This unit is about the human spirit. You will read informational texts that describe people who conquer life’s obstacles with determination. You will also read literature that describes individuals who stand up for what they believe in. Reading, writing, and talking about these topics will help you practice using academic language and will help you become a better student.

**Reading**

**1 Social Studies**
From César Chávez: *We Can Do It!* by Sunita Apte

**Reading Strategy:** Distinguish fact from opinion

**2 Short Story**
“The Scholarship Jacket” by Marta Salinas

**Reading Strategy:** Draw inferences

**3 Play**
From *The Diary of Anne Frank: The Play* by Frances Goodrich and Albert Hackett, adapted by Wendy Kesselman

**Reading Strategy:** Read aloud
In this unit, you will learn these standards:

English Language Arts:
Reading: 1, 2B, 2E, 5, 6A, 6B, 10A, 10B, 10D, 12B
Oral and Written Conventions: 15A, 20A, 21
Research: 23A
Listening and Speaking: 26A, 26C, 27, 28

For the full text of the ELPS, visit www.LongmanKeystone.com

Listening and Speaking—Persuasive

At the end of this unit, you will create and present a radio commercial.

Writing—Persuasive

In this unit you will practice persuasive writing, which tries to influence the reader to change his or her opinion about a topic. After each reading, you will learn a skill to help you write a persuasive paragraph. At the end of the unit, you will use these skills to help you write a persuasive speech.

Quick Write

Write a few sentences about a time when you fought for what you believed in. Read them to a partner.

VIEW AND RESPOND
Watch and listen to the video for Unit 5 and answer the questions at www.LongmanKeystone.com.
THE BIG QUESTION

What is the human spirit? The United States is proud of its Declaration of Independence, the document that proclaimed the United States to be free of British rule. In this document, there is a line that reads, *We hold these truths to be self-evident: that all men are created equal.* This means that all people should be treated fairly.

Do you think that all people are treated fairly in the United States? How does a person feel when he or she is treated unfairly? How can this affect the human spirit? Share your ideas with your peers and teacher. Ask for their feedback and support in order to develop background knowledge about this topic.

BUILD BACKGROUND

You will read an excerpt from a biography called *César Chávez: We Can Do It!* A biography is a form of nonfiction. The writer tells the life story of another person. Most biographies are about famous or admirable people.

Chávez was a Mexican-American farm worker. For decades, Mexican-American farm workers were poorly paid and discriminated against. Chávez decided to do something about it. He organized protests and fought for better pay and treatment. Chávez did not believe in using violence to advance the workers’ cause. His life and work inspired many people to regard him as a hero.

▲ César Chávez
**VOCABULARY**

**Learn Key Words**

Read and listen to these sentences. Use the context to figure out the meaning of the highlighted words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. Farmers should not spray their fields with chemicals that can harm farm workers.
2. The farmer grows two crops, grapes and oranges.
3. The farm workers marched to demand fair pay for their hard work.
4. The migrant workers traveled from Mexico to the United States to find work.
5. The auto workers went on strike. They refused to work until the factory owners made conditions safer.
6. The teachers joined together to form a union. Working together gave them more power to protect their rights.

**Practice**

Write the sentences in your notebook. Choose a key word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. The ______ never had steady jobs. They moved from place to place looking for work.
2. The union leader told the workers to ______ better treatment from the grape growers.
3. The farmer said that his corn and wheat ______ are growing well.
4. The workers are going on ______ because they want to be paid more money.
5. Some ______ used on farms are so dangerous that farm workers must wear masks and rubber gloves to handle them.
6. The group of workers belong to the ______. They meet to discuss problems and find solutions in the workplace.

▲ Union workers meet in a vineyard.
### Learn Academic Words

Study the **red** words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook. After you read the excerpt from *César Chávez: We Can Do It!,* try to use these words to respond to the text.

<table>
<thead>
<tr>
<th><strong>Academic Words</strong></th>
<th><strong>Meanings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>founded</strong></td>
<td>established a business, organization, school, etc.</td>
</tr>
<tr>
<td><strong>impact</strong></td>
<td>effect that an event or situation has on someone or something</td>
</tr>
<tr>
<td><strong>labor</strong></td>
<td>work that requires a lot of physical effort</td>
</tr>
<tr>
<td><strong>persistence</strong></td>
<td>determination to do something even though it is difficult or other people oppose it</td>
</tr>
</tbody>
</table>

- **Carlos founded** the union. He started it last year.
- The union’s efforts had a great **impact** on the factory’s owners.
- The farm owners relied on the **labor** of the migrant workers.
- The workers showed great **persistence**. They continued to strike until their pay was increased.

### Practice

Work with a partner to answer these questions. Try to include the **red** word in your answer. Write the sentences in your notebook.

1. Who **founded** the United States of America?
2. What one event has had the greatest **impact** on your life? Why?
3. Have you ever had to do hard **labor**? If so, what was it?
4. Has there ever been a time when you showed great **persistence**? Explain.

Migrant workers’ lives are filled with hard labor. ▼
Word Study: Capitalization

There are rules for using capital letters. Some of these rules are listed below.

<table>
<thead>
<tr>
<th>Use Capital Letters for . . .</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>The word I</td>
<td>Sometimes I work at night.</td>
</tr>
<tr>
<td>The first letter of the first word in every sentence</td>
<td>The farm workers had come to see one man.</td>
</tr>
<tr>
<td>All proper nouns:</td>
<td>Fred Ross, Señor Chávez, Dr. Bouchard</td>
</tr>
<tr>
<td>• The names/titles of people</td>
<td>Lake Tahoe</td>
</tr>
<tr>
<td>• Geographical terms</td>
<td>César Chávez Day</td>
</tr>
<tr>
<td>• Historical events, eras, calendar items</td>
<td>Beacon Street, Sacramento, California</td>
</tr>
<tr>
<td>• Streets, cities, states, countries, continents</td>
<td>Mexican American, Spanish</td>
</tr>
<tr>
<td>• Ethnic groups, national groups, languages</td>
<td></td>
</tr>
</tbody>
</table>

Practice

Work with a partner. Copy the sentences below into your notebook. Capitalize each proper noun.

1. Luis is from Bogotá, Colombia.
2. We don’t have to go to school on Memorial Day.
3. In the summer, we like to spend time near the Pacific Ocean.

Reading Strategy

Distinguishing a fact from an opinion will help you form ideas about what you read. A fact is something that can be proven. An opinion is what someone believes or thinks. To distinguish between facts and opinions, follow these steps:

• As you read, ask yourself whether you can check what you are reading in an encyclopedia, a history book, or with some other research. If you can, it’s probably a fact.

• Look for phrases the author uses to give opinions, for example, I think, I believe, I suppose, personally.

• Look for adjectives that go with opinions, for example, best, wonderful, luckiest, horrible, bad.

As you read about César Chávez, look for facts and opinions within the text. How can you tell the difference between them?
It was April 10, 1966. More than 10,000 people were gathered in Sacramento, the capital city of California. Most of them were Mexican-American farm workers. These workers toiled in fields all day, picking grapes, cotton, or other crops. The work was hard. Their lives were hard.

The farm workers had come to see one man. He was a Mexican American who gave them hope. His name was César Chávez. César had walked 547 kilometers (340 mi.) to Sacramento. It took him almost a month. He had walked to draw attention to the lives of farm workers. Now, the entire nation was paying attention.

**A Hard Life**

César Chávez knew about the farm worker’s life. He had been a migrant farm worker for many years. He had moved from place to place to find work, picking crops. He had spent long hours in the hot sun. He had bent down all day, working in the fields.

*toiled*, worked hard

▲ Chávez as a young boy, watching a family member pick crops
Many migrant families drove to California to look for work during the Great Depression.

Farm workers weren’t paid much for all their hard work. Often, the growers they worked for cheated them. Most farm workers made barely enough to live. To survive, the whole family had to work in the fields, including the children. César had been working in the fields since he was eleven years old.

Yuma

César’s life hadn’t always been so hard. He was born near Yuma, Arizona, in 1927. His family owned a small store and a farm. They were not rich, but life was good.

Then the Great Depression hit. People lost their jobs and had no money. No one could afford to shop at the store. César’s parents had to sell it. During the Great Depression a terrible drought struck many states. It lasted for years. The river that watered the Chávez family farm eventually dried up.

The family struggled to survive. Soon, however, they lost the farm. At that point, they decided to leave Arizona and drive to California to look for work.

Great Depression, a period of economic troubles in the 1930s that left many people poor and without jobs

drought, period of time when there is no, or very little, rain
César’s father often had trouble finding work in California. Sometimes, he would hear about a farm job. The family would drive long hours to get to the farm. When they arrived, there would be no job, or the job paid much less than the family had hoped. The Chávez family also faced discrimination. Many Californians looked down on Mexican Americans. Some restaurants had signs that read, “No Dogs or Mexicans Allowed.” Mexican Americans were even supposed to sit in a special section at the movie theatre.

**From School to the Fields**

César’s family finally settled in a poor neighborhood near San Jose, California. The neighborhood was called Sal Si Puedes, or “Get Out If You Can.”

When César was fifteen years old, his father was hurt in a car accident. Instead of going to high school, César had to work in the fields. It was the only way his family could survive.
Farm work was **grueling**. César’s back ached from bending down all day. His eyes stung from the **chemicals** sprayed in the fields to kill insects. His skin tore from yanking out beets. He had no rest breaks, no bathrooms, and no clean water to drink.

César wanted to go back to school. Instead, however, he joined the U.S. Navy. César hated the discrimination he experienced in the Navy. He felt that people did not treat Mexican Americans fairly.

**The Chance to Change Things**

When César got out of the Navy, he married Helen Fabela. Together, they worked in the fields. César’s time in the Navy had convinced him that Mexican-American farm workers needed to demand better treatment.

César talked to other farm workers about fighting for change. He listened to their problems. He became known around his neighborhood as someone worth talking to.

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**grueling**, very difficult and painful

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**BEFORE YOU GO ON**

1. **What happened to the Chávez family when César was fifteen years old?**
   What did this mean for César?

2. **What made farm labor grueling?**

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**On Your Own**

Have you ever felt a need to make a demand? Describe.

Reading 1  311
Fred Ross heard about César from a friend. Ross ran the Community Service Organization, or CSO. The CSO worked to help poor Mexican Americans. Ross hired César. At last, César would have a chance to change things.

César helped many people during his ten years at the CSO. Still, he thought that farm workers needed to form their own group to demand fair treatment. They needed a **union**.

In 1962, César quit the CSO to start the National Farm Workers Association, or NFWA. He wasn’t sure it would be a success. To his surprise, many farm workers quickly joined the union. They were ready to fight for their **rights**.

The first big fight came three years later. In 1965, the union went on **strike** against some grape growers in Delano, California. Union members stopped work and **demanded** better pay.

**“Don’t Buy Grapes!”**

Day after day, workers picketed grape farms. They marched up and down, shouting “¡Huelga!” or “Strike!”

The growers didn’t **give in**. They thought the farm workers would run out of money. Then the workers would have to come back to their jobs.

César wanted to **put pressure** on the growers.

He needed the rest of America to support the strike. He sent union workers to cities across the United States. They went to supermarkets and told people, “Don’t buy grapes.”

The growers lost a lot of money because of the **boycott**. Still, they didn’t give in.

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**rights**, freedoms that are or should be allowed by law  
**give in**, admit defeat  
**put pressure**, attempt to make someone do something by using influence, arguments, or threats  
**boycott**, act of refusing to buy the products or services of a company

▲ A National Farm Workers Association poster

312 Unit 5
César decided that something more was needed to grab the public's attention. So, he organized a march with sixty-seven other protestors. He began walking the 547 kilometers (340 mi.) from Delano to Sacramento on March 17, 1966. The marchers carried banners reading, “¡Viva la Causa!” Each day, more people joined the march.

Reporters and film crews followed the marchers. They learned how farm workers lived. They saw the migrant shacks. They shared the truth with people everywhere.

The growers didn’t like the publicity. Finally, they agreed to the union’s demands. On the steps of Sacramento’s capitol building, César joyously announced the victory.

César continued the fight. It took four more years. Finally, in 1970, the rest of Delano’s grape growers signed contracts with the union.

Then César turned his attention to California’s lettuce growers. He organized strikes and boycotts against them. He was sent to jail for his work. In the end, however, his union won.

In 1975, California passed the Agricultural Labor Relations Act. This law promised basic rights for all farm workers.

A True Friend of Farm Workers

César Chávez died in 1993, at the age of sixty-six. Fifty-thousand people came to his funeral.

For over thirty years, César had fought for a better life for farm workers. He had starved himself, marched hundreds of miles, spent time in jail, and even received death threats.

Through it all, César never lost hope. He never stopped believing that change was possible. “¡Sí, se puede!” he said. “Yes, it can be done.” César proved that poor people could fight and win. He had done it.

shacks, buildings made of cheap materials
publicity, attention someone or something gets from newspapers, television, or other media sources
contracts, legal written agreements between two or more people or companies, which say what each side will do
Utilize
1. How old was Chávez when he began working in the fields?
2. What did the Agricultural Labor Relations Act promise to do?

Comprehend
3. What kinds of things did the workers demand?
4. What kinds of growers did Chávez protest against?

Analyze
5. Why did Chávez focus his attention on farm workers?
6. Why do you think Chávez chose Sacramento as the final destination for his march against grape growers?

Connect
7. Do you think forming a union is an effective way for workers to communicate their wants and needs? Explain.
8. How important is the media’s coverage of events such as union strikes? Explain.

IN YOUR OWN WORDS
Use the vocabulary below to summarize the reading for a partner.

<table>
<thead>
<tr>
<th>A Hard Life</th>
<th>migrant workers, growers, children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuma</td>
<td>farm, drought</td>
</tr>
<tr>
<td>From School to the Fields</td>
<td>hard labor, Navy</td>
</tr>
<tr>
<td>The Chance to Change Things</td>
<td>CSO, NFWA</td>
</tr>
<tr>
<td>“Don’t Buy Grapes!”</td>
<td>Delano, strike, march, contracts</td>
</tr>
<tr>
<td>A True Friend of Farm Workers</td>
<td>funeral, fought for a better life, never lost hope</td>
</tr>
</tbody>
</table>

A union flag
**DISCUSSION**

Discuss in pairs or small groups.

1. In what ways did the NFWA protest against growers? Which way do you think was the most effective and why?

2. Why is it important to be persistent? Can you give other examples of persistence, either your own or those of people you’ve read or heard about?

**What is the human spirit?** Do you think that obstacles, such as those faced by César Chávez, make a person stronger? Explain.

**READ FOR FLUENCY**

It is often easier to read a text if you understand the difficult words and phrases. Work with a partner. Choose a paragraph from the reading. Identify the words and phrases you do not know or have trouble pronouncing. Look up the difficult words in a dictionary.

Take turns pronouncing the words and phrases with your partner. If necessary, ask your teacher to model the correct pronunciation. Then take turns reading the paragraph aloud. Give each other feedback on your reading.

**EXTENSION**

Utilize In 2000, California declared March 31 the César Chávez Day of Service and Learning. Work with a partner to find out which other states recognize this day. Use the library or Internet to learn about the activities that occur and the opportunities for people to get involved. When your research is complete, share your information with the class. Explain where and how people honor this American hero.

▲ A woman holds a sign at an event honoring César Chávez.
Inseparable Phrasal Verbs

A phrasal verb is created by combining a verb and one or more preposition(s). A phrasal verb has its own special meaning, different from the meaning of the original verb.

Many phrasal verbs are inseparable, which means that the object always follows, and never comes before, the preposition(s). A negative phrasal verb is formed the same as a one-word verb, with a form of do + not or a form of be + not.

César wanted to go back to school. [means return to a place]
The growers didn't count on the determination of the workers. [means not expect]
You can count on me.

Practice

Work with a partner. Copy the sentences below into your notebook. Choose the correct meaning of each underlined phrasal verb from the box.

Example: The teacher called on me to give an answer. ask to speak

<table>
<thead>
<tr>
<th>ask to speak</th>
<th>enter</th>
<th>meet by chance</th>
<th>leave</th>
<th>originate</th>
<th>help</th>
</tr>
</thead>
</table>

1. Where do those grapes come from? ______
2. I ran into Philip the other day. ______
3. Get in the taxi! We'll be late for the concert. ______
4. We should get off the bus here. ______
5. My mom expects me to chip in with the housework. ______

Apply

Work with a partner. Find the following phrasal verbs in the reading. Use the context of the reading to figure out their meanings.

run out of | come back to | look down on
Separable Phrasal Verbs

Many phrasal verbs are separable. The object can either follow the preposition or can come between the verb and preposition.

César thought over the problem.
César thought the problem over. [means considered]

Here is a list of some common separable phrasal verbs and their meanings.

<table>
<thead>
<tr>
<th>Verb I</th>
<th>Verb II</th>
<th>Verb III</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring back</td>
<td>return</td>
<td></td>
</tr>
<tr>
<td>work out</td>
<td>solve</td>
<td></td>
</tr>
<tr>
<td>help out</td>
<td>assist</td>
<td></td>
</tr>
<tr>
<td>cheer up</td>
<td>means make happier</td>
<td></td>
</tr>
<tr>
<td>look over</td>
<td>mean examine</td>
<td></td>
</tr>
<tr>
<td>work out</td>
<td>mean solve</td>
<td></td>
</tr>
<tr>
<td>find out</td>
<td>mean discover</td>
<td></td>
</tr>
<tr>
<td>make up</td>
<td>mean invent</td>
<td></td>
</tr>
<tr>
<td>talk over</td>
<td>mean discuss</td>
<td></td>
</tr>
</tbody>
</table>

Grammar Skill

A pronoun object always comes between the verb and preposition. I cheered him up. NOT I cheered up him.

Practice

Work with a partner. Copy the sentences into your notebook. Then complete each sentence with one of the phrasal verbs from above.

Example: When I’m sad, my friends always _cheer_ me _up_.

1. After many hours, she ______ the crossword puzzle.
2. Let’s ______ this situation ______. I don’t want us to be angry with each other.
3. I ______ my book ______ to the library yesterday.
4. My two-year-old daughter loves to ______ stories.
5. If I have any problems, my brother always ______ me ______.

Apply

Work with a partner. Restate each sentence in the Practice exercise, changing the position of the object. If it’s not possible, say why.

Example: It’s not possible with the example because the object is a pronoun.
Write an Advertisement

An advertisement is an example of persuasive writing. It is a message that encourages the reader to buy a product or service. When you write a print advertisement, it is important to identify your intended audience. Tailor your message to this audience. Begin with an attention-grabbing phrase or question. Then include facts and details that describe the product, its function, and how it will benefit the buyer.

Writing Prompt

Write a print advertisement for a product, such as a computer, or a service, such as babysitting. Be sure to include phrasal verbs in your paragraph.

1 PREWRITE

Begin by choosing a product or service that you want to advertise.

- Write the name of the product or service in your notebook.
- Ask yourself what the benefits of this product or service are.
- Think of some facts to support your claims.
- Write your ideas in a graphic organizer.

Here’s a word web created by a student named Andrew. He is writing an advertisement to persuade people to eat grapes.

- Product: grapes
  - Benefits: good health
    - potassium
    - vitamins A and C
    - antioxidants
    - prevent chronic illnesses
    - lower cholesterol
  - Benefits: great snack
    - high energy
    - bite-sized
    - refreshing
    - can be frozen
2 DRAFT Use your word web to help you write a first draft.

• Keep in mind your purpose for writing.
• Begin with an attention-grabbing phrase or question.
• Present facts and details that will appeal to your audience.
• Remember to use phrasal verbs.

3 REVISE Read over your draft. Look for places where the writing is unclear or needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 458.

4 EDIT Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 176. Edit your final draft in response to feedback from your partner and your teacher.

5 PUBLISH Prepare a clean copy of your final draft. Share your advertisement with the class. Save your work. You’ll need to refer to it in the Writing Workshop at the end of the unit.

Here is Andrew’s advertisement for grapes. Notice how he uses facts and specific details and content-related vocabulary to explain why grapes are good for you.

<table>
<thead>
<tr>
<th>Andrew Denkus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grapes Are Great!</strong></td>
</tr>
<tr>
<td>Grapes are known as nature’s candy. But did you know that they have been celebrated for years because of their health benefits? Grapes are a great source of potassium and vitamins A and C, and they also contain powerful antioxidants. Researchers agree that by adding grapes to your diet, you can help prevent chronic illnesses, including heart disease, cancer, and age-associated diseases such as Alzheimer’s. They also lower your cholesterol! Plus, they are a great high-energy, bite-sized snack, perfect for busy people on the go. They are very refreshing and can even be frozen for a cool after-school treat. So whether you enjoy red, white, or seedless, show your strength in numbers, don’t delay—buy your grapes today!</td>
</tr>
</tbody>
</table>

Reading 1 319
THE BIG QUESTION

What is the human spirit? Teenagers in the United States are required to attend school. There they learn about academic subjects and develop skills that will help them in the future. Think about a time when you studied hard for a test and received a good grade on it. Did you feel that the result was worth the effort? What if you hadn’t received a good grade? Would the experience have broken your spirit? Use your prior experiences to answer these questions with a partner.

BUILD BACKGROUND

In this section, you will read a short story called “The Scholarship Jacket.” The word scholarship has several meanings; in this story, scholarship means academic award.

“The Scholarship Jacket” is a story about a Mexican girl named Marta. She is the class valedictorian, or the student with the highest grades. Different schools have different ways of recognizing a valedictorian’s academic achievement. Some schools invite the valedictorian to present a speech at their graduation ceremony. The valedictorian at Marta’s school is rewarded with a special scholarship jacket. Marta expects to receive the jacket, but she is surprised when the school considers giving it to someone else.

A class valedictorian gives a speech at her graduation ceremony.
**VOCABULARY**

**Learn Literary Words**

A **dialogue** is a conversation between characters. In poems, novels, and short stories, dialogue is usually shown by quotation marks (" ") to indicate a speaker’s exact words. Punctuation marks (! . , ?) let the reader know how the conversation should be read. Read the dialogue from “The Scholarship Jacket” below.

He turned to me and asked quietly, “What does a scholarship jacket mean?”
I answered quickly; maybe there was a chance. “It means you’ve earned it by having the highest grades for eight years and that’s why they’re giving it to you.”

The **theme** is a central message in a story. Sometimes a theme is directly stated in the text. More often, it is presented indirectly. The reader must decide what the theme is based on and what the text reveals about people and life. Some themes in literature include friendship, celebration, forgiveness, and bravery.

**Practice**

Work with a partner. Read the excerpt from “The Scholarship Jacket” below. Then answer the questions.

“I refuse to do it! I don’t care who her father is, her grades don’t even begin to compare to Marta’s. I won’t lie or falsify records. Marta has a straight A plus average and you know it.” That was Mr. Schmidt and he sounded very angry. Mr. Boone’s voice sounded calm and quiet.

“Look, Joann’s father is not only on the Board, he owns the only store in town; we could say it was a close tie and—”

The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. “... Marta is Mexican... resign... won’t do it...”

1. What are the spoken words, or the quotations, in the story excerpt?
2. Who is the speaker of each quotation?
Learn Academic Words

Study the red words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook. After you read “The Scholarship Jacket,” try to use these words to respond to the text.

<table>
<thead>
<tr>
<th>academic</th>
<th>relating to work done in schools, colleges, or universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elena earned the highest grades in her class. She is proud of her academic achievement.</td>
</tr>
<tr>
<td>policy</td>
<td>a plan that is agreed to by a political party, government, or organization</td>
</tr>
<tr>
<td></td>
<td>It was the school’s policy to give a special jacket to the class valedictorian.</td>
</tr>
<tr>
<td>principal</td>
<td>someone who is in charge of a school</td>
</tr>
<tr>
<td></td>
<td>The principal called me into her office to talk about my grades.</td>
</tr>
<tr>
<td>tradition</td>
<td>a belief or custom that has existed for a long time</td>
</tr>
<tr>
<td></td>
<td>Every year, the students at my school hold a bake sale to help raise money for charity. It is a tradition.</td>
</tr>
</tbody>
</table>

Practice

Work with a partner to answer these questions. Try to include the red word in your answer. Write the sentences in your notebook.

1. What is your greatest academic achievement?
2. What is your school’s policy regarding cell phones in the classroom?
3. Who is the principal of your school? Have you or someone you know ever been called to the principal’s office? Why?
4. What is one tradition that your school celebrates every year?
Word Study: Words Ending with Consonant + -le, -al, -el

Words that end with a consonant + -le, -al, or -el can be difficult to spell because they share the sound, /əl/. Specific rules for when to use -le, -al, or -el do not exist. Therefore, it is best to memorize the spelling of each new word you learn. Read the examples below.

<table>
<thead>
<tr>
<th>Word Ending</th>
<th>Example</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>-le</td>
<td>little</td>
<td>My grandfather tended to his little bean plants.</td>
</tr>
<tr>
<td>-al</td>
<td>principal</td>
<td>The principal called me into his office.</td>
</tr>
<tr>
<td>-el</td>
<td>caramel</td>
<td>I took the caramel from my grandmother.</td>
</tr>
</tbody>
</table>

Practice

Work with a partner. Copy the words from the box below into your notebook. Circle each word ending. Then say one of the words. Ask your partner to spell it aloud. Check your partner’s spelling. Then have your partner say the next word. Continue until you can spell all of the words correctly.

bagel crumple dental handle jewel unable

Reading Strategy

DRAW INFERENCEs

Drawing inferences helps you figure out the information that authors do not always give directly. When you draw inferences (or infer), you are figuring out what the author means. To draw inferences, follow these steps:

- As you read, think about the characters and setting. Pay attention to the events and situations described. What can you guess about the characters and setting?
- Think about your own experiences. Do they help you understand the events and situations that you are reading about?
- Now use the information in the story and your own experiences to draw inferences.

As you read “The Scholarship Jacket,” think about what the author means, but does not say directly. What inferences can you draw from what the author wrote?
The small Texas school that I attended carried out a tradition every year during the eighth grade graduation; a beautiful gold and green jacket, the school colors, was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold S on the left front side and the winner’s name was written in gold letters on the pocket.

My oldest sister Rosie had won the jacket a few years back and I fully expected to win also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade, and the last year I had looked forward to owning that jacket. My father was a farm laborer who couldn’t earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn’t participate in sports at school because there were registration fees, uniform costs, and trips out of town; so even though we were quite agile and athletic, there would never be a sports school jacket for us. This one, the scholarship jacket, was our only chance.

In May, close to graduation, spring fever struck, and no one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror.

registration fees, monies paid when signing up for something
uniform, clothing that members of an organization, such as a sports team, wear
agile, able to move quickly and easily
despaired, felt very sad

324 Unit 5
Pencil thin, not a curve anywhere, I was called “Beanpole” and “String Bean” and I knew that’s what I looked like. A flat chest, no hips, and a brain, that’s what I had. That really isn’t much fun for a fourteen-year-old to work with, I thought, as I absentmindedly wandered from my history class to the gym.

Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I’d forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if anyone wasn’t dressed for P.E. She had said I was a good forward and once she even tried to talk Grandma into letting me join the team. Grandma, of course, said no.

I was almost back at my classroom’s door when I heard angry voices and arguing. I stopped. I didn’t mean to eavesdrop; I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn’t want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn’t believe it. I still remember the shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.

P.E., Physical Education, or gym class
forward, basketball player whose main job is to shoot the ball at the basket
eavesdrop, listen secretly to other people’s conversations
rooted, made it so someone or something cannot move
graffiti, rude or humorous writing and pictures on the walls of buildings
“I refuse to do it! I don’t care who her father is, her grades don’t even begin to compare to Marta’s. I won’t lie or falsify records. Marta has a straight A plus average and you know it.” That was Mr. Schmidt and he sounded very angry. Mr. Boone’s voice sounded calm and quiet.

“Look, Joann’s father is not only on the Board, he owns the only store in town; we could say it was a close tie and—”

The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. “...Marta is Mexican... resign... won’t do it...” Mr. Schmidt came rushing out, and luckily for me went down the opposite way toward the auditorium, so he didn’t see me. Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr. Boone looked up when I came in but didn’t say anything. To this day I don’t remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon. I went home very sad and cried into my pillow that night so Grandmother wouldn’t hear me. It seemed a cruel coincidence that I had overheard that conversation.

The next day when the principal called me into his office, I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn’t going to make it any easier for him so I looked him straight in the eye. He looked away and fidgeted with the papers on his desk.

“Marta,” he said, “there’s been a change in policy this year regarding the scholarship jacket. As you know, it has always been free.” He cleared his throat and continued. “This year the Board decided to charge fifteen dollars—which still won’t cover the complete cost of the jacket.”

I stared at him in shock and a small sound of dismay escaped my throat. I hadn’t expected this. He still avoided looking in my eyes.

“So if you are unable to pay the fifteen dollars for the jacket, it will be given to the next one in line.”

Standing with all the dignity I could muster, I said, “I’ll speak to my grandfather about it, sir, and let you know tomorrow.” I cried on the walk home from the bus stop. The first road was a quarter of a mile from the highway, so by the time I got home, my eyes were red and puffy.

“Where’s Grandpa?” I asked Grandma, looking down at the floor so she wouldn’t ask me why I’d been crying. She was sewing on a quilt and didn’t look up.

---

**Literary Check**

Which lines in this dialogue are Marta’s? Which are the principal’s?

---

**Board**, committee that controls how schools in an area are run
**tie**, situation in which two people in a competition have the same result or finish
**resign**, officially quit a job
**dismay**, disappointment and unhappiness
**dignity**, self-respect
**muster**, collect
BEFORE YOU GO ON

1. Who did Mr. Boone want to give the jacket to? Why?

2. How do you think the principal felt about having to give the jacket to Joann? Why?

**On Your Own**

What would you do if you were in Marta’s situation?

Reading 2  **327**
“I think he’s out back working in the bean field.”
I went outside and looked out at the fields. There he was. I could see him walking between the rows, his body bent over the little plants, **hoe** in hand. I walked slowly out to him, trying to think how I could best ask him for the money.

There was a cool breeze blowing and a sweet smell of **mesquite** in the air, but I didn’t appreciate it. I kicked at a dirt clod. I wanted that jacket so much. It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and **expectation**. I knew I had to be honest with Grandpa; it was my only chance. He saw me and looked up.

He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn’t see them shaking. “Grandpa, I have a big **favor** to ask you,” I said in Spanish, the only language he knew. He still waited silently. I tried again. “Grandpa, this year the principal said the scholarship jacket is not going to be free. It’s going to cost fifteen dollars and I have to take the money in tomorrow, otherwise it’ll be given to someone else.” The last words came out in an eager rush. Grandpa

**hoe**, garden tool with a long handle, used to loosen soil  
**mesquite**, tree bark used to cook food  
**expectation**, the belief that one will get something  
**favor**, thing one does for someone else out of kindness
straightened up tiredly and leaned his chin on the hoe handle. He looked out over the field that was filled with the tiny green bean plants. I waited desperately hoping he’d say I could have the money.

He turned to me and asked quietly, “What does a scholarship jacket mean?”

I answered quickly; maybe there was a chance. “It means you’ve earned it by having the highest grades for eight years and that’s why they’re giving it to you.”

Too late I realized the significance of my words. Grandpa knew that I understood it was not a matter of money. It wasn’t that. He went back to hoeing the weeds that sprang up between the delicate little bean plants. It was a time consuming job; sometimes the small shoots were right next to each other. Finally he spoke again.

“Then if you pay for it, Marta, it’s not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars.”

I walked back to the house and locked myself in the bathroom for a long time. I was angry with Grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket?

desperately, in an anxious manner

significance, importance or meaning

BEFORE YOU GO ON

1. What did Marta ask her grandfather?
2. Why was the scholarship jacket important to Marta?

On Your Own

Make a prediction: Do you think the principal will give the jacket to Joann if Marta does not have the money to buy it?

Reading 2 329
It was a very sad and **withdrawn** girl who dragged into the principal’s office the next day. This time he did look me in the eyes.

“What did your grandfather say?”
I sat very straight in my chair.
“He said to tell you he won’t pay the fifteen dollars.”
The principal **muttered** something I couldn’t understand under his breath, and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall gaunt man with gray hair, and I watched the back of his head while I waited for him to speak.

“Why?” he finally asked. “Your grandfather has the money. Doesn’t he own a small bean farm?”
I looked at him, forcing my eyes to stay dry. “He said if I had to pay for it, then it wouldn’t be a scholarship jacket,” I said and stood up to leave. “I guess you’ll just have to give it to Joann.” I hadn’t meant to say that; it just slipped out. I was almost to the door when he stopped me.

“Marta—wait.”
I turned to him, waiting. What did he want now?
I could feel my heart pounding. Something **bitter** and vile tasting was coming up in my mouth; I was afraid I was going to be sick. I didn’t need any **sympathy** speeches. He sighed loudly and went back to his big desk. He looked at me, biting his lip, as if thinking.

withdrawn, quiet and not wanting to be with people
muttered, spoke in a quiet voice
bitter, having a strong, bad taste
sympathy, concern for someone
“Okay, damn it. We’ll make an exception in your case. I’ll tell the Board, you’ll get your jacket.”

I could hardly believe it. I spoke in a trembling rush.

“Oh, thank you, sir!” Suddenly I felt great. I didn’t know about adrenaline in those days, but I knew something was pumping through me, making me feel as tall as the sky.

I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me. At the end of the day, Mr. Schmidt winked at me and said, “I hear you’re getting a scholarship jacket this year.”

His face looked as happy and innocent as a baby’s, but I knew better. Without answering I gave him a quick hug and ran to the bus.

I cried on the walk home again, but this time because I was so happy. I couldn’t wait to tell Grandpa and ran straight to the field.

I joined him in the row where he was working and without saying anything I crouched down and started pulling up the weeds with my hands. Grandpa worked alongside me for a few minutes, but he didn’t ask what had happened. After I had a little pile of weeds between the rows, I stood up and faced him.

“The principal said he’s making an exception for me, Grandpa, and I’m getting the jacket after all. That’s after I told him what you said.”

Grandpa didn’t say anything, he just gave me a pat on the shoulder and a smile. He pulled out the crumpled red handkerchief that he always carried in his back pocket and wiped the sweat off his forehead.

“Better go see if your grandmother needs any help with supper.”

I gave him a big grin. He didn’t fool me. I skipped and ran back to the house whistling some silly tune.

adrenaline, a chemical produced by your body that makes your heart beat faster
winked, closed and opened one eye quickly
innocent, inexperienced
exception, exclusion from a rule

ABOUT THE AUTHOR

Marta Salinas was born in California. She attended college at the University of California, Irvine, where she studied writing. Today she is a writer and an environmental advocate.
**READER’S THEATER**

Act out the following scene with a partner.

**Marta:** Grandpa, can you please give me fifteen dollars?

**Grandpa:** Why? What do you need it for?

**Marta:** My scholarship jacket.

**Grandpa:** You have to pay for the jacket? Your sister didn’t have to pay for hers.

**Marta:** I know, but the school changed its policy.

**Grandpa:** Why do you want this jacket so badly?

**Marta:** Because I’ve earned it.

**Grandpa:** If you’ve earned it, Marta, you shouldn’t have to pay for it. Tell your principal that I will not give you the money.

**COMPREHENSION**

**Recall**

1. What **tradition** does the school that Marta attends carry out every year?

2. Why did Marta live with her grandparents?

**Comprehend**

3. Which two people in the story wanted Joann to receive the scholarship jacket?

4. How and why is Marta’s behavior different each time she meets with the principal?

**Analyze**

5. How are the actions of Marta’s grandfather an example of the human spirit?

6. What do you think the author’s purpose was in writing this text?
Connect

7. Have you ever overheard a conversation you were not supposed to hear? What was it about?
8. Does your school have a policy to reward students for their academic achievements?

DISCUSSION

Discuss in pairs or small groups.
1. Why do you think the principal gave Marta the scholarship jacket after all?
2. What other kinds of achievements can people earn besides academic achievements?

What is the human spirit? How does performing a task well and being recognized for it affect a person’s spirit?

RESPONSE TO LITERATURE

Utilize At the end of the story, the principal promises to give the scholarship jacket to Marta. How would the story be different if the principal had given Joann the jacket? Work with a partner. Write a new ending to the story. Include the reactions of Marta, Grandpa, and Mr. Schmidt.
Punctuation in Quotations

Proper use of punctuation is important so that your reader knows when you are using a speaker’s exact words. Use quotation marks (“ “) and a comma (,) to separate direct, or quoted, speech from the phrase that identifies the speaker.

“I think he’s out back working in the bean field,” Grandma said. He said, “I hear you’re getting a scholarship jacket this year.”

If the phrase that identifies the speaker interrupts the direct speech, use a comma after the first part of the direct speech and after the phrase. If the phrase connects two complete sentences, use a comma after the first part and a period after the phrase.

“Marta,” he said, “there’s been a change in policy regarding the scholarship jacket.” “No,” he firmly replied. “I will not give the jacket to someone else.”

If the direct speech is a question, use a question mark (?) instead of a comma at the end of the direct speech. If it is an exclamation, use an exclamation mark (!).

“What does a scholarship jacket mean?” he asked. He said, “I refuse to do it!”

Practice

Work with a partner. Copy the sentences below into your notebook. Correctly punctuate and add capitalization to each sentence.

Example: “Sharon,” he asked. “where are you going?”

1. The manager said the store is closing in five minutes
2. Why did they change their policy Grandpa asked
3. Dinner’s ready my mom yelled from upstairs
4. Yes she said we can leave now
5. Grandpa said I will not give you the fifteen dollars

Apply

Work with a partner. Ask and answer questions about one of the readings in the book. Write five direct quotations from your discussion.

334 Unit 5
Reported Speech: Reporting Verbs *said, ask, told*

Reported speech does not use quotation marks and may be a paraphrase of the person’s exact words. The verb form usually changes. Use the reporting verb *said* when reporting statements. *That* often follows *said.*

<table>
<thead>
<tr>
<th>Direct Quotation</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>I said, “I’ll speak to my grandfather about it.”</td>
<td>I said (that) I would speak to my grandfather about it.</td>
</tr>
</tbody>
</table>

To report *Wh-* questions, use statement word order, not question word order. For *Yes-No* questions, use *if* or *whether* and statement word order. Use the reporting verb *asked* when reporting questions.

<table>
<thead>
<tr>
<th>Direct Quotation</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What does a scholarship jacket mean?” he asked.</td>
<td>He asked what a scholarship jacket meant.</td>
</tr>
<tr>
<td>“Is Grandpa here?” I asked.</td>
<td>I asked if Grandpa was here.</td>
</tr>
</tbody>
</table>

When you mention the listener, you can use *told.* An object always follows the reporting verb *told.* *That* often follows the object.

<table>
<thead>
<tr>
<th>Direct Quotation</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal told Marta, “You’ll get your jacket.”</td>
<td>The principal told Marta (that) she would get her jacket.</td>
</tr>
</tbody>
</table>

**Grammar Skill**

In reported speech, the phrase identifying the speaker comes at the beginning of the sentence.

**Practice**

Work with a partner. Change the direct quotations into reported speech using *said, asked,* or *told.* Write the sentences in your notebook.

**Example:** She said, “I’m going to the park.”

She said that she was going to the park.

1. “I’m not hungry,” Maya said.
2. The salesman asked, “Is there anything else?”
3. She told him, “I love you.”
4. His mother told him, “We are leaving soon.”
5. Sheila asked, “Are you coming?”

**Apply**

Work with a partner. Find a dialogue (an exchange of direct speech) in the reading. Tell your partner what was said using reported speech.
Write a Review
A review, or a writer’s opinion about a book, movie, or other work, is a kind of persuasive writing. The purpose of a review is to persuade the reader to experience the work or to avoid it.

When you write a review, begin with a brief summary or description of the work. Then state your opinion of it—whether you liked it or did not like it and why. Provide reasons for your opinion, and support it with examples, such as direct quotations or descriptions.

Writing Prompt
Choose a book, CD, film, or play to review. State your opinion clearly and support it with examples from the work. Be sure to use reported speech correctly.

1 PREWRITE Begin by choosing a story.

• Think of a book, CD, film, or play that you want to review.
• What was your opinion of it? Why did you like or dislike it? Think of some examples and details to support your reasons.
• Write your ideas in a graphic organizer.

Here’s an idea web created by a student named Blaise for the story “The Scholarship Jacket.”

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>It describes a powerful experience.</td>
</tr>
<tr>
<td>Everyone can relate to the story and learn from its message.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marta earned a scholarship jacket, but the principal said she had to pay for it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>She told the principal that if she had to pay for it, it wouldn't be a scholarship.</td>
</tr>
</tbody>
</table>
2 **DRAFT** Use your idea web to help you write a first draft.
   
   • Remember to include a summary of the main points.
   • State your opinion, say why, and support it with examples.
   • Be sure to check your punctuation.

3 **REVISE** Read over your draft. Look for places where the writing is unclear or needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 458.

4 **EDIT** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 176. Edit your final draft in response to feedback from your partner and your teacher.

5 **PUBLISH** Prepare a clean copy of your final draft. Share your review with your class. Save your work. You’ll need to refer to it in the Writing Workshop at the end of the unit.

Here is Blaise’s review of the story “The Scholarship Jacket.” Notice how she includes her opinion and uses examples to support it.

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**Blaise Yafcak**

“The Scholarship Jacket”

“The Scholarship Jacket” is about a girl named Marta who earns her school’s top prize, a scholarship jacket. The principal tries to prevent Marta, whose family is poor, from receiving the jacket by telling her she will have to pay for it. Marta asks her grandfather for the money, but he refuses to give it to her. I liked this story because I think both Marta and her grandfather are admirable. Marta showed a lot of strength when she looked the principal in the eye as he told her she would have to pay for the jacket. In addition, Marta’s grandfather could simply have ignored the school’s discriminatory ways and paid for the jacket. Instead he said, “Tell your principal I will not pay the fifteen dollars.” These characters are strong and realistic. As a result, I recommend “The Scholarship Jacket” to anyone who has had to fight for what he or she believes in.

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Reading 2 337
What You Will Learn

Reading
- Vocabulary building: Literary terms, word study
- Reading strategy: Read aloud
- Text type: Literature (play excerpt)

Grammar
Present perfect; Present perfect progressive

Writing
Write a persuasive paragraph

THE BIG QUESTION

What is the human spirit? Imagine that you have to escape from an enemy. You move into a secret, cramped apartment, like the one shown below. You have to share it with seven other people. You cannot make any noise or go outside. How would you feel? What would you do all day? What would you miss most about the outside world? Would this experience break your spirit? Discuss with a partner.

BUILD BACKGROUND

You will read an excerpt from The Diary of Anne Frank: The Play. It is based on the book Anne Frank: The Diary of a Young Girl. Anne Frank wrote her diary in Amsterdam, Holland, between 1943 and 1945 while hiding from the Nazis during World War II.

Anne Frank and her family hid in a secret annex, a small hidden apartment, for over two years. They had to be very quiet during the day so no one would hear them. They could not leave the annex. They depended on Mr. Frank’s work colleagues to bring them food and other necessities. These people heroically risked their lives to help the family.

A floor plan of the secret annex
VOCABULARY

Learn Literary Words

A diary is a book in which you write about your own life. Each day you write about your personal thoughts, opinions, and/or the events in which you participated.

You will read a drama that is based on Anne Frank’s diary. A drama is a play that is written and performed by actors. The written version of a drama is called a script. It is made up of dialogue and stage directions. Characters’ names appear next to the dialogue they speak. Stage directions tell the actors how to speak and act; they can also describe the setting, sound effects, and lighting. Stage directions are often printed in italics and set within brackets [ ]. The actors do not read them aloud. For example, read the script excerpt below from The Diary of Anne Frank: The Play.

Mr. Frank: [quickly coming forward] Peter. The first to arrive. [Shaking his hand.] Welcome, Peter. Peter van Daan, children.
Anne: [rushing toward him] Welcome to the Annex!

Practice

Read the script excerpt below with a partner. Then answer these questions: Who are the characters? What are the stage directions? Which lines are spoken?

Anne: [looking down at the basket] A cat! [turning to Margot] He has a cat!
Peter: [self-conscious] A black one.
Anne: We have a cat too. I wanted to bring her but . . . [glancing at her mother] I know our neighbors will take care of her till we come back. I don’t know what I’ll do without her. But it’ll be great having a cat here. . . .
Mrs. Frank: Anne dear, don’t get so excited. Peter doesn’t know you yet.
Anne: [laughing] He’ll get to know me soon though. It’s going to be so much fun having people around. A whole other family.
Learn Academic Words

Study the red words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook. After you read the excerpt from The Diary of Anne Frank: The Play, try to use these words to respond to the text.

| **assisted** = helped someone | Angela’s friends **assisted** her by carrying the heavy furniture into her apartment. |
| **occupants** = people who live in a building, room, etc. | Eight **occupants** lived in the apartment. |
| **published** = printed and distributed | Anne Frank’s diary has been **published** in many different countries around the world. |
| **regulations** = official rules or orders | The soldier arrested the woman because she did not obey the **regulations**. |

Practice

Write the sentences in your notebook. Choose a red word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. Over three hundred ____ lived in the building last year.
2. A theater employee ____ the elderly woman in finding a seat.
3. If you don’t follow the theater’s _____, you will be asked to leave.
4. After the success of their play, the writers ____ their script so that people around the world could read it.

△ Anne Frank’s diary has been published in multiple languages.
Word Study: Spelling the Sound /j/

In the excerpt from *The Diary of Anne Frank: The Play*, there are many words with the /j/ sound. There are different ways to spell this sound: *j* as in jolly, *g* as in gem, or *dge* as in edge. The letter *j* is usually used if the sound precedes an *a*, *o*, or *u*. The letter *g* is usually used when the sound is followed by an *e*, *i*, or *y*. The letters *dge* are often used when the sound comes at the end of a syllable or a word.

<table>
<thead>
<tr>
<th>Sound of /j/</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>j</td>
<td>g</td>
<td>dge</td>
</tr>
<tr>
<td>job</td>
<td>gentle</td>
<td>dodge</td>
</tr>
<tr>
<td>jury</td>
<td>original</td>
<td>ledge</td>
</tr>
</tbody>
</table>

Practice

Work with a partner. Copy the chart above into your notebook. Add the words in the box below to the chart under the correct headings. Then say a word from the chart. Ask your partner to spell it aloud. Have your partner say the next word. Continue until you can spell all of the words correctly.

| badge | dangerous | enjoy | June | large | object |

Reading Strategy

Reading aloud brings a story and characters to life. It can make reading more fun, especially when you’re reading a play, a poem, or a story. To read a play aloud, follow these steps:

- Read the list of characters and choose one person to be each character.
- Read your lines to yourself. Read the stage directions.
- Read the play aloud as a group. Listen carefully to the other actors so that you know when to say your lines.

As you read the excerpt from *The Diary of Anne Frank: The Play*, pay attention to your lines and stage directions. When you perform the play in a group, speak clearly and listen carefully to the other actors.
Setting a Purpose for Reading: As you read, think about the responsibilities Miep and Mr. Kraler shared in hiding the families. Would you have done the same?

From

The Diary of Anne Frank: The Play

Frances Goodrich and Albert Hackett, with Wendy Kesselman

On June 12, 1942, Anne Frank received a diary for her thirteenth birthday. A few weeks later, on July 6, the family was forced to move into the “Secret Annex.” They lived there for two years with the van Pels family (Anne calls them the van Daans in her diary) and another Jewish man. Mr. Frank’s former work colleagues, Mr. Kraler and Miep Gies, helped the families survive.

Anne: [voiceover] July sixth, 1942. A few days ago, Father began to talk about going into hiding. He said it would be very hard for us to live cut off from the rest of the world. He sounded so serious I felt scared. “Don’t worry, Anneke. We’ll take care of everything. Just enjoy your carefree life while you can.” [She pauses.]

Carefree? I was born in Frankfurt on June twelfth, 1929. Because we’re Jewish, my father emigrated to Holland in 1933. He started a business, manufacturing products used to make jam. But Hitler invaded Holland.

cut off, separated
carefree, problem-free
emigrated, left one country to live in another
invaded, entered a place using military force
on May tenth, 1940, a month before my eleventh birthday. Five days later the Dutch surrendered, the Germans arrived—and the trouble started for the Jews. [a pause]

Father was forced to give up his business. We couldn’t use streetcars, couldn’t go to the theater or movies anymore, couldn’t be out on the street after 9 P.M., couldn’t even sit in our own gardens! We had to turn in our bicycles; no beaches, no swimming pools, no libraries—we couldn’t even walk on the sunny side of the streets! My sister Margot and I had to go to a Jewish school. Our identity cards were stamped with a big black “J.” And . . . we had to wear the yellow star. But somehow life went on. Until yesterday, when a call-up notice came from the SS, Margot was ordered to report for work in Germany, to the Westerbork transit camp. A call-up: Everyone knows what that means! [She pauses.]

At five-thirty this morning, we closed the door of our apartment behind us—ten days earlier than my parents had planned. My cat was the only living creature I said goodbye to. The unmade beds, the breakfast things on the table all created the impression we’d left in a hurry. [a pause]

And our destination? We walked two and a half miles in the pouring rain all the way to . . . Father’s office building! Our hiding place, the “Secret Annex,” is right behind it upstairs. Even though the Germans forced Father out, he still runs the office with Mr. Kraler and Miep, who’ve agreed to help us while we’re in hiding. [As Mr. Frank pulls a large tarpaulin off the kitchen table, he sees a rat move across the floor. Mrs. Frank shrieks.]

Mrs. Frank: A rat!
Mr. Frank: Shhh! [Quickly he motions her to be quiet, as Miep comes up the steps.]
Mr. Frank: Ah, Miep!
Miep: Mr. Frank. Thank God you arrived safely.
Anne: Miep!

yellow star, badge that Jews were required to wear
SS, high-ranking members of the Nazi Party
Westerbork transit camp, place in Holland where people were put on trains that took them to the concentration camps
impression, idea
tarpaulin, piece of material used to cover and protect an object
The secret annex was at the back of Mr. Frank’s office building.

Anne’s bedroom in the annex

The entrance to the annex was hidden by a swinging bookcase.
MIEP: Anne. Margot. [as Margot and Mrs. Frank slowly sit up]
Mrs. Frank, you must be exhausted. If only we’d known we would
have had it all ready for you.

MR. FRANK: You’ve done too much already, Miep. Besides, it’s good
for us to keep busy. As you see, Anne’s my little helper.

MIEP: I can see that. [She looks down the steps where Peter van Daan,
a shy, awkward boy of sixteen, wearing a heavy coat with the conspicuous
yellow star, waits nervously. He is carrying a cat in a basket.] Peter—
come in!

MR. FRANK: [quickly coming forward] Peter. The first to arrive. [shaking

ANNE: [Rushing toward him] Welcome to the Annex!

MR. FRANK: Peter—Margot, Anne. You already know Mrs. Frank.

PETER: [solemnly shaking hands with Mrs. Frank] Mrs. Frank.

MRS. FRANK: Forgive me, Peter. I’m not quite myself. But I’m so glad
you’ll be with us.

MARGOT: I am too.

ANNE: [looking down at the basket] A cat! [turning to Margot]
He has a cat!

PETER: [self-conscious] A black one.

ANNE: We have a cat too. I wanted to bring her but . . . [glancing at her
mother] I know our neighbors will take care of her till we come back.
I don’t know what I’ll do without her. But it’ll be great having a cat here.
Won’t it, Pim? Won’t it be fantastic?

MRS. FRANK: Anne dear, don’t get so excited. Peter doesn’t know
you yet.

ANNE: [laughing] He’ll get to know me soon though. It’s going to be so
much fun having people around. A whole other family. Won’t it, Margot?

MARGOT: Yes.

ANNE: [skipping around the room] Like being on vacation in some
strange pension or something. An adventure—romantic and dangerous
at the same time!

conspicuous, very easy to notice
solemnly, seriously or sadly
self-conscious, shy; awkward
Pim, Anne’s nickname for her father
pension, hotel or boarding house
romantic, emotional or dream-like

BEFORE YOU GO ON

1 How does Anne feel
about hiding in the
annex?

2 What do Anne
and Peter have in
common?

On Your Own
Is Anne like you in
any way? If so, how?

Reading 3 345
Anne sitting at her school desk

Peter van Daan

(from left to right) Margot, Otto, Anne, and Edith Frank
Mr. Frank: [watching Peter’s anxious face] What is it, Peter?
Peter: My parents. They were right behind me, one street away.
Mr. Frank: [laying his hand on Peter’s shoulder] They’ll be here.
Peter: You don’t think they were... 
Mrs. Frank: Don’t worry, Peter. [smiling] You’re just like me.
Anne: Mother’s always jumping at every little thing. [peeking into Peter’s basket] What’s its name?
Anne: [to the cat] Mouschi! Mouschi. I love cats. [to Peter] Where’d you go to school?
Peter: They set up a technical school in someone’s house, once we were forbidden—
Anne: [breaking in] I had to switch from my Montessori school to the Jewish Lyceum.
Peter: I know. I saw you there.
Anne: You did? [Mr. Kraler hurries up the stairs with Mr. and Mrs. van Daan. Mrs. van Daan is wearing a fur coat and carrying an umbrella and a large hat box. Mr. van Daan carries a satchel and his briefcase. All three are out of breath.]
Mr. Frank: [to Peter, smiling] See—what did I tell you? Now we’re all here.
Mr. Kraler: [obviously shaken] Just in time. We had to take the long way around—there were too many Green Police on the streets. [Mr. van Daan breaks open a package of cigarettes, nervously starts smoking]
Mr. Frank: [shaking hands with the van Daans] Welcome, Mrs. van Daan. Mr. van Daan. You know my wife, of course, and the children. [Mrs. Frank, Margot, and Anne shake hands with the van Daans.]
Mr. Kraler: We must hurry. The workmen will be here in half an hour.
Mr. Frank: Such trouble we’re causing you, Mr. Kraler, after all you and Miep have done. And now we arrive early!
Mr. Kraler: You couldn’t let your daughter be taken away, Mr. Frank.

anxious, worried
technical school, school that teaches auto mechanics, machine repair, and other skills
satchel, small bag for carrying clothing, books, etc.
Green Police, Dutch police who supported the Nazis

BEFORE YOU GO ON

1. Why are Mr. and Mrs. van Daan the last to arrive?
2. Why is Mr. Kraler in a hurry to get the families settled in the annex?

On Your Own
What words would you use to describe Mr. Kraler and Miep?
Reading 3 347
MIEP: Please don’t worry. We will do everything we can to help you. Now I must run and get your **ration books**.

MRS. VAN DAAN: Wait—if they see our names on ration books, they’ll know we’re here, won’t they?

MIEP: Trust me—your names won’t be on them. I’ll be up later. If you make a list every day, I’ll try to get what you want. And every Saturday I can bring five library books. [She hurries out.]

MR. FRANK: Thank you, Miep.

ANNE: Five! I know what my five are going to be.

MRS. FRANK: Anne, remember, there are seven of us.

ANNE: I know, Mother.

MARGOT: [troubled] It’s **illegal**, then, the ration books? We’ve never done anything illegal.

MR. VAN DAAN: I don’t think we’ll be living exactly according to regulations here. [The **carillon** is heard playing the quarter hour before eight.]

ANNE: Listen. The Westertoren!

MRS. FRANK: How will I ever get used to that clock?

ANNE: Oh, I love it!

MR. KRALER: Miep or I will be here every day to see you. I’ve hidden a **buzzer** to signal you when we come up, and tomorrow I’ll have that bookcase placed in front of your door. Oh, and one last thing . . . the radio. . . . [He points to a small radio hidden beneath a sheet.]

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**ration books**, booklets of coupons that allow people to buy food during wartime

**illegal**, not allowed by law

**carillon**, set of bells on a clock tower

**buzzer**, small device that makes a buzzing sound when you press it

348 Unit 5
ANNE: [bounding over to the radio] A radio! Fantastic!

MRS. VAN DAAN: A radio. Thank God.

MR. VAN DAAN: How did you get it? We had to turn ours in months ago.

MR. FRANK: Thank you, Mr. Kraler. For everything. (Mr. Kraler turns to go, as Anne drops a batch of silverware.)

MR. KRALER: [to Mr. Frank] Oh . . . you’ll tell them about the noise?

MR. FRANK: I’ll tell them.

MRS. FRANK: [following Mr. Kraler to the top of the stairs] How can we thank you really? How can we ever—

MR. KRALER: I never thought I’d live to see the day a man like Mr. Frank would have to go into hiding. [He hurries out, as she stands still, watching him.]

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On August 4, 1944, the secret annex was raided by the Security Police. Anne and the seven others in hiding were arrested. They were transported to Auschwitz concentration camp. After a month there, Anne and Margot were sent to Bergen-Belsen concentration camp, where they both got typhus, a deadly disease. They died within a short time of each other in March 1945, only a few weeks before the camp was liberated by the British. Only Anne’s father, Otto Frank, survived. In 1947, he published Anne’s diary.

bounding, running with a lot of energy

ABOUT THE PLAYWRIGHTS

Frances Goodrich and Albert Hackett wrote the screenplays for some of Hollywood’s most famous movies. The Diary of Anne Frank: The Play, written in 1955, was perhaps their greatest achievement. Wendy Kesselman’s adaptation, based on an expanded and unedited version of the original diary, portrays a more realistic Anne.

BEFORE YOU GO ON

1. In what ways does Miep offer to help the families?

2. How will Miep and Mr. Kraler signal that they are coming up to the annex?

On Your Own

Do you like Anne? Why or why not?

Reading 3 349
**Dramatic Reading**

One of the best ways to understand and appreciate a play is to perform it. Work in small groups to act out the scene from *The Diary of Anne Frank: The Play*. Each group should choose a director. The director will assign parts to other group members. He or she will also direct the actors using the description of the scene and the stage directions. As a team, discuss each character in the play and how he or she should be portrayed.

Evaluate your progress as you practice the scene. How can you improve your presentation? Can you add props, costumes, or music? Keep practicing until you feel comfortable. Then act out your scene for the rest of the class.

**Comprehension**

Demonstrate your comprehension of the play by responding to the questions.

**Recall**
1. Where is the annex located? How are its occupants hidden from the outside world?
2. What did the Franks do to create the impression that they left their apartment in a hurry?

**Comprehend**
3. What kinds of items did the families bring with them to the annex?
4. In what ways do the families disregard Nazi regulations?

**Analyze**
5. Why do you think Anne calls the van Pells the “van Daans” in her diary?
6. Why do you think the playwrights created a play based on Anne’s diary?
Connect
7. Do you keep a diary? If so, what do you write about?
8. Have you or someone you know ever been discriminated against due to your race, culture, or religion? What happened? How did you feel?

> DISCUSSION

Discuss in pairs or small groups.
1. When the Germans invaded Holland, how did life change for Anne and her family?
2. What dangers did Miep and Mr. Kraler have to face as they assisted the families?

What is the human spirit? Would you be willing to help others in need even if it was dangerous for you to do so? Why or why not? Do you think we have a responsibility to help others? Explain.

> RESPONSE TO LITERATURE

Utilize You have learned about Anne Frank’s diary. Now create a diary entry of your own. Write the date at the top of the page. Include your own personal thoughts and opinions, as well as things that happened to you. Use descriptive language. Then share your entry with a partner.

△ Text and photos from Anne Frank’s diary
Present Perfect

You can use the present perfect to show that an action began at a specific time in the past and continues into the present. Form the present perfect with has or have and the past participle. Form questions by switching has or have and the subject. Form the negative with hasn’t or haven’t. Use the preposition for to describe the period of time that the action has been going on; use the preposition since to show the time or date in the past when the action began.

We have lived in the Secret Annex for over two years. We’ve lived here since 1942.

You can also use adverbs with the present perfect. Notice that just, ever, and never appear mid sentence; yet and before appear at the end; already can come either place.

The Dutch have just surrendered. [shows recently finished action]
Have the Dutch surrendered yet? [asks about recent action]
They’ve already surrendered. [responds in the affirmative]
They haven’t surrendered yet. [responds in the negative]
Have you ever done anything illegal? [asks about your life up until now]
Yes, I’ve done something illegal before. [responds in the affirmative]
No, I’ve never done anything illegal. [responds in the negative]

Practice

Work with a partner. Use the words below and the prepositions and adverbs above to write sentences in the present perfect.

Example: she / finish / the book? Has she finished the book yet?

1. The snow / start
2. you / see / this movie?
3. The cat / not eat / his dinner.
4. We / be / to the museum.

Apply

In your notebook, write five statements about something you have or haven’t done in the past. Share your statements with a partner. Take turns asking each other questions about your past.

352 Unit 5
**Present Perfect Progressive**

The present perfect progressive is used to show the duration of an action that began in the past and continues into the present. You can use the prepositions for and since or the adverb phrases all morning, all day long, etc., to show this. Form the present perfect progressive with has or have + the past participle been + the present participle (-ing form of the verb).

> How long have you been living in the Secret Annex?
> We’ve been living here for two years. / We’ve been living here since 1942.

You can also use the present perfect progressive without a specific mention of time to show a general activity in progress recently or lately.

> Father has been talking about going into hiding.
> I’ve been writing in my diary a lot lately.

When using verbs like teach, work, study, and live with for or since, you can use either the present perfect progressive or the present perfect. The meaning is the same.

> We’ve been living here for two years. / We’ve lived here for two years.

**Practice**

Work with a partner. Copy the sentences into your notebook. Complete the sentences with the present perfect or present perfect progressive.

**Example:** It’s been snowing (snow) all day, and it is still coming down.

1. I ______ (study) all night, and I’m still not finished.
2. He ______ (write) to them three times and they haven’t responded yet.
3. I’ve ______ (study) English for two years.
4. Pam ______ (not be) to Europe before.
5. I ______ (consider) getting a dog, but I’m not sure it’s a good idea.

**Apply**

Work with a partner. Interview your partner about his or her English studies.

**Example:** How long have you been studying English?
Write a Persuasive Paragraph

You have learned about different forms of persuasive writing. Now you will write a persuasive paragraph. Begin your paragraph by introducing a topic you feel strongly about. Clearly state your opinion on the issue. Support your opinion with facts and details. Anticipate opposing opinions and tell why they are incorrect. Conclude your paragraph by restating your opinion in a new way. Use strong words that will appeal to your readers’ emotions.

Writing Prompt

Write a paragraph about an issue you feel strongly about. Be sure to use the simple past and the present perfect correctly.

1 PREWRITE Begin by choosing an issue that you feel strongly about.

- Think about why you feel strongly about this topic.
- What reasons can you give to support your opinion?
- Why might others disagree with your opinion?
- List your ideas in a graphic organizer like the one below.

Here’s a pros-and-cons chart created by a student named George telling his opinion about whether it was right to publish Anne Frank’s Diary.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publishing helps millions of readers to better understand the tragedy of war. Editing personal passages respects Anne’s privacy.</td>
<td>Publishing private thoughts disrespects Anne’s privacy. Editing any passages is wrong.</td>
</tr>
</tbody>
</table>
2 **DRAFT** Use your pros-and-cons chart to help you write a first draft.

- First, explain the issue.
- State your opinion and give supporting reasons.
- Include reasons why other people might disagree with you and say why you think they are wrong.

3 **REVISE** Read over your draft. Look for places where the writing is unclear or needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 458.

4 **EDIT** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 184. Edit your final draft in response to feedback from your partner and your teacher.

5 **PUBLISH** Prepare a clean copy of your final draft. Share your persuasive paragraph with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is George's paragraph. Notice how he clearly states his opinion, supports it, and presents both sides of the argument.

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**George Delgrosso**

**The Diary of Anne Frank**

I think Anne Frank's father, Otto Frank, was right to publish his daughter's diary. It is an important personal description of events as they happened during World War II. The diary reminds us about the awful effects of war and serves as an educational tool in schools around the world. However, not all people share these views. Some people believe Mr. Frank was disrespectful in publishing Anne's private thoughts. But many people do not know that Mr. Frank edited Anne's diary before it was published. He did not include pages that he thought were too personal and private. He respected his daughter and, in publishing her story, has inspired millions of people around the world.
What is the human spirit? Everyone faces challenges or difficulties in life. How a person handles them tells a lot about that person. Discuss with a partner how a determined spirit can help a person overcome obstacles and achieve great things. What challenging situations have you faced in your life?

BUILD BACKGROUND

In the social studies article "Against the Odds," you will read about a man named Audie Murphy. Audie Murphy’s life was more than a bit troublesome. He faced more challenges than most people, and he accomplished more than most people. He was a war hero who earned many medals during his service. He was an actor in Hollywood and the author of a bestselling book. Through his determination to succeed, he showed what one man can do if he refuses to give up.

Portrait of Audie Murphy
**VOCABULARY**

**Learn Key Words**

Read and listen to the sentences. Use the context to figure out the meaning of the highlighted words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. His sister spent a lot of time on her **appearance**.
2. He read the president’s **autobiography** three times.
3. The boy grew up in an **orphanage**. His parents died when he was three.
4. The boy was very **persistent** in trying to get his way.
5. The **sharecroppers** farmed 60 acres of the owner’s land.
6. The woman was **slight**. She was not very big or strong.

**Practice**

Write the sentences in your notebook. Choose a key word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. She hoped to write her ________ one day.
2. In the South, ________ worked the land that was owned by others.
3. With no family to care for the child, he was sent to an ________.
4. The dancer’s small bone structure made her ________ body easy to lift.
5. Matt’s determination and ________ nature helped him achieve his goals.
6. The president was very careful about his ________ when he was on TV.

Sharecroppers worked land that was owned by others so they could keep a share of the crop.
Learn Academic Words

Study the red words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook. After you read “Against the Odds,” try to use these words to respond to the text.

participate = take part in an activity or event

perceive = understand or think about something in a particular way

prior = before

team = a group of people working or playing together

He was too small to participate in basketball.

You might perceive him as weak, but he is very strong.

Prior to the war, he was a farmer.

It takes a team of people to make a movie.

Practice

Work with a partner to answer the questions. Try to include the red word in your answer. Write the sentences in your notebook.

1. Do you participate in any after-school activities?
2. Does your teacher perceive you as a hardworking student?
3. Do you have any prior knowledge of World War II heroes?
4. Have you ever worked with a team to complete a project? Explain.
Word Study: Antonyms

Antonyms are words that have opposite or nearly opposite meanings from each other. For example, the antonym for the word *above* is *below*. The antonym for *fast* is *slow*. Knowing antonyms can help build your vocabulary and can help you to figure out the meaning of unfamiliar words.

Sometimes the **truth** is stranger than **fiction**.
Some stories are about **bravery** and others tell of **cowardice**.

Practice

Copy the chart below into your notebook and complete it by yourself. Then share your answers with a partner. Did you find the same antonym? Check a thesaurus to see if there are other antonyms for each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>young</td>
<td>difficult</td>
</tr>
<tr>
<td>short</td>
<td>work</td>
</tr>
<tr>
<td>strong</td>
<td>war</td>
</tr>
</tbody>
</table>

Reading Strategy

**IDENTIFY MAIN IDEA AND DETAILS**

Identifying the main idea and details in a reading helps you see the key points the author is making. The main idea is the most important idea in the text. The details are small pieces of information that support the main idea. To identify the main idea and details, follow these steps:

- Read the first paragraph. What is the most important idea?
- Read the whole text. Look for examples, facts, dates, and sentences that tell more about the main idea. These are the details.
- Remember that the main idea may be at the beginning, in the middle, or at the end of a paragraph.

As you read “Against the Odds,” identify the main idea of each paragraph, and of the whole article. Then find the details that support those main ideas.
Set a purpose for reading How might reading about Audie Murphy’s life help people face life’s difficulties and challenges? As you read, identify Audie’s challenges and how he dealt with them.

AGAINST THE ODDS

Early Life

The story of Audie Murphy sounds like fiction. Anyone hearing it would think that someone just made it up, but it is absolutely true. No one who looked at Audie Murphy could have guessed he would become a movie star. He was short, had a slight build, and did not look strong. Murphy had other problems besides his physical appearance. He grew up poor in a family of twelve children. Three of his siblings died before they reached the age of eighteen. His parents were sharecroppers—they gave a portion of their crops to the land owner as rent. The family worked on a number of different farms between the towns of Farmersville and Greenville. Earning a living for such a big family was hard work.

When his father, Emmett, deserted the family, Murphy dropped out of the eighth grade to go to work. He did whatever farm work he could find—picking cotton, plowing, anything to earn a dollar. He learned to hunt and shoot and became quite good at it. He told people he had to be. If he didn’t hit his target, his family wouldn’t eat that night.

Audie’s mother died when he was just fifteen. Murphy could not take care of his three younger siblings. He took them to an orphanage so that they would be taken care of. He did not want to do this, but he couldn’t support them.

fiction, story about imaginary people and events
siblings, brothers and sisters
deserted, left

The days were long and hard for those working in the fields.


**World War II Hero**

December 7, 1941, changed many lives. That was the day Japan bombed Pearl Harbor. This site was a United States **naval base** on the island of Oahu in Hawaii. As a result of the attack, the United States entered World War II. Many young men hurried to **enlist** in the army. Audie Murphy was one of them. Before he enlisted, his sister changed the birthdate on his birth certificate. Instead of 15, he now appeared to be 18. He went for basic training at Camp Wolters, Texas. The officers didn't think much of this slight young man. They tried to transfer him from the position of **combat** soldier to army cook. They thought he would be no match for the enemy.

Audie Murphy wasn't the kind of man to give up. He was **persistent**. Finally the army sent Murphy off for combat training. Then they sent him overseas to Africa. He wanted to fight the enemy, but he didn't see any action there.

When Murphy finally got to fight, he was in some of the worst battles in Europe. Murphy showed his **valor** in one battle after another. He received many medals for bravery and became one of most decorated soldiers in the Army. Audie Murphy returned home to a hero's welcome. He bought a farm near Farmsville and got his three siblings out of the orphanage.

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**naval base**, place where military people live and work
**enlist**, join the military
**combat**, fighting
**valor**, great courage

![Audie Murphy](image)

Audie Murphy was one of the most decorated soldiers of World War II.

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Before you go on:

1. Describe Audie Murphy's physical appearance.
2. How did the attack on Pearl Harbor change Audie Murphy's life?
3. On Your Own
   If you were in Murphy's situation, would you enlist in the army?
Life, Books, and Movies

Life magazine put Murphy’s picture on the cover. They wanted their readers to see the face of a young hero. People in Hollywood read Life magazine and they liked what they saw. The heads of the movie studios contacted him to become a movie actor.

At first Murphy enjoyed being in movies, but he soon faced hurdles. Work was scarce and there were times when he had no money at all. Even for good actors like Murphy, it can be hard to make a living in the film business.

Murphy wrote an autobiography and titled it To Hell and Back. The book detailed his war years. He played himself in a 1955 movie version of the book, although the role made him uncomfortable. The movie was very successful, and Murphy went on to make many movies, most of them westerns. He appeared in television shows as well, and even wrote some songs for country-western singers.

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studios, places where movies are made
hurdles, problems or barriers
scarce, limited in quantity
westerns, movies about life in the American West during the 1800s
Overcoming Life’s Difficulties

In just about every stage of his life, Audie Murphy faced challenges. While most people would have given up, Murphy faced each challenge head on. Because he was determined to overcome the odds, he never let adversity get the best of him.

This slightly built man with the boyish face may have been small in stature, but he was a giant among men. While people with a fraction of his accomplishments would brag about themselves, Audie Murphy never boasted. He was a hero to others, but in his mind he was just like everybody else.

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stage, development or growth period
overcome the odds, beat the likelihood that something bad will happen
adversity, difficulties or problems
brag, talk too proudly about yourself

Filming To Hell and Back

BEFORE YOU GO ON

1. How did Audie Murphy get into the movies?
2. How was To Hell and Back received by the public?

On Your Own
What do you think would be the advantages and disadvantages of living in a large or a small family?

Reading 4 363
**Comprehension**

Recall
1. After his father deserted them, how did Audie Murphy help his family?
2. How did Audie Murphy distinguish himself during World War II?

Comprehend
3. What was Audie Murphy’s life like prior to December 7, 1941?
4. How did Audie Murphy feel when he was asked to participate in filming *To Hell and Back*?

Analyze
5. Why do you think Audie Murphy’s father deserted them?
6. Why did the army perceive that Audie Murphy would not be a good soldier?

Connect
8. What person do you consider to be a hero? Why?

**In Your Own Words**

Work with a few of your classmates as a team. Copy the chart below into your notebook. Complete the chart with main ideas and details from “Against the Odds.” Then use this information to summarize the article for your partner.

<table>
<thead>
<tr>
<th>Heading</th>
<th>Main Idea</th>
<th>Detail(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World War II Hero</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life, Books, and Movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overcoming Life’s Difficulties</td>
<td>Murphy never let adversity get the best of him.</td>
<td>He faced challenges as a boy, a soldier, and an actor. He never bragged.</td>
</tr>
</tbody>
</table>
**DISCUSSION**

Discuss in pairs or small groups.

1. Why do you think Audie Murphy had such determination?
2. What qualities did Audie Murphy have that you admire most? Explain.

What is the human spirit? How did Audie Murphy’s human spirit affect his life? What qualities did he possess that made him successful?

**READ FOR FLUENCY**

Reading with feeling helps make what you read more interesting. Work with a partner. Choose a paragraph from the reading. Read the paragraphs to yourselves. Ask each other how you felt after reading the paragraph. Did you feel happy or sad?

Take turns reading the paragraph aloud to each other with a tone of voice that represents how you felt when you read it the first time. Take turns reading the paragraph aloud and give each other feedback.

**EXTENSION**

Utilize Go to the library or use the Internet to do research on a person that is considered a hero. Include your findings in a written report. Then present your report to the class. Tell them why you chose that particular person and what makes him or her a hero.

**LEARNING STRATEGY**

Monitor your written language production. Ask a classmate for feedback. If necessary, use different words, place them in a different order, or reorganize your sentences to make your message clear.
**Past Perfect**

You can use the past perfect to tell about events that happened at an unspecified time in the past. You can use the past perfect with the simple past to tell about two events. The clause in the past perfect tells about an earlier event. The clause in the simple past tells about the event that came later.

Three of the children **had died** before they **reached** the age of eighteen.

Form the past perfect with *had* + the past participle. For regular past participles, add *-d* or *-ed* to the base form of the verb. Other past participles are irregular and must be memorized. Form the negative of the past perfect with *had not* or *hadn’t* + the past participle. For questions, switch *had* and the subject.

*Audie’s mother **had died** before he **turned** sixteen.*

*Had he already **taken** his siblings to the orphanage when his mother **died**?
No, he **hadn’t**.

**Practice**

Work with a partner. Copy the sentences into your notebook. Complete each sentence with the simple past or the past perfect of the verbs in parentheses.

**Example:** Susan **threw** (threw) away the letter after she **had read** (read) it.

1. By the time she **_____** (be) twenty, she **_____** (live) in four countries.
2. Before her sixth birthday, Jane **_____** (not be) to the zoo.
3. Pat **_____** (live) in Seattle before he **_____** (move) to Austin.
4. The game **_____** already **_____** (start) when we **_____** (arrive).
5. I **_____** (remember) later that I **_____** (forgot) to lock the door.

**Apply**

Work with a partner. Complete the sentence starters with your own ideas.

1. **I had never . . . before I . . .** 3. By the time . . . , I . . .
Past Perfect Progressive

Use the past perfect progressive to emphasize the duration of a past action. Form the past perfect progressive with had + been + the present participle (-ing form of the verb). Time expressions such as before, after, already, for, and since are often used with the past perfect progressive.

Audie had been fighting in the war for many years.

Use the past perfect progressive with the simple past to show that an action was in progress before another action in the past.

<table>
<thead>
<tr>
<th>Past Perfect Progressive (first event)</th>
<th>Simple Past (second event)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audie had been acting for years</td>
<td>before he was on television.</td>
</tr>
</tbody>
</table>

Grammar Skill

The preposition by + a specific time, day, or date may be used with the past perfect progressive or the past perfect.

By 8 P.M., I had been sleeping for over an hour.

Practice

Work with a partner. Copy the sentences into your notebook. Complete each sentence with the correct form of the verb in parentheses.

Example: I had been sleeping (sleep) for an hour when the phone rang (ring).

1. We ______ (wait) for Nora all afternoon when she finally ______ (arrive).
2. Before the kids ______ (go) outside, it ______ (snow) all morning.
3. He ______ (study) French for years before he ______ (travel) to France.
4. I ______ (watch) TV when I ______ (fall) asleep at my desk.
5. The kids ______ (be) tired because they ______ (play) baseball since early this morning.

Apply

Write three sentences about yourself and people you know using the simple past and past perfect progressive. Then read your sentences to a partner.

Example: When I got home yesterday, my brother had already been studying for over an hour.
Write a Letter to the Editor

People write letters to editors of newspapers or magazines to express their opinions about a topic. Sometimes a letter to the editor includes an idea for solving a problem or improving something within the community. Now you will write a letter to the editor. Begin your letter by stating the issue that concerns you. Then give your opinion on the issue. Provide facts and/or examples to support your opinion. Conclude by restating your opinion in a strong and persuasive way.

**Writing Prompt**

Write a letter to the editor of your school or local newspaper about an issue you feel strongly about in your school or community. Express your opinion clearly. Support your point of view with facts and/or examples. Be sure to use the present perfect correctly.

1 **PREWRITE** Begin by choosing an issue in your school or local community. Why are you writing to the editor?

- Write the issue at the top of the page in your notebook.
- Think about why you feel strongly about it. Why do you want change?
- Think of reasons to support your opinion.
- Write your ideas in a graphic organizer like the one here.

Here’s a word web created by a student named Ari. He is writing about why he thinks girls should be allowed to play football in school.
2 **DRAFT** Use your word web to help you write a first draft.

- Explain the issue and then present your opinion of it.
- Provide facts and examples to support your opinion.
- Use the past perfect.

3 **REVISE** Read over your draft. Look for places where the writing is unclear or needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 458.

4 **EDIT** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 192. Edit your final draft in response to feedback from your partner and your teacher.

5 **PUBLISH** Prepare a clean copy of your final draft. Share your letter to the editor with the class. Save your work. You’ll need to refer to it in the Writing Workshop at the end of the unit.

Here is Ari’s letter. Notice how he clearly states his opinion and supports it with facts and examples.

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**October 8, 2010**

To the Editor,

I am writing about our school’s football program. Currently, only boys are allowed to play. I believe that girls should be able to try out for positions on the team. Since the early 1970s, girls have earned spots on school football teams. These athletes proved that females are just as capable of running, kicking, catching, and passing as their male teammates. And although these girls faced many challenges—coaches and other players had often teased them and treated them unfairly before they succeeded in proving their ability—this hasn’t prevented future generations of girls from wanting to play. I think the girls in our school should be given a similar chance to prove themselves. By not allowing girls to try out, our school is sending the wrong message about gender equality.

Sincerely,

Ari Janoff

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Reading 4 369
Link the Readings

Critical Thinking

Look back at the readings in this unit. Think about what they have in common. They all tell about the human spirit. Yet they do not all have the same purpose. The purpose of one reading might be to inform, while the purpose of another might be to entertain or persuade. In addition, the content of each reading relates to the human spirit differently. Now copy the chart below into your notebook and complete it.

<table>
<thead>
<tr>
<th>Title of Reading</th>
<th>Purpose</th>
<th>Big Question Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>From César Chávez: We Can Do It!</td>
<td></td>
<td>One man works to make the lives of others better.</td>
</tr>
<tr>
<td>“The Scholarship Jacket”</td>
<td></td>
<td>to entertain</td>
</tr>
<tr>
<td>From The Diary of Anne Frank: The Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Against All Odds”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion

Discuss in pairs or small groups.

- How is Mr. Schmidt in “The Scholarship Jacket” similar to Miep and Mr. Kraler in the excerpt from The Diary of Anne Frank: The Play?

What is the human spirit? What character traits did the people in the stories share? How do these character traits reflect the strength of the human spirit?
Media Literacy & Projects

Work in pairs or small groups. Choose one of these projects.

1. Create a large “human spirit timeline” in your classroom. Use the Internet to do research. Draw pictures of people or groups whose lives and work have reflected the human spirit throughout history. Write a short paragraph that tells why each person or group belongs on the timeline.

2. Present a “Human Spirit Award” to someone in your school. Write a persuasive argument telling why the person you chose deserves the award. Read your argument to the class and take a vote. Invite the winner to your classroom and present that person with the award.

3. Interview someone in your community or in your school who has worked hard to help others. Before conducting your interview, prepare a list of questions to ask. If possible, invite the person to your school so that your class can ask questions. If this is not possible, use a tape recorder to be sure you do not miss anything. Share your interview with the class.

Further Reading

Choose from these reading suggestions. Practice reading silently for longer periods with increased comprehension.

The Last of the Mohicans, James Fenimore Cooper
This Penguin Reader® is an adaptation of the classic tale of adventure and struggle on the North American frontier.

The River, Gary Paulsen
Two years before this story begins, teenager Brian Robeson survived in the wilderness for fifty-four days with only a hatchet. Now he agrees to go back into the wilderness to teach a government worker how to survive.

Who Was Harriet Tubman? Yona Zeldis McDonough
Born a slave in Maryland, Harriet Tubman knew first-hand what it meant to be someone’s property. After the Civil War brought an end to slavery, this amazing woman’s long, rich life was proof of what just one person can do.
LISTENING & SPEAKING WORKSHOP

Radio Commercial

You and a partner will create and present a radio commercial.

1 THINK ABOUT IT  When you listen to the radio, you hear commercials. The purpose of a commercial is to persuade listeners to buy a product, attend an event, or support a cause. Radio commercials are very short: They typically last just thirty seconds or a minute.

Work in pairs to develop a list of products, events, or causes you could advertise in a radio commercial. These may be real or imaginary. For example:

- A new type of cell phone
- A community theater production
- A local fundraiser

2 GATHER AND ORGANIZE INFORMATION  With a partner, choose a topic from your list. Then make notes about what to include in your radio commercial. What persuasive words could you use? What details should you use to describe the product, event, or cause? What sound effects or music would make your commercial interesting and memorable?

Research / Reflect  If your topic is a real product, event, or cause, go to the library, talk to an adult, or conduct research on the Internet to get more information about it. Take notes on what you find. If your product, cause, or event is imaginary, make up the details that you will need to describe it. Use a dictionary or thesaurus to find persuasive language you can use.

Order Your Notes  Study your notes. Decide which arguments, examples, and supporting details you will include in your commercial. Write each one on a separate note card. Choose the best order for presenting your ideas, and number your cards in that order.

Prepare a Script  Use your note cards to write a script for your radio commercial. To make your script richer and more interesting, use a variety of grammatical structures, sentence lengths, sentence types, and connecting words. Also, be sure to start your commercial in a way that will catch the audience’s attention.
3 PRACTICE AND PRESENT With your partner, choose which parts of the script each of you will each present. Remember, a radio audience can’t see gestures or visuals, so you must convey your message with your words and tone of voice. Practice in front of a friend or family member, or record yourself and listen to the recording. If you are using recorded sound effects, check that your equipment works and that you can use it easily.

Deliver Your Radio Commercial Give your presentation from the back of the room so your classmates can hear but not see you—as if you were actual radio announcers. Emphasize persuasive words by changing the volume or tone of your voice. Slow down when you come to the most important points.

4 EVALUATE THE PRESENTATION You will improve your skills as a speaker and a listener by evaluating each presentation you give and hear. Use this checklist to help you judge your commercial and those of your classmates.

- Was the purpose of the commercial clear?
- Did the pair persuade you to buy the product, attend the event, or support the cause? Why or why not?
- Could you hear and understand the speakers easily?
- Did the speakers make effective use of tone of voice, music, and sound effects?
- What suggestions do you have for improving the radio commercial?

Learning Strategy: If you can’t remember a specific word, try to define it, use other words to describe it, or use a synonym. Use sound effects, music, and your tone of voice to catch the listeners’ attention.

Listening Skills: What is the speaker trying to persuade you to do? If you don’t understand, seek clarification. Ask questions at the end of the presentation. Listen for information that would make you want to buy the product, attend the event, or support the cause. Try to remember the important details.

STRENGTHEN YOUR SOCIAL LANGUAGE Writing a script helps you learn basic vocabulary and language structures. Go to www.LongmanKeystone.com and do the activity for this unit. This activity will require you to use and reuse basic language in other meaningful writing activities.
**Writing Workshop**

**Persuasive Speech**

**Write a Persuasive Speech**

In persuasive writing, the writer expresses an opinion and tries to convince others to agree with it. A speech is one form of persuasive writing. Speechwriters aim to persuade listeners to think or act a certain way. A strong persuasive speech begins with a paragraph that clearly states the writer’s opinion. The speech gives reasons, facts, and examples that support the writer’s position. Speechwriters also present both sides of an issue. Then they explain why they think opposing arguments are incorrect. A persuasive speech concludes with a paragraph that restates the writer’s opinion in a new and memorable way. Speechwriters often use strong, persuasive words to appeal to their listeners’ feelings.

**Writing Prompt**

Write a five-paragraph speech that tries to persuade your audience to agree with your opinion on an issue that concerns you.

1. **PREWRITE** Review your previous work in this unit. Brainstorm a list of possible topics for your speech in your notebook. Choose the issue that most interests you. In your notebook, answer these questions:
   
   - What do you think is an important issue in your school or community?
   - What is your opinion and how can you convince others to agree with you?
   - What action would you like your listeners to take after hearing your speech?

Use a pros-and-cons chart to organize your ideas. In the *Pros* column, give arguments that support your opinion. In the *Cons* column, give arguments that oppose your opinion, so that you can respond to them in your speech.

A student named George decided to write a persuasive speech about the importance of volunteering. Here is the pros-and-cons chart he created:

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important to volunteer</td>
<td>Not enough time to volunteer</td>
</tr>
<tr>
<td>A way to help other individuals and the community</td>
<td>No local places to volunteer</td>
</tr>
<tr>
<td>Can meet new people and learn a lot</td>
<td></td>
</tr>
</tbody>
</table>

374 Unit 5
2 DRAFT  Use your pros-and-cons chart and the model on page 378 to help you write a first draft.

- Remember to introduce your topic in the first paragraph. Say why it is important.
- State your opinion and give supporting details.
- Explain why others might disagree with you and say why you think they are wrong.
- Write a concluding paragraph that restates your opinion in a memorable way.

3 REVISE  Read over your draft. Think about how well you have addressed questions of purpose, audience, and genre. Your purpose is to persuade. Is your speech clearly organized? Is it appropriate in content and tone for the intended audience? Did you include details that will persuade your audience to agree with you? Read your speech aloud to hear how it sounds.

Keep these questions in mind as you revise your draft. Use the Writing Checklist below to help you identify additional issues that may need revision. Mark your changes on your draft using the editing and proofreading marks listed on page 458.

SIX TRAITS OF WRITING CHECKLIST

- IDEAS: Do I present both sides of the issue?
- ORGANIZATION: Do I support my opinion with reasons, facts, and examples in an order that makes sense?
- VOICE: Does my writing show my feelings about the issue?
- WORD CHOICE: Do I use persuasive words that will appeal to listeners?
- SENTENCE FLUENCY: Do my sentences begin flow well when read aloud?
- CONVENTIONS: Does my writing follow the rules of grammar, usage, and mechanics?
Here are the revisions George plans to make to his first draft.

The Importance of Volunteering

After disasters such as major hurricanes, people often join together to assist the victims. Whether through food drives, clothing drives, or soup kitchens, the efforts of volunteers have helped individuals and communities recover from times of darkness. By volunteering and taking time out of your day to do something beneficial for others, you can be that one person who changes someone’s life.

Many people I know volunteer out of “the goodness of their hearts. Some also volunteer at more than one place. A few of the organizations that welcome volunteers to work them include the Salvation Army, People to People, and meals on Wheels, as well as some hospitals, libraries, soup kitchens, and thrift shops.

For example, you might choose to visit the elderly or to assist at a daycare center. As a volunteer you might find yourself aiding families who are coping with everyday problems. Volunteers can also be called upon to provide support to a community in a time of crisis. For example, emergency situations can require immediate action by a large number of volunteers to assist in running shelters or delivering food. Last year my volunteer group helped many people who had lost their homes in a hurricane.
Many people don't volunteer because they “can't find the time,” or because they “do not have any local organizations to contact.” I believe that if they really wanted to help out, they could probably make the time in their schedules or travel a small distance out of their way. Volunteering is important! It not only helps others but also benefits the person who volunteers! As a volunteer, you can meet new people and learn new things. I been a volunteer several years, and it is a very rewarding experience.

Why don't you explore volunteer opportunities in your community today? Volunteering is a way to show the good inside of you. When you harness this good, it can be used to change your life and the life of another.

**EDIT** Check your work for errors in grammar, usage, mechanics, and spelling. Then trade papers with a partner and use the Peer Review Checklist below to give each other constructive feedback. Edit your final draft in response to feedback from your partner and your teacher.

**PEER REVIEW CHECKLIST**

- [ ] Was the writer’s opinion clearly presented?
- [ ] Was the opinion supported with details and facts?
- [ ] Did the writer present both sides of the argument?
- [ ] Did the writer give reasons for not agreeing with the opposing opinion?
- [ ] Did the concluding paragraph sum up the main points in a memorable way?
- [ ] What changes could be made to improve the essay?

Look at the next page to see the additional changes George plans to make when he prepares his final draft.
George Delgrosso

The Importance of Volunteering

After disasters such as major hurricanes, people often join together to assist the victims who have suffered losses. Whether through food drives, clothing drives, or soup kitchens, the efforts of volunteers have helped individuals and communities recover from times of darkness. By volunteering and taking time out of your day to do something beneficial for others, you can be that one person who changes someone’s life for the better.

Many people I know volunteer out of “the goodness of their hearts.” Some also volunteer at more than one place. A few of the organizations that welcome volunteers to work for them include the Salvation Army, People to People, and meals on Wheels, as well as some hospitals, libraries, soup kitchens, and thrift shops.

As a volunteer, you might find yourself aiding families who are coping with everyday problems. For example, you might choose to visit the elderly or to assist at a daycare center. Volunteers can also be called upon to provide support to a community in a time of crisis. For example, emergency situations can require immediate action by a large number of volunteers to assist in running shelters or delivering food.

Many people don’t volunteer because they “can’t find the time,” or because they “don’t have any local organizations to contact.” I believe that if they really wanted to help out, they could probably make the time in their schedules or travel a small distance out of their way.

Volunteering is important! It not only helps others but also benefits the person who volunteers! As a volunteer, you can meet new people and learn new things. I been a volunteer for several years, and it is a very rewarding experience.

Why don’t you explore volunteer opportunities in your community today? Volunteering is a way to show the good inside of you. When you harness this good, it can be used to change your life and the life of another.

5 PUBLISH Prepare a clean copy of your final draft. Share your speech with the class.
PRACTICE

Read the following test sample. Study the tips in the boxes. Work with a partner to choose the best words to complete the sentences.

History Report

Today students are reading about what they will need to do to complete a report for a history class. The selection below is about preparing to present the report.

1. After you have finished your research, you are ready to create note cards. You will use the note cards to remind you of the information you found. This lets you talk about your ___1___, instead of reading the entire report. This makes your presentation more interesting to listen to.

2. The note cards should each give an important fact about this ___2___ in history. Add details about the fact on the card. Do not write in complete sentences. Just write phrases that will remind you of what to say.

3. After you write all of your note cards, put them in order. You can group your cards by ___3___, ideas, or you can put them in time order. Make sure that the grouping of the ideas will make sense to your audience.

4. Practice giving your report more than once. You should speak for five minutes. If you cannot speak that long, you need more information in your report. If you do not know what to say about a fact, add more details to your note cards. Ask friends or adults to listen to your presentation. Then let them tell you if anything was ___4___.

1. A. person
   B. project
   C. present
   D. public

2. F. group
   G. alarm
   H. watch
   J. period

3. A. similar
   B. interesting
   C. faithful
   D. concerned

4. F. undone
   G. unclear
   H. unopened
   J. untied

Tip

As you read the passage, think of a word that would make sense in each blank.

Tip

Reread each sentence with each of the four choices. Choose the choice that makes the most sense in the passage.
The media often shows dramatic images that celebrate the human spirit, for example, a photograph of a space shuttle blasting off. But the power of the human spirit plays out in everyday actions as well. Many American artists have celebrated these less obvious examples of courage.

Residents of Bourbon County, Kentucky, *Fan Quilt, Mt. Carmel* (1893)

Splendid fans of many colors parade across this quilt. A group of women from Paris, Kentucky, made it more than 100 years ago. They pieced together different types of brightly colored fabric into forty-two separate squares. Then they sewed in the names of 110 men and women who lived in their county. The fan shapes are certainly fun, but not unusual for a quilt from this time period. The fact that so many people worked together to create this one quilt is wonderful proof of the community spirit they shared.

Residents of Bourbon County, Kentucky, *Fan Quilt, Mt. Carmel*, 1893, mixed media, 85 x 72¼ in., Smithsonian American Art Museum

380 Unit 5
Daniel Chester French, *Spirit of Life* (1914)

In *Spirit of Life*, a young woman with wings raises a basin in her left hand and a pine branch in her right. Daniel Chester French, one of America’s most famous sculptors, made this small sculpture in bronze as a model for a larger work. He planned to have water flow from the basin. French made the sculpture as a memorial for a businessman who had built health resorts in Saratoga Springs, New York. *Spirit of Life* marks a death by celebrating life.


In *Speaking to Hear*, artist Michael Olszewski places two small panels side by side. He wants to show how difficult it can be to tell two sides of a story from two different points of view. The panels are made from silk, a delicate fabric. Olszewski then used complicated stitching and embroidery to represent the words of a conversation.

In the left panel, Olszewski painted alternating orange and black stripes like a flag across the center of the silk. Then he added a solid red band down the middle. He reverses these images in the panel on the right. The two pieces seem to represent people coming from two different directions. But there’s a feeling that the two “sides” are working toward some kind of understanding.

These artworks offer wonderful examples of artists working in all sorts of ways to capture and honor the spirit and courage that people show in their everyday lives.