

Hawks Rise 5th Grade Reading and Social Studies

April 20 – April 24

ELA: This week we will be focused on the genre of fiction (realistic and historical) and continuing to identify the theme of a story.

- In addition to assignments, students are expected to read for 20 minutes each day and complete two 20-minute sessions of reading iReady (40 minutes for the week) at a time of their choosing.

SS: The topic for this week will be Immigration and World War II.

	Tasks to Complete	Skill / Topic
Day 1	<p>ELA: Unit 6, Week 2 YTP pg. 266-267, Personal Journal Response *YTP Workbook or Packet *Journal Entry: Prompt in Packet: Type your response to the prompt in an email to your teacher or complete on written lines in the packet. Conventions matter!</p> <p>SS: Read <i>Jane Adams and the Hull House</i> stage play pg. 57-60 *Packet</p>	<p>ELA: Writing Personal Experiences, Conventions</p> <p>SS: Immigration</p>
Day 2	<p>ELA: Fresh Read Unit 6, Week 2 *Assigned in ConnectED (Classlink) or Packet</p> <p>SS: Finish Reading <i>Jane Adams and the Hull House</i> stage play pg. 61-64 *Packet</p>	<p>ELA: Theme</p> <p>SS: Immigration</p>
Day 3	<p>ELA: Unit 6 week 1 Your Turn pgs. 251 & 253-255 *YTP Workbook or Packet</p> <p>SS: Read <i>Jane Adams</i> Biography from Encyclopedia Britannica *Packet</p>	<p>ELA: Vocabulary, Theme</p> <p>SS: Immigration</p>
Day 4	<p>ELA: Literature Anthology: Read <i>The Unbreakable Code</i> and complete the organizer on page 252 of the YTP packet *Story Online in ConnectED (ClassLink), "Resources" Literature Anthology or Hard Cover Literature Anthology *Organizer on page 252 of YTP Workbook or in packet</p> <p>SS: Complete the Hull House Quiz (open text) *Packet</p>	<p>ELA: Theme</p> <p>SS: Immigration/WWII and Comparing texts on the same topic</p>
Day 5	<p>ELA: Read <i>Lost on Ellis Island</i> Readworks.org passage and complete the comprehension questions *readworks.org or packet</p> <p>SS: Write a 3 paragraph narrative story about immigrating through Ellis Island. Prompt details in packet. *Type your response to the prompt in an email to your teacher or complete on written lines in the packet. Conventions matter!</p>	<p>ELA: Theme</p> <p>SS: Narrative Writing/ Immigration</p>

Wonders Vocabulary Unit 6, Week 1

Bulletin- short announcement **Contribution-** gifts of money/time/effort **Diversity-** great difference or variety

Enlisted – join of your own free will **Intercept-** stop from moving **Operation-** plan/process of doing something

Recruits- new members of the armed forces **Survival-** act of continuing to live

ELA Standards

LAFS.5. RI.2.4- Determine the meaning of general academic and domain-specific words in a text

LAFS.5.RI.3.7- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly

LAFS.5. RI.4.10- By the end of the year, read and comprehend informational texts including history/social studies

Social Studies Standards

SS.5.C.2.5-Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society

LAFS.5.RI.2.6-Analyze multiple accounts of the same event or topic, noting similarities & differences

Name _____

Paying it Forward

Andy frowned at his cast-enclosed leg. He'd broken his tibia and fibula, and cracked his patella—three important leg bones—the doctor had said.

Suddenly, his mom walked in. His classmate Peter followed her, grasping something secretively in his hand.

Oh, great! Andy thought. *Peter's come to be mean to me, like always.*

"Just go home!" he snapped.

"Chill out," Peter replied. "I broke an arm last summer, and a friend made it better for me. I've come to do the same for you." He held out a video game.

"I just picked up a copy of a great new video game," Peter said. "Want to play?"

Answer the questions about the text.

1. Name a detail that lets you know this text is realistic fiction. How does it do that?

2. Write an example of a descriptive detail from the text. How does the detail add to the text's setting, characters, or events?

3. How does the author use pacing in this text? How does the pacing help make the text seem realistic?

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Name _____

Read each passage. Then, on the lines below the passage, give the denotation, or definition, and connotation of the words in bold. Identify the connotation as positive, negative, or neutral.

1. My older sister, Marta, glares at me from across the room. Her dark brown eyes **blaze** with anger; she's ready to burst.

2. Sure, we fight like all sisters do, but the **battle lines** were redrawn when we moved into our new house a week ago.

3. Marta **despises** my idea, and I sure don't like hers, so now we're stuck in a stalemate.

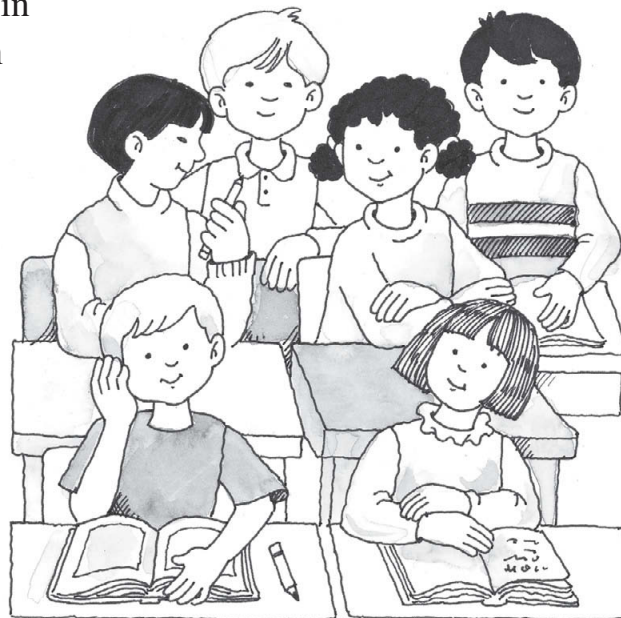
4. "That isn't fair," Marta **screeches**, her shrill voice rising another octave. "Lucia's idea is childish and awful!"

5. I leap to defend myself but quickly **choke** back my words. Our parents' faces are bleak.

Read the passage “New Country, New School” before answering Numbers 1 through 10.

New Country, New School

Vlad lived in Moscow, a big city in Russia, until he was ten years old. Then his father received a letter from Uncle Igor, who was living in Alexandria, Virginia. Like his father, Uncle Igor was a chemist. He wrote that there were jobs for trained chemists in the Washington, D.C. area where he lived and wanted Vlad’s father to move to America. He said that life was good in his adopted country.



Vlad’s mother was hardworking and ambitious. She said, “If we don’t make this move now, we never will do it. Now is the time to make a change.”

Vlad didn’t want to leave his chess players club, Saturday gymnastics classes, and friends. Yet the decision was made. His parents packed for the move.

Uncle Igor and Aunt Irina, who were friendly and not at all cold, met them at the airport. Vlad and his parents would stay with them until they found a place of their own. In Russia, Vlad and his parents shared a tiny apartment in a high-rise building with Vlad’s grandparents because it was customary to live with relatives.

Uncle Igor and Aunt Irina lived in a townhouse where Vlad had his own room on the lower level. When Vlad saw the room, he was enthusiastic and said, “Wow! This is big. It’s great!”

Vlad’s parents enrolled him at Jefferson School nearby so that he wouldn’t miss any time. They hoped to find a place in the area so Vlad wouldn’t have to change schools again. Vlad was nervous on his first day, but the teacher, Ms. Chin, made him feel very welcome.

She introduced him to the class. She said they were studying Russia, and Vlad could give them firsthand information. Vlad did not understand all of her words, but she smiled and seemed kind.

At lunch, Anthony motioned for him to sit at his table in the cafeteria. Even though Anthony and the others spoke no Russian, and Vlad knew only a few English words, they communicated by signaling with their hands. Vlad would point to a food on someone's tray, and Anthony would say the English word. Then Vlad repeated the word. By the end of the lunch break, Vlad had a few new words in his vocabulary and new friends as well.

Vlad's parents took a class to learn to speak better English. His father got a job as a chemist, and his mother took a position on the staff of a hospital. After a few months, all three were becoming familiar with their new life in America. Mother thought they had taken advantage of Uncle Igor and Aunt Irina's generosity long enough and needed to get a place of their own. On a Saturday, they went looking for an apartment. The typical apartments in Alexandria were larger than apartments in Moscow, and they found a nice one that day.

Vlad was happy to be able to stay at Jefferson School. His parents said he could join a gymnastics club where he could continue improving his skills. He was enjoying his new friends and learning the language. He also liked sharing information about Russia. During class, he showed photographs of Moscow. His mother made *blinis*, which are thin pancakes, and filled them with the traditional smoked salmon and sour cream. He took them to share with classmates.

Vlad's favorite activity was the chess club that met after school. He was teaching interested classmates how to play chess. They said it was a good game and that they never would have learned if Vlad hadn't taught them. Vlad realized that he could make new friends by expressing his interest in American customs and sharing his Russian culture with his new friends.

Name: _____ Date: _____

Now answer Numbers 1 through 10. Base your answers on “New Country, New School.”

- 1 What point does the passage communicate about people?
- Ⓐ Vlad was a typical ten-year-old Russian boy.
 - Ⓑ Americans always welcome people from other countries.
 - Ⓒ Gymnastics is an important sport in Russia and in America.
 - Ⓓ People adjust to change by learning new things and making new friends.

- 2 Read these sentences from the passage.

Vlad’s mother was hardworking and ambitious. She said, “If we don’t make this move now, we never will do it. Now is the time to make a change.”

The use of *ambitious* instead of *hopeful* emphasizes that Vlad’s mother is

- Ⓕ famous.
- Ⓖ forceful.
- Ⓗ wealthy.
- Ⓘ unconcerned.

- 3 What text evidence shows that the settings are different?

- Ⓐ Vlad lived in Moscow, a big city in Russia, until he was ten years old.
- Ⓑ His father got a job as a chemist, and his mother took a position on the staff of a hospital.
- Ⓒ The typical apartments in Alexandria were larger than apartments in Moscow, and they found a nice one that day.
- Ⓓ His mother made *blinis*, which are thin pancakes, and filled them with the traditional smoked salmon and sour cream.

- 4 What is the theme of this passage?
- F Reaching out helps us get along with others.
 - G Every culture has special foods that others may enjoy.
 - H School is the same anywhere you go.
 - I Food is the universal language.

- 5 Which word from the passage has a negative connotation when it is used to describe a person?
- A cold
 - B enthusiastic
 - C interested
 - D trained

- 6 Read this sentence from the passage.

In Russia, Vlad and his parents shared a tiny apartment in a high-rise building with Vlad’s grandparents because it was customary to live with relatives.

The use of *customary* instead of *common* suggests that sharing an apartment in this way is

- F necessary.
- G done infrequently.
- H the result of habits.
- I the result of traditions.

Name: _____ Date: _____

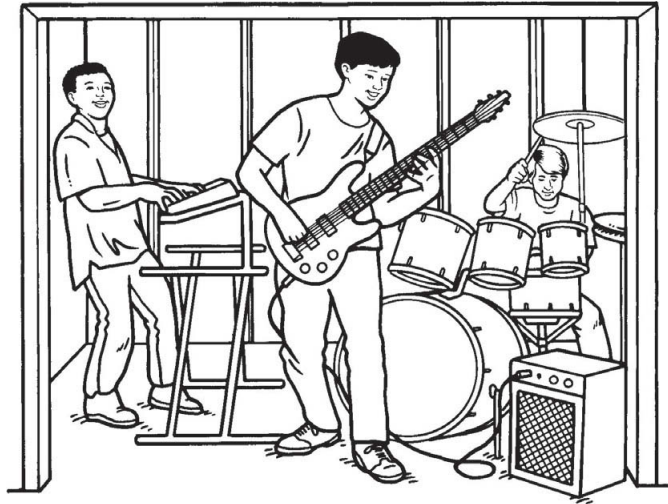
- 7 What text evidence best states the author’s message?
- Ⓐ Like his father, Uncle Igor was a chemist.
 - Ⓑ “If we don’t make this move now, we never will do it.”
 - Ⓒ The typical apartments in Alexandria were larger than apartments in Moscow, and they found a nice one that day.
 - Ⓓ Vlad realized that he could make new friends by expressing his interest in American customs and sharing his Russian culture with his new friends.
- 8 Which word from the passage has a positive connotation?
- Ⓕ generosity
 - Ⓖ letter
 - Ⓖ information
 - Ⓖ nervous
- 9 Which action by a character best describes the lesson of the passage?
- Ⓐ Vlad’s mother encourages the family to move.
 - Ⓑ Vlad teaches some of his classmates how to play chess.
 - Ⓒ Uncle Igor and Aunt Irina meet the family at the airport.
 - Ⓓ Vlad’s mother accepts a position on the staff of a nearby hospital.
- 10 Which word from the passage is a homophone for the word defined below?
- something used for slowing or stopping motion**
- Ⓕ break
 - Ⓖ learn
 - Ⓖ packed
 - Ⓖ staff

Read the passage “Getting Along with Grandma” before answering Numbers 11 through 20.

Getting Along with Grandma

Sam and his friends Robert and Scott had formed a jazz band and were practicing at Sam’s house. Robert played the keyboard, Scott the drums, and Sam the bass guitar. Sam’s young brother, Guy, pestered them and asked silly questions because he wanted attention.

Finally, Sam said, “Guy, just go to your own room. You are annoying us.”



Guy’s expression turned into a pout, and Sam was hoping he would not cry when Mom came into the room. She said, “I have some great news. Guy and Sam, your grandmother is coming from Thailand to live with us.”

A few days later, Mom said to the boys, “Guy will have to share Sam’s room. We must make your grandmother feel welcome by giving her a room. You boys can get along if you try.”

The boys each agreed to try, and that weekend, Guy moved into Sam’s room. Guy had enough toys and games to fill the room, and Sam wondered if the arrangement would work. Yet he was determined to try. Sam told Guy which of his things he could use, but Guy paid no attention. First, he took Sam’s baseball and left it at the park. Then he carelessly knocked Sam’s soccer trophy off its base. Sam asked his dad to talk to Guy. Dad suggested that they put tape down the middle of the room to separate it into two parts. Each boy would have his half and could not touch anything on the other side. The system worked.

Mom, Dad, and the boys went to the airport to meet Grandma. She had a nice smile and gave them many hugs. At home, May, the boys' older sister, had prepared a special Thai dinner in Grandma's honor. It was pad thai, a family favorite made with rice noodles and shrimp. Grandma spoke English well and enjoyed telling them about her life in Thailand. She explained that she had loved the dinner but would like to try some American food soon and learn some American customs.

A few days later, Robert and Scott came over to practice and started tuning their instruments. When Mom came from the kitchen and asked them not to play because Grandma was taking a nap, the boys were disappointed.

On Saturday afternoon, Dad was working, Mom was taking Guy to the dentist, and Sam had soccer practice. Mom asked May to please stay home to keep Grandma company. May had planned on a long bike ride with friends but agreed to stay home instead. It was not going to be as easy as she had hoped to have Grandma with them.

The next time Robert and Scott came to practice, Grandma came into the room and asked if she could listen. The boys looked at each other. Then Sam said, "Grandma, we don't mind, but you may not like our music. It's loud, and it has a strong beat."

Grandma explained that she wanted to hear some American music and would like to hear them play. She stayed through the practice session. Afterwards she clapped and said they had real talent. She wanted to be invited to their first performance on a stage.

Mom asked May and Sam to stay with Guy and Grandma on Saturday night. Immediately, Grandma spoke up, "May and Sam don't need to stay home because Guy and I will watch out for each other. He will take care of me, and I will take care of him."

Mom asked, "Are you sure, Mother? You didn't come here to work."

Grandma said, "I'm sure. You are helping me, and I want to help you. Besides, being with Guy is fun, not work."

Name: _____ Date: _____

Now answer Numbers 11 through 20. Base your answers on “Getting Along with Grandma.”

- 11 What do you learn from the passage about getting along with people?
- Ⓐ It is very difficult to change one’s ways.
 - Ⓑ Children must respect older family members.
 - Ⓒ People who help others receive help in return.
 - Ⓓ The only way to share a space is to divide it in two.
- 12 Which words from the passage are homophones?
- Ⓕ base, baseball
 - Ⓖ bass, base
 - Ⓗ cry, try
 - Ⓘ bike, ride
- 13 What caused problems between Sam and Guy when they started to share a room?
- Ⓐ Sam was selfish about his belongings.
 - Ⓑ The room wasn’t large enough for two boys.
 - Ⓒ Guy was not responsible about Sam’s belongings.
 - Ⓓ The boys did not stay out of each other’s side of the room.

- 14 Read the following sentence from the passage.

Sam’s young brother, Guy, pestered them and asked silly questions because he wanted attention.

Which word has a connotation most similar to *pestered*?

- Ⓕ angered
 - Ⓖ bothered
 - Ⓗ disappointed
 - Ⓘ welcomed
- 15 What text evidence best supports the lesson in the passage?
- Ⓐ “Guy will have to share Sam’s room.”
 - Ⓑ She stayed through the practice session.
 - Ⓒ It was not going to be as easy as she had hoped to have Grandma with them.
 - Ⓓ “May and Sam don’t need to stay home because Guy and I will watch out for each other.”
- 16 Which word from the passage has a negative connotation?
- Ⓕ jazz
 - Ⓖ many
 - Ⓗ pout
 - Ⓘ strong
- 17 What is the theme of this passage?
- Ⓐ Grandparents should live with their families.
 - Ⓑ Getting along means meeting others halfway.
 - Ⓒ It is easy for members of a family to get along.
 - Ⓓ Practicing something will lead to mastery.

Name: _____ Date: _____

- 18 Read this sentence from the passage.

Then he carelessly knocked Sam's soccer trophy off its base.

The connotation of the word *carelessly* suggests that Guy was acting in

- Ⓕ a mean way.
 - Ⓖ a selfish way.
 - Ⓗ an angry way.
 - Ⓘ a thoughtless way.
- 19 Which word from the passage has a positive connotation?
- Ⓐ arrangement
 - Ⓑ attention
 - Ⓒ clapped
 - Ⓓ practice
- 20 How does this old proverb from Thailand support the message of the passage?

When you enter a town where people wink, wink as they do.

- Ⓕ When you travel, pay attention to people's eyes.
- Ⓖ If you want to be accepted in another country, follow the customs.
- Ⓗ If you are in a new country, be sure to tell people about your own customs.
- Ⓘ When you travel, keep your eyes open at all times to see as much as possible.



Name: _____ Date: _____

- 21 Compare how Vlad in “New Country, New School” and Sam in “Getting Along with Grandma” meet the challenge of getting along with new people. Give clear text evidence from the stories to explain your response.

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Name _____

intercept

bulletin

recruits

operations

survival

enlisted

diversity

contributions

Finish each sentence using the vocabulary word provided.

1. **(recruits)** On her first day in the army, my sister _____

_____.

2. **(contributions)** The food bank will use the _____

_____.

3. **(intercept)** During the game, he tried _____

_____.

4. **(operations)** The construction company _____

_____.

5. **(diversity)** The United States is a nation _____

_____.

6. **(survival)** A constant supply of food and water _____

_____.

7. **(bulletin)** I decided not to walk to school because _____

_____.

8. **(enlisted)** It has been over a year since _____

_____.

Name _____

Read the passage. Use the summarizing strategy to help you understand what you are reading.

Books for Victory

12 As Carlos shivered on the snowy porch, he noticed a drooping banner
 24 in the front window. “Happy New Year 1943!” it said. “Huh, they
 37 could’ve taken that down by now,” he thought as he pressed the doorbell
 50 once more. “Hurry up,” he muttered. “I’m turning blue out here.” As he
 64 waited for his neighbor to answer the door, Carlos blew on his hands to
 77 warm them. Glancing at his wagon piled with books, he thought back to
 91 last year and the reason he was out here again collecting for the Victory
 93 Book Campaign.

106 His brother Tomás had been in the army and stationed at a military
 117 camp across the country. Carlos had missed Tomás and looked forward
 130 to his letters. Carlos knew one of those letters by heart. “There’s nothing
 144 new to tell you,” Tomás had written. “We still train and drill every day.
 159 When we’re not training and drilling there’s not much to do. I wish I had
 something good to read.”

163 Carlos had felt bad for Tomás. He wondered how he could help him.
 176 The next day, in morning assembly, Principal Ramírez told the students
 187 about the Victory Book Campaign. All over Oregon and the rest of the
 200 country, people were collecting books to send to soldiers, sailors, and
 211 others fighting in the war.

216 Principal Ramírez added that the campaign needed volunteers. As soon
 226 as he said that, hands shot up all over the auditorium.

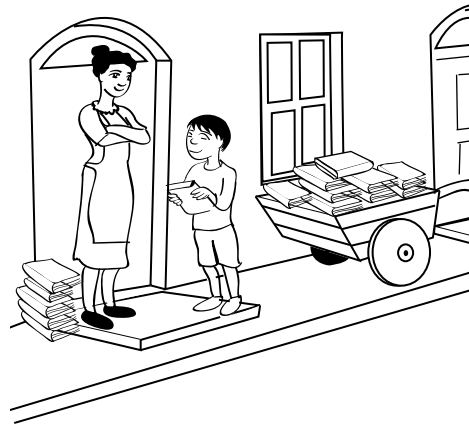
237 Carlos had promised himself he would collect as many books as
 248 he possibly could and during the following month he took his wagon
 260 throughout the neighborhood. At each house he explained the campaign
 270 and asked people to donate books. In its first year, the campaign had lasted
 284 from January to November. It had been an outstanding success. By the
 296 time it was over, people across the country had donated more than eleven
 309 million books.

Name _____

As Mrs. Wright opened the door, Carlos was pulled out of the past and back to the present. Only a few seconds had passed, even though he'd been thinking of a period lasting several months.

"I know just why you're here," Mrs. Wright smiled. "I looked all over the house and I have quite a large stack of books. What kind of books are you looking for this year?"

"We'd like fiction," Carlos answered. "Adventure stories, westerns, mysteries, and detective stories would be good. We also want nonfiction. But I hear that those books should be published after 1935, so they'll be up-to-date."



Carlos had promised himself he would collect as many books as he could.

Mrs. Wright pointed to a tall stack of books by the door. "Good. I think these will all be suitable then," she said. "You know, I'm reading some new novels right now. When will you be by again?"

"I'll be back in a few weeks," Carlos replied as he gathered up the stack of books. "We'll be collecting for a couple more months."

"That's great," Mrs. Wright nodded. "My daughter Grace will be home from college next weekend. I'll ask her to go through her books and see what she'd like to donate."

As he walked to his wagon, Carlos called back, "That's terrific, Mrs. Wright! One of our slogans is *Give More Books, Give Good Books*. I'm sure Grace's books will be good ones, too. Thanks so much for these!"

Carlos and Mrs. Wright waved at each other and he set off for his next stop: the library. There, volunteers would sort through what Carlos and others had brought in. Then large collection centers would ship the books to people in military camps and overseas.

He was still chilled, but Carlos felt proud. He was too young to join the army, like Tomás. He couldn't work in a defense factory, like his parents. But, by collecting books, he and his classmates were making a contribution. Best of all, they were helping his brother Tomás and others fighting for their country.

Name _____

A. Reread the passage and answer the questions.

1. How does Carlos feel when he hears about the Victory Book Campaign?

2. Why does he feel that way?

3. What does Carlos learn from his experience? What might be the theme, or message, of this story?

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Read the selection. Complete the theme graphic organizer.

**What Does
the Character
Do and Say?**

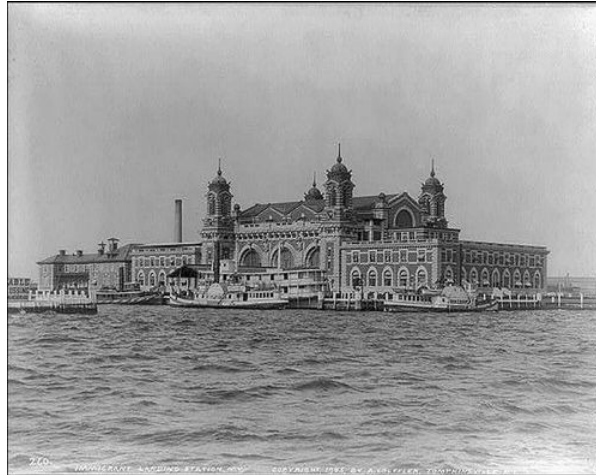
**What Happens
to the
Character?**



Theme

Lost on Ellis Island

by W.M. Akers



To get to Ellis Island, you have to take a boat. From 1892 to 1954, many people came here from across the ocean. Millions of immigrants from Europe and beyond came to America through this tiny little island, where they were processed, checked for disease, and sometimes given a new, more American-sounding name. Stepping onto Ellis Island was the end of a long journey, and the beginning of a new life.

But for Emily Dalton, it was just another day on a family vacation. Emily, her parents, and little brother, Max, had been to New York City before, but they had never visited the museum on Ellis Island. They took a boat there, too-coming not from Europe, but in a little ferry from the southern tip of Manhattan. Emily had wanted to see the Statue of Liberty, but the family outvoted her.

"Think of it this way, Em," said her father. "You can look at the Statue of Liberty on the boat ride over!"

Emily stared at the big green statue as their ferry docked at Ellis Island. More than anything else, she wanted to climb to the top of Lady Liberty and look at New York harbor from high up there. Instead, it was time to visit another museum.

"See you later," she said to the statue as they disembarked. "Maybe next summer."

Emily and her family had been in New York for four days. In that time, they'd done nothing but walk, walk, walk, and visit more museums than she could count. They saw art museums, science museums and history museums. There was even one boring museum all about pieces of paper. Between all the museums and crushing July heat, Emily was nearly asleep on her feet as they walked onto Ellis Island.

The main building on Ellis Island has four big turrets, and looks a little bit like a castle. Inside is a huge main room, the Registry Room, where immigrants once waited in line for permission to enter the country. To the sides are lots of smaller rooms, which hold different exhibits about the island's history.

"Oh wow," Emily said. "Exhibits."

"Emily, if you're going to grump your whole way through this museum," said her mother, before pausing for a few moments. "Well...just don't!"

"Oh my gosh, Dad!" squealed Max. "They have an exhibit all about maps!"

Max loved maps. Emily did not. The thought of spending two hours watching Max coo over 100-year-old maps made Emily fear she would actually fall asleep where she stood.

"You guys go on ahead," she said. "I'm going to poke around in the gift shop."

"Okay," said her dad. "We'll meet you back here at four to take the last ferry back."

"Sounds great."

As Emily's family walked excitedly toward the map room, Emily felt her chest loosen slightly. She loved her parents and brother, but there was such a thing as too much family vacation. Now that she was by herself, Ellis Island didn't feel so bad. She was walking toward the gift shop, thinking about purchasing a new mug, when a machine caught her eye. The sign said "Family Records," and it made something stir inside Emily's brain.

She remembered two Thanksgivings ago, when her grandfather told the story about how he immigrated to the United States as a child. He was only seven years old, but he remembered standing in line in a long room in a building that reminded him of a castle—he said Zamek—back in Poland.

"I wonder if this is the same room!" said Emily, as she began navigating the computer screen on the records machine. Without her family there, she was allowed to feel excited. She typed in her grandfather's name, last name first: Dalton, Stanley.

"No records in the archive match your search," said the machine.

"Darn!" said Emily. She was sure her grandfather had described Ellis Island. "Wait a minute..."

She remembered what her dad had told her about people's names being changed when they got to the island. The American government forced people to take new names, as a way of making them fit in better in their new country. Stanley Dalton wasn't a very Polish-sounding name. That Thanksgiving, her grandfather had told them his given name. Emily bit her knuckle as she tried to remember.

"Stan...Stanislaus...Stanislaus Dombrowski!" A name like that, Emily thought, you don't forget. She typed it in, and there he was! A picture of an old piece of paper came up covered in squiggly handwriting from January 12, 1930. On line 12, Emily found her grandfather: Stanislaus Dombrowski, whose name was changed to Stanley Dalton. He was from Warsaw, it said, and had never been to the United States before. He was seven years old, and in good health. There was information about his parents, too, and his younger sister. Emily read everything she could about the Dombrowski family, and then started searching for other people. She searched for her friends' families, for famous people, and any random name that came into her head. And many of them had come through this hall.

She was so engrossed that she forgot the time, and was shocked to hear the announcement: "It is four o'clock. The last boat leaves in five minutes."

Emily looked up, and saw that the hall was nearly empty. Her family was nowhere to be seen. She ran down the hall, peering into the exhibit rooms, bathrooms and the coat check.

"Max!" she shouted. "Mom? Dad? Dalton family? Dombrowskis?!"

When she realized she was the last person in the hall, she panicked. She ran out of the main entrance and up the ramp to the ferry, getting there just fifteen seconds before it left the island. She found her parents sitting in the front of the boat.

"Hey, Emily," said her mom.

"You left me behind!"

"Oh, baby, I'm so sorry. We thought you were on the upper deck with your brother."

"We were supposed to meet in the great hall at four."

"I think we said we would meet in the boat, dear."

Emily knew her mother was wrong, but she was too tired to argue. Her vacation stress had returned. She slumped into her seat, watching the castle of Ellis Island grow smaller behind her. As Stanislaus Dombrowski had learned nearly 100 years earlier, she realized then that as nice as it is to get to Ellis Island, it's even better to catch the boat to Manhattan.

Name: _____ Date: _____

1. Where does Emily's family visit?

- A. the Statue of Liberty
- B. an art museum
- C. Ellis Island
- D. Staten Island

2. How do Emily's feelings about Ellis Island change in the story?

- A. At first she is bored and then she is excited.
- B. At first she is interested and then she is scared.
- C. At first she is scared and then she is bored.
- D. At first she is excited and then she is bored.

3. Emily is tired of spending time with her family. What evidence from the passage best supports this conclusion?

- A. "Between all the museums and crushing July heat, Emily was nearly asleep on her feet as they walked onto Ellis Island."
- B. "In that time, they'd done nothing but walk, walk, walk, and visit more museums than she could count."
- C. "The thought of spending two hours watching Max coo over 100-year-old maps made Emily fear she would actually fall asleep where she stood."
- D. "She loved her parents and brother, but there was such a thing as too much family vacation."

4. How can Emily best be described?

- A. lonely
- B. independent
- C. fashionable
- D. unintelligent

5. What is this story mostly about?

- A. how Emily learns more about her grandfather at Ellis Island
- B. Emily's family vacation in Manhattan
- C. the differences between Emily and her brother Max
- D. a girl who misses the boat and gets left behind on Ellis Island

6. Read the following sentences:

"She searched for her friends' families, for famous people, and any random name that came into her head. And many of them had come through this hall.

"She was so **engrossed** that she forgot the time, and was shocked to hear the announcement: 'It is four o'clock. The last boat leaves in five minutes.'"

What does "**engrossed**" mean as used in the passage?

- A. uninterested and distant
- B. disgusted by something
- C. absorbed in something
- D. forgetful and silly

7. Choose the answer that best completes the sentence below.

Immigrants to America were often given new names _____ they would fit in better in their new country.

- A. but
- B. so
- C. like
- D. after

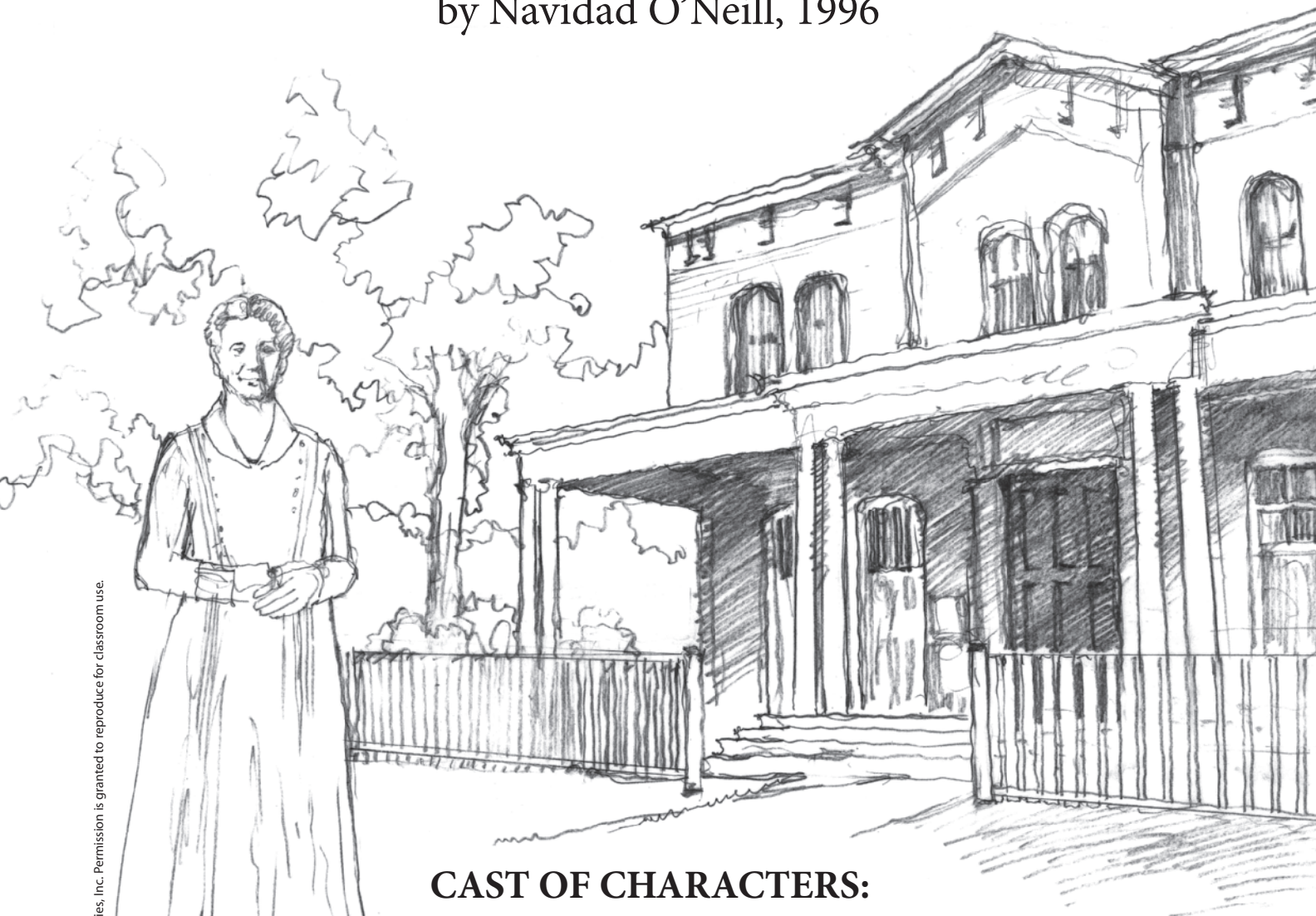
8. Where does Emily want to visit at the beginning of the story?

9. Why are there no records of "Dalton, Stanley" in the archive?

10. Explain how and why Emily's feelings about Ellis Island change in the story.

JANE ADDAMS AND HULL HOUSE

by Navidad O'Neill, 1996



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CAST OF CHARACTERS:

Narrator

Jane Addams

Ellen Gates Starr, her friend

**George, John, Charles,
Alice, Mary and Julia,
all Hull House volunteers**

**Marie and Helen,
German immigrants**

**John and Joseph,
Italian immigrants**

In the early 1900s many immigrants came to the United States to find a better way of life. Unfortunately, the way was not always easy for them. Many were poor and did not speak English. Others worked long hours in factories and mines for very little pay. Jane Addams decided that she had to do something for the poor. At first she decided to share her knowledge of art and literature, but soon she realized that they had more basic needs that had to be met. She and her friend, Ellen Starr, opened Hull House, the first settlement house in our country. Why do you think Jane Addams and her friend wished to help the poor?

Jane Addams should be alone at the beginning of the play. Either the playing area can be set with empty chairs or each character can bring in a chair when entering. The narrator serves the tea, either by miming it, or by bringing in new tea cups for each character. The effect should be of the play beginning with one person and then accumulating and expanding throughout until the end.

Narrator: Jane Addams sits down to tea and ponders her future—and that of others.

Jane: In Chicago, there are people who sit in their large comfortable homes and drink tea. But in the slums of Chicago there are many people who live in small, crowded apartments. Sometimes 9 people live in one room. There is no time to sit down and rest because many of them work 16 hours a day. I wish I could do something to help them. But what? And how? What should I do with my life that would help change people's lives for the better?

Narrator: (A doorbell rings off-stage, or the narrator rings a bell to indicate each new arrival.) Jane is joined by Ellen Gates Starr, her friend from college, who sits down with her for tea.

Jane: I am sick of asking myself what I am and what I ought to be, Ellen.

Ellen: You haven't been happy since our return from England.

Jane: Ahhh. England. Remember Toynbee Hall, Ellen? Wasn't it inspiring? There in the middle of the London slums is a place where educated men and women share their knowledge and their lives with those around them. There they teach people how to read, how to paint, how to write, and how to sing. They help them get jobs and live full lives.

Ellen: Yes, I remember our visit there. The young men and women of Toynbee Hall live and work among the poor. They don't simply hand out food on holidays.

Jane: Do you think we could create a "Settlement" house like Toynbee Hall, here in Chicago where surely it is needed?

Ellen: Jane, I think you could create anything. You never think anything is too difficult, once you set your mind to it.

Jane: Would you help me?

Ellen: What do we do first?

Jane: Find a large table. And a large house in which to place it.

Narrator: (Doorbell rings) It is one month later. Jane and Ellen are joined by George, John, Charles, Alice, Mary, and Julia, who discuss how they can volunteer their time to make Hull House work.

Jane: Welcome, one and all, to Hull House. So do we all know our assignments for today?

George: I'm trying to locate more books for our library. We have the complete works of Shakespeare, but I think we could use more Greek classics and drama. We have many people from Greece in the neighborhood who would appreciate such literature.

Mary: I've purchased the paints and will set up the easels in the sunroom for the art classes that begin tonight.

John: The cribs for the child care room will be delivered this afternoon. I'll need help putting them together.

Ellen: I'll help you with that.

John: Great. There are 12 of them. There is a desperate need for a place where babies can be cared for while their parents are at work.

Julia: I'm going to find out how many children are actually working in factories 12 hours a day. I believe some are as young as five years old.

Jane: Do you want my help with that?

Julia: Not just yet. I'll let you know when it's time to present our findings to the American public. Then, when they know the facts, hopefully we can start to change this situation.

Charles: I'll see if I can get a doctor to volunteer to give the babies the shots they need.

Jane: Great. Try Dr. Alice Hamilton. She said she wanted to help.

Charles: Jane, what about the problem of garbage on the streets?

Ellen: It's not collected on a regular schedule and when the workers do collect it, they often dump it a block away. Last week a horse died in the middle of the street, and it's still there.

Julia: This is a serious problem. It's unhealthy for everyone who lives nearby.

Jane: I'll see what I can do. If I have to, I'll follow the garbage wagons all the way to the city dump to make sure the garbage is properly disposed of.



John: Would you really do that?

Jane: Why not? That's our job, to do anything it takes to make things better in our community.

Mary: Oh, and another thing. Jane, I think we need to buy more tables.

Narrator: (Doorbell rings again.) It is two weeks later. The neighborhood comes to Hull House for tea, and finds many reasons to stay.

Marie: I'm bringing my embroidered curtains. Miss Addams wants us to display our best work.

Helen: But Marie, what will you put on your windows in the meantime?

Marie: Plain, ordinary curtains. I want to save my best work for the Labor Museum, where all of the neighborhood can see it. What are you bringing, Helen?

Helen: You know the church I made from cookies and sweets?

Marie: With the steeple of cookies and the sugar-stained glass?

Helen: Yes. We will put that on display, on a high shelf where little hands won't be able to reach it and take a bite!

Marie: This Labor Museum is a good idea. Miss Addams said she noticed some of the young people thinking that the new ways people do things in the United States are better than what they call the old-fashioned ways of their parents.

Helen: We'll show them "old-fashioned"! We'll teach them to be proud of their culture and of what good things the "old folks" can make.

Marie: Miss Addams said there will be many guests at the opening of the Labor Museum. Even the newspaper reporters will be there.



Helen: We should tell Elsa to bring her needlepoint.

Marie: And Hubert should display his clocks.

Helen: Let's tell all of our neighbors.

(The narrator rings the doorbell. Joseph and John take tea at another table.)

John: Someone told me that Miss Addams got the idea for her Labor Museum from you. Is that true?

Joseph: I don't know if it's true, but I do know that she came to visit my wife and I one night and stood admiring the stairpost I had carved in our hallway.

John: The one with the angels?

Joseph: Yes, that's the one. She said, "This should be on display for the whole neighborhood to see." And then she asked me if I would bring something else I had carved.

John: My wife told me that Miss Addams wanted me to bring in one perfect tomato to show in this museum of our labors.

Joseph: And look at all the wonderful work everyone in the neighborhood is bringing. I'm glad we have a place where we can all gather together to celebrate what we give to America.

Narrator: (Doorbell rings.) Many people came to Hull House for help.

Mary: We must work to get the country to agree to an eight-hour work day. Only then will everyone have enough time to take care of their families and stay healthy.

(The narrator rings the doorbell.)

Julia: Adults should earn enough so that their children don't have to work and can go to school.

Ellen: Jane, can we really do all that needs doing?

Jane: Why not? That's our job—to do anything it takes to make things better.

(The narrator rings the doorbell seven times in a row. Everyone is arranging themselves in a semicircle facing the audience. All together everyone applauds. In the middle of clapping they freeze and the narrator speaks.)

Narrator: Children in the neighborhood put on plays quite often at Hull House. Jane Addams helped to make costumes and direct scenes. Parents and friends attended the performances after work.

(The other characters unfreeze.)

Marie: What a lovely play!

Joseph: I wish there were more things like this for the children to do.

John: Yes, me too.

Jane: We've been talking to City Hall about the need for public spaces where children can play safely.

Ellen: They agreed to clear out an empty lot on the next block, and help create a ballfield where the children can play. They will build a jungle gym, too.

Jane: This way the children will get exercise in the fresh air.

Joseph: Will the city really go along with this plan?

Jane: Why not?

Narrator: And it did happen. Jane Addams started the country's first public playground in Chicago, because she set her mind to it and worked hard for it.

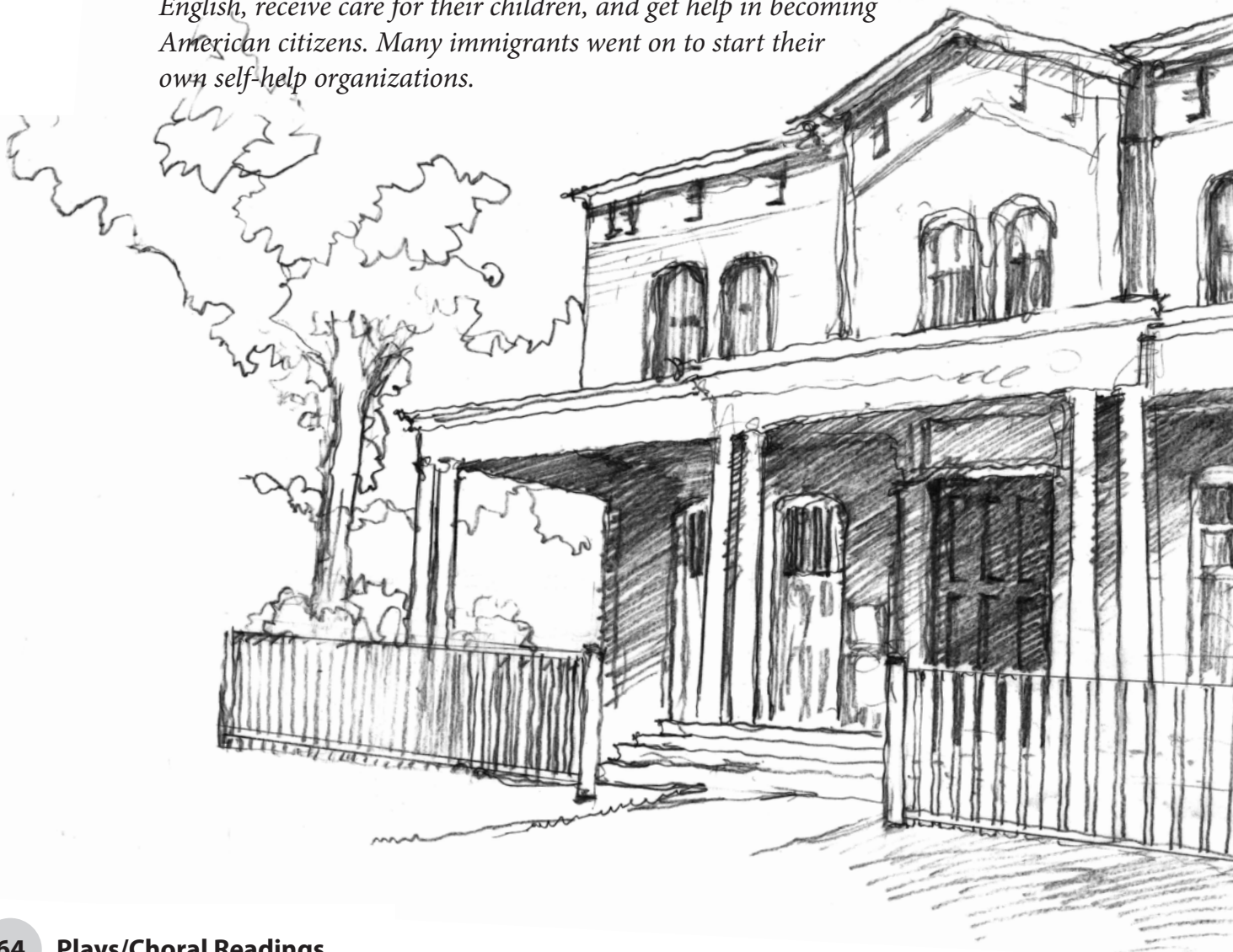
(The group applauds.)

In 1931, Jane Addams was awarded the Nobel Peace Prize. She donated her prize money of \$16,000 plus \$10,000 more of her own funds to it to the Women's International League of Peace and to Hull House.

(The group applauds, louder this time, and rises to give Jane Addams a standing ovation.)

THE END

Hull House served as a model for other settlement houses in the United States. At the settlement houses, people could learn English, receive care for their children, and get help in becoming American citizens. Many immigrants went on to start their own self-help organizations.





Jane Addams: A Biography

From: Encyclopedia Britannica for Kids

The social worker Jane Addams devoted her life to helping the poor and promoting world peace. She founded Hull House to serve needy immigrants in Chicago, Illinois. It was one of the first agencies of its kind in North America.

Jane Addams was born on September 6, 1860, in Cedarville, Illinois. She graduated from college in 1882 and then went to Europe. In a poor section of London, England, she visited Toynbee Hall. University graduates lived there and worked to improve life in the neighborhood. It was known as the world's first social settlement. Addams took this idea back to the United States.

In 1889 Addams and a classmate, Ellen Gates Starr, rented a big house in [Chicago](#). They moved in and opened the house to immigrants who were trying to succeed in their new country. Addams and Starr called their social settlement Hull House after its builder, Charles Hull. Hull House workers started a day care center, a kindergarten, a gymnasium, and an employment agency. They taught many kinds of classes and even set up a theater. All these programs eventually filled 13 buildings.

Addams became involved in many social causes. She worked to pass laws against child labor, to protect workers' rights, and to win women the right to vote. Addams believed that countries should settle their disagreements peacefully. She spoke out against World War I even though her opinion made her less popular. In 1931 she won a share of the Nobel peace prize.

Addams lived at Hull House until her death on May 21, 1935. The original Hull mansion has been preserved as a museum that honors her.

Name _____

Jane Addams and the Hull House Comprehension Quiz

1. What group of people did Jane Addams open Hull House to serve?

- Native Americans
- Immigrants
- Women
- Children

2. What was Hull House named after?

- Jane's late grandmother
- The first immigrant to live there
- The builder of the house, Charles Hull
- Jane's brother

3. Which of these was NOT a service of the Hull House?

- Hospital
- Day Care
- Gymnasium
- Kindergarten

4. Select the causes Jane Addams also participated in. Choose ALL THAT APPLY

- Women's Voting Rights
- Child Labor Laws
- Worker's Rights
- Disability Rights
- The Foster Care System

5. What is Hull House used as today?

- It still houses immigrants
- It is a place to register to vote
- It is home to a famous actor
- It is a museum open to the public

6. According to both the play and the passage, what inspired Jane to create Hull House?

- A visit to England and seeing Toynbee Hall
- She saw how the upper class lived
- Ellen told her about another settlement she had visited
- Immigrants were on the streets begging for help

7. What 2 problems did the play discuss that the biography did not?

- The need to move immigrants out of cities
- The need to give kids vaccines (or shots)
- The need to provide transportation for working immigrants
- The need for garbage collection

8. What additional information do you learn from the play regarding the museum?

- It is a labor museum displaying artifacts created by immigrants
- It is a transportation museum showing cars immigrants built
- It is a children's museum showing how kids of the time lived
- It is a museum to show what life was like for immigrants in London

9. Short Response: Both the play and biography tell that Jane Addams won the Noble Peace Prize. What additional information is mentioned about this event in the play that is not shared in the biography?

10. In your own words, how did Jane Addams make life better for immigrants in Chicago? Use examples and evidence from the text in your response.
