

# CSAP Preparation: “Strike While the Iron is Hot”

**Grade Level or Special Area:** 6th Grade

**Written by:** Mary Ann Mahoney, Lincoln Academy, Arvada, CO

**Length of Unit:** Nine lessons, 60 minutes each

## I. ABSTRACT

The purpose of this unit is to familiarize students with the CSAP format while presenting content sixth grade Core Knowledge® classrooms are already using. In a world of standardized testing teachers must prepare their students to the best of their ability. This unit utilizes Core Knowledge® literature, science, history and geography to prepare sixth graders for the reading and writing CSAP tests. It is not necessary to teach the units consecutively. Each lesson is independent, and can be integrated into the language arts period during the corresponding Core Knowledge® unit.

## II. OVERVIEW

### A. Concept Objectives

1. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
3. Students will demonstrate competence in editing for grammar, spelling, punctuation and sentence structure.

### B. Content from the *Core Knowledge Sequence*®

1. Language Arts: Poetry (p. 135)
  - a. Woman Work (Maya Angelou)
2. Language Arts: Fiction and Drama: Classical Mythology (p. 136)
  - a. Narcissus and Echo
  - b. Pygmalion and Galatea
3. History and Geography: World History and Geography (pp. 138-139)
  - a. Ancient Greece and Rome
4. History and Geography: World History and Geography: Industrialism, Capitalism, and Socialism (p. 140)
  - a. Marxism: The Communist form of Socialism
5. History and Geography: American History and Geography: Immigration, Industrialization, and Urbanization (p. 142)
  - a. Immigration
6. Science: Astronomy (p. 153)
  - a. Gravity: an attractive force between objects
7. Science: Energy, Heat, and Energy Transfer: Energy (p. 153)
  - a. Six forms of energy: mechanical, heat, electrical, wave, chemical, nuclear

### C. Skill Objectives

1. Students will identify the main idea of the passage.
2. Students will compare gravitational effects on objects as they move nearer together and farther apart.
3. Students will summarize information.
4. Students will become familiar with the format of standardized testing like the CSAP.
5. Students will sequence events in a story.
6. Students will summarize events in a story.

7. Students will identify character traits of the main character in a story.
8. Students will express and defend an opinion based on evidence in a story.
9. Students will demonstrate comprehension.
10. Students will relate what they read to their own life.
11. Students will sequence events.
12. Students will label events on a timeline.
13. Students will recall details from reading a story.
14. Students will edit for spelling, punctuation and grammar.
15. Students will construct a quality paragraph with relevant details.
16. Students will use details from science class to support their writing.
17. Students will evaluate their own writing based on a rubric.
18. Students will revise their own writing using revision guidelines.
19. Students will write a final copy of a previously written piece of work to reflect editing and revision work.
20. Students will write a piece of narrative writing.
21. Students will add details from history class to their writing.

### **III. BACKGROUND KNOWLEDGE**

- A. For Teachers
  1. Teachers should have a working knowledge of how to construct paragraphs and stories. Ideally teachers should have access to a structured writing program that will help students build their skills from year to year.
- B. For Students
  1. Students should have additional reading and writing instruction throughout the school year.

### **IV. RESOURCES**

- A. *What Your Sixth Grader Needs to Know* (Lessons Two, Three, and Five)

### **V. LESSONS**

#### **Lesson One: Gravity is What Keeps Us Together**

- A. *Daily Objectives*
  1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Gravity: an attractive force between two objects (p. 153)
  3. Skill Objectives
    - a. Students will identify the main idea of the passage.
    - b. Students will compare gravitational effects on objects as they move nearer together and farther apart.
    - c. Students will summarize information.
    - d. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
  1. Appendix A: Gravity is What Keeps Us Together (one copy of all three pages stapled into a packet per student)
  2. Appendix B: Gravity is What Keeps Us Together Exemplar Answers (one copy for teacher)
- C. *Key Vocabulary*
  1. Magnitude—greatness in size

2. Interstellar—between or among the stars
  3. Mass—a unified body of matter
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
  2. Give each student one copy of Appendix A: Gravity is What Keeps Us Together.
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. With the written answers for numbers 4 and 5, emphasize the importance of answering the question completely to earn the 2 points that are possible.
  9. If anyone wrote outside of the box, tell the students that it is important to stay within the box because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**Lesson Two: Echo and Narcissus**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Narcissus and Echo (p. 136)
  3. Skill Objectives
    - a. Students will identify the main idea of the passage.
    - b. Students will sequence events in a story.
    - c. Students will summarize events in a story.
    - d. Students will identify character traits of the main character in a story.
    - e. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. Copies of “Echo and Narcissus” for each student; you can find the story in *What Your Sixth Grader Needs to Know*
  2. One copy of Appendix C: Echo and Narcissus with both pages stapled together for each student
  3. One copy of Appendix D: King Arthur Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Nymph—a beautiful maiden
  2. Restrain—hold back

3. Spurned—to reject or refuse
  4. Pined—to wither or waste away because of longing for something
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the story. Be sure to read through your version of “Echo and Narcissus” if you do not use the version from *What Your Sixth Grader Needs to Know* to scan for other unfamiliar vocabulary.
  2. Give each student one copy of Appendix C: Echo and Narcissus.
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. With the written answers for numbers 4 through 7, emphasize the importance of answering the question completely to earn the points that are possible.
  9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Three: Woman Work**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Woman Work (p. 136)
  3. Skill Objectives
    - a. Students will demonstrate comprehension.
    - b. Students will relate what they read to their own life.
    - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. Copies of “Woman Work” for each student; the poem can be found in *What Your Sixth Grader Needs to Know*
  2. One copy of Appendix E: Woman Work for each student
  3. One copy of Appendix F: Woman Work-Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Poet—the person who writes a poem
  2. Cane—sugar cane

- D. *Procedures/Activities*
1. Go over the vocabulary.
  2. Give each student a copy of “Woman Work” and a copy of Appendix E: Woman Work.
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 20 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 20 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 20 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper
  8. With the written answers for numbers 1, 3 and 4, emphasize the importance of answering the question completely to earn the 2 points that are possible.
  9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

#### **Lesson Four: Workers of the World, Unite**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of informational text.
  2. Lesson Content
    - a. Marxism: the Communist form of Socialism (p. 141)
  3. Skill Objectives
    - a. Students will sequence events.
    - b. Students will demonstrate comprehension.
    - c. Students will label events on a timeline.
    - d. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of Appendix G: Workers of the World, Unite with all three pages stapled together for each student
  2. One copy of Appendix H: Workers of the World, Unite Exemplar answers for the teacher
- C. *Key Vocabulary*  
None- this reading will assess understanding of unfamiliar words
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
  2. Give each student one copy of Appendix G: Workers of the World, Unite.

3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. With the written answers for numbers 5 and 6, emphasize the importance of answering the question completely to earn the complete points that are possible.
  9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Five: Pygmalion and Galatea**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Pygmalion and Galatea (p. 135)
  3. Skill Objective
    - a. Students will recall details from reading a story.
    - b. Students will demonstrate comprehension.
    - c. Students will express and defend an opinion based on evidence in a story.
    - d. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of “Pygmalion” for each student; this story can be found in *What Your Sixth Grader Needs to Know*
  2. One copy of Appendix I: Pygmalion and Galatea with two pages stapled together for each student
  3. One copy of Appendix J: Pygmalion and Galatea Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Embodiment—an object that is given bodily form
  2. Kindle—to awake an emotion in another person
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the story. If you are not using the version from *What Your Sixth Grader Needs to Know*, you may need to scan for additional vocabulary words.
  2. Give each student one copy of Appendix I: Pygmalion and Galatea.

3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. With the written answers for numbers 1, 2, 5 and 6, emphasize the importance of answering the question completely to earn the 2 points that are possible.
  9. If anyone wrote outside of the boxes or lines, tell the students that it is important to stay within the boxes and lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Six: Immigration Editing**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in editing for grammar, spelling, punctuation, and sentence structure.
  2. Lesson Content
    - a. Immigration (p. 142)
  3. Skill Objectives
    - a. Students will edit for spelling, punctuation and grammar.
    - b. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of Appendix K: Immigration Editing with all three pages stapled together for each student
  2. One copy of Appendix L: Immigration Editing Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Pomp—dignified or magnificent display
  2. Wretched—miserable or unfortunate
  3. Teeming—to be full, overflowing
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
  2. Give each student one copy of Appendix K: Immigration Editing.
  3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.

5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. On the paragraphs on the 3<sup>rd</sup> page emphasize the importance of rewriting all underlined words when editing.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Seven: Energy**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
  2. Lesson Content
    - a. Six forms of energy: mechanical, heat, electrical, wave, chemical, nuclear (p. 153)
  3. Skill Objectives
    - a. Students will construct a quality paragraph with relevant details.
    - b. Students will evaluate their own writing based on a rubric.
    - c. Students will use details from science class to support their writing.
    - d. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of Appendix M: Energy with both pages stapled together for each student
  2. One copy of Appendix N: Writing Evaluation Rubric for each student
- C. *Key Vocabulary*
1. Organization—the way of putting a paragraph together
  2. Focused—all ideas are related to the topic of the paragraph
  3. Content—the details and ideas in the writing
  4. Style/fluency—the way the sentences sound and are written
  5. Language usage—the use of grammar, spelling, capitalization and punctuation
  6. Sketchy—not clear or detailed
  7. Figurative—using comparisons in language
  8. Imagery—creating a picture with words
- D. *Procedures/Activities*
1. Give each student one copy of Appendix M: Energy.
  2. Explain that this is a writing prompt. They should read the prompt and all directions carefully.
  3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer the prompt completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.

5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Pass out Appendix N: Writing Evaluation Rubric to each student.
8. Go over the vocabulary to expose students to the vocabulary they will use when evaluating their writing.
9. Have each student evaluate their own paragraph using Appendix N: Writing Evaluation Rubric.
10. Tell the class that you will now read some of the paragraphs out loud. If they do not wish to have their paragraph read aloud they should write the word “no” at the bottom corner of the page.
11. Collect the paragraphs and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the paragraph. Collect a group consensus on the points earned.
12. Read as many as you have time to discuss.
13. Use this rubric often to evaluate student writing in order to make students aware of what makes a quality paragraph.
14. If you would like to have the students revise and write a second copy, go to lesson eight.

*E. Assessment/Evaluation*

1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**Lesson Eight: Time to Revise**

*A. Daily Objectives*

1. Concept Objective
  - a. Students will demonstrate competence in editing for grammar, spelling, punctuation and sentence structure.
2. Lesson Content
  - a. Nothing specific from the *Core Knowledge® Sequence*
3. Skill Objectives
  - a. Students will revise their own writing using revision guidelines.
  - b. Students will write a final copy of a previously written piece of work to reflect editing and revision work.
  - c. Students will become familiar with the format of standardized testing like the CSAP.

*B. Materials*

1. Students should have a copy of one of their previously written paragraphs
2. One copy of Appendix N: Writing Evaluation Rubric for each student
3. One copy of Appendix O: Paragraph Revision Checklist for each student
4. One copy of Appendix P: Paragraph Final Copy for each student

*C. Key Vocabulary*

1. Draft—a copy of a writing piece

*D. Procedures/Activities*

1. Pass out Appendix N: Writing Evaluation Rubric and their previously written paragraphs.
2. Remind students of previous discussions about their written work based on Appendix N: Writing Evaluation Rubric.

3. Encourage students to reread the rubric and discuss the quality they should work toward in their revision work.
  4. Give each student one copy of Appendix O: Paragraph Revision Checklist and Appendix P: Paragraph Final Copy.
  5. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and edit and revise their previously written paragraph completely and carefully. Tell them they will have 30 minutes to complete the activity.
  6. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  7. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  8. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  9. Have each student evaluate their own paragraph using Appendix N: Writing Evaluation Rubric.
  10. Tell the class that you will now read some of the paragraphs out loud. If they do not wish to have their paragraph read aloud they should write the word “no” at the bottom corner of the page.
  11. Collect the paragraphs and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the paragraph. Collect a group consensus on the points earned.
  12. Read as many as you have time to discuss.
  13. Use this rubric often to evaluate student writing in order to make students aware of what how to edit and revise to create quality paragraphs.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Nine: Ancient Greece and Rome**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
  2. Lesson Content
    - a. Ancient Greece and Rome (pp. 138-139)
  3. Skill Objectives
    - a. Students will write a piece of narrative writing.
    - b. Students will add details from history class to their writing.
    - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of Appendix Q: Ancient Greece and Rome with both pages stapled together for each student
  2. One copy of Appendix N: Writing Evaluation Rubric for each student
  3. One copy of Appendix R: Story Revision Checklist for each student if you are planning to revise this story
  4. One copy of Appendix S: Story Final Copy for each student if you are planning to have students write a final copy of this story

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Give each student one copy of Appendix Q: Ancient Greece and Rome.
2. Explain that this is a writing prompt. They should read the prompt and all directions carefully.
3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer the prompt completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Pass out Appendix N: Writing Evaluation Rubric to each student.
8. Go over the vocabulary to expose students to the vocabulary they will use when evaluating their writing.
9. Have each student evaluate their own story using Appendix N: Writing Evaluation Rubric.
10. Tell the class that you will now read some of the stories out loud. If they do not wish to have their story read aloud they should write the word “no” at the bottom corner of the page.
11. Collect the stories and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the story. Collect a group consensus on the points earned.
12. Read as many as you have time to discuss.
13. Use this rubric often to evaluate student writing in order to make students aware of what makes a quality story.
14. If you would like to have the students revise and write a second copy, go to lesson eight. Use Appendices R and S instead of Appendices O and P when evaluating stories.

E. *Assessment/Evaluation*

1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**VI. CULMINATING ACTIVITY**

- A. There is no Culminating Activity, but teachers are encouraged to use the writing rubrics and checklists often to familiarize students with them. Teachers are encouraged to create narrative and expository writing assignments that connect to other Core Knowledge® subjects.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Gravity is What Keeps Us Together  
B. Appendix B: Gravity is What Keeps Us Together - Exemplar Answers  
C. Appendix C: Echo and Narcissus  
D. Appendix D: Echo and Narcissus- Exemplar Answers  
E. Appendix E: Woman Work

- F. Appendix F: Woman Work - Exemplar Answers
- G. Appendix G: Workers of the World, Unite
- H. Appendix H: Workers of the World, Unite - Exemplar Answers
- I. Appendix I: Pygmalion and Galatea
- J. Appendix J: Pygmalion and Galatea - Exemplar Answers
- K. Appendix K: Immigration Editing
- L. Appendix L: Immigration Editing - Exemplar Answers
- M. Appendix M: Energy
- N. Appendix N: Writing Evaluation Rubric
- O. Appendix O: Paragraph Revision Checklist
- P. Appendix P: Paragraph Final Copy
- Q. Appendix Q: Ancient Greece and Rome
- R. Appendix R: Story Revision Checklist
- S. Appendix S: Story Final Copy

### **VIII. BIBLIOGRAPHY**

- A. "Gravity" at [www.edhelper.com/ReadingComprehension\\_27\\_21.html](http://www.edhelper.com/ReadingComprehension_27_21.html)
- B. Hirsch, Jr., E.D. *What Your Sixth Grader Needs to Know*. New York: Doubleday, 1993. 0-385-31467-1.
- C. "Immigration" at [www.bergen.org/AAST/Projects/Immigration/](http://www.bergen.org/AAST/Projects/Immigration/)
- D. "Karl Marx" at [www.philosophypages.com/ph/marx/htm](http://www.philosophypages.com/ph/marx/htm)
- E. "Scientific Background" at <http://btc.montana.edu/ceres/html/weightbackground.htm>
- F. "Ten Planks of the Communist Manifesto" at [www.jerseyguy.com/tenplanks.html](http://www.jerseyguy.com/tenplanks.html)
- G. [www.cde.state.co.us/](http://www.cde.state.co.us/)

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

Read the article “Gravity is What Keeps Us Together” and then do numbers 1 through 5.

### **Gravity is What Keeps Us Together**

Even though people live on almost every “side” of the Earth, nobody falls off into outer space or lives “upside down.” How is that possible? The answer is gravity. Gravity is the force or attraction between any two objects. The magnitude of the force is determined by the mass of the two objects and the distance between the two objects. The force of the gravity is increased if the mass of the object increases. Also, the force of the gravity decreases as the two objects move farther apart.

Gravity is what keeps the planets in our solar system orbiting the sun. The gravitational force that acts on the Earth and other planets keeps them from spinning into interstellar space. The gravitational attraction of the sun varies according to the size and distance of each of the planets.

The gravitational force on Earth keeps people, animals and other objects from flying off into interstellar space. The gravitational attraction of the Earth on a person is determined by the person’s mass. This gravitational attraction acting on the person’s mass is typically called “weight” and is the number you would read on a scale.

Gravity also causes the tides in the oceans on the Earth. The gravitational pull of the moon is the main cause of tides. The gravitational pull of the sun also acts on the tides to a lesser degree. The moon, which is smaller, has a bigger impact on the tides because it is much closer to the Earth.

We cannot see gravity, but the impact it has on our lives is immense.

Appendix A, page 2  
Gravity is What Keeps Us Together

Fill in the circle for the best answer to each question below.

1. The main idea of this article is
  - the Earth is round
  - how gravity affects the Earth and other planets
  - why gravity is found on Earth
  - why we have tides in the ocean
  
2. Tides are affected by the gravitational pull of ...
  - the sun.
  - the moon.
  - the Earth.
  - the sun and the moon.
  
3. Of the following, which is not affected by gravity?
  - tides
  - the orbit of planets
  - a person's weight
  - light years
  
4. In the chart below describe how the gravitational pull of an object is affected by distance.

What happens to the gravitational pull of two objects as they move farther apart?	What happens to the gravitational pull of two objects as they move closer together?
_____	_____
_____	_____
_____	_____



Appendix B  
Gravity is What Keeps Us Together - Exemplar Answers

1. how gravity affects the Earth and other planets
2. the sun and the moon
3. light years
  
4. Possible answers for how gravitational pull is affected by distance:  
Student answers may vary slightly.
  - As objects move farther apart, gravitational pull decreases.
  - As objects move closer together, gravitational pull increases.Scoring #4 2 points if they describe both occurrences correctly  
1 point if they describe one occurrence correctly  
0 points if they do not describe either occurrence correctly
  
5. Student summary should include the following points:
  - Gravitational pull decreases as objects move farther apart.
  - Gravitational attraction increases as the mass of an object increases.
  - The gravitational pull of the sun keeps the planets in orbit.
  - The gravitational pull of the moon and the sun cause tides in the oceans on Earth.
  - The gravitational pull of the Earth on a person is determined by their mass.Scoring #5: 2 points if 1 or less points are missing from the summary  
1 point if 2-4 points are missing from the summary  
0 points if 0-1 points are given.

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the story of “Echo and Narcissus” then answer the following questions.

1. Which sentence best tells what the story is about?

- Narcissus cared only about himself.
- Juno hated Echo.
- Echo liked to talk to people.
- Jupiter did not want his wife to find him.

2. Number these events in the order they happened.

- Echo saw Narcissus and fell in love with him.
- Narcissus told Echo to go away.
- Juno took away Echo’s ability to talk freely.
- Narcissus fell in love with his own reflection.

3. Why did Narcissus tell Echo to go away?

- He wanted to die.
- He didn’t love her.
- He was afraid of her.
- He knew Juno didn’t like her.

4. Write a sentence describing what happened to Echo at the end of the story.

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5. What natural phenomenon is explained by this myth?

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6. Describe Narcissus using at least two character traits.

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7. Summarize what happened to Narcissus after he saw his reflection.

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Appendix D  
Echo and Narcissus- Exemplar Answers

1. Narcissus cared only about himself.
2. 2 Echo saw Narcissus and fell in love with him.  
3 Narcissus told Echo to go away.  
1 Juno took away Echo's ability to talk freely.  
4 Narcissus fell in love with his own reflection.
3. He didn't love her.
4. She faded away, except for her voice because her heart was broken.  
Student answers may vary.  
Scoring #4 1 point if correct answer is given  
0 points if correct answer is not given.
5. Why we sometimes hear echoes.  
Student answers may vary.  
Scoring #5 1 point if correct answer is given  
0 points if correct answer is not given.
6. Accept any two reasonable character traits with a complete explanation.  
Scoring #6 2 points if two reasonable traits are described  
1 point if only one trait is described  
0 points if a reasonable character trait is not described
7. Student answers may vary but they should contain the following details.  
One day, Narcissus saw his reflection in a pool. He then fell in love with his own reflection. He stared at it and tried to kiss the reflection. He could not bear to leave his reflection and he grew weak and thin. Eventually he died.  
Scoring #7: 2 points if summary is complete  
1 point if summary is missing key elements.  
0 points if summary is not correct

Appendix E  
Woman Work

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

Read the poem “Woman Work” and then answer the following questions:

1. Name three types of work that the poet describes.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

2. What does the woman wish for?

O more work

O more children

O rest

O winter

3. Pick one stanza about nature and describe how the woman hopes it will affect her.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What are three types of work you have to do at home?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Appendix F  
Woman Work - Exemplar Answers

1. Accept any of the following:
  - Caring for children
  - Mending clothes
  - Mopping floors
  - Shopping for food
  - Frying chicken
  - Drying babies
  - Feeding company
  - Weeding gardens
  - Pressing shirts
  - Dressing tots/children
  - Cutting cane
  - Taking care of the sick
  - Picking cottonAnswers may vary.  
Scoring #1: 2 points if 3 correct answers are listed  
1 point if 1 or 2 correct answers are listed  
0 points if no correct answers are given
  
2. rest
  
3. Accept one of the following:
  - That the sun will shine on her and the rain will fall on her and cool her brow.
  - That a storm will blow her and give her rest.
  - That snowflakes will cover her and give her rest.Scoring #3: 1 point if correct answer is given  
0 points if correct answer is not given
  
4. Accept any answers  
Scoring #4: 2 points if 3 answers are listed  
1 point if 1 or 2 answers are listed  
0 points if no answers are given

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

Read the following article about the Communist Manifesto and then answer the questions.

Although Karl Marx was born almost 200 years ago, his theories still impact today's world. He worked with Friedrich Engels to spread his theory to many. Marx and Engels believed that the proletariat, or worker class, needed to revolt against the bourgeoisie class. They urged, "Workers of the world, unite!" If all workers would unite against the middle class, life would be better for all. In 1848 they wrote the *Communist Manifesto* to spread their theory.

The *Communist Manifesto* proposed ten planks that would help build a better society. The first plank was that people should not be allowed to own their own property. Also, any money that was made from renting land should be used for public purposes. A second plank consisted of the idea of a graduated income tax, charging richer people a higher tax than poorer people. Third, property and money should not be given to someone of your own choice when you die. The money should return to the government. Fourth, those who rebel against the government should lose all their property. Fifth, all money should be controlled by a national bank. There is no need for private banks to exist. Sixth, the government should control all transportation and communication for the country. Seventh, the state should make sure to extend factories and develop lands that are not being used for other purposes. Eighth, industrial armies should be established to fight for more power. Ninth, the government should ensure that the population of the country is evenly distributed across the land. Large cities should not exist in some areas while other areas have very few people. The tenth plank stressed the importance of free education for all children. This plank also discouraged the use of child labor, forcing children to work.

As with any political or economic theory, it is hard to implement all of the ideas. Marx wanted the workers of the world to fight against the bourgeoisie for greater economic equality. After writing the *Communist Manifesto*, Marx settled in London and lived in poverty in order to put his theories into practice. In the early 1900's Lenin, a Russian leader, proposed similar theories in his book *State and Revolution*. However, economic equality began to improve without a violent struggle. Even today, in a few communist countries, you cannot find "pure" communism as defined by the *Communist Manifesto*.

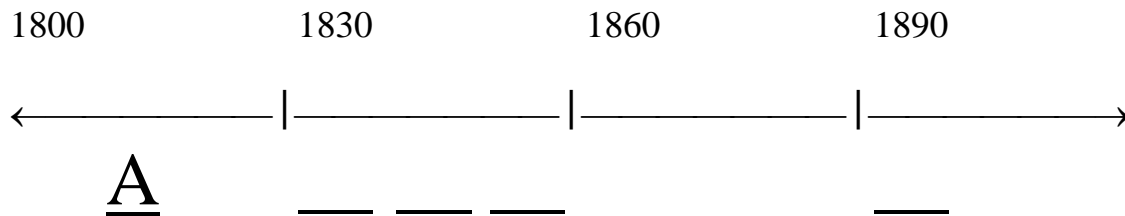
Adapted from: "Ten Planks of the Communist Manifesto" at [www.jerseyguy.com/tenplanks.html](http://www.jerseyguy.com/tenplanks.html)  
and "Karl Marx" at [www.philosophypages.com/ph/marx/htm](http://www.philosophypages.com/ph/marx/htm)

1. What class of people was known as the bourgeoisie?  
O middle class  
O ruling class  
O working class  
O upper class

2. Who wrote the *Communist Manifesto*?  
O Karl Marx and Adam Smith  
O Adam Smith and Friedrich Engels  
O Karl Marx and James Watt  
O Friedrich Engels and Karl Marx

3. Put the letter for the following events in the correct places along the timeline. The first one has been done for you.

- |    |  |    |                                 |
|----|--|----|---------------------------------|
| A. | Karl Marx is Born                      | D. | Marx lives in poverty in London |
| B. | <i>Communist Manifesto</i> is written  | E. | Marx and Engels work together   |
| C. | <i>State and Revolution</i> is written |    |                                 |



4. Which class of people did Karl Marx support?  
O middle class  
O ruling class  
O working class  
O upper class

Appendix G, page 3  
Workers of the World, Unite

5. Choose one of the ten planks and explain how it is similar to our beliefs in America.

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6. Choose one of the ten planks and explain how it is very different than our beliefs in America.

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Appendix H  
Workers of the World, Unite - Exemplar Answers

1. Middle Class
2. Freidrich Engels and Karl Marx
3. A            E            B            D            C
4. working class
5. Accept any reasonable answer with an explanation of how the plank is similar to American beliefs.  
Scoring #5: 2 points is a correct plank and comparison are given  
1 point if a correct plank or a correct comparison is given  
0 points if a correct answer is not given
6. Accept any reasonable answer with an explanation of how the plank is different than American beliefs.  
Scoring #6: 2 points is a correct plank and difference are given  
1 point if a correct plank or a correct difference is given  
0 points if a correct answer is not given

Appendix I, page 1  
Pygmalion and Galatea

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

Read “Pygmalion” and answer the questions carefully.

1. What profession did Pygmalion have?

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2. Explain why Venus brought Pygmalion’s statue to life.

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3. How many statues did Pygmalion make after he made Galatea?

- one
- several
- too many to count
- none

4. How did Pygmalion feel after the statue came to life?

- happy
- angry
- tired
- sad



Appendix J  
Pygmalion and Galatea - Exemplar Answers

1. He was a sculptor.  
(Answers may vary slightly)  
Scoring #1: 1 point if answer is correct  
0 points if no answer, or incorrect answer is given
  
2. Venus felt pity for Pygmalion and hoped Galatea would bring him joy.  
(Answers may vary slightly)  
Scoring #2: 1 point if correct answer is listed  
0 points if a correct answer is not given
  
3. none
  
4. happy
  
5. Both “yes” and “no” are acceptable. Answer must contain a reasonable explanation.  
Scoring #5:  
2 points if answer and explanation are reasonable  
1 point if only answer or explanation is given  
0 points if no answer is given, or explanation is not reasonable
  
6. After Pygmalion died many believed that Galatea’s spirit went with him. Her form returned to the statue to rest in a garden.  
(Answer may vary slightly)  
Scoring #6 1 point if answer is correct  
0 points if correct answer is not given

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

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

Read the paragraphs below. Pay attention to the underlined, numbered words. Choose the answer that shows the best capitalization or the best punctuation for the underlined words.

In the early 1800's more and more europ<sup>1</sup>eans began immigrating to America. The reasons why different groups immigrated var<sup>2</sup>ied, just as the customs they brought with them varied. In general, most people who immigrated belie<sup>3</sup>ve that the life they would live in America would be better than<sup>4</sup> the life they left.

1.     Europes  
       europes  
       Europeans  
       correct as it is.

2.     varied.  
       varied:  
       varied”  
       correct as it is.

3.     believed  
       believes  
       believing  
       correct as it is.

4.     best than  
       better than  
       best then  
       correct as it is.

Some of the first immigrants was<sup>5</sup> from Ireland and Germany. The Germans came looking for a better life than they had in Germany. The Irish left a potato famine behind believing that they would not star<sup>6</sup>ve in America.

5.     were  
       is  
       are  
       correct as it is.

6.     starved  
       starves  
       starving  
       correct as it is.

Starting about 1880, Europeans from southern and eastern Europe began to immigrate to America. Italians came searching for better working opportunities,  
7  
jobs were not easy to find in Italy at that time. A wave of Russian immigrants fleeing persecution immigrated to America at this time, they were not the only  
8  
people who came to escape persecution.

7.  opportunities.  
 opportunities;  
 opportunities:  
 correct as it is.

8.  time.  
 time;  
 time:  
 correct as it is.

During this time, many Jewish people left Europe hoping to find Religious  
9 10  
freedom and avoid persecution. The chinese who immigrated during this time  
11  
period came to work, many of them worked on the Transcontinental Railroad.  
12  
Immigrants were a key factor in the successful early development of our nation.

9.  leave  
 are leaving  
 were left  
 correct as it is.

10.  religious Freedom  
 religious freedom  
 Religious Freedom  
 correct as it is.

11.  China  
 china  
 Chinese  
 correct as it is.

12.  work.  
 work;  
 work:  
 correct as it is.

Read each of the paragraphs below. Look carefully at the underlined words. If there is a mistake, rewrite all of the words that are underlined so that they are correct. If all of the words are correct, write “ok” above the underlined words.

Ellis Island became a landmark for the immigrants who came to America seeking a new life. The statue of Liberty stood like a beacon welcoming all who came seeking the light of freedom and opportunity. Many immigrants would look over the railing of the ship and gaze at the Statue with a feeling of hoping and optimism.

Emma Lazarus penned the now famous poem on the Statue of Liberty. “Keep ancient lands, your storied pomp! Give me your tired, Your poor, your huddled masses yearning to breath free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!” This poem spoke of a welcome to all: not just those who were wealthy.

Many immigrants of the late 1800’s and early 1900’s settled in large cities such as: New york, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco. Some immigrants found ways to make a good living. However, some Immigrants in the “Land of Opportunity” found only poverty and hunger.

Adapted from “Immigration” at [www.bergen.org/AAST/Projects/Immigration/](http://www.bergen.org/AAST/Projects/Immigration/)

Appendix L  
Immigration Editing - Exemplar Answers

1. Europeans (3<sup>rd</sup> choice)
2. correct as it is (4<sup>th</sup> choice)
3. believed (1<sup>st</sup> choice)
4. better than (2<sup>nd</sup> choice)
5. were (1<sup>st</sup> choice)
6. correct as it is. (4<sup>th</sup> choice)
7. opportunities: (3<sup>rd</sup> choice)
8. time; (1<sup>st</sup> choice)
9. correct as it is (4<sup>th</sup> choice)
10. religious freedom (2<sup>nd</sup> choice)
11. Chinese (3<sup>rd</sup> choice)
12. work: (3<sup>rd</sup> choice)

Paragraph corrections:

Statue of Liberty

ok

statue

hope

your

breathe

ok

all, not

York

ok

ok

Appendix M, page 1  
Energy

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

Date: \_\_\_\_\_

Write a paragraph describing one of the forms of energy: mechanical, heat, electrical, wave, chemical, nuclear. In your paragraph, please include how that form of energy is used in our world.

**PLANNING**

Use this page if you would like to plan your writing. You might consider using a diagram, web, cluster, list, story map, or any other way to help you organize your writing.



Appendix N  
Writing Evaluation Rubric

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

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

	Unsatisfactory 1 point	Partially Proficient 2 points	Proficient 3 points	Advanced 4 points
Content/ Organization	<ul style="list-style-type: none"> <li>• Story or ideas is not clear</li> <li>• Supporting details are absent</li> <li>• Organization is not present; may be a brief list</li> <li>• Ideas are not connected to the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear or sketchy</li> <li>• Details are missing or unclear</li> <li>• Not well organized, written like a list</li> <li>• Ideas are not connected to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Topic or story is not completely developed</li> <li>• Details are not interesting or they are not specific</li> <li>• Main idea is not clear</li> <li>• Somewhat organized</li> </ul>	<ul style="list-style-type: none"> <li>• Good details</li> <li>• The main idea is clear</li> <li>• Important information is included</li> <li>• Organized well.</li> <li>• Answers the prompt</li> </ul>
Style/ Fluency	<ul style="list-style-type: none"> <li>• Unreadable or messy</li> <li>• Word choice is inaccurate or repetitive</li> <li>• Vocabulary is too simple</li> <li>• Simple, repetitive sentences or sentence fragments</li> <li>• Errors make meaning unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Words are not accurate, specific, or appropriate</li> <li>• Choppy or repetitive</li> <li>• Portions of the writing are unreadable or messy</li> <li>• Errors interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of 4<sup>th</sup> grade words</li> <li>• Words are not specific or exciting</li> <li>• Simple sentence structure</li> <li>• Mostly readable and neat</li> <li>• Any errors do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Great use of words</li> <li>• Some figurative language or imagery</li> <li>• Different sentence structures</li> <li>• Readable, neat, and/or nearly error-free</li> </ul>

Score Point 0 The response is off-topic or unreadable.

A (8 points)

B (6-7 points)

C (4-5 points)

D (2-3 points)

F (0-1 points)

This rubric has been modified from the 6th Grade CSAP rubric provided by CDE.

Appendix O  
Paragraph Revision Checklist

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

Date: \_\_\_\_\_

### REVISING YOUR PARAGRAPH

Now you are going to revise your paragraph. Read your first draft, and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Did I stay on the topic?
- Did I organize my writing?
- Did I support my main idea?
- Did I use a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Did I use strong words?
- Did I use voice to make it my own work?
- Did I make my writing interesting?
- Did I make my writing easy to read?

If you answered “no” to any of the questions, think about ways to revise your paragraph.



Appendix Q, page 1  
Ancient Greece and Rome

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

Imagine you lived in Ancient Greece or Ancient Rome. Write a short story describing one day in your life. Be sure to include facts from history class in your writing.

**PLANNING**

Use this page if you would like to plan your writing. You might consider using a web, cluster, list, story map, or any other way to help you organize your writing.



Appendix R  
Story Revision Checklist

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

Date: \_\_\_\_\_

### REVISING YOUR STORY

Now you are going to revise your story. Read your first draft, and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Did I stay on the topic?
- Did I organize my writing?
- Does my story tell about events or is it just a list?
- Did I support my main idea?
- Did I use a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Did I use strong words?
- Did I use voice so that it seems as if this story is real?
- Did I make my writing interesting?
- Did I make my writing easy to read?

If you answered “no” to any of the questions, think about ways to revise your paragraph.

