



Name \_\_\_\_\_

# PROFILE

This is my profile of: Michael Plasencia

## Talents and Best Qualities

pretty good at theater  
know computers  
smart at school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hi, my name is Michael Plasacer.

I consider my self to be smart  
at school. I am also pretty good  
at theater. Doing most things  
on the computer, is pretty easy  
for me. Well that's me.

Make sure  
these are  
facts

Marcus Dent thinks he  
is ~~funny~~. I guess I could  
agree. Marcus also loves  
moves. In addition Marcus  
loves sports and know  
alot about them. That Marcus  
Dent for you.

Sports know  
movies  
funny

### How to prove

- interviewing / survey
- statistics (count)
- prove through examples
- do it!

## Group Response

Read each article in your group. After each one you read, respond to the article using this format/worksheet. Once you've responded, rotate the article to someone else.

- 1.) Title of Article
- 2.) This article was about . . .
- 3.) The dissenting perspectives were . . .
- 4.) I agree with \_\_\_\_\_
- 5.) The facts that \_\_\_\_\_ used to convince me of that side were . . .



# Michael Plasmoir

Zach's  
Article

1. 2 cities, 2 perspectives, World Economic + Social Forums  
- No globalization
2. Article is about 2 different conferences  
2 different opinions  
1 is open to all people Globalization  
and talks about how war is bad and so are large corp. The conference takes place in a poor city

Other conference is in nice Swedish town, with 20,000 piece tag talked about security issues and how people are unhappy + how to make money

3. The 2 different conferences

4. This is hard... I agree w/ Economic We need to address security issues and people feel unsafe  
We should also reduce war

5. security is hard to come by these days  
we are a rich nation  
their goals were ones I agreed with

6. Article written from Social point of view

Over



My  
Article

1. Students clash at Chester High
2. About Big Fight in school w/ 28 arrested, mace was used, Also some say that school is too crowded. Some say school is more concerned w/ test scores.
3. 1. school too crowded + school concerned w/ test scores  
2. no right to use mace: student  
2. school not releasing statements
4. students perception
5. article was kind of loaded  
schools are over concerned w/ test scores  
over crowded? many people said it was too



Remedy's  
Article

1. Raising kids in hectic times

2. How bring up kids right is hard w/  
- parents stress  
- teacher's stress  
- video games + explicit issues  
- too many labels ex: (hyper-active = ADHD)  
- too much to do - how to reduce it

3. too much to do wins children  
- not much of another perspective  
- but it would be that that's wrong

4. I agree that kids have too much to do. I don't like it myself. I think kids should have freedom time w/ nothing scheduled

5. There was only 1 opinion in here, so that led me, I way. I also experience these things in my life and I can relate to it



## Turning a TOPIC into a THESIS STATEMENT

TOPIC – the thing about which you want to write; it can be one word.

THESIS – a statement about your topic, telling the reader what your paper is going to do.

### Examples

TOPIC : Ballet

THESIS: Vaganova is one of the most widely practiced forms of ballet in the United States today; it is taught at Julliard, The American Ballet Academy, and the Joffrey Ballet.

TOPIC: Running

THESIS: Running is an excellent way to relieve stress; it provides not only a physical relief, but a mental and emotional one as well.

TOPIC: Identity is a consistent theme throughout many Native American novels.

THESIS: The main characters in Welch's *Winter in the Blood*, Dorris's *A Yellow Raft in Blue Water*, Owens's *The Sharpest Sight*, and Penn's *The Absence of Angels* are all on a journey to find their own identity.

TOPIC: Jane Austen's *Pride and Prejudice* is a romance novel.

THESIS: In *Pride and Prejudice*, Austen explores the many ways in which people fall in love and experience marriage through the courtships of Charlotte Lucas and Mr. Collins, Lydia and Wickham, Jane and Bingley, and Elizabeth and Darcy.

To transform a topic into a thesis statement, take the main points of your paper and formulate them into a blanket statement that expresses your topic and explains to your reader what your paper is going to be about.

A thesis can be more than one sentence.

TOPIC: Hamlet's Oedipus complex

THESIS: Hamlet reverts back to his childhood through the Oedipus complex "as a result of three shocks: his father's sudden death, his mother's hasty remarriage, and the ghost's revelations" (Holland 173). He eventually overcomes this complex, but his success ultimately leads to his tragic death. Hamlet's regression occurs at the beginning of the play and his development can be traced through his six soliloquies to a point where he achieves the desired goal – to kill his father and marry his mother.

In a longer paper, it is better to use multiple sentences to express your thesis than to cram it all into one long run-on sentence.

No disclaimers

## Exercises

Formulate a thesis statement for each of the following topics.

1. Eighth grade

Eight grade is the last year of middle school, It is the hardest year so far, because of the many projects

2. Summer vacation

Summer vacation is a time when you can relax and enjoy summer. People go to the beach + amusement parks during summer

3. Bungee jumping

Bungee jumping is a dangerous sport because you might hit something or your cord might break.

4. Reading

Reading is one of the best things you can do. You learn more info then reading and you make your brain work

5. Racism as a theme in *Roll of Thunder, Hear My Cry*

OR

Appearance v. reality as a theme in *The Prince and the Pauper*

The appearance of something is not always the reality as shown in the book the Prince and the Pauper, The Prince thought it would be good to be free. The Pauper though money was everything





Name \_\_\_\_\_

# IDEAS THAT DON'T BELONG

1. Read the paragraph. Cross out the sentences that don't help to develop the opinion stated in the first sentence.

(1) Kids want a lot of choices at lunchtime. (2) The cafeteria cooks do a good job of appealing to kids who want a really well-balanced meal. (3) But some kids just want snacks like the ones that BurgerBelly sells—snacks like Potato Puffies, BabyBurgs, and Icey-Ikes. (4) ~~My parents always buy a sack of Potato Puffies to eat at the movies.~~ (5) Our school should make both kinds of meals available. (6) Let's persuade our local BurgerBelly to sell food at lunchtime in our cafeteria. (7) BurgerBelly was founded by R. U. Hungry, of Portly, Arkansas. (8) Then we would all be able to choose between cafeteria meals and fast-food snacks.

2. Read the paragraph. Find the two sentences that don't belong. On a separate sheet of paper, rewrite the paragraph, leaving out the sentences that don't belong.

(1) Every student in our school should have an opportunity to participate in Field Day. (2) Many students want to compete in the events, such as the races, hurdles, and broad jumps. (3) ~~In ancient Rome, athletic competitions were very important and festive occasions.~~ (4) However, other kids would rather not compete, but would like to contribute to Field Day in other ways. (5) These students could make and hand out programs, announce events, or serve as judges. (6) ~~We all like to watch the Olympic Games on television.~~ (7) With careful planning, we can make sure that all of us have an important role in making Field Day successful.



Name

Michael Plasmeier

Partners' names

Rayni

# PERSUASIVE ESSAY PLAN

1. Choose an issue:

Standardizing Testing

2. State your position (your point of view) on this issue.

Standardizing Testing is bad. I chooses what  
job you get and how much money the school gets.  
Reviewing for these takes time when you could be learning  
Something else

3. State the point of view of your opponent.

Standardizing tests are good because you do  
have homework

4. List ideas and facts that support your point of view.

No child left behind law  
Scores posted in news papers  
Go on permanent record  
Spend times studying

5. List ideas and facts your opponent might use.

Would you rather test that "don't count" and  
"don't study" for and have no HW or a normal  
day w/o HW

6. Write sentences that counter your opponent's ideas.

The tests do count for the money the school  
gets and you do study extensively in  
school. There might not be HW but you  
have big pressure to do good



## #2 Ideas that Don't Belong

Every student in our school should have an opportunity to participate in Field Day. Many students want to compete in the events, such as the races, hurdles, and broad jumps. However, other kids would rather not compete but would like to contribute to Field Day in other ways. These students could make and hand out programs, announce events, or serve as judges. With careful planning, we can make sure that all of us have an important role in making Field Day successful.



# Notes Para.

Persuasive

10/12

Write Source

Topic Sentence Formula: And interesting subject  
+ feeling about it (specific)  
= good topic sentence

p90

Transitions: Time

p106

- first, second, third, meanwhile, further more, while, finally, next
- Compare: like wise, also, similarly, in the same way
- Contrast (Rebuttal)
  - on the other hand, however, yet, still
- Emphise
  - to repeat, especially in fact
- Conclude
  - therefore, in conclusion, to sum it up, as result
- Add Info
  - also, moreover, for instance, additionally
- Clarify
  - that is, for instance, for other words

p121

Argument Qualifiers

- make opinion more flex + easier to support
- almost - usually - maybe - ~~probably~~ - often
- some - most - in most cases



## CHAPTER FOUR:

### ENHANCING READING COMPREHENSION

Learning to understand (or comprehend) what you read is one of the most important skills you will ever acquire. One certain way to enhance your reading comprehension is to create an image or picture in your mind as you read. In this chapter, several activities are presented that will improve your reading comprehension.

ACTIVITY: Read the following poem, "Silence," by Jeremy Hinds, and answer the questions that follow.

#### SILENCE

Jeremy Hinds

No sun rose to waken the world  
but a gust of the wind's breath  
rises rustling, the leafless trees moan and sway.  
Grey sky hangs silent o'er the earth  
like mountains above a northland town 5  
with lodgings shut tight to stay the ice.  
It looks with omnipotence upon the powerless land.  
Waves are tossed, thrown, hurled upon the coasts,  
then breaking upon the solid stone one million years in the making.  
Fold your sails; skeleton masts rise and fall, 10  
riding out His fury, praying for redemption,  
but in the end, all returns to silence.  
Like a weak voice raised to tempt the truth  
crushed hard upon the stone of unquestionability. 15  
Like a leash on the neck of a tundra wolf,  
broken are the threads of meaningless lives  
to fall away to the wastes.  
Looking into the mirror, they see the vast, immeasurable desert,  
being but grains of sand, falling back.  
In the end, silence prevails, as the world whimpers, 20  
and there's no bang left to be heard.

1. In line 11, the word **His** probably refers to what or whom, since it is capitalized?
- A Sun       B God       C Waves       D Earth
2. Read the last two lines. The expression "there's no bang left to be heard" may be an allusion to what theory that explains the creation of the world?
- A Cosmic Dust Theory       C Big Bang Theory  
 B Creation       D Spontaneous Theory
3. Lines 4-6 contain a simile. To what is the sky compared?
- A mountains       B town       C lodgings       D ice



**ACTIVITY:** Read the following story by Summer Bagwell, and then answer the questions that follow.

**The Birthday**

The rain was falling as Andie ran through her front door. She tossed her school books on the living room couch as the door slammed behind her. The rain and gloom outside matched her mood. Today was Andie's thirteenth birthday and no one had even remembered. Her family, friends, and classmates had not even mentioned the fact that this was her big day, the day she finally became a teenager.

"Well, if they can't remember something like my birthday, how can they be my real friends?" she said to herself. "Even my parents forgot about me."

She saw a note on the kitchen table that was scribbled rather hastily in her mother's handwriting. "Hey sweetheart," she read aloud, "we've gone to town for the afternoon. Do your homework and be good and we will see you later tonight."

Andie sat down in her chair and began to feel extremely sorry for herself. "If no one wants to remember my birthday, then I will just celebrate it by myself," she thought.

She remembered where she put the copy of her favorite movie, and she started down the stairs to her bedroom. She opened the door and turned on the lights to a chorus of "Surprise!" She gasped as she saw a large group of her friends and family smiling at her.

"So they didn't forget, after all," she thought with satisfaction and a big smile. "I knew they wouldn't."

1. If **irony** is a word that means the opposite of what one might expect, what is ironic about Andie's long-anticipated thirteenth birthday?

- A the weather is gloomy
- B she is sad and the weather is gloomy
- C she is happy but the weather is gloomy
- D she is sad because she is sick

2. In the note left to Andie, her mother stated that the family had gone where?

- A to the neighbor's house
- B to the grocery store
- C to a movie
- D to town

3. Look at the expression "and began to feel extremely sorry for herself." What is another word for "to feel sorry for oneself"?

- A sympathy
- B empathy
- C self-pity
- D compassion

4. To celebrate her birthday, Andie was going to do what?

- A call a friend
- B watch a movie
- C watch television
- D cry in her bedroom





ACTIVITY: Read the following original work, "Journey into Madness," by Jeremy Hinds. Then answer the questions that follow on the next page.

### Journey into Madness

We rode hard for eighteen days, seldom resting or stopping for meals. The sky was grey, hanging ominously like a dark shadow about our heads. Driving northward, the last three days of our journey lay beneath the looming towers of the Keldors, a range of such evil repute that few roamed into their shadows. The steeds were nervous, but pressed on loyally, bearing us nearer Burg Rangor, the dark citadel buried deep within the heart of the Keldors.

As the terrain worsened, we took the last day afoot, leading our horses along the stony trails deeper into the black mountains. About midday (at what time I could not tell, for the sun never showed its face), the sky further darkened and rain poured upon us, soaking our souls, it seemed, and our spirits were low. Still onward we pressed, struggling to bear in mind the ultimate goal.

The sky was a black sheet of glass, shattered by lightning and shaken by the low-rumbling thunder. One of our steeds, terrified by the storm, bolted off, fast disappearing into the darkness. In the darkness in the distance, some among us believed we heard the beast cry out eerily, a terrified scream from the abysmal black landscape surrounding us. Some time later we arrived at the evil gate of Burg Rangor, standing like a dark portal to an infernal plain.

My recollections of that evil place are faint, all senses having been warped by that otherworldly malignance. We descended a long case of stairs, winding deep into the earth. Our horses were tethered in the courtyard above. Our torches burned dim, and the smoke from the pitch was stifling. Our sole purpose in continuing was to rid the land of the darkness buried herein.

We reached the floor of that black cavern and swallowed hard against the nausea which ensued. The stone floor was strewn with bones, and the stench of carrion choked our lungs. Shapeless masses twisted and writhed on the outskirts of our vision. The remainder of this ill-fated excursion is mostly lost to me, my mind having cast the dark memories out in a struggle to maintain my sanity. My companions were broken, cut down by unearthly blades and claws and dragged into the shadows. I ran for my life, stumbling up the stairs, and finally reaching the courtyard only to find the mounts part-devoured by some demonic force. Nine entered Burg Rangor, and I alone escaped with my life.

Winged beast soared high overhead as I ran blind with terror. My body fatigued, I collapsed along the path, having my senses about me only enough to crawl beneath a large stone before consciousness escaped me entirely.

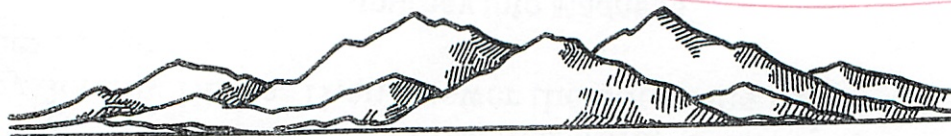
Now I sit in silence, walk alone, and wait helplessly, knowing this darkness will spread like a disease until all of the earth is consumed. I alone gazed upon the infernal creatures and survived, but I know my days are numbered on this doomed Earth.

—Found in the library of the Mage Feldoranon  
From the Journal of Rantok the Mad



QUESTIONS ON "JOURNEY INTO MADNESS"

1. In the first paragraph, what are the Keldors?
  - A demons
  - B shadows
  - C mountains
  - D family of brute rulers
  
2. In the expression "hanging ominously like a dark shadow above our heads," what are some context clues that help to define the word **ominously**?
  - A hanging down
  - B grey
  - C our heads
  - D dark shadow
  
3. How many people are on this expedition, and how many escape?
  - A 9-1
  - B 9-0
  - C 10-1
  - D 10-0
  
4. What was the reason for this expedition?
  - A to capture the Keldors
  - B to rid the land of darkness
  - C to find the valuable treasure
  - D to kill the demons
  
5. In the third paragraph, what is another word for **steed**?
  - A men
  - B horse
  - C companions
  - D balloons
  
6. Imagery is a technique in writing where the writer employs words to create a picture in the reader's mind that appeals to the senses. Which of the following expressions appeals to the sense of smell?
  - A "... stone floor was strewn with bones, ..."
  - B "Shapeless masses twisted and writhed ..."
  - C "... stench of carrion choked our lungs."
  - D "... torches burned dim, ..."





45. "CPTN! M CPTN!"

Don't be confused by the activity's title. It is the title of Walt Whitman's poem, "O Captain! My Captain!," dedicated to Abraham Lincoln. Obviously, the vowels are missing. The same holds true for these seventeen words that are anagrams for the word **LEADER**. Write the correct word for leader in each space:

1. Cheif CHF
2. Head HD
3. Leader LDR
4. BOSS BSS
5. FOR MAN FRMN
6. Superior SPRR
7. overser <sup>overser</sup> VRSR
8. Manager MNGR
9. Dean DN
10. Master MSTR
11. Matrator MTVTR
12. Director DRCTR
13. Conductor CNDCTR
14. Supervisor SPRVSR
15. Principal PRNCPL
16. Commander CMMNDR
17. Superintendent SPRNTNDNT

A E I O U

Metveter  
Matvatar  
Mctvctor



# 1st works Cited

1. "Dush wants \$80B more for wars; new deficit forecast released." USA Today 25 Jan 2005, 25 Jan 2005 <<http://www.usatoday.com/news/washington/2005-01-25-deficit-x.htm>>
5. Stucky, Sterling, <sup>and</sup> Linda Kerrigan Salvendy, Call to Freedom: Beginnings to 1914, New York: Holt, 2003.
4. Sacher, Louis, Holes, New York: Dell Laurel-Leaf Random House, 1998.
3. "Malcom X." Dallas Morning News, STRS Discover, 25 Jan 2005. <sup>(1999)</sup> <<http://discover.strs.com/cgi-bin/dis-article-display?..>>
2. Sjo, Sarah, "Natural Born Killer," Seventeen, Feb. 2005: 121-123.

\* double spaced

indent 1st part

don't # them, just put in alpha order.



## Works Cited Examples

### 1. Book with one author:

Morris, Gerald. The Princess, the Crone, and the Dung-Cart Knight.

New York: Houghton Mifflin, 2004.

### 2. Book with 2 or more authors:

McKissack, Patricia C., and Fredrick McKissack, Jr. (and then same as above.)

### 3. General Encyclopedia:

Carlson, Ann D. "Literature for Children." World Book Encyclopedia. 2004 ed.

**If no author is given, start with article title.**

### 4. Electronic Databases:

Weintraub, Arlene. "My Friend the Dolphin." Business Week

2 Feb. 2001. Sirs Discoverer. 1 Oct. 2004. Keyword: dolphin

### 5. Website

Dejoie, Joyce. "The Solar System." Starchild. July 2001. NASA

23 July 2001. <http://starchild.gsfc.nasa.gov>

*Right Click. Remove Hyperlink*

### 6. Magazine or Newspaper (in print)

Whitehead, Jane, "Living on the 'Frontier.'" Dig. Mar.2004:12-15.

**\*if citing from a newspaper, include section letter before pages.**

Example:

Gallagher, James P. "Keep up the schools' good work." The Philadelphia Inquirer. 14

June 2004, sec. B:2.

Electronic Encyclopedia:

Chiu, Hong-yeec. "Big Bang Theory." Grolier Multimedia Encyclopedia. 2004. Scholastic

Library Publishing. 24 May 2004. <http://go.grolier.com>.



## Activity One

In groups of 4/5, go to each station and create a works cited list for what is required. Remember, you must have them in alphabetical order.

## Activity Two

Now take out your own references; begin to create your own works cited.



Now, in the boxes below, give a score to each paper and tell your reasons for each score.

**Paper 1** SCORE:  High  Middle  Low (4)

**REASONS:**  
He use lots of big, smart words and brought  
up many good points. He had a very  
good conclusion  
Used analogies

**Paper 2** SCORE:  High  Middle  Low (2)

**REASONS:**  
Used words like stupid and didn't bring  
up good analogies - mixed up all over place  
fair point not valid

**Paper 3** SCORE:  High  Middle  Low

**REASONS:**  
No conclusion - but good points  
mid-use of language  
used firstly, secondly...



QUESTIONS ON "EVAN'S SONG"

1. How does Evan release his frustrations?
- A drinking
  - B suicide
  - C fighting
  - D music

2. "Evan was a so-called weirdo and the butt of many jokes." What is the author trying to portray?
- A Evan dressed rather funny
  - B being different is not good
  - C examples of peer pressure
  - D everyone who plays a guitar is weird

3. Evan wrote "Swan Song" for what reason?
- A to show that he could play the guitar
  - B to rid himself of thoughts of suicide
  - C to play for the student body
  - D to carry out his plan of suicide

*says in passage*

4. At the end of the story, Evan "with a smile said, 'You're welcome!'" What does the author of the story actually mean with "You're welcome"?
- A Reader will determine what Evan means.
  - B Evan is being sarcastic with his newfound popularity.
  - C This is Evan's last comment before his suicide.
  - D Evan is sincere to his "new" friends.





**ACTIVITY:** Read the following original story by Zac Plumstead. Then answer the questions that follow on the next page. Fill in the circle next to the correct answer.

### **Evan's Song**

"Bang!" shouted Evan, with his hand fixed into the shape of a pistol pointed at his head. "I'm about to end it all!" he said, while sitting on his bedroom floor. With tears rolling down his cheeks, Evan plugged his guitar into his amplifier and let loose a series of nasty blues licks.

Evan's music was his way of releasing his emotions. At school Evan was a so-called "weirdo" and the butt of many jokes. His music let him release all of the anger he had bottled up inside. His music was his medicine.

"Tomorrow," said Evan, "tomorrow, I'll show 'em." Tomorrow the school would be having its annual "Senior Show," and Evan had a surprise for his fellow classmates.

Evan arrived at school early the next morning so that he could set up his guitar and amplifier in the school's gymnasium for his performance later that morning. Word of his scheduled performance quickly spread throughout the school. Everyone found the whole thing very amusing. "What's that idiot going to do? Is he going to play us a song on his guitar?" someone said laughing.

The announcement was made for everyone to report to the gym for the show. Evan sat alone in the corner of the gym awaiting his performance. His was to be the last performance of the show, so Evan decided to play a song he had written entitled "Swan Song." Evan wrote this song to release his haunting thoughts of suicide.

Finally, his time came. Without saying a word, Evan walked to his guitar and plugged it into his amplifier. An eerie silence fell over the entire crowd as Evan stood motionless holding his guitar. He closed his eyes and began to play his heart out. The crowd stared in awe as Evan unleashed the song's solo. Evan, playing with his eyes closed, brought the song to a close. The students who had once made fun of him were now on their feet cheering. After the cheering stopped, Evan slowly walked to a nearby microphone and with a smile said, "You're welcome!"



# CHAPTER FIVE:

## EXPLORING LANGUAGE MECHANICS

It is important to learn how to communicate in written language. Through proper mechanical usage, we can better understand and relate to each other. When we study and understand any language, expression in written form becomes easier. Therefore, we must learn and understand any language in its written form if we are to live and work together successfully.

The purpose of this chapter is to develop and improve mechanical skills. The exercises have been chosen with emphasis on punctuation and capitalization. Working through these exercises, you can improve your achievement scores as well as have a sense of pride and confidence in your ability to use language.

### PUNCTUATION

**ACTIVITY:** Read the following sentences. Fill in the circle by the mark of punctuation that best completes the sentence. If no marks are needed, fill in the circle by the word **None**.

1. Amaia are you going to Spain this summer?

- ,                       :                       ;                       None

2. The following students may go to the library to check out a book Jan, Jorge, Adam, and Melanie.

- ;                       :                       .                       None

3. Mr. Williams said, "Tonight's performance will begin at 8:00.

- .                       :                       "                       None

4. Help I don't understand how to do this history homework.

- ,                       .                       !                       None

5. Last summer my family and I went on vacation to Orlando Florida.

- ,                       :                       ;                       None





## EXPLORING LANGUAGE MECHANICS

### PUNCTUATION AND CAPITALIZATION

ACTIVITY: Read the following sentences. Circle the letter next to the sentence that is written correctly.

1. A The traffic on highway 67 is heavy at times.  
B Students at the Middle School were invited.  
C You can buy fresh bread daily at The Market, a southern regional restaurant.  
D The bismarck, a very famous battleship, went down in 1941.
2. A My family is moving to the west in the Summer.  
B Yesterday, our class studied an article in time magazine.  
C "Everyone bring your coats," said the coach, "And be on time."  
D World War II was fought in Europe.
3. A Furthermore, coach Wisener said she was proud of us.  
B I knew that tony needed the job, so I asked.  
C What are you planning to do for New Years Eve?  
D We stayed at the Wayside Inn in Concord.
4. A On our visit to new Hampshire, Dad fainted.  
B Our Mexican-american friends have gone home.  
C The challenger accident upset many Americans.  
D The train ran arail near the county line.
5. A By the way she's finished with the book.  
B If I can't, I can't.  
C Before Thomas arrived at miles Grocery, the rain had begun.  
D Aunt Cleo will you please read this poem slowly.
6. A Mohammed is returning with his dad to cairo.  
B Pam's favorite kind of food is Italian.  
C Lets go to the game and cheer for our team.  
D I'm going to the Gym to workout for the third time this week.
7. A Is anyone interested.  
B The best time to visit is during the Rainy Season.  
C Gail has moved with her parents to Phoenix, Arizona.  
D If hed study harder, his grades would improve.
8. A He said to go north one mile and turn left.  
B Jason shouted, "it's your turn to wash the car."  
C "Don't get me wrong, said the principal, "Because I make mistakes too."  
D She's practicing to participate in the Summer olympics.
9. A Jo yelled "Ouch."  
B Doesnt that count also?  
C Yes, I'm going with her.  
D "No,' said the man.



## EXPLORING LANGUAGE MECHANICS

### PUNCTUATION AND CAPITALIZATION

ACTIVITY: Read the following sentences. Circle the letter next to the sentence that is written correctly.

1.  A No he hasn't been here.  
 B Jamie bought a car, a sofa, and a chair.  
 C They didn't know the answer.  
 D Johannes asked, "what is the capital of Utah?"
2.  A Lee said that "we should go to the circus."  
 B Were going to the library after lunch.  
 C It is satisfactory with me.  
 D Mrs. Baron the assistant, works very hard.
3.  A I looked there for the ring, did you find it?  
 B "Has anyone found it?" asked Bob.  
 C "No, said Tera.  
 D I found three marbles a ring, and a glove.
4.  A Mr. Hinds the school janitor; swept the halls.  
 B Looking for the books; Matthew found his coat.  
 C well be home around 7:00.  
 D Devin asked, "What is the name of the tiger?"
5.  A my uncle Bob owns several goats.  
 B Our trip to malaysia was most exciting.  
 C Do you own a boat.  
 D Aunt Agnes is coming to our house for lunch.
6.  A Our tour of the nasa facility was the most exciting part of the trip.  
 B Sara and I enjoyed our trip to the Grand Canyon.  
 C Next monday night we are going skiing.  
 D The french fries at my Aunt's house are good.
7.  A My favorite planet to study is saturn.  
 B Will you be home next Saturday night.  
 C Rafael, who is from Brazil, is in my class.  
 D In Brazil, Rafael can swim in january.
8.  A Did you see all the Rocks that Zac has in his collection?  
 B Brax said, "that he had seen the collection."  
 C The Teacher was invited to read the acceptance speech.  
 D He'll present the award again this year.
9.  A Have you ever traveled interstate highway #1?  
 B Dad's birthday is on valentine's day.  
 C Grandmother Livingston lives at 86 Oak Street.  
 D Michul's polish friend Arek was at the Welcome party.





**SCOTTSBORO**  
An American Tragedy

THE FILM & MORE

SPECIAL FEATURES

- Online Poll
- Behind the Scenes
- Voices from Scottsboro
- Women on Trial
- Lynching in Alabama

TIMELINE

PEOPLE & EVENTS

TEACHER'S GUIDE

### Lynching in Alabama

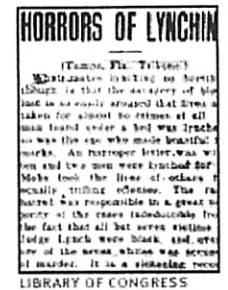
After the first Scottsboro trial in 1931, many observers condemned Alabamans for the "legal lynchings" of the Scottsboro defendants. This was upsetting to Southerners, who were congratulating themselves that actual lynchings were decreasing in the first part of the twentieth century.

Since Reconstruction, the South had seen thousands of lynchings, acts of vigilante justice in which a mob punished an accused criminal, frequently an African American, without recourse to judicial due process. At the beginning of the twentieth century, there were more than a hundred lynchings a year in the United States. By 1930, the number was less than two dozen.

On the first night the defendants were in custody in Scottsboro, in 1931, National Guardsmen were sent to protect them from the angry crowd of several hundred Alabamans who gathered at the jail. James Stockton Benson, editor of a local paper, wrote that "after having a little time to cool off, [the people] realize they have saved the good name of the county and the state by remaining calm and allowing the law to take its course." His point was that a few decades earlier, black teens accused of raping a white woman would not have made it to a courtroom. Many moderate Southerners were proud that a lynching had been avoided and the boys delivered to the authorities.

This led, unfortunately, to an expectation -- or a willful disregard -- that trials in such cases would be swift and would end in capital punishment. The fact that there were legal challenges to the Scottsboro case, prolonging what seemed to some an inevitable end, caused the pendulum of opinion to swing the other way. The Scottsboro incident was used to justify vigilante violence:

July 1931: In Tallapoosa County, Alabama, an assault by an individual African American man was interpreted as a sign of a black militia intent on freeing the Scottsboro defendants. For days afterwards, groups of armed white men terrorized black neighborhoods by searching and firing into suspected collaborators' houses. Several innocent African Americans died from



(NF) Need to see poems again

## Poetry Questions

Name Michael Plasmeier

Date 4/29

1. What did you learn about love from the dictionary? From the poetry?

The dictionary gives a concrete definition

The poem gives you an example and tells you from someone's heart.

2. How do these sources of information differ? From which did you learn more?

See above, one tells a story, the other just gives you the answer.

3. Poetry appeals to your senses more so than do facts. How does this affect the difference between what you learned from the dictionary and from the poems?



4. What are some similarities between the definition and the poems?

They both attempt to tell  
what love is

5. Which "definition" of love do you prefer? The factual dictionary definition or the sensory poetical definitions? Why? Be specific.