



7TH GRADE **ELA**

Student Materials

Unit 2 ***Advocating for Change: Uprising & Flesh and Blood So Cheap***



Daily Lesson Materials

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: An individual's sense of belonging can be impacted by society's acceptance of aspects of one's identity, such as gender, race, and sexuality.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: Individuals should feel comfortable expressing who they are and should be accepted for who they are, regardless of others' perceptions of them.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: Understanding and appreciating diversity strengthens our ability to build a sense of belonging within and across communities.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 4: All immigrants have experienced hardship upon their arrival in America.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 5: Stories of historical events can be more powerful when told from the perspective of those who lived through them.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 6: Gender roles and expectations are just as different today as they were in the early 1900s.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 7: Economic inequality can create a sense of division and can also bring people together.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 8: Collective suffering, though tragic, can bring people together and impact their sense of belonging in the community.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 9: Sometimes, a government or business ignores the needs of individuals until a tragedy forces them to act.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: Laws protecting the safety of individuals in the workplace and at home have always existed in America.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 1–6
- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 1–5

Objective: Explain the impact of the Triangle fire by studying a fictional and nonfiction account of the event.

1. Summarize the "larger story" (p. 4) or the context of American life when the Triangle fire occurred. Include details from Marrin's description on pages 4–6. (*Flesh and Blood So Cheap*)

2. What is the purpose of the prelude? What effect does this section have on the overall text? (*Flesh and Blood So Cheap*)

3. Read the first five pages of *Uprising*. How is Mrs. Livingston impacted by the Triangle fire? (*Uprising*)

Name: _____ Date: _____

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<i>Response:</i>			<i>Response:</i>		

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Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

What is the difference between old and new immigration?

Describe the conditions in Southern Italy in the 1800s.

Describe the conditions for Jews in Russia in the 1800s.

What was the journey to America like for immigrants?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 7–22

Objective: Explain how Chapter 1 contributes to the development of ideas in *Flesh and Blood So Cheap*.

1. How does the section "Immigration Old and New" contribute to the ideas in the chapter?

2. Explain the push factors that led to the mass immigration of Russian Jews and Italians to the United States.

3. How do the maps on pages 9 and 14 contribute to the ideas in Chapter 1?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 7–22

Objective: Explain how Chapter 1 contributes to the development of ideas in *Flesh and Blood So Cheap*.

Discussion & Writing Prompt

How does Chapter 1 contribute to the development of ideas in *Flesh and Blood So Cheap*? Why does Marrin include this chapter in his book?

Name: _____

Date: _____

What happened when immigrants arrived by boat in New York City?

Describe New York City at the beginning of the twentieth century.

What were tenements? Provide three details about life inside tenements.

Select one photograph on these pages and describe what you see in detail.

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 23–39

Objective: Explain how the author structures the text to address how the growing population in New York City necessitated innovation and change in lifestyle at the turn of the twentieth century.

1. How does Marrin use text structure to describe an immigrant's experience arriving at Ellis Island?

2. How does Marrin's phrase "Reach for the sky!" (p. 29) enhance the reader's understanding of the challenges New York faced at the time?

3. How do the photographs and images on pages 36–37 help the reader understand the living conditions of immigrants? Use evidence from the text to support your answer.

Version 1

How then to put more people, more buildings, and more factories into the area?

Version 2

How then to put more people, more buildings, more factories—more everything—into a limited area? Attempt to build up.

Original

"How then to put more people, more buildings, more factories—more everything—into a limited area? Reach for the sky!" (29)

Version 1

How then to put more people, more buildings, and more factories into the area?

Version 2

How then to put more people, more buildings, more factories—more everything—into a limited area?
Attempt to build up.

Original

"How then to put more people, more buildings, more factories—more everything—into a limited area? Reach for the sky!" (29)

Marrin, A. (2015). *Flesh and blood so cheap: The Triangle fire and its legacy*. Yearling.

Name: _____

Date: _____

Why did some manufacturers use contractors instead of making everything in a factory?

Where were sweatshops located?

What were some of the dangers that sweatshop workers faced?

Why did many young immigrant women work in sweatshops or factories?

Who were Max Blanck and Isaac Harris?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 59–74 , start at "Rise of the Sweatshop"

Objective: Using evidence from the text, compare the experience of working in sweatshops to the experience of working in shirtwaist factories.

1. Compare and contrast the expectations for young immigrant women and young immigrant men. Cite evidence from the text to support your answer.

2. Describe the conditions of sweatshops. What was the impact of the conditions and treatment on the people who worked there? Cite evidence from the text to support your answer.

3. Describe the conditions of shirtwaist factories. What was the impact of the conditions and treatment on the people who worked there? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Where is Bella from? Why is she in New York?

What is Bella's living situation in New York?

How is Bella treated by the Lucianos? What do they want her to do?

Who is Signor Carlotti?

Why do the workers leave the factory? How does Bella respond to this?

What does Pietro do for Bella at the end of the chapter?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 7–31
- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin

Objective: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

1. How does Haddix characterize Bella in the first chapter of the novel? How do the sentences in italics contribute to her characterization? (*Uprising*)

2. How does Haddix include details from *Flesh and Blood So Cheap* to describe Bella's perspective of skyscrapers? Incorporate details from *Flesh and Blood So Cheap* to prove that Haddix's descriptions are historically accurate. (*Uprising* & *Flesh and Blood So Cheap*)

3. How is Bella treated on her first day in the factory? Why is she so determined to keep working there? Provide historical information from *Flesh and Blood So Cheap* and evidence from *Uprising* to support your answer. (*Uprising & Flesh and Blood So Cheap*)

Name: _____

Date: _____

What is Yetta waiting impatiently for?

Who is Miss Milhouse? What does she want for Jane?

What does Jane want to talk to her peers about at the tea party?

What does Mr. Carlotti do when Bella asks for her additional money?

What has happened to Pietro? How does Bella respond?

What do the Lucianos force Bella to do? What kind of business do they run?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 32–57

Objective: Explain how the author reveals the differing perspectives of each of the text's protagonists.

1. Describe how Yetta's perspective conflicts with her sister's perspective. How does Haddix develop these conflicting perspectives?

2. How does Haddix use Bella's perspective to develop the conflict?

3. How and why do each of the characters view the world differently? Provide specific examples from the text.

Name: _____

Date: _____

What do Yetta and Rahel argue about?

Who is Eleanor? What do she and Jane do together?

Why is the factory closed down?

What does Mr. Blanck threaten the workers with?

What does Signor Carlotti promise Bella?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin
- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 58–79

Objective: Identify ways that the author has drawn on historical facts to explain how characters' lives are shaped by sexism and gender roles in the early 1900s.

1. How has Haddix drawn from history to describe how Yetta's life is shaped by gender roles and expectations? How are these expectations similar and different from when she lived in Russia? Cite evidence from the text to support your answer.

2. How is Jane's life and experience shaped by gender roles? How does her experience reflect the women's suffrage movement in the early 1900s? What details could Haddix have added to strengthen the portrayal of this historical period?

3. How has Haddix drawn from history to describe how Bella's life is shaped by gender roles and expectations? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What allowed garment workers to successfully strike? What were they advocating for? (*Flesh and Blood So Cheap*)

How did factory owners respond to the strikes? (*Flesh and Blood So Cheap*)

Describe the dynamic between factory owners and the police. (*Flesh and Blood So Cheap*)

What are Yetta and the other workers striking for? (*Uprising*)

What are the benefits of having a union? (*Uprising*)

How do the police respond when they see that Yetta is being beaten up? (*Uprising*)

How does Yetta respond to the experience of being put in jail? (*Uprising*)

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 75–84
- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 80–90

Objective: Identify ways that the author has drawn on historical facts to develop the plot of *Uprising*.

1. What is a union, and why were they formed at the turn of the twentieth century? (*Uprising & Flesh and Blood So Cheap*)

2. How has Haddix drawn from history in her discussion of scabs on pages 83–84? How does her account differ from the description of scabs on pages 78–79 of *Flesh and Blood So Cheap*? Cite evidence from both texts to support your answer. (*Uprising & Flesh and Blood So Cheap*)

3. How has Haddix drawn from history in her discussion of "fancy women" on pages 84–85? How closely does the novel reflect historical fact? Cite evidence from both texts to support your answer. (*Uprising & Flesh and Blood So Cheap*)

Name: _____

Date: _____

Who is Clara Lemlich? What was her message at Cooper Union?

Why was it so important that a large group of women decide to strike?

What were the risks of striking for these women?

What was the WTUL? How did they support the strike?

How were strikers treated by the police and the courts?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 84–97

Objective: Analyze text structure to explain how specific individuals and ideas shaped the "Uprising of Twenty Thousand."

1. What caused Clara Lemlich to speak up at the Cooper Union meeting? How does Marrin highlight the effect of Lemlich's words? Cite evidence from the text to support your answer.

2. Why was public opinion so important to the success of the strike? How did wealthy women help to shape the way that the strike was perceived? Cite evidence from the text to support your answer.

3. Many strikers were arrested and sent to the workhouse. What was the intended impact of their imprisonment, and what was the actual impact of this? How does Marrin use signal words and text structure to highlight the difference between the intended and actual impact? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What is work in the Triangle Factory like for Bella now that many of the girls are on strike?

How do the picketers treat Bella?

How is Yetta treated by the police while she is picketing?

Who do Yetta and Rahel hear speaking at Cooper Union? How do they respond to the woman's speech?

Who does Jane meet outside the Triangle Factory?

Name: _____ Date: _____

Uprising & Flesh and Blood So Cheap

Gallery Walk Reflection Sheet

Name of Social Movement:
What did you learn about it? <ul style="list-style-type: none">• _____• _____• _____• _____

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Name of Social Movement:
What did you learn about it? <ul style="list-style-type: none">• _____• _____• _____• _____

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What did you learn about it? <ul style="list-style-type: none">• _____• _____• _____• _____

Reflection

What are some similarities across the social movements that you learned about today?

Name: _____ Date: _____

Uprising & Flesh and Blood So Cheap

Gallery Walk Reflection Sheet

Name of Social Movement:
What did you learn about it? <ul style="list-style-type: none">• _____• _____• _____• _____

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Reflection

What are some similarities across the social movements that you learned about today?

Name: _____

Date: _____

What is work in the Triangle Factory like for Bella, now that many of the girls are on strike?

How do the picketers treat Bella?

How is Yetta treated by the police while she is picketing?

Who do Yetta and Rahel hear speaking at Cooper Union? How do they respond to the woman's speech?

Who does Jane meet outside the Triangle Factory?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 91–121
- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin

Objective: Analyze how the author develops and contrasts historically accurate perspectives in *Uprising*.

1. Why does Haddix include Bella's chapter on pages 95–102? How does this chapter offer a unique perspective on the strike that was not included in *Flesh and Blood So Cheap*? (*Uprising & Flesh and Blood So Cheap*)

2. How does Haddix portray a historically accurate account of the Cooper Union meeting and the strike? (*Uprising & Flesh and Blood So Cheap*)

3. How does the extended metaphor of being in a "cage" (p. 91) reveal Jane's perspective on her life? How does her perspective reflect historically accurate gender norms? Cite evidence from the text to support your answer. (*Uprising*)

Name: _____

Date: _____

How do the Lucianos plan to pay for their baby's medicine?

What does Bella find out about her family?

What does Bella find out about the Lucianos?

Where does Bella go for help?

Why does Jane make the decision to bring Bella home with her?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 122–144

Objective: Analyze evidence from the text to draw conclusions about how each character's views are developing.

1. Craft an objective summary for each chapter.

2. Why is Bella grieving? What explicit details does Haddix include to develop her grief? Cite evidence from the text to support your answer.

3. Based on the text, what inferences can be made about Yetta's perspective on wealthy women? How does her perspective differ from her sister's? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Where is Bella staying while she recovers from her injuries and the shock of the news about her family?

Why does Jane ask Yetta to come to her home?

What is Yetta doing when Jane's chauffeur comes to get her?

What big decision does Bella make in this section of text?

Why does Jane try to fire Miss Milhouse? What is the result of this?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 145–165
- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin

Objective: Explain how setting and specific interactions impact characters' perspectives in *Uprising*.

1. How is Haddix's account of the "motor parade" (Marrin, p. 97) drawn from history? (*Uprising & Flesh And Blood So Cheap*)

2. How and why is Yetta impacted by being in Jane's home and neighborhood? Cite evidence from the text to support your answer. (*Uprising*)

3. How and why have Bella's feelings about the strike changed? How does Haddix reveal this change? Cite evidence from the text to support your answer. (*Uprising*)

Name: _____

Date: _____

How has Miss Milhouse treated Jane since the incident with Bella and Yetta?

Where is Bella living now?

What has Bella been doing with her time since she left Jane's house? Why does Rocco come to visit Bella?

What have the Triangle Factory owners offered the strikers, and how does Yetta feel about the offer?

What two important pieces of news does Rahel tell Yetta? How does she react?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 166–188
- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 100–103

Objective: Analyze a fictional portrayal of characters living through a historical event and determine how an informational account of the same period informs how authors of fiction use or alter history.

1. How and why has participating in the strike changed Bella's perspective of herself and her life? Cite evidence from the text to support your answer. (*Uprising*)

2. What do the men from the union think about the employers' offer? How is this different from how Yetta and the other women see this offer? How does Haddix develop this difference in perspective? (*Uprising*)

3. How does Haddix develop the difference between Yetta's and Rahel's historically accurate perspectives on the end of the strike? (*Uprising*)

Name: _____

Date: _____

How does Jane behave when her father first arrives home? Why?

What does Jane's father think of Jane's involvement with the Triangle Factory strike?

What does Jane learn about her own father's history with strikers?

What does Jane do when she learns this news?

Where is Jane living at the end of today's reading?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 189–211

Objective: Explain how the author develops characters' conflicting perspectives as their perspectives evolve.

1. What is significant about Jane's decision to "step forward, into her father's study" (p. 195)? How does Haddix reveal a change in Jane? Cite evidence from the text to support your answer.

2. How do Jane's and her father's perspectives of the strikers differ? How does Haddix develop this difference in perspective?

3. How does class shape Jane's experience of the world? How does moving in with Bella and Yetta start to shift her perspective?

Name: _____

Date: _____

Where are Bella and Yetta working?

What challenging conversation do Bella and Yetta have with Jane?

Who is Jane applying to be a governess for?

What does she think of the girls she will be teaching?

What do Yetta, Jane, and Bella promise one another?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 213–234

Objective: Explain how the author develops and contrasts different characters' perspectives.

1. Why does Haddix most likely include Jane's father's and Miss Milhouse's "echoes" on page 212? What does this reveal about Jane's perspective on her new living situation? Cite evidence from the text to support your answer.

2. What is Jane's initial reaction to the idea of becoming a governess? Why does she respond this way, and how does her perspective change? Cite evidence from the text to support your answer.

3. What does Bella want to learn? How does Haddix reveal a change in how Bella views the world?

Name: _____ Date: _____

Uprising & Flesh and Blood So Cheap

Perspectives Graphic Organizer

	Bella	Jane	Yetta
Perspective			
Evidence			
How Haddix develops perspective			

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix
- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin

Objective: Engage in a Socratic Seminar with peers, demonstrating a deep understanding of the text and topic by posing and responding to questions, and providing evidence to support ideas.

1. How does gender shape a person's experience of the world?

2. How does class shape a person's experience of the world?

Socratic Seminar Recording Form

Student	Tally of Times Student Spoke	Quality of Claim	Quality of Evidence	Quality of Reasoning	Overall

Name: _____

Date: _____

What happened in Newark, New Jersey, in November 1910?

Were factories safe for workers during this time period? Why or why not?

Summarize what happened during the fire.

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 104–121

Objective: Incorporate specific evidence from the text to explain the factors that influenced the outcome of the Triangle Shirtwaist Factory fire.

1. What features of the Asch Building made it unsafe for workers in the case of a fire? Why weren't factory owners motivated to create safe conditions for their workers? Cite evidence from the text to support your answer.

2. What helped save lives during the fire? Cite evidence from the text to support your answer.

3. How does Marrin include primary sources in this chapter to convey the effect of the fire on onlookers?

Name: _____

Date: _____

Who is Jacob?

Where are Yetta and Bella when the fire begins?

How do the workers on the eighth floor respond when the fire begins?

Why does Yetta decide to go upstairs rather than outside, where it is safe?

Why are Jane and the Blanck children at the factory?

Why does Jane go down to the ninth floor?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 269–286
- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 104–121

Objective: Explain how the author draws from history and uses dramatic irony to convey the events of the fire.

1. How does Haddix draw from history in Yetta's account of the fire? (*Uprising & Flesh and Blood So Cheap*)

2. On page 281, Miss Mary says, "Probably isn't anything anyhow, just the girls playing with it on their way out the door." What impact does this line have on the reader? Cite evidence from the text to support your answer. (*Uprising*)

3. How does Haddix use dramatic irony on page 285? Cite evidence from the text to support your answer. (*Uprising*)

Name: _____

Date: _____

What happens when Jane and Bella reach the fire escape?

Why does Bella go up to the tenth floor?

Why does Jacob follow Yetta?

What do Yetta and Jacob do at the end of the chapter?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 287–298
- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin

Objective: Explain how the author uses specific words and phrases to develop meaning, mood, and tone in *Uprising*.

1. How does Haddix incorporate details drawn from history into Bella and Yetta's portrayal of the fire?

2. What mood does Haddix develop on pages 287–288? What specific words and phrases does she use to develop this mood? Cite evidence from the text to support your answer.

3. Contrast Jacob and Yetta's tone on pages 295–297. How does Haddix develop the contrasting tones in this scene? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What happens to Jane in today's reading?

How does Haddix use italics in Jane's chapter?

Who does Bella help?

How does Bella help Mr. Blanck, Harriet, and Millicent?

What happens to Bella at the end of her chapter?

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 229–315

Objective: Explain how Haddix develops and contrasts characters' perspectives at the conclusion of *Uprising*.

1. How does Jane's perspective of herself and of the factory girls change between pages 299 and 301? How does Haddix develop the idea that her perspective has changed? Cite evidence from the text to support your answer.

2. How has Jane's perspective of her own life changed as a result of being trapped in the factory during the fire? Cite evidence from the text to support your answer.

3. Summarize how Bella escapes from the factory and how this is drawn from history.

4. How does Bella reveal her sense of belonging in one of the loneliest moments of her life?

Version 1

When Bella's family had died, she'd felt so alone; she'd been frantic in her grief because she was the only one left to mourn them. But now she was surrounded by Italians and Jews, all immigrants mourning for their own dead. And it seemed to Bella that she could feel the sorrow spreading. And, to Bella, at this moment when everything else seemed so tragically wrong, this, at least, seemed right: others were grieving with her.

Version 2

When Bella's family had died, she'd felt so alone; she'd been frantic in her grief because she was the only one left to mourn them. But now she was surrounded by mothers and fathers, brothers and sisters, husbands and wives, boyfriends and girlfriends and fiancés, all mourning for their own dead. And, to Bella, at this moment when everything else seemed so tragically wrong, this, at least, seemed right: that others were grieving with her.

Original

"When Bella's family had died, she'd felt so alone; she'd been frantic in her grief because she was the only one left to mourn them. But now she was surrounded by mothers and fathers, brothers and sisters, husbands and wives, boyfriends and girlfriends and fiancés, all mourning for their own dead. And it seemed to Bella that she could feel the sorrow spreading, to millionaires in their mansions and to women in fur coats who'd walked a picket line beside a hungry girl they now wondered about, to college girls who'd gone to jail for an immigrant girl's job, to young, dreamy-eyed men who'd bought a strike-edition newspaper from a pretty girl they now remembered as if she were their first, true, love. And, to Bella, at this moment when everything else seemed so tragically wrong, this, at least, seemed right: that all of New York was grieving with her." (315)

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When Bella's family had died, she'd felt so alone; she'd been frantic in her grief because she was the only one left to mourn them. But now she was surrounded by mothers and fathers, brothers and sisters, husbands and wives, boyfriends and girlfriends and fiancés, all mourning for their own dead. And, to Bella, at this moment when everything else seemed so tragically wrong, this, at least, seemed right: that others were grieving with her.

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"When Bella's family had died, she'd felt so alone; she'd been frantic in her grief because she was the only one left to mourn them. But now she was surrounded by mothers and fathers, brothers and sisters, husbands and wives, boyfriends and girlfriends and fiancés, all mourning for their own dead. And it seemed to Bella that she could feel the sorrow spreading, to millionaires in their mansions and to women in fur coats who'd walked a picket line beside a hungry girl they now wondered about, to college girls who'd gone to jail for an immigrant girl's job, to young, dreamy-eyed men who'd bought a strike-edition newspaper from a pretty girl they now remembered as if she were their first, true, love. And, to Bella, at this moment when everything else seemed so tragically wrong, this, at least, seemed right: that all of New York was grieving with her." (315)

Haddix, M. P. (2011). *Uprising*. Simon & Schuster Books for Young Readers.

Name: _____

Date: _____

How did police officers and firefighters react to the **tragedy**?

How were immigrant families affected by the **tragedy**?

What did the city of New York do to honor seven unclaimed bodies?

How did the people of New York come together to support victims and survivors?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 122–130 , stop before "Never Again"

Objective: Explain how the author uses primary sources in the chapter to convey the impact of the fire on New Yorkers.

1. How does the epigraph on page 122 convey the collective feeling of the public after the fire? Cite evidence from the epigraph to support your answer.

2. Why does Marrin include quotes from primary sources in this chapter? What is the effect? Cite evidence from the text to support your answer.

3. How do the photos of the funeral procession on April 5, 1911, enhance the reader's understanding of the impact of this event? Cite evidence from the text to support your answer.

Name: _____

Date: _____

When does this chapter take place? (*Uprising*)

Who is Harriet? Who is Mrs. Livingston? (*Uprising*)

How did Jane affect Harriet's life? (*Uprising*)

What impact did Yetta's death (and the death of the other shirtwaist girls) have on laws? (*Uprising*)

What were Blanck and Harris put on trial for, and what was the verdict in that trial? (*Flesh and Blood So Cheap*)

What happened when Blanck and Harris filed insurance claims, and what did they give to the families of the victims? (*Flesh and Blood So Cheap*)

Name: _____

Date: _____

Today's Materials:

- Book: [Uprising](#) by Margaret Peterson Haddix — pp. 316–330
- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — p. 137

Objective: Explain how the author develops and contrasts characters' perspectives at the conclusion of *Uprising*.

1. How does Haddix develop the idea that Harriet is deeply conflicted about what to do and how to think about her own life? Cite evidence from the text to support your answer. (*Uprising*)

2. What is Mrs. Livingston's perspective on Harriet's statement that "Nothing I can do could ever bring back Yetta and Jane" (p. 327)? How does Haddix develop the difference in perspective? Cite evidence from the text to support your answer. (*Uprising*)

3. How does Haddix draw from history to portray the fate of Max Blanck and Isaac Harris in *Uprising*? (*Uprising* & *Flesh and Blood So Cheap*)

Name: _____

Date: _____

How did the audience at the Metropolitan Opera House respond to the first speakers and their suggestions?

Who was Rose Schneiderman?

What did she want?

What was the impact of her speech on the audience at the Metropolitan Opera House?

What was the meaning of the phrase "bread and roses" (p. 133)?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 130–133 , begin at "Never Again!" and end at "Enter Al Smith" (including "Bread and Roses")
- Speech: "[We Have Found You Wanting](#)" by Rose Schneiderman

Objective: Determine the central message of Rose Schneiderman's speech and explain the impact of word choice on meaning and tone.

1. According to Marrin, how did individuals and groups advocate to improve working conditions and fire safety after the Triangle Shirtwaist Factory **tragedy**? (*Flesh and Blood So Cheap*)

2. How does Schneiderman use figurative language to convey her central idea in paragraph 2? ("We Have Found You Wanting")

3. In paragraph 3, Schneiderman writes, "The life of men and women is so cheap and property is so sacred." What is the impact of Schneiderman's juxtaposition of the words "cheap" and "sacred" in this sentence? ("We Have Found You Wanting")

Name: _____

Date: _____

Who was part of the New York Factory Investigating Commission?

What was the purpose of the commission? What power did they have?

What kinds of things did the commissioners see in factories?

What reforms ultimately resulted from the commission's work?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 139–146 , begin at "Reform"

Objective: Embed evidence from the text to describe the impact of specific individuals, events, and ideas on the development of labor laws in the United States.

1. Summarize the work of the New York Factory Investigating Commission.

2. How did Frances Perkins's ideas and beliefs lead to the development of labor laws in the United States? Cite evidence from the text to support your answer.

3. How did the commissioners' and Founding Fathers' different ideas about the role of government impact each of their actions? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Where is the majority of clothing that Americans purchase manufactured today? Why?

What are conditions like for workers in many garment factories around the world?

According to the text, how do many workers in poor countries feel about factory jobs?

Name: _____

Date: _____

Today's Materials:

- Book: [Flesh and Blood So Cheap: The Triangle Fire and Its Legacy](#) by Albert Marrin — pp. 153–163 , begin at "Return of the New York Sweatshop"

Objective: Explain how the author structures the end of *Flesh and Blood So Cheap* to convey the impact of the Triangle Shirtwaist Factory fire.

1. How does Marrin convey the central idea that "history repeat[s] itself" (p. 155) in the conclusion?

2. How does the perspective of labor activists differ from the perspective of some economists and workers around the world? Cite evidence from the text to support your answer.

3. How does the epigraph on page 147 contribute to the central ideas in the conclusion?

Name: _____

Date: _____

How do marginalized groups create a sense of belonging even when they feel excluded by society?

How does meaningful social change come about?

What do *Uprising* and *Flesh and Blood So Cheap* reveal about the roles and expectations of immigrants in the early twentieth century?

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____ Date: _____

Uprising & Flesh and Blood So Cheap

Dangling Describing Phrase Practice Page

Directions: If the sentence is correct, write a check. If the sentence has a dangling describing phrase, revise the sentence to make it correct.

Sentence	If it's correct, write a check. If not, revise the sentence.
Packed with essential nutrients, bugs and insects are incredibly nutritionally beneficial.	
Shaped by cultural misconceptions, we need to shake this ridiculous stigma.	
Compared to traditional livestock, the feed-to-product ratio is efficient and people consume much less per pound.	
Examining nutritional patterns in Kenyan households, her studies have found that roughly 30 percent are food insecure, leading to massive malnutrition . . .	

The New York Times

NEW YORK, APRIL 15, 1911

Article Title

By:

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____

Date: _____

Today's Materials:

- Essay: ["A Change in the Menu"](#) by Grace Silva

Objective: Draft an op-ed with an appropriate, formal tone.

Writing Prompt

tone formal style

Start the draft of your op-ed beginning with the introduction and first body paragraph. Add and underline describing details and word choice that convey an appropriate tone to match the prompt:

- It is April 15, 1911. You are a journalist writing about the Triangle Shirtwaist Factory fire. Write an op-ed for *The New York Times* about labor laws in the US in response to the fire.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____ Date: _____

Uprising & Flesh and Blood So Cheap

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Compared to traditional livestock, the feed-to-product ratio is efficient and people consume much less per pound.	
Examining nutritional patterns in Kenyan households, her studies have found that roughly 30 percent are food insecure, leading to massive malnutrition . . .	

The New York Times

NEW YORK, APRIL 15, 1911

Article Title

By:



Vocabulary

Word	Part of Speech	Definition
abundant	adj.	large in amount or number; more than enough
agony	adj.	extreme physical or mental suffering
burden	n.	something that is carried or difficult to bear
characterization		the process by which the writer reveals the personality and traits of a character
citation		a quotation from or reference to a book, paper, or author
claim		the position or stance of an argument, which is debatable and able to be supported by evidence and reasoning
conflict		the problem that is faced by a character or characters
contempt	n.	intense hatred
conviction	n.	determination, strong belief
counterclaim		a position or stance opposing a main argument
credible		believable; trustworthy

Word	Part of Speech	Definition
denounce	v.	to speak out against
dignity	n.	belief in one's own value or worth
disgrace	n.	a loss of reputation or respect as a result of a dishonorable action
dramatic irony		a literary technique where the author provides information to the reader that the characters are not aware of, evoking humor, suspense, or tragedy
dynamic character		a character that undergoes an inner change and develops a deeper understanding of themselves and how they view the world by the end of the story
epigraph		a quote placed at the beginning of a book or chapter that provides context for or insight into the content that follows
evidence		the factual proof of the reasons behind a particular argument
explicit		directly stated or communicated
fervent	adj.	showing passionate intensity

Word	Part of Speech	Definition
formal style		writing that is serious, clear, and professional, and uses complete sentences, standard grammar, and precise vocabulary
grievance	n.	something that is believed to be wrong or unfair that may cause people to complain
historical fiction		a literary genre in which a text is set in a real place during a culturally recognizable time; the plot is often a mix of actual events and fictional events, and characters can be purely fictional or based on real people
ignorant	adj.	without knowledge or education
inference		an educated guess based on details in the story and prior knowledge to make meaning
juxtaposition		two things or concepts placed side by side to emphasize the difference between them
marvel	n.	something that is wonderful or astonishing
misery	n.	the condition of being very unhappy or suffering very much
mood		the emotion or feeling that a text creates for the reader

Word	Part of Speech	Definition
objective		not influenced by personal beliefs or opinions
op-ed		an article in a newspaper or on a website where an individual shares their opinion about an issue
paraphrase		to restate an author's words in one's own words
prelude		a separate introductory section of text that gives background information about a story and grabs the reader's attention at the beginning with a scene directly from the story
preposterous	adj.	completely foolish or unreasonable; ridiculous
primary source		an original record or firsthand account that comes directly from the time or event being studied
rebuttal		a statement that responds to the counterclaim and strengthens the writer's argument
resolution	n.	a firm decision to do or not to do something
resolve	n.	strong determination to do something
rising action		the section of text that comes after the exposition, when the story begins to get complicated and the central conflict is introduced

Word	Part of Speech	Definition
scorn	v.	to disrespect or extremely dislike
secondary source		a work about the past, created using information from research
solidarity	n.	unity of feeling or action, especially among individuals with a common interest
speech		a formal address given to an audience; often conducted in a public forum to inform, persuade, or entertain a group of people
subversive	adj.	working against mainstream values, expectations, or authority; radical
tone		an author/speaker's attitude toward a topic or an audience, which is often conveyed through word choice and/or literary devices
tragedy	n.	a very sad event
uprising	n.	an act of resistance or rebellion; a revolt

Name: _____ Date: _____ *Uprising & Flesh and Blood So Cheap*

VOCABULARY PRACTICE

7th Grade ELA

Advocating for Change: *Uprising & Flesh and Blood So Cheap*

WORD LIST

1. **abundant** (adj.): large in amount or number; more than enough
2. **agony** (n.): extreme physical or mental suffering
3. **burden** (n.): something that is carried or difficult to bear
4. **contempt** (n.): intense hatred
5. **conviction** (n.): determination, strong belief
6. **denounce** (v.): to speak out against
7. **dignity** (n.): belief in your own value or worth
8. **disgrace** (n.): a loss of reputation or respect as a result of a dishonorable action
9. **fervent** (adj.): showing passionate intensity
10. **grievance** (n.): something that is believed to be wrong or unfair that may cause people to complain
11. **ignorant** (adj.): without knowledge or education
12. **marvel** (n.): something that is wonderful or astonishing
13. **misery** (n.): the condition of being very unhappy or suffering very much
14. **preposterous** (adj.): completely foolish or unreasonable; ridiculous
15. **resolution** (n.): a firm decision to do or not to do something
16. **resolve** (n.): strong determination to do something
17. **scorn** (adj.): extreme dislike or disrespect
18. **solidarity** (n.): unity of feeling or action, especially among individuals with a common interest
19. **subversive** (adj.): working against mainstream values, expectations, or authority; radical
20. **tragedy** (n.): a very sad event
21. **uprising** (n.): an act of resistance or rebellion; a revolt

ACTIVITY 1. MATCHING*Directions: Please match the correct word to each definition***WORD BANK**

abundant agony burden contempt conviction denounce dignity	disgrace fervent grievance ignorant marvel misery preposterous	resolution resolve scorn solidarity subversive tragedy uprising
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ANSWER**DEFINITION**

1.		intense hatred
2.		something that is believed to be wrong or unfair that may cause people to complain
3.		completely foolish or unreasonable; ridiculous
4.		large in amount or number; more than enough
5.		an act of resistance or rebellion; a revolt
6.		belief in your own value or worth
7.		a very sad event
8.		without knowledge or education

9.		a firm decision to do or not to do something
10.		extreme physical or mental suffering
11.		a loss of reputation or respect as a result of a dishonorable action
12.		strong determination to do something
13.		determination, strong belief
14.		something that is wonderful or astonishing
15.		working against mainstream values, expectations, or authority; radical
16.		unity of feeling or action, especially among individuals with a common interest
17.		showing passionate intensity
18.		extreme dislike or disrespect
19.		something that is carried or difficult to bear
20.		the condition of being very unhappy or suffering very much

21.		to speak out against
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ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

1. The artist's latest exhibit was hailed as _____, challenging societal norms and provoking deep introspection among its viewers. Her use of bold colors and controversial themes redefined traditional art forms, making a powerful statement against conformity.
2. The American Revolution was fueled by the colonists' many _____ against British rule, particularly issues like taxation without representation. These complaints were formalized in the Declaration of Independence in 1776, leading to the birth of a new nation based on principles of liberty and self-governance.
3. Fatima felt the _____ of responsibility heavy on her shoulders as she worked tirelessly in a London hospital, caring for patients during the pandemic.
4. Akira felt a deep sense of _____ as he stood before his colleagues in Tokyo, having been caught falsifying research data.
5. At the climate rally in Berlin, Lena's _____ speech inspired thousands to take action against global warming.
6. Mahatma Gandhi was a figure of strong _____, leading India's non-violent struggle for independence from British rule. His firm belief in truth and non-violence inspired millions and ultimately led to India's freedom in 1947.
7. The children gazed in _____ at the night sky, their eyes wide with wonder at the glittering constellations. Each star seemed a tiny beacon of hope, lighting up their dreams.
8. In a powerful show of _____, maintenance workers from diverse backgrounds marched through the streets of Chicago, demanding fair wages and better working conditions.

9. The coastal village of Tacloban in the Philippines mourned the _____ of the typhoon that claimed countless lives and left widespread devastation in its wake.
10. In the grand halls of the Capitol in Washington D.C. Senator Hernandez's voice dripped with _____ as he addressed the corruption scandal. "This is not just a breach of trust," he said, his eyes narrowing as he scanned the room, "it is a direct assault on the principles that this nation was built upon."
11. With the new year came Sarah's _____ to live a healthier life, her determination evident in every step she took. She was ready to embrace change, one small victory at a time.
12. In medieval times, the idea that the Earth was flat was widely accepted, despite being _____ from a modern scientific perspective. Likewise, the notion that diseases were caused by "miasma" or bad air, prevalent before the germ theory of disease was established, seems preposterous given our current understanding of microbiology.
13. Hurricane Katrina, which struck the Gulf Coast in 2005, brought unparalleled _____ to millions of residents, leaving a trail of devastation in its wake. The storm's aftermath saw widespread flooding, displacement, and a profound sense of loss, as communities grappled with the overwhelming destruction.
14. During the California Gold Rush of the mid-19th century, gold was thought to be so _____ that it attracted hundreds of thousands of prospectors from around the world. This period of rapid migration and economic growth significantly contributed to California's admission as the 31st state of the United States in 1850.
15. As the clock struck midnight, Jane felt the sharp _____ of betrayal, her heart shattered by the revelation of her best friend's deceit. She lay awake, consumed by a pain she never thought possible.
16. Tom's _____ remarks about the new cultural exhibit revealed his lack of understanding and respect. It was a reminder that sometimes, silence is

the better part of wisdom.

17. The village erupted in an unexpected _____, the people's voices finally breaking free from years of oppression. It was a powerful surge of unity, demanding justice and change.
18. After months of rigorous training, Miguel's _____ to complete the marathon never wavered, even when he faced physical exhaustion. Each early morning run, every grueling hill workout, and all those late-night stretching sessions had prepared him for the race.
19. At the checkout counter of the Everwood Market, Emma found a lost wallet overflowing with cash. Despite her own family's financial struggles, she returned it to the rightful owner, knowing that her _____ was worth more than any amount of money.
20. As he gave his speech, Marcus felt the _____ of the other class representatives as he advocated for more money being allocated to the freshman class for new lab equipment. Despite their disdainful glares, his impassioned speech convinced them that some of the homecoming budget should be used, even if it meant they could not get a photo booth.
21. The community leaders came together to publicly _____ the acts of vandalism that had recently plagued their town.

PART TWO: EXAMPLES AND NONEXAMPLES

ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

<i>definition of the word</i>	<i>synonyms</i>
large in amount or number; more than enough	Plentiful, bountiful, overflowing, ample
1. ABUNDANT	
<i>use the word in a sentence</i>	<i>antonyms</i>
The garden was filled with an abundant variety of flowers, creating a vibrant tapestry of colors.	Lacking, without, missing, sparse
<i>definition of the word</i>	<i>synonyms</i>
extreme physical or mental suffering	
2. AGONY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
something that is carried or difficult to bear	
3. BURDEN	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
intense hatred	
4. CONTEMPT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
determination, strong belief	
5. CONVICTION	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to speak out against	
6. DENOUNCE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
belief in your own value or worth	

7. DIGNITY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a loss of reputation or respect as a result of a dishonorable action	

8. DISGRACE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
showing passionate intensity	

9. FERVENT

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
something that is believed to be wrong or unfair that may cause people to complain	

10. GRIEVANCE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
without knowledge or education	
11. IGNORANT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
something that is wonderful or astonishing	
12. MARVEL	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the condition of being very unhappy or suffering very much	
13. MISERY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
completely foolish or unreasonable; ridiculous	
14. PREPOSTEROUS	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a firm decision to do or not to do something	
15. RESOLUTION	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
strong determination to do something	
16. RESOLVE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
extreme dislike or disrespect	

17. SCORN

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
unity of feeling or action, especially among individuals with a common interest	

18. SOLIDARITY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
working against mainstream values, expectations, or authority; radical	
19. SUBVERSIVE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a very sad event	
20. TRAGEDY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
an act of resistance or rebellion; a revolt	
21. UPRISING	
<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word (Ex: different tenses, changing part of speech, removing or adding affixes).

The following words have been omitted from this activity:

- Denounce
- Inferno
- Preposterous
- Resolve
- Resolution
- Subversive
- Tainted

abundant (adj.): large in amount or number; more than enough	
CHANGE	EXAMPLE SENTENCE
<i>Abundance</i>	The garden was filled with an abundance of vibrant flowers.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to a noun</i> <i>A very large quantity of something.</i>	

agony (adj.): extreme physical or mental suffering	
CHANGE	EXAMPLE SENTENCE
<i>agonize</i>	She would often agonize over making the wrong decision.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to verb</i></p> <p><i>To undergo great mental anguish through worrying about something.</i></p>	

burden (n.): something that is carried or difficult to bear	
CHANGE	EXAMPLE SENTENCE
<i>burdened</i>	He felt burdened by his numerous obligations at work.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Weighed down with a heavy load or responsibility.</i></p>	

contempt (n.): intense hatred	
CHANGE	EXAMPLE SENTENCE
<i>contemptuous</i>	She gave him a contemptuous look when he tried to justify his actions.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Showing contempt; scornful.</i></p>	

conviction (n.): determination, strong belief	
CHANGE	EXAMPLE SENTENCE
<i>convict</i>	The jury decided to convict the defendant based on the overwhelming evidence.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to verb</i></p> <p><i>To declare someone to be guilty of a criminal offense.</i></p>	

dignity (n.): belief in your own value or worth	
CHANGE	EXAMPLE SENTENCE
<i>dignified</i>	Despite the challenges, she remained dignified throughout the trial.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Having or showing a composed or serious manner that is worthy of respect.</i></p>	

disgrace (n.): a loss of reputation or respect as a result of a dishonorable action	
CHANGE	EXAMPLE SENTENCE
<i>disgraceful</i>	His disgraceful behavior at the meeting was a subject of gossip for weeks.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Shockingly unacceptable.</i></p>	

fervent (adj.): showing passionate intensity	
CHANGE	EXAMPLE SENTENCE
<i>fervently</i>	She fervently supported the charity, dedicating countless hours to its cause.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>Doing something very enthusiastically or passionately.</i></p>	

grievance (n.): something that is believed to be wrong or unfair that may cause people to complain	
CHANGE	EXAMPLE SENTENCE
<i>grieve</i>	The entire community came together to grieve the loss of their beloved teacher.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to verb</i></p> <p><i>To feel intense sorrow, especially due to someone's death.</i></p>	

ignorant (adj.): without knowledge or education	
CHANGE	EXAMPLE SENTENCE
<i>ignorance</i>	His ignorance about the subject was evident during the discussion.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i>	

marvel (n.): something that is wonderful or astonishing	
CHANGE	EXAMPLE SENTENCE
<i>marvelous</i>	The view from the mountain was simply marvelous to them.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Causing great wonder.</i>	

misery (n.): the condition of being very unhappy or suffering very much	
CHANGE	EXAMPLE SENTENCE
<i>miserable</i>	She felt miserable after hearing the bad news.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Unhappy or uncomfortable.</i>	

scorn (adj.): extreme dislike or disrespect	
CHANGE	EXAMPLE SENTENCE
<i>scornfully</i>	He looked at the outdated equipment scornfully .
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>With an expression of contempt or disdain.</i>	

solidarity (n.): unity of feeling or action, especially among individuals with a common interest	
CHANGE	EXAMPLE SENTENCE
<i>solitary</i>	He enjoyed the solitary walks in the park as a time for reflection.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Same root word, with an opposite meaning</i> <i>Done or existing alone.</i>	

subversive (adj.): working against mainstream values, expectations, or authority; radical	
CHANGE	EXAMPLE SENTENCE
<i>subversively</i>	The group operated subversively to challenge the authoritarian regime.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>In a manner intended to undermine or overthrow.</i>	

tragedy (n.): a very sad event	
CHANGE	EXAMPLE SENTENCE
<i>tragic</i>	The tragic accident left the entire town in mourning.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Causing or characterized by extreme distress or sorrow.</i></p>	

uprising (n.): an act of resistance or rebellion; a revolt	
CHANGE	EXAMPLE SENTENCE
<i>uprise</i>	The people decided to uprise against the oppressive government.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to verb</i></p> <p><i>To rise up; to ascend or mount up.</i></p>	

Name: _____ Date: _____

Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

Formatting and Evidence	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	



Unit Rubrics & Assessments

Name: _____ Date: _____

Single Point Informational Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Objective Summaries		I paraphrase important facts and details that effectively develop my topic in my objective summaries.	
Text Features		I incorporate text features to enhance an understanding of my topic.	
Language		I include descriptive phrases in my text features to add more detail.	

My goal for my next informational writing cycle is _____

Informational Writing Rubric

7th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction Clearly introduces the topic; provides essential background knowledge; previews the main ideas that will be developed	4 3 2 1	
Organization Logically groups related ideas into organized paragraphs or sections; uses text structures such as sequence, chronology, cause and effect, comparison, or problem and solution; supports reader understanding through clear organization	4 3 2 1	
Conclusion Provides a coherent concluding section; follows logically from the information presented; reinforces the topic and helps the reader understand its significance	4 3 2 1	

Development	Rubric Score	Notes
Details Develops the topic using relevant facts, definitions, concrete details, quotations, and examples; selects information that deepens the reader's understanding; explains ideas with increasing depth and clarity	4 3 2 1	
Text Features Includes relevant headings, subheadings, visuals, or multimedia; selects features that clarify or extend the information presented; integrates text features smoothly with the written content	4 3 2 1	

Language	Rubric Score	Notes
<p>Style Uses appropriate transitions to create cohesion; clarifies relationships among ideas; selects precise and topic-specific vocabulary; maintains a formal style and consistent tone throughout</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, which enhances clarity and contributes to the overall meaning of the narrative, including cumulative adjectives, use of phrases and clauses, and varied sentence structure</p>	<p>4 3 2 1</p>	
<p>Conventions Applies correct spelling, punctuation, and capitalization that support the clarity and flow of the writing</p>	<p>4 3 2 1</p>	

Name: _____ Date: _____

Single Point Argumentative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Claim and Counterclaim		I draft a claim with a debatable, focused argument that also addresses a counterclaim.	
Tone		I include descriptions and word choice to convey an appropriate tone in my writing.	
Formal Style		I use clear, concise language to convey a formal style in my writing.	
Language		I add describing phrases that add detail and convey the tone in my writing.	

My goal for my next argumentative writing cycle is _____

Argumentative Writing Rubric

7th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction Introduces a clear, focused claim and an opposing or alternate claim; establishes the context for the argument; previews logical reasons that support the claim	4 3 2 1	
Organization Organizes ideas logically; uses a variety of transitions and organizational strategies to clarify relationships among claims, counterclaims, reasons, and evidence	4 3 2 1	
Conclusion Provides a well-developed conclusion that reinforces the claim and counterclaim; summarizes the main points; offers a final thought or insight related to the argument	4 3 2 1	

Development	Rubric Score	Notes
Claim Introduces a specific, debatable claim that requires support through logical reasoning and evidence; maintains consistent focus on the claim; acknowledges a counterclaim and provides a rebuttal to strengthen the argument	4 3 2 1	

<p>Reasoning Provides logical and well-developed reasons that support the claim; connects reasons to relevant, credible evidence; explains how the evidence supports the claim; explains the counterclaim and rebuttal to strengthen the argument</p>	<p>4 3 2 1</p>	
<p>Evidence Selects relevant and credible evidence to support claims and reasons; demonstrates understanding of the topic; integrates facts, examples, or quotations smoothly into the writing</p>	<p>4 3 2 1</p>	

Language	Rubric Score	Notes
<p>Style Maintains a formal style and appropriate tone for the audience and purpose; uses language that is precise and engaging</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, which enhances clarity and contributes to the overall meaning of the narrative, including cumulative adjectives, use of phrases and clauses, and varied sentence structure</p>	<p>4 3 2 1</p>	
<p>Conventions Applies correct spelling, punctuation, and capitalization that support the clarity and flow of the writing</p>	<p>4 3 2 1</p>	

Academic Discourse Rubric

6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
Tier 1: Clarify and share their own thoughts	<ul style="list-style-type: none"> ● Attempts to provide evidence, but the evidence is unrelated or wrong ● Does not use vocabulary that is specific to the subject or task 	<ul style="list-style-type: none"> ● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence ● Uses some vocabulary that is specific to the subject and task, but misses opportunities 	<ul style="list-style-type: none"> ● Provides relevant evidence or examples to justify and defend their point clearly ● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts
Tier 2: Engage with the thinking of others	<ul style="list-style-type: none"> ● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea ● Does not track other students' ideas ● Does not ask follow-up questions to clarify ideas 	<ul style="list-style-type: none"> ● Attempts to build on a peer's ideas, but the connection may be limited ● Attempts to restate others' ideas, but is unable to retell key ideas ● Asks follow-up questions, but they may be generic and not specific 	<ul style="list-style-type: none"> ● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas ● Paraphrases what others are saying in order to keep track of key ideas in a discussion ● Seeks to clarify a particular point by asking follow-up questions
Tier 3: Critique and analyze the reasoning of others	<ul style="list-style-type: none"> ● Does not engage with the thinking of their peers ● Does not compare and contrast different arguments ● Unable to synthesize ideas from the discussion 	<ul style="list-style-type: none"> ● Begins to challenge the thinking of their peers, but may be limited ● Attempts to compare and contrast different arguments, but misses the nuance ● Attempts to synthesize the discussion, but misses key understandings 	<ul style="list-style-type: none"> ● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking ● Compares and contrasts the effectiveness of different arguments ● Synthesizes everything they have heard into coherent statements

Speaking and Listening	<ul style="list-style-type: none"> ● Language is not always clear ● Eye contact and posture are not consistent ● Interrupts or speaks over students 	<ul style="list-style-type: none"> ● Appropriate language ● Uses eye contact and appropriate posture ● Awareness of own airtime in order to ensure participation by others 	<ul style="list-style-type: none"> ● Sophisticated and appropriate language ● Consistent eye contact and professional posture ● Actively solicits contributions from others
Preparation	<ul style="list-style-type: none"> ● Is not prepared for the discussion; has not identified key pieces of evidence or details 	<ul style="list-style-type: none"> ● Is prepared for the discussion with some evidence and details 	<ul style="list-style-type: none"> ● Is prepared to share the best reasons and evidence to support a particular point or idea

Target Task Response Rubric

6th–8th Grade English Language Arts

In the oral/written response...	Got it	Almost	Not yet
Central idea The central idea is accurate, clear, and fully developed.			
Supporting details There is an effective selection of evidence/details that support the central idea.			
Connection There is a clear explanation of how the evidence/details connect to the central idea.			
Organization There is an effective organization in which ideas are presented in a logical order.			
Expression The student uses complete sentences, grade-appropriate grammar and spelling, or speaks clearly for oral responses.			

Name: _____ Date: _____

Uprising & Flesh and Blood So Cheap

Directions: Read each text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

Text 1

The Stolen Party

By Liliana Heker

Adapted for length by Fishtank Learning

- 1 As soon as she arrived she went straight to the kitchen to see if the monkey was there. It was: what a relief. She wouldn't have liked to admit that her mother had been right. Monkeys at a birthday? Her mother had sneered. *Get away with you, believing any nonsense you're told!* She was cross, but not because of the monkey, the girl thought; it's just because of the party.
- 2 "I don't like you going," she told her. "It's a rich people's party."
- 3 "Rich people go to Heaven too," said the girl, who studied religion at school.
- 4 "Get away with Heaven," said the mother. "The problem with you, young lady, is that you like to fart higher than your a—."
- 5 The girl didn't approve of the way her mother spoke. She was barely nine, and one of the best in her class.
- 6 "I'm going because I've been invited," she said. "And I've been invited because Luciana is my friend. So there."
- 7 "Ah yes, your friend," her mother grumbled. She paused. "Listen, Rosaura," she said at last. "That one's not your friend. You know what you are to them? The maid's daughter, that's what." Rosaura blinked hard: she wasn't going to cry. Then she yelled: "Shut up! You know nothing about being friends!"
- 8 Every afternoon she used to go to Luciana's house and they would both finish their homework while Rosaura's mother did the cleaning. They had their tea in the kitchen and they told each other secrets. Rosaura loved everything in the big house, and she also loved the people who lived there.
- 9 "I'm going because it will be the most lovely party in the whole world, Luciana told me it would. There will be a magician, and he will bring a monkey and everything."
- 10 The mother swung around to take a good look at her child, and pompously put her hands on her hips.
- 11 "Monkeys at a birthday?" she said. "Get away with you, believing any nonsense you're told!"
- 12 Rosaura was deeply offended. She thought it unfair of her mother to accuse other people of being liars simply because they were rich. Rosaura too wanted to be rich, of course. If one day

she managed to live in a beautiful palace, would her mother stop loving her? She felt very sad. She wanted to go to that party more than anything else in the world.

13 "I'll die if I don't go," she whispered, almost without moving her lips.

14 She wasn't sure whether she had been heard, but on the morning of the party she discovered that her mother had starched her Christmas dress. And in the afternoon, after washing her hair, her mother rinsed it in apple vinegar so that it would be all nice and shiny. Before going out, Rosaura admired herself in the mirror, with her white dress and glossy hair, and thought she looked terribly pretty. Señora Ines also seemed to notice. As soon as she saw her, she said: "How lovely you look today, Rosaura."

15 Rosaura gave her starched skirt a slight toss with her hands and walked into the party with a firm step. She said hello to Luciana and asked about the monkey. Luciana put on a secretive look and whispered into Rosaura's ear: "He's in the kitchen. But don't tell anyone, because it's a surprise."

16 Rosaura wanted to make sure. Carefully she entered the kitchen and there she saw it: deep in thought, inside its cage. It looked so funny that the girl stood there for a while, watching it, and later, every so often, she would slip out of the party unseen and go and admire it. Rosaura was the only one allowed into the kitchen.

17 Señora Ines had said: "You yes, but not the others, they're much too boisterous, they might break something." Rosaura had never broken anything. She even managed the jug of orange juice, carrying it from the kitchen into the dining room. She held it carefully and didn't spill a single drop. And Señora Ines had said: "Are you sure you can manage a jug as big as that?" Of course she could manage. She wasn't a butterfingers, like the others. Like that blonde girl with the bow in her hair. As soon as she saw Rosaura, the girl with the bow had said: "And you? Who are you?"

18 "I'm a friend of Luciana," said Rosaura.

19 "No," said the girl with the bow, "you are not a friend of Luciana because I'm her cousin and I know all her friends. And I don't know you."

20 "So what," said Rosaura. "I come here every afternoon with my mother and we do our homework together."

21 "You and your mother do your homework together?" asked the girl, laughing.

22 "I and Luciana do our homework together," said Rosaura, very seriously.

23 The girl with the bow shrugged her shoulders.

24 "That's not being friends," she said. "Do you go to school together?"

25 "No."

26 "So where do you know her from?" said the girl, getting impatient.

- 27 Rosaura remembered her mother's words perfectly. She took a deep breath.
- 28 "I'm the daughter of the employee," she said.
- 29 Her mother had said very clearly: "If someone asks, you say you're the daughter of the employee; that's all." She also told her to add: "And proud of it." But Rosaura thought that never in her life would she dare say something of the sort.
- 30 "What employee?" said the girl with the bow. "Employee in a shop?"
- 31 "No," said Rosaura angrily. "My mother doesn't sell anything in any shop, so there."
- 32 "So how come she's an employee?" said the girl with the bow.
- 33 Just then Señora Ines arrived saying *shh shh*, and asked Rosaura if she wouldn't mind helping serve out the hot dogs, as she knew the house so much better than the others.
- 34 "See?" said Rosaura to the girl with the bow, and when no one was looking she kicked her in the shin.
- 35 Apart from the girl with the bow, all the others were delightful. The one she liked best was Luciana, with her golden birthday crown; and then the boys. Rosaura won the sack race, and nobody managed to catch her when they played tag. When they split into two teams to play charades, all the boys wanted her for their side. Rosaura felt she had never been so happy in all her life.
- 36 But the best was still to come. The best came after Luciana blew out the candles. First the cake. Señora Ines had asked her to help pass the cake around, and Rosaura had enjoyed the task immensely, because everyone called out to her, shouting "Me, me!" Rosaura remembered a story in which there was a queen who had the power of life or death over her subjects. She had always loved that, having the power of life or death. To Luciana and the boys she gave the largest pieces, and to the girl with the bow she gave a slice so thin one could see through it.
- 37 [*At the end of the party, Rosaura's mother comes to pick her up*] And now they both stood in the entrance, because a moment ago Señora Ines, smiling, had said: "Please wait here a second." Her mother suddenly seemed worried.
- 38 "What is it?" she asked Rosaura.
- 39 "What is what?" said Rosaura. "It's nothing; she just wants to get the presents for those who are leaving, see?"
- 40 And she said no more because Señora Ines came out into the hall with two bags, one pink and one blue.
- 41 First she went up to the fat boy, gave him a yo-yo out of the blue bag, and the fat boy left with his mother. Then she went up to the girl and gave her a bracelet out of the pink bag, and the girl with the pigtails left as well.

- 42 Finally she came up to Rosaura and her mother. She had a big smile on her face and Rosaura liked that. Señora Ines looked down at her, then looked up at her mother, and then said something that made Rosaura proud:
- 43 "What a marvelous daughter you have, Herminia."
- 44 For an instant, Rosaura thought that she'd give her two presents: the bracelet and the yo-yo. Señora Ines bent down as if about to look for something. Rosaura also leaned forward, stretching out her arm. But she never completed the movement.
- 45 Señora Ines didn't look in the pink bag. Nor did she look in the blue bag. Instead she rummaged in her purse. In her hand appeared two bills.
- 46 "You really and truly earned this," she said, handing them over. "Thank you for all your help, my pet."
- 47 Rosaura felt her arms stiffen, stick close to her body, and then she noticed her mother's hand on her shoulder. Instinctively she pressed herself against her mother's body. That was all. Except her eyes. Rosaura's eyes had a cold, clear look that fixed itself on Señora Ines's face.
- 48 Señora Ines, motionless, stood there with her hand outstretched. As if she didn't dare draw it back. As if the slightest change might shatter an infinitely delicate balance.

Heker, Liliana. 'The Stolen Party.' from "Please Talk to Me: Selected Stories", Yale University Press, New Haven, 2015, pp. 1–8.

1. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does Rosaura and her mother's perspective of rich people differ?

- a. Rosaura feels insecure when she is around wealthy people, while her mother believes that wealthy people are no different from them.
- b. Rosaura's mother thinks that rich people spend their money in frivolous ways, while Rosaura sees the value in spending money on things that make you happy.
- c. Rosaura's mother is mistrustful of rich people, while Rosaura feels that her mother is being unreasonably judgmental.
- d. Rosaura sees herself as an equal to wealthy people like Luciana, while her mother believes that they are superior to people who have money.

Part B: In what paragraph of the text does the author develop this difference in perspective?

Select the best answer.

- a. Paragraph 1
- b. Paragraph 4
- c. Paragraph 7
- d. Paragraph 12

2. In paragraph 47, Heker includes the following description:

Rosaura felt her arms stiffen, stick close to her body, and then she noticed her mother's hand on her shoulder. Instinctively she pressed herself against her mother's body. That was all. Except her eyes. Rosaura's eyes had a cold, clear look that fixed itself on Señora Ines's face.

How does this paragraph convey a change in Rosaura's perspective in the resolution of the story?

- a. Heker's description of Rosaura's body language in the paragraph reveals that she realizes her mother was right and she is an employee rather than a guest at the party.
 - b. Heker's description of Rosaura's internal thoughts in the paragraph reveals that she is ashamed that she is not receiving a gift at the end of the party.
 - c. Heker's description of Rosaura's body language in the paragraph reveals that she is now angry at her mother for embarrassing her in front of Señora Ines.
 - d. Heker's description of Rosaura's movement in the paragraph reveals that Rosaura forgives her mother's cruelty from the beginning of the story.
3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does Rosaura's perspective of herself differ from Señora Ines's perspective of her? Select the best answer.

- a. Rosaura sees herself as an equal to the other children at the party, but Señora Ines sees Rosaura as the maid's daughter.
- b. Rosaura sees herself as different from the other children at the party because her mother works as a maid, but Señora Ines sees Rosaura as a special guest.
- c. Rosaura sees herself as better than the other children at the party, but Señora Ines believes that Rosaura is insecure and needs to build up her confidence.
- d. Rosaura knows that one day she will be wealthy like Señora Ines, but Señora Ines believes that Rosaura lacks manners.

Part B: What evidence from the text best supports Señora Ines's perspective from Part A?

- a. "Señora Ines had said: "You yes, but not the others, they're much too boisterous, they might break something." (par. 17)
- b. "She had a big smile on her face and Rosaura liked that." (par. 42)
- c. "What a marvelous daughter you have, Herminia." (par. 43)
- d. "You really and truly earned this," she said, handing them over. "Thank you for all your help, my pet." (par. 46)

4. Which quotes best illustrate how the author, Lilitiana Heker, develops the idea that there is a class difference between Rosaura and Luciana? Select all that apply.
- a. "Monkeys at a birthday? Her mother had sneered. *Get away with you, believing any nonsense you're told!* She was cross, but not because of the monkey, the girl thought; it's just because of the party." (par. 1)
 - b. "Listen, Rosaura," she said at last. "That one's not your friend. You know what you are to them? The maid's daughter, that's what." (par. 7)
 - c. "Every afternoon she used to go to Luciana's house and they would both finish their homework while Rosaura's mother did the cleaning. They had their tea in the kitchen and they told each other secrets." (par. 8)
 - d. "She also told her to add: "And proud of it." But Rosaura thought that never in her life would she dare say something of the sort." (par. 29)
 - e. "Señora Ines didn't look in the pink bag. Nor did she look in the blue bag. Instead she rummaged in her purse. In her hand appeared two bills. You really and truly earned this," she said, handing them over. "Thank you for all your help, my pet." (par. 45–46)
5. This question requires a **written response**.

Drawing from your understanding of social classes and the roles of women in the early 1900s, analyze how the story 'The Stolen Party' by Lilitiana Heker portrays the relationships between characters from different social classes, particularly focusing on the interactions between Rosaura and the other party guests. How do these characters' differing perspectives on one another reflect broader social attitudes of the time? Cite evidence from the text to support your answer.

Manage your time carefully so that you can:

- Plan your response
- Write your response
- Revise and edit your response

Be sure to include:

- A clear well-developed central idea
- Effective information from the text(s) to support your thinking

Text 2

How Did British Women Workers Fight for Their Rights in the 19th Century?

By Quill.org

- 1 Life in Bryant and May's East London factory had always been hard. Women spent 12 hour shifts making matches in overcrowded, stuffy rooms. Most earned just 8 shillings per week, and fines for "misbehavior" like talking—or having dirty feet when they couldn't afford shoes—meant they received even less.
- 2 Then women began getting sick. What started as toothaches, caused by toxic white phosphorus on the match tips, turned into painful, decaying jawbones. Once a local newspaper exposed this neglect, the owners demanded that their workers publicly reject the claims. The workers, however, had another plan.
- 3 On July 5, 1888, over 1400 women and girls marched outside the factory in protest—and they remained there, stopping match production, for nearly three weeks.

New Technology Changes the Workplace

- 4 These British women's protests, jobs, and even the illnesses they developed arose as part of a new world of work. During the Industrial Revolution in the mid-1700s, people began using steam engines to power new machines, and workers took new jobs operating machines in factories.
- 5 To maximize profits, factory owners exploited and neglected their employees. Workers received little pay for long shifts, and many were forced to use dangerous chemicals and broken machines in dirty workrooms. Tens of thousands of people died each year in these factories; hundreds of thousands more were injured.
- 6 Some workers formed labor unions to combat this mistreatment. Unions advocated for workers' rights and organized protests such as strikes. Though these groups were illegal in Britain until 1824, unions grew in both size and strength by the mid-19th century.

Unions By Women, For Women

- 7 British women joined the wage-earning workforce in large numbers during industrialization. Like British men, many worked in unsafe jobs, often for much lower wages: some estimate that women earned one-third to one-half of what men were paid for similar work. However, most labor unions only admitted men. To help women create unions for themselves, British labor activists formed the Women's Protective and Provident League (WPPL) in 1874. These organizers believed that unions were the key to better working conditions and higher pay for women.
- 8 Additionally, the WPPL thought that unions could address issues that were common for women workers. For example, many were harassed on the job. Women were more likely to work in isolation, so it was easier for employers or supervisors to target them without getting caught. WPPL leaders felt that unionizing would help end workplace harassment by ensuring that women had somewhere to turn for help.

Connecting Women Workers

- 9 Leaders focused first on organizing skilled workers like typists, dressmakers, and bookbinders. To bring these women together, the WPPL held meetings where they shared strategies for forming unions. They also used these groups to build support and enthusiasm for the women's labor movement, creating connections within and across different industries, and in other nations.
- 10 The WPPL promoted women's needs to wider audiences, too. Leaders published essays and articles that argued for equality in the workplace and fair treatment for women. Many built partnerships and gave speeches to advance their work as well. In 1875, WPPL members even became the first women to attend and present at the Trades Union Congress, an annual meeting of British union leaders.

Mismatched Goals and Missed Opportunities

- 11 Despite its efforts, the WPPL only successfully organized around thirty labor unions total. In part, this was due to a mismatch between leaders' ideas and the reality of working women's lives. Many WPPL leaders were middle- or upper-class; few powerful members were workers themselves. This meant that the WPPL's actions didn't always align with what working women needed. Moreover, women's ethnic and racial identities also impacted their experiences in the workplace; the WPPL did little to acknowledge the challenges faced by women of different backgrounds.
- 12 Low wages also prevented some women workers from joining unions. In addition to the pay gap between men and women, women often didn't have opportunities to advance to higher-paid leadership positions. Unions typically collected membership fees to help pay for staff, services, and activities. Without higher wages, many women simply couldn't afford to spend this money.

The Union of Women Matchmakers

- 13 The "match girls" who walked out in 1888 saw the WPPL's flaws firsthand. Though WPPL leaders spoke at the first strike meeting, they only supported the workers' efforts by boycotting the company's matches.
- 14 Even without more help from the WPPL, these workers knew they could fight for change together. Sixteen years earlier, nearly 10,000 match-makers had marched on Parliament, facing down police violence and intimidation along the way. They were well-prepared for the strike in 1888 and, this time, they had the public on their side.
- 15 Not only did the match girls win better working conditions, they also built their own union. On July 27, 1888, the factory officially recognized the Union of Women Matchmakers—the largest women's labor union in England.

<Citation for the text in APA format>

6. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does the author's choice to begin and end the passage with a description of the Bryant and Mays East London Factory contribute to the meaning of the passage?

- a. It helps readers understand the harsh conditions and unfair treatment British women faced in the workplace during the Industrial Revolution.
- b. It provides readers with an example of a 19th Century British factory where women independently successfully protested and unionized despite the shortcomings of the WPPL.
- c. It helps readers visualize the historic 1888 matchmakers' march on Parliament, an event that led to the creation of the largest women's labor union in England.
- d. It provides readers with reasons why unionization was necessary for British women factory workers in the 1800s.

Part B: Select evidence from the text that best supports your answer to Part A.

- a. "Women spent 12 hour shifts making matches in overcrowded, stuffy rooms. Most earned just 8 shillings per week, and fines for "misbehavior" like talking—or having dirty feet when they couldn't afford shoes—meant they received even less." (par. 1)
 - b. "On July 5, 1888, over 1400 women and girls marched outside the factory in protest—and they remained there, stopping match production, for nearly three weeks." (par. 3)
 - c. "The "match girls" who walked out in 1888 saw the WPPL's flaws firsthand. Though WPPL leaders spoke at the first strike meeting, they only supported the workers' efforts by boycotting the company's matches." (par. 13)
 - d. "Not only did the match girls win better working conditions, they also built their own union." (par. 15)
7. How do the details in paragraph 5 support the central idea of the section "New Technology Changes the Workplace"?
- a. They explain the impact that the Industrial Revolution had on factories and conditions for workers in 19th century England.
 - b. They provide reasons for the poor conditions and exploitation of employees in England during the Industrial Revolution.
 - c. They provide reasons why women worked in factories in the 19th century.
 - d. They give examples of new machinery introduced during the Industrial Revolution and the negative effects it had on factory workers at the time.
8. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does the section titled "Mismatched Goals and Missed Opportunities" contribute to the development of the central idea of the passage?

- a. It reveals to readers the shortcomings of the WPPL leaders and how they undermined their attempts to unite British women workers and encourage unionization.
- b. It highlights the problems that can arise when trying to bring people together for a common cause.
- c. It gives examples of obstacles women faced as they tried to organize protests and unions in 19th century England.
- d. It highlights the positive and negative aspects of joining a union as a woman in 19th century England.

Name: _____ Date: _____ *Uprising & Flesh and Blood So Cheap***Directions:** Read each question carefully and select the best answer(s).

1. Read the sentence.

After learning about the unfair treatment of workers, the leader publicly chose to _____ the company's actions during a press conference.

What word best completes this sentence?

- a. defend
 - b. ignore
 - c. denounce
 - d. tolerate
2. Which of the following would be considered an **uprising**?
- a. A large group of people protesting against government oppression
 - b. One worker walking out of a factory to protest poor treatment
 - c. An entire class of students deciding to skip class to go to a water park
 - d. A group of people fundraising for a presidential campaign
3. Which of the following words are the closest synonyms?
- a. dignity; honor
 - b. defy; challenge
 - c. conviction; disbelief
 - d. compliance; obedience

4. Read the sentence.

The students _____ at the solar eclipse and how amazing of a sight it was to see.

What word best completes the sentence above?

- a. crusade
 - b. marvel
 - c. scorn
 - d. resolve
5. Which of the following is the best antonym for the word **fervent**?
- a. impassioned
 - b. apathetic
 - c. ineffective
 - d. judgmental

6. Which of the following actions could be considered **subversive**?
- a. Stealing something from a store and then returning it for money
 - b. Holding conversations with a foreign government to try and create an alliance
 - c. Gossiping about a friend behind their back, and then lying about it when confronted
 - d. Joining an organization you disagree with in order to gain inside information to use against them
7. Which sentence uses the word **agony** incorrectly?
- a. The boy started to scream in agony after being stung by a bumblebee.
 - b. Katherine prepared herself for the agony she knew she would experience during her tricep workout.
 - c. Susan called the pediatrician frantically in hopes that he could tell her what to do about the agony her daughter was experiencing from the flu.
 - d. Agony spread throughout the village as the new sunflowers bloomed this season.
8. Read the sentence.

The student spoke with **scorn** about the idea for the group project, laughing as they dismissed it.

What is the best meaning of the word **scorn** as used in the sentence above?

- a. excitement
 - b. curiosity
 - c. contempt
 - d. confusion
9. Which of the following is an antonym for the word **solidarity**? Select all that apply.
- a. discord
 - b. unity
 - c. consensus
 - d. gleeful
 - e. conflict

10. Read the sentence.

A person experiencing a **tragedy** is experiencing _____.

What phrase best completes the sentence above?

- a. an unbelievable event
- b. an exciting event
- c. a very magical event
- d. a very sad event

11. To have an **abundance** of something means you have:

- a. an exciting experience
- b. more than enough
- c. barely enough to sustain
- d. a fair amount of money

12. Which of the following is a synonym for the word **misery**?

- a. suffering
- b. confine
- c. profound
- d. worth

13. Read the sentence.

Calvin had the most **preposterous** idea that if he was voted class President he could miraculously solve all of the student's problems in one day.

What is the best meaning for the word **preposterous**, as used in the sentence above?

- a. the quality of being justifiable by reason; logic
- b. often backed by research
- c. an unrelatable topic or subject
- d. completely foolish or unreasonable; ridiculous

14. Which of the following sentences uses the word **burden** correctly?

- a. Kaitlyn explained to her friends that she appreciated their willingness to help, but she didn't want to burden them with her problems.
- b. The burden layered in the delicious cake was full of flavors that they had never tasted.
- c. Sarah was overjoyed with the burden of being showered with gifts and flowers for her birthday.
- d. This burden is by far the best compliment a musician could receive in this performance category.

15. Read the sentence.

Molly's **contempt** for her job began to show as she became more careless with the quality of her work and meeting day to day expectations.

What is the best meaning of the word **contempt** as used in the sentence above?

- a. intense hatred
- b. intense love
- c. intense concern
- d. intense affection

16. Read the sentence.

After hours of discussion, the committee finally reached a **resolution**.

What is the best meaning of the word **resolution** as used in the sentence above?

- a. conflict
- b. delay
- c. decision
- d. challenge

17. Which of the following words are the closest synonyms?

- a. esteem; dishonor
- b. logic; honesty
- c. disgrace; shame
- d. indifference; ignorant

18. Read the sentence.

Most politicians have a strong _____ about specific laws or policies that should be implemented to better serve citizens.

What word best completes the sentence above?

- a. empowerment
- b. conscience
- c. hatred
- d. conviction

19. Read the sentences.

As she lay there on the couch, she replayed the entire argument in her head. She had hoped she would mend the issues between her sisters, but it seemed that her intervening only made matters worse. She wasn't going to let that stop her because she hated to see her sisters at odds. With her **resolve** strengthened, she began to plan a way to bring them together.

What is the best meaning for the word **resolve**, as it is used in the sentences above?

- a. ability to be better
- b. willingness to try again
- c. strong determination to do something
- d. a discouraging feeling or situation

20. Which sentence uses the word **ignorant** correctly?

- a. She felt ignorant after winning the academic award.
- b. He was ignorant of the new rule because no one had explained it to him.
- c. The ignorant sunset filled the sky with color.
- d. They felt ignorant because they chose not to participate in the discussion.

Student: _____ Examiner: _____ Date: _____
Words Read Correctly: _____ Errors: _____

Excerpt from *Uprising*

"But I don't miss my father," Jane said. "I miss his money. It's not the same.	16
His money is evil. But I still miss my flowered wallpaper and my clean glass	31
windows and the orange juice from Florida and – and – and – you probably think	44
I'm a horrible person. Maybe I don't really want to help the boy who tried	59
to steal my ring. Maybe I don't even care. Maybe it's all about me. I want	75
to go to college and I want to take a grand tour of Europe and I want to have	94
real roses on my table –"	99
Yetta leaned in close.	103
"So earn your money yourself," she said fiercely. Earn your own money	115
and save it. And use it however you want."	124
Jane blinked back tears.	128
"I'm not like you," she said. "I'm not brave and courageous and strong.	141
I couldn't sit there all day at the sewing machine. I don't even know how to sew!"	158
She remembered what Eleanor had said, the scorn in her voice as she hissed,	172
" <i>What's my choice? Working in some factory as a shirtwaist girl?</i> No, Thank you."	186
Jane didn't want Yetta and Bella to think she was similarly scornful. "Don't you see?"	201
she wailed. I'm useless. I was raised to be totally dependent on others."	214
She shoved a tangled strand of hair out of her eyes. "I can't even do my own hair!"	232
Just a few nights away from home and I stink and I'm filthy and my hair's a wreck	250
and I don't understand how you can do it, staying so clean and tidy and – and cheerful --	267
living in these circumstances." She waved her hand wildly, the gestures taking in	280
every chip and crack in the room, every belch of smoke from the stovepipe	294
that layered filth and ash on every surface, every ice crystal	305
creeping up the insides of the windows.	312

Haddix, Margaret Peterson. *Uprising*. Simon & Schuster Books for Young Readers, 2011. Print. Pages 217-218.

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Yetta leaned in close.

"So earn your money yourself," she said fiercely. Earn your own money and save it. And use it however you want."

Jane blinked back tears.

"I'm not like you," she said. "I'm not brave and courageous and strong. I couldn't sit there all day at the sewing machine. I don't even know how to sew!" She remembered what Eleanor had said, the scorn in her voice as she hissed, "*What's my choice? Working in some factory as a shirtwaist girl?* No, Thank you." Jane didn't want Yetta and Bella to think she was similarly scornful. "Don't you see?" she wailed. I'm useless. I was raised to be totally dependent on others." She shoved a tangled strand of hair out of her eyes. "I can't even do my own hair! Just a few nights away from home and I stink and I'm filthy and my hair's a wreck and I don't understand how you can do it, staying so clean and tidy and – and cheerful -- living in these circumstances." She waved her hand wildly, the gestures taking in every chip and crack in the room, every belch of smoke from the stovepipe that layered filth and ash on every surface, every ice crystal creeping up the insides of the windows.

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Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

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