson you want your story to teach. You have to know that before you begin to write the rough!
4. Create three similes (comparisons using like or as) and one metaphor that will fit into your legend.

ROUGH DRAFT (Once the prewrite is completed, you may begin the rough. Keep your rough draft as well as the prewrite.)

1. Introduction: 2-3 sentences, begin with a question, and include the aspect of nature (main idea) you will present in the legend in the next sentence or two. For example: Did you ever wonder why a giraffe's neck looks the way it does? One day, long ago, something happened that caused a giraffe's neck to stretch. All giraffes since that day have had incredibly long necks.
2. Body: probably 3-5 paragraphs (5-8 sentences per paragraph; no less than 3 paragraphs); tell your story, explaining as carefully as you can how something happened in **nature**. You must include

dialogue (conversation; quotations) in this part of your story. You must have at least six exchanges of conversation. One exchange occurs when a character says something and another character responds. No one word exchanges can count toward the six exchanges needed.

3. Conclusion: 2-3 sentences, **summarize** the legend **and** explain its **lesson**. For instance: So, Giraffe ended up with a very long neck because he couldn't keep his nose out of other animals' business, and he told everyone what he learned when he was snooping around. The Great Spirit decided to punish Giraffe for being so nosy by putting his nose so high above the other animals that he couldn't hear what they were saying. That day, Giraffe learned that he should mind his own business, and that's why all giraffes today have such long necks.

FINAL DRAFT:

1. Begin the legend on the page following the cover page in blue or black ink or typed (double-spaced)
2. The legend should be no longer than two typed pages or three neatly handwritten pages (on every line)
3. Heading goes on the cover page in the top right corner with the title centered.

HEADING (top right corner of cover page)

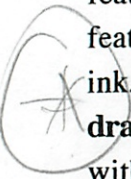
Full Name
Date
Period
Narrative Legend

hand-drawn illustration on cover page

TITLE (centered on the cover page)

FCA's:

1. **Three Similes and One Metaphor:** You must correctly use three similes and one metaphor. Keep them short and clear. An example of a simile is "the magenta leaf fell to earth like a robin's feather." The two things compared must have similarities. In the example given, the leaf and the feather have similarities. An example of a metaphor is "the moonless sky was a pool of black ink." Here, the darkness of the night sky and the darkness of black ink are similar. **In the final draft, you must highlight** the similes and metaphor in a bright color. Above the similes, print with a blue pen a small "s." Above the metaphor, print with a blue pen a small "m." If you neglect to highlight and label, you will lose all credit for this FCA.
2. **Intro, Body, and Conclusion:** Follow the directions given. The body must explain clearly how your natural phenomenon came to be. In the conclusion, the lesson must be **highlighted in a second bright color**.
3. **Cover/Heading/Title:** Design a cover with an appropriate illustration (drawn or computer....). Make it neat and colorful since Native Americans often used bright colors, especially colors derived from the natural world (such as dyes from berries). Read directions above for the title....



*share
bring
cheating
stealing*

*respect
Do as
accept others*

Native American Name

Scan in

Fable

Pre-write

Why do evergreen trees stay green all winter.

Indian holiday involving evergreen trees
or use Christmas

Evergreen tree was greedy, wanted great spirit to stay green all year. Everyone tried to talk him out of it. But Evergreen insisted + Great spirit gave him his wish. Then Evergreen saw that the others were right. In the winter he stood out from the other trees.

When the white settlers came, they went right to the Evergreen tree. They cut him down and decorate him as a Christmas tree.

Evergreen tree saw ~~the error~~ that being green all year wasn't a very good idea, and the

? moral don't be greedy or
things have pros + cons

to the his advantage →

- Evergreen - Big tree
- Great Spirit - Great Spirit
- Native - Big Foot
- chipmunk - Chipmunk
- frog - Frog

? plot change?
evergreen already to preserve forest wants more

Similes

Big tree - you ~~are~~ are already as important as a chert
in this forest

- But I want more

Settler

What a nice tree. It looks

Want to be green all year to show power

Research
History
of Christmas

The Northwest Coast culture area encompasses more than 3,200 km (2,000 mi) of the Pacific coast, from the panhandle of present-day southern Alaska to northern California. The width of this narrow coastal region varies from about 16 km (10 mi) to 240 km (150 mi). It is cool, damp, thickly forested, and cut by many rivers. Vancouver Island, the Queen Charlotte Islands, the Alexander Archipelago, and other smaller islands off the Northwest Pacific coast are part of the culture area.

Mountains run north-south along the eastern limits of the Northwest Coast. These include the Coast Ranges in Canada and the Cascade Range in the United States. In some areas the mountains extend to the ocean, forming rocky cliffs. In other regions the uplands drop dramatically to inlets and rocky beaches. The region is characterized by mild wet winters and cool summers. Evergreen forests thrive where there is soil enough to support them, and huge trees form a dense canopy that blocks out much sunlight. The floor of the great Northwest Coast forests is dark, damp, and covered with ferns and mosses. Springs and streams from mountain glaciers feed numerous rivers, which run to the ocean. The forests are home to abundant flora and fauna, and the rivers and sea teem with aquatic life.

--

C.1. Land and Habitat

The Southwest culture area reaches across a great swath of arid country in what is now the southwestern United States and northern Mexico. It includes diverse terrain, from the high mesas and canyons of the Colorado Plateau in the north to the Mogollon Mountains of present-day southern New Mexico. Cactus-dotted deserts flank the Little Colorado River in present-day southern Arizona and the Gulf of Mexico in present-day southern Texas.

Few rains water the Southwest, and most rainfall occurs during a six-week period in the summer. Snowfall is infrequent except in mountain areas. Three types of vegetation are dominant, depending on altitude and rainfall: western evergreen in the mountains; piñon and juniper in mesa country; and desert shrub, cactus, and mesquite in lower, drier regions.

--

The Northeast culture area consists of the temperate-climate regions of what is now the eastern United States and southeastern Canada. The region stretches east from the Mississippi River Valley across the Appalachian Mountains to the Atlantic seaboard. In the east the region encompasses the portion of the Atlantic Coast that extends from southeastern Canada to the Chesapeake Bay region in Maryland and Virginia. Inland it includes the northern Appalachian chain, which runs in a north-south direction and creates a natural barrier. In the north central part of the culture area are the large inland bodies of water known as the Great Lakes.

Hundreds of rivers flow throughout the Northeast, and much of the soil, especially in the valleys, is suitable for agriculture. Although generally humid, the climate is varied, like the terrain, with the lengths of the four seasons determined by latitude and altitude. The Northeast culture area is sometimes referred to as Northeast Woodlands because of the widespread forests, including broadleaf hardwoods and coniferous evergreens. Sometimes the area is grouped with the Southeast culture area and referred to as the Eastern Woodlands.

--

B. Paleo-Indians

The early colonizers of the Americas, known as *Paleo-Indians*, faced the challenge of adapting to vast new lands with a great diversity of local environments. These lands were themselves undergoing dramatic changes as the great ice sheets melted off and global climates rapidly warmed. Living in small bands of perhaps 25 to 75 people, Paleo-Indians had to learn how to survive in the new lands and to maintain contacts with distant kin. For this reason, they were highly nomadic, moving regularly and camping in easily transported animal-skin tents or other lightweight shelters. Equipped with an assortment of tools made from stone, bone, and wood, they hunted a variety of animals, from small prey such as turtles and birds, to large game, including deer and the occasional mammoth. They probably also relied on wild plant foods as well, although evidence of this is rarely preserved.

By about 10,000 years ago the descendants of the first Americans had left traces of their presence in virtually every corner of the Americas, from high in the Rocky Mountains down to lush tropical lowlands near the equator. After that time, regionally distinctive ways of life began to appear throughout the Americas as Paleo-Indian groups adapted to local environments. In North America these environments included deciduous woodlands and evergreen forests, vast deserts, grassy prairies, fertile river drainages, and coastal lowlands. Paleo-Indians living in desert country became adept at collecting wild plant foods because game animals were scarce. Buffalo- (or bison-) hunting cultures appeared on the Great Plains, where large herds of the animals lived. People living in forests hunted woodland game animals, while those near rivers and lakes fished and hunted waterfowl. Along the coasts, Paleo-Indians fished and gathered shellfish. In time, agriculture spread to North America from Mesoamerica, where cultivation of food crops began as early as 7,000 years ago, and sophisticated farming cultures appeared in the southwestern and eastern regions of what is now the United States.