Curriculum Guide
by Mike Peterson

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Complete with a blog where students can comment on the story!
Foreword

“Anna’s Story” is a sequel to “Tommy and the Guttersnipe,” which told the story of Tommy McMahon and a homeless boy known as Baby Jake, eking out a living on the streets of New York City. The invitation to write a sequel to “Tommy” allows me to tell a different story, the story of the poor little girls trapped in that same world.

There were many dime novels written about the newsboys and other plucky little “Street Arabs” who slept on the steam grates and got along however they could. But the literature is silent about the plight of little girls until they reached adolescence, at which point grim books like Stephen Crane’s “Maggie, A Girl of the Streets,” written for adult readers, explore the issues of necessity and virtue that haunted their desperate lives.

What seems apparent from the accounts is that there were no little homeless girls on the street, that the ones who survived did so because they were turned over to authorities by their desperate parents, by social workers or by conscientious Street Arabs.

“Anna’s Story” is based on the hazards a young girl might face, and survive, in the world of urban poverty: A chaotic home life, near-slavery in a tenement workshop and, perhaps, a chance at a new life.

From the point of view of a history curriculum, there is much to teach in the emergence of social reformers like Jacob Riis and Jane Addams and groups like the Children’s Aid Society and the Society for the Prevention of Cruelty to Children. There is also a substantial teachable moment concerning child labor, which remains a problem today in the Third World.

“Anna’s Story” can also be used to teach about the rise of the American West and the need for labor in a growing country. The Orphan Trains have been criticized, and not without reason, but the young people sent west escaped horrors in their old lives and gained opportunities in a new setting.

But, history aside, there are two important themes in “Anna’s Story:”

One is the recurring theme of blended families. Anna and Jake find themselves involved in a dance of divided loyalties that many of your students may well recognize. Don’t miss the chance to let the topic come out in discussions!

The other is an emphasis on success as the result of hard work. I’ve made an effort to illustrate the folly of “get rich quick” schemes, starting with the advice of Tommy and Jake’s father and adding the poor example of Anna’s stepbrother, Dennis. In a world that seems to emphasize NBA careers, recording contracts and lottery tickets, it’s good to teach the value of showing up regularly and doing your best.

That is, after all, the American Dream.
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Using this guide

Suggestion: Have students clip each chapter of the reading serial and create a book to help them review plot and character development.

All questions and writing prompts are intended for modification and adaptation to your classroom and ability levels. Let them be fun!

The graphic organizer can be used with multiple chapters.

Each chapter includes questions for literal and inferential meaning to guide discussion and measure comprehension.

The prompts in the “In your own words” section can serve to suggest discussion topics, journal entries or writing exercises.

In the News activities are suggested to draw contemporary parallels and to help students develop critical analysis skills. They can be used with the print, on-line or e-edition version of your newspapers.

Quotes from primary documents provide background information and historical references and may also be jumping off points for independent research.

Resources for teachers include web sites to support teaching. You can use these as backgrounders on your own or to help create SmartBoard and similar layouts to use as teaching aids.

The standards checklist serves as a document to record the standards met throughout the unit. By noting when you have applied a particular standard, you can track the balance of your emphasis on the many ways in which standards can be applied throughout this story and guide.

Have a (virtual) author visit in your classroom!

You and your students are invited to ask questions and join the discussion, chapter by chapter, at a blog for the story: http://annatommyjake.blogspot.com This gives you a chance to meet the author without having to fundraise or write grants to have me visit your school. I’m happy to take questions and I love to get feedback from my readers.

(All comments received are reviewed before they are posted on the blog to make sure they are appropriate. But I only edit to eliminate spam and inappropriate comments – grammar and spelling have to be checked at your end. It’s a good way for kids to learn to self-edit before hitting the ‘send’ button!)

And if you can access Skype in your school, or would like to set up an interactive on-line videocast, email me at author@teachup.com and we can talk about holding a live on-line presentation for your students.

Please take advantage of these opportunities!
Sources and resources:

Many of the specific resources used in creating this story will be discussed in the context of various chapters. However, here are the overriding influences that guided my work, and some resources you may find useful:

Helen Campbell (1839-1918)
Helen Campbell was a pioneer in the field of home economics. She wrote children’s books and a textbook, “The Easiest Way in House-Keeping and Cooking” before turning her investigative and writing skills on the problem of poor women. Her 1882 book, “The Problem of the Poor” was followed by “Prisoners of poverty: women wage-workers, their trades and their lives” and the book for which she is best known, “Darkness and Daylight, or, Lights and Shadows of New York Life.”

Jacob Riis (1849-1914)
One of the first photojournalists, this Danish immigrant experienced poverty in New York city before turning his camera and writing talents into a journalistic crusade to tear down the slums and bring economic justice to the poorest of the poor. His book “How the Other Half Lives” opened the eyes of America’s middleclass to the problems of the tenements, but he had already made many important improvements through his newspaper and magazine work, while his friendship with Theodore Roosevelt was an important influence in turning the future president into a crusader for the unfortunate. Here is a good look at his career as a photojournalist:

http://xroads.virginia.edu/~MA01/Davis/photography/home/home.html

Horatio Alger, Jr. (1832-1899)
When people speak of a “Horatio Alger story,” they mean one in which a poor boy becomes a wealthy man, but that’s too simple a way to see his work. Alger wrote some 135 novels for young readers, starting in 1856, mostly about young boys who made a success of themselves through honesty, hard work and what was called “pluck” — a combination of courage and initiative. Alger was not a great writer, but he was a great story-teller, and his books were best-sellers that influenced generations of young readers. This story is consciously, and affectionately, modeled on his work.

The History Project
University of California, Davis, houses this wonderful collection of historic photographs. A terrific way to bring history to life for this story and in other historic settings and eras. They like it when students use the pictures in non-commercial projects. You’ll also find it a good source for graphic images to use in your own teaching.

http://historyproject.ucdavis.edu/ic/

Orphan Train Resources
There are many resources on the web and elsewhere about the Orphan Trains. You should be aware that there are many critics of the process and that they do not always present a balanced and historically valid view of the adoption of homeless children through this program. This wide-ranging site from Kansas seems to do a good job of presenting both the good and bad sides.

http://www.kancoll.org/articles/orphans
Newspaper Vocabulary

Front page
Typically the front page covers the most important news. The decision of what to put on Page One is made during meetings. The most important news is located above the fold in broadsheet newspapers (papers that are folded horizontally). The front page of a newspaper contains information such as the name of the paper, its year of origin, the date and often an index.

Classified Advertisements
These ads are within the classified section and are listed by categories (classifications) such as homes for sales, automobiles, help wanted, lost and found, etc. They are brief and contain information such as telephone numbers, cost, salary, etc.

Editorial Page
An editorial page usually contains an editorial and an editorial cartoon.

Editorial
Editorials are written using fact and opinion. They represent the view of an editorial board rather than one person and provide commentary and opinion on issues, debates and events. Editorials appear on the editorial page, but, unlike columns, do not give the writer’s name, because they represent the entire newspaper and not just one person.

Editorials have several functions:
1. To interpret
2. To influence action
3. To praise or commend
4. To entertain

Editorials often use persuasive writing to convince others to adopt a view or belief. Persuasive writing often involves three basic steps. First, the opinion must be stated. Second, the opinion needs to be supported with convincing reasons and concrete evidence. Third, the body of the argument should end with a conclusion which can be a prediction, a summary, or a call to action.

Good editorials:
* Get to the point quickly
* Reflect logic
* Make the reader think
* Use plain language
* Use anecdotes, examples, statistics, and facts to support their argument

Editorial/Political Cartoons — Editorial cartoons are graphic illustrations that provide commentary on an issue through the use of elements such as symbols.

Web Site Resource
http://www.cagle.com/teacher/
This site offers lesson plans for using editorial and political cartoons as teaching tools.

Display/Retail Advertisements
These are ads for goods and services. They are located throughout the newspaper. These advertisements contain pertinent information such as telephone numbers, store hours, sale prices and location of the business or organization. Ads may contain graphic illustrations and/or photographs. They vary in size and shape.
Sports Section
Usually the sports stories found in this section are written using descriptive language and literary styles such as simile, metaphors, etc.

Opinion Columns
Opinion columns are written by individuals and may not necessarily represent the views of the editorial board. The opinions expressed in the columns are those of the individual column writer.

Feature Writing
Feature articles are written pieces that are not considered hard news. They may be timely if written as a review or highlighting an upcoming event or production but they are usually stories that do not contain “breaking news.” Features stories are often human interest articles and sometimes are strictly informational and process oriented. For example, a story about home improvements may include a how-to section.

Headlines
A headline tells what the story is about. It uses big letters and just a few words so readers can decide quickly if they are interested in the story and want to read it.

Inverted Pyramid Writing Style
The inverted pyramid style of writing involves writing the most essential details and information at the top and less important details in later paragraphs. The questions answered are often referred to as the 5 W’s and How — what, who, when, where, why and how.

Obituaries:
An obituary is a notice placed by a funeral home to announce someone’s death. Until recently, obituaries were considered news and, at most newspapers, subject to the same rules as any news stories. Each newspaper had its own style (rules) about things like what terms could be used, how many surviving relatives could be listed and whether or not hobbies and interests could be mentioned. Today, many papers consider obituaries a type of ad. Families pay to have obits in the paper, but, in return, they can make them much more personal than in the days when they were “news items.”

Newspaper Background Information
www.education-world.com/a_lesson/02/lp258-04.shtml

This site offers lesson plans for teaching about and with newspapers. Also includes links to other teacher sites.
Literature Circles

Although literature circles are built around student-selection of reading materials, teachers can use the principles and modify for use with one particular piece of literature. This reading serial lends itself to discussion using many of the strategies employed in literature circles.

For each chapter, have students discuss the text in small groups. Assign or allow students to designate a role to each member of the group:

- **Illustrator**: Illustrate a significant scene or idea from the reading.

- **Vocabulary Master**: Selects words in the text that are interesting, unfamiliar, or unusual. This person uses the dictionary to define.

- **Connector**: Finds connections between the reading material and something outside of the text, such as personal experience, a different work of literature, something in the news, or a topic from another discipline.

- **Literary Summarizer**: Summarizes the events, main ideas and plot development of the chapter.

- **Discussion Recorder**: Records questions from the group about the text. Records interesting passages or quotes from the text and comments from the group.

After small meeting groups have had a chance to meet, the information can be discussed in a whole group setting.

If you use this strategy, over time all students will have the opportunity to fulfill each of the roles.

Eventually, the process becomes natural and the designation of roles is no longer necessary.

The role of the teacher is mostly of facilitator who monitors group progress and engagement in the task.

The use of literature circles is an effective strategy to help ESL students and reluctant readers.

**Web Site Resource**

[http://www.edutopia.org/literature-circles](http://www.edutopia.org/literature-circles)

This article, from the George Lucas Foundation, discusses using literature circles in other middle school subject areas and provides tips as well as discussion of how circles expand learning.
Chapter One:
In Silver Country, 1898

Vocabulary
Knowing what these words mean will help you enjoy the chapter
- tenement
- poverty
- aloft
- ore
- nugget
- ferry
- timbered
- foreman
- strike
- boom

Facts and Details: Literal Meaning
1. In what city do Tommy and Jake live?
2. On what street do they live?
3. What did Jake find in the street?
4. What did Mr. McMahon bring home to show the boys?
5. Name four jobs that Mr. McMahon has done.

What’s Going On? Reading Comprehension
1. Why is Mr. McMahon pleased with what Jake found in the street?
2. Besides the chapter title, what are some ways you can tell this story is set in the past?
3. Why is it that Mrs. McMahon doesn’t want her husband to work in Leadville?
4. What sort of work do you think Mr. McMahon does now?
5. What does Mr. McMahon say to tease his wife? How do you know he’s just teasing?

In your own words...
Think of a way that people talk about getting rich quickly today. Pretend to be Mr. McMahon and write a letter to a young person planning to use that way of getting rich quickly. Give the advice you think he would give.
Booms and busts

When the silver boom ended in the 1870s, many fortunes were ruined. While students may not understand everything that has happened in the economy in the past few years, they should be aware that people lost their jobs and many became poor. Mr. McMahon’s warning is a timeless reminder to do your best work and that true success doesn’t always mean getting rich. You may also wish to point out that he has worked a lot of different hard jobs to help support his family. He backs up his advice by setting a good example.

In the News

Newspapers often have stories of people who want to get money without working hard. But they also have stories about people who have put a lot of effort into making a living. Collect stories (by cutting them out of the newspaper or printing them from an on-line paper) and divide them into “get rich quick” and “work hard for the money” categories. Mark them GRQ or WHFM. Now divide them again, by “good role model” or “poor role model.” Mark them GRM or PRM. How many GRQ’s are also GRM’s? Would Mr. McMahon like what you found out?

Answer Key

Facts and Details
1. Denver, Colorado
2. Lawrence Street
3. A horseshoe
4. Silver ore
5. Timbering, working cattle, railroading, working at a store

Reading Comprehension
1. It will be a nice good luck charm for their home.
2. Horseshoe in the street, talk of a “wagonload” of ore, term “dinnerpail” for lunchbox.
3. There were violent strikes.
4. He works at a store that sells pumps and hammers.
5. He pretends he might work at the mines to make more money; he winks at the boys.

Students can comment on the story or talk to the author at http://annatomyjake.blogspot.com
Chapter Two: The Thimblerigger

Vocabulary
Knowing what these words mean will help you enjoy the chapter
Thimblerig domed tripod shill derby auburn gingham orphan

Facts and Details: Literal Meaning
1. What do people have to do to win the game?
2. What is the girl’s name?
3. What is different about the way she talks?
4. What does she notice about the way Tommy and Jake talk?
5. Why does she want to get away from the game?

What’s Going On? Reading Comprehension
1. What would Mr. McMahon think of people who bet on this game?
2. Why does Jake say, “There’s no guessing in this game?”
3. Judging from the way Anna uses it, what does the expression “Cheese it” mean?
4. What do Jake and Anna have in common?

In your own words...
The shell game offers people a prize that they aren’t very likely to win. Have you seen other examples of games or contests where people aren’t very likely to win? Have you or someone you know ever spent money trying to win a prize at one of those games or contests? What can you learn from that kind of experience?
Thieves, liars and con men

The “game” that the children witness on the street is not a game at all but a “con” or “confidence game,” a way of cheating someone by gaining his confidence and persuading him to lose his money to you.

In the shell game, the thimblerigger is not just fast with his hands but, like a magician, knows how to pick up the pea so that it isn’t under any of the shells. No matter how closely you watch, you won’t be able to pick the right shell unless he wants you to do. Then he’ll put it under that shell and let you win. Next time, you’ll bet more and he’ll make sure you lose! (It’s an old game: This Bosch painting dates from the 1500s.)

Why do we bring this up in a children’s story? Children are surrounded by thieves, liars and con men all the time. When they go to a carnival, they are invited to play games that they can’t win. (For instance, in the game in which you win by tossing a number of balls into a peach basket, the basket is tilted so that the worker inside the booth can toss the ball and make it stay, but someone standing outside is at an angle in which it almost always bounces out.) Even a trip to the grocery store offers an almost-impossible chance to grab a toy with a crane, or machines full of plastic balls in which nearly all the balls hold a worthless item and not the wonderful prize being promoted.

Then there are the on-line ads for products that don’t work, or that may not exist at all. Yet another way to lose your money and get nothing in return. And state lotteries aren’t dishonest, but the odds are so much against a big payout that playing them is almost always a waste of money.

With so many people trying to take your money, we thought it important to talk about how foolish it is to trust anyone who suggests you can make money without working. But you’ll notice we didn’t tell exactly how to work your own shell game!

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Cheese it! (Say what?)

“What kind of farm girl says ‘Cheese it?’” Jake wants to know.

Your students may want to know who says “Cheese it!” at all, and why. They can probably tell from the context that it means “run for it!”

It’s a slang term that dates back to the early 19th century, and Jake is right to wonder how an innocent little farm girl knew it, because it is “thieves’ cant,” a type of slang not found in nice places. But, as we will see, Anna has lived in some rough neighborhoods.

It might be fun to solicit slang terms for running away. Do youngsters still “book,” or did that go out with “gnarly”? Does anybody “scram” anymore?

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In the News

Comic strips often feature characters who try to cheat or fool the other characters in the strip.

Go to today’s comics page and find an example of someone trying to fool another character into doing something or giving him or her something. How does the character try to trick the other?

Do you think it would be successful in the real world? Why or why not?

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Answer Key

Facts and Details
1. Tell which shell the pea is under.
2. Anna
3. She has a German accent.
4. They have New York accents.
5. She says there is going to be a fight.

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Students can comment on the story or talk to the author at http://annatommyjake.blogspot.com
Chapter Three: Family Reunion

Understanding what you can’t understand

In this chapter, there are three sentences that you would only understand if you could speak German. But when you read the story, you can understand them because of ways the author lets you know what they mean. Each of the German sentences includes a different way you can figure out what Anna is saying. What are those three ways?

Facts and Details: Literal Meaning
1. Why does Anna have to go to the department store?
2. Where does her father work?
3. What happened to Anna’s stepbrother’s money?
4. What did Anna’s mother say about trying to get rich quick? (In English, please!)
5. Who is Jacob Metzger?

What’s Going On? Reading Comprehension
1. Three types of stores are mentioned in this chapter: A department store, a feed store and a lumber yard. Write a brief definition of each of those stores. Include examples of things you might buy at each.
2. Why is Jake surprised to know that he can understand German?
3. What did Anna figure out about Jake?

In your own words...

Anna quotes a common German saying her mother liked, and that other German parents probably said to their children, too. It could mean that, unless someone makes the effort to bake bread, there won’t be any to eat. But it also means that unless you work to earn money, you won’t be able to buy bread. What are some common sayings that older people say to you? What do they mean?
Truth is stranger than fiction

The saying “truth is stranger than fiction” gets its meaning from the fact that fiction has to make sense to the reader, while reality is often very surprising. Could two children separated in the slums of New York turn up on a street in Denver a half dozen years later?

Consider the case of Sacagawea, a young Mandan woman kidnapped by Hidatsa at the age of 12. She lived among them and married a Canadian trader who was hired by Lewis & Clark because his wife spoke Mandan and it was important that they trade for horses with that nation. They travel up the Missouri and, when they finally find a band of Mandan, sit down to bargain for horses. Suddenly, one of the Mandan women becomes very excited, and so does Sacagawea. It turns out this is the exact band she had lived with, the woman was one of her closest friends and, strangest of all, the chief with whom they must bargain is her older brother!

Discuss the concept of “Truth is stranger than fiction” and solicit examples of unlikely events in fiction that helped make a story more fun or exciting.

Understanding what you can’t understand

It’s important that young readers learn not to panic when they come across a strange word, because it’s often easy to figure out by context. But, even when contextual translation won’t help, there are ways to figure out a foreign expression. In a global world, people need to become aware of the various strategies for figuring out what is said or written. (And here are the three methods used here:)

1. Jake says what the sentence means in English.
2. Anna says the sentence in English, and then repeats it in German.
3. The author provides a footnote with the sentence in English.

In the News

Jake can’t remember very much about his family, but Anna asks him questions to try to find out if he is her little brother.

The news is usually about things that just happened, but sometimes it is about changes in what we know about things that happened in the past, or about anniversaries of things from the past.

Find a story in the newspaper that involves something that happened in the past. Think of some questions that you would ask the people involved to help you understand what happened. Do you think their memories would be painful, like Jake’s, or happy?

Answer Key

Facts and Details
1. To buy a spool of thread for her mother.
2. A feed store (Harris Brothers)
3. He was cheated. (He bought a gold mine that wasn’t any good.)
4. “Without work, there is no bread.”
5. Jake McMahon

Reading Comprehension
1. Department stores sell clothing, home furnishings, etc., but not food or hardware. Feed stores sell supplies for farmers and horse owners, including different types of feed but also tools, harnesses, etc. A lumber yard is what today we call a “building supply store” and has more lumber, concrete, piping, etc., than a hardware store.
2. He hasn’t spoken it since he was very, very young and forgot he ever knew it.
3. He is her little brother.

Students can comment on the story or talk to the author at http://annatomyjake.blogspot.com
Chapter Four: Anna Tells Her Story

Vocabulary
Knowing what these words mean will help you enjoy the chapter
guttersnipe slate basted

Facts and Details: Literal Meaning
1. What did Anna buy at the store?
2. How much did it cost?
3. How many people were in Jake and Anna’s family?
4. What did Anna and Dieter look for on their way home from school?
5. What happened to Dieter, Frieda and their mother?

What’s Going On? Reading Comprehension
1. Why do Tommy, Jake and Anna have slates?
2. Why did Anna’s stepmother attach the thread to her cuff?
3. Why did Anna and Jake’s family share an apartment with the Trillers?
4. What does Anna say made their father act badly?
5. Name four ways the families made money or saved money to get along?

In your own words...
Jake asks Tommy not to tell their mother about finding his sister. Imagine that you are Jake. Why might you find it difficult to tell your new parents about Anna? As Jake, write a letter to Mr. and Mrs. McMahon telling them your news. What will you say to make sure they understand how you feel?
Consumers come to the aid of the “shop girls”

The “shop girl” who sold Anna a spool of thread was not a little girl, but most likely a young woman of 19 or 20 years. Shop girls had a hard life, making less than men who worked at the same stores, working long hours and often forbidden to sit down at any time during their shifts.

In New York City, conditions for the shop girls were so bad that, in 1890, a group of women including Josephine Shaw Lowell and Florence Kelley formed the “New York Consumers League,” which provided a list of stores that treated their female employees fairly.

After consumers began to stay away from shops that were not on that list, stores began to take steps to improve conditions for their “shop girls” so that they could be put on the list of good employers. Over the next few years, the movement to improve working conditions for young women spread to other cities.

Health and Lifestyle

The social crusaders of the late 19th century had a number of specific goals in what Jacob Riis called “The War with the Slum.” They worked for laws requiring air shafts to help provide more fresh air in crowded tenements, they wanted better overall sanitation, including clean water and removal of garbage, and they also wanted public parks in the neighborhoods.

As Anna describes how the Metzger and Triller families lived, a pattern emerges that suggests why they might not have been able to fight off whatever illness eventually took so many of them. Good nutrition, sunlight, fresh air and clean water are all part of a healthy lifestyle. Here’s a chance to talk about the factors, besides modern medicine, that lead to good health.

In the News

Although reformers pushed for minimum wages to help workers in the time of this story, the US didn’t have a federal minimum wage until 1938. Today, the federal minimum wage is $7.25 per hour. A shop girl in Anna’s day might have earned two or three dollars a week, and worked seven days a week for at least 10 hours a day. If a spool of thread were three cents, it might take a shop girl nearly an hour to earn enough money to buy it.

Look for advertisements in today’s newspaper that feature specific prices for common household items or groceries. Figure out how long it would take someone working at the minimum wage to earn each of these things.

Answer Key

Facts and Details
1. A spool of thread.
2. Three cents.
3. Six (Their mother and father, Dieter, Anna, Jake and Frieda.
4. Wood and coal.
5. They got sick and died.

Reading Comprehension
1. To do schoolwork without wasting paper.
2. So she wouldn’t lose it.
3. They couldn’t afford their own place.
4. Getting drunk in the bar downstairs.
5. Their father sometimes could find work. The women made flowers for hatmakers. The Trillers’ older son stole food. Dieter and Anna looked for coal and wood on their way home.

*Students can comment on the story or talk to the author at http://annatommyjake.blogspot.com*
Chapter Five: Sold to the Cigarmaker

Facts and Details: Literal Meaning
1. What religion are Jake and Anna?
2. What was Anna’s stepfather doing when they arrived?
3. What is Anna’s last name?
4. What did Anna’s father do after their mother died?
5. What language did the cigarmaker speak?

What’s Going On? Reading Comprehension
1. How can you tell from reading this chapter that Anna often goes to the store where her father works?
2. What does Mr. LaRocque say to Anna that modern parents might also say to their children?
3. What would be a reason for the feed store and the lumber yard to be near the railyard?

In your own words...
Anna learned English when she went to school. There are many children who speak a different language at home than they do at school. If that was your experience, what were the most difficult parts of learning English? If you have always spoken English at home and in school, write about an experience with someone trying to learn the language and how you were able to communicate with them.
The Bohemians

Anna’s experience with the Bohemian cigarmaker is based on actual reports of children working in that trade, as well as other of the many manufacturing businesses carried on in tenements.

But who were the Bohemians among whom she lived? Bohemia is a large part of what is now the Czech Republic, and the name for Bohemia in Czech language is just that: Čechy, the same name given to the country as a whole. Bohemians, and their neighbors the Moravians, came to America throughout our history and did well. But those who came as economic refugees and found themselves in New York’s slums without the money to go farther had a tough life. Because Czech is very different than English, they often had a hard time learning the language and one Bohemian in the slums told Jacob Riis that he was a blacksmith but couldn’t find work doing that because of his language difficulties.

Fortunately, as with other immigrant groups, those Bohemians who had done well in the city soon began to form organizations to assist their fellow Czechs to build a better life, while cigarmaking was a major target of the growing union movement and eventually was driven out of the tenements.

Railyards and the economy

Railroads played a very large role in the growth of the American West and the change in how we did business. Just as cities originally grew up along rivers and seacoasts where ships could provide transportation, cities on the plains, like Denver, grew up where railroads provided transportation.

By locating near the railyards, manufacturers could reach more customers more easily, which meant they could build larger factories, ship more products and attract more workers to the cities where the jobs were. Small craftsmen like candlemakers, weavers and tinsmiths found their work being taken over by factories that could make large quantities and ship them anywhere and charge people less for each piece.

In the News

Anna speaks of the laws that were supposed to help protect children -- One to prohibit making cigars in tenements and another that required children to go to school -- but says that neither helped her. However, such laws have been helpful if they were written properly and if they have been enforced.

Look at today’s news and find an example of a law that helps keep people safe or makes sure they are treated fairly. How well does it seem to be working?

If you can’t find an example like that, find a story about an unsafe or unfair situation and write a paragraph about how a law might help or might not be able to help with that situation.

Answer Key

Facts and Details
1. Catholic. (So is Tommy.)
2. Loading a wagon.
3. LaRocque
4. Sold her to a cigarmaker.
5. Czech

Reading Comprehension
1. The man at the counter knows who she is. (She also mentioned it in the previous chapter.)
2. He asks about her homework and reminds her of her chores.
3. It makes it easier to transport heavy loads like lumber, crates of tools and sacks of grain.
Chapter Six: Anna Escapes

Vocabulary
Knowing what these words mean will help you enjoy the chapter
precinct house  orphan  sums

Facts and Details: Literal Meaning
1. What number of children worked for the cigarmaker?
2. What did Anna take out of the leaves?
3. How did Anna get away from the cigarmaker?
4. Where did the boy take her for help?
5. Where did she find food, clothes and a place to stay?

What’s Going On? Reading Comprehension
1. Why does Anna think making cigars is “women’s work”?
2. What were some of the effects of working with the tobacco with bare hands?
3. About how long did Anna work for the cigarmaker?
4. About how long did she live in the shelter?
5. What does Anna mean about learning “to do sums”?

In your own words...
When Anna was homeless, an older boy protected her by taking her to the police station where she could get help. Write a story about a time you know of when someone helped a stranger who needed something. It can be a story from real life or one that you read about in a book.
The Plight of Homeless Girls

Jake and Anna declare the streets “too dangerous” for little girls without elaborating. We assume you know why it was too dangerous and that, if the question comes up in class, you will use it to reinforce “good touch/bad touch” at an age-appropriate level. Little boys were often the victims of sexual assault on the streets, but what is described in the literature we found was sexual exploitation by older boys on younger ones. We do not mean to understate the scarring nature of this experience, but it is not often fatal or overtly violent. Meanwhile, we found little mention of homeless little girls at all except in the context that Jake and Anna describe: That being on the streets was too dangerous, and the best thing that could happen for them would be to have somebody take pity on them and turn them over to the police or to a social agency. It seems safe to assume that little girls were considered vulnerable to violent, potentially fatal attacks.

Life Skills

When Anna arrived at the Children’s Aid Society shelter, she needed a bath, clean clothes and good food.

But she also needed to learn how to do things she hadn’t learned at school, like how to read and write and do arithmetic, as well as things she hadn’t learned to do at home, like how to take care of her hair and clothes.

What skills do your students have? Someone, for instance, may be good at braiding hair. How did she learn that? Have her demonstrate with another classmate, while she explains what she is doing.

Another may know how to make a simple repair, or how to prepare a lunch. What else do your students know about life? Have them show, and tell, what they’ve learned.

In the News

Using the newspaper for historic research

For an article from the New York Times about hearings on cigarmaking in tenements, go to the end of this guide. This article is not only a chance for students to see what was being said at the time, but also a chance to introduce the idea of primary sources and of using the library’s microfilm or digital periodicals collection as a tool for student research.

For a similar Times article about the shop girls and the movement to help them, visit this link: http://tinyurl.com/ygtchvq

Your local library, or nearby college library, likely has a collection of local newspapers on microfilm or in digital format for research on local history. To find on-line sources of historic newspapers, visit this Library of Congress site: http://www.loc.gov/rr/news/oltitles.html

Students can comment on the story or talk to the author at http://annatommyjake.blogspot.com

Answer Key

Facts and Details
1. Six. (“Half a dozen” isn’t a number.)
2. Veins
3. She went to get a bucket of water and then ran away.
4. To the police station. (Precinct house)
5. At a shelter. (Children’s Aid Society shelter)

Reading Comprehension
1. Where she worked, only women knew how to make the cigars.
2. Stained hands, sores on your skin, burning eyes. (And maybe just feeling sick all the time.)
3. About two years. (She came in the spring, worked through two winters and ran away in the spring. You may need to create a timeline to make this clear.)
4. About six or seven months. It’s harder to tell, because Easter can come in March or April, and the leaves might change in September or October.
5. She learned math. (Including adding, but not just that.)
Chapter Seven: On the Orphan Train

Vocabulary
Knowing what these words mean will help you enjoy the chapter
Embarrassed ashamed farmyard loading dock

Facts and Details: Literal Meaning
1. How many people from the Children’s Aid Society got on the train?
2. In what city did their train stop after the first day?
3. How many times did the train stop before Anna was adopted?
4. What did the LaRocques save their money for?
5. What did Dennis buy with the money?

What’s Going On? Reading Comprehension
1. Why was Anna sad to see two brothers on the train together?
2. Why was Tommy embarrassed by the question he started to ask?
3. How did the man cheat Dennis out of his money?

In your own words...
When the children on the Orphan Train were lined up at the stops, someone gave a description of each one. What might someone say to describe you? What would you want them to say about you that would make people want to adopt you?
The American Experience: The Orphan Trains
available on DVD

This PBS documentary is available on DVD, which means your local library might have it or be able to get it on interlibrary loan. It’s worth asking: There are interviews with Orphan Train riders as well as a good explanation of the program.

On the website, www.pbs.org/wgbh/amex/orphan, you will also find a transcript of the show and a teachers guide and other materials to help you provide solid learning on this fascinating topic from our nation’s past, including a list of books students can use to do their own reading and research on the topic.

Of course, you’ll also want to explore the many websites linked from the Orphan Trains resource we provided in the front of this book.

Pictures help tell a story

Look at the picture Christopher Baldwin used to illustrate this chapter. In each chapter, Chris gets to choose what he thinks is the right part to use for his illustration.

Questions to ask: Why do you think he chose this particular part of this chapter to draw? How does he show the mood of the moment? Do you think the picture also shows the mood of the chapter?

Activity: Pick a story you like and draw a picture to show the mood of the whole story.

In the News

All along the rail lines, groups that wanted to help poor children set up meetings where people could come and adopt the homeless children from the Orphan Trains.

Today, there are still groups of people in each town who get together to help those who are less fortunate or to improve the places in which they live. Go through your newspaper and find news stories, announcements and ads from groups that are trying to help people or to make their communities better.

How many different types of change or help are people in your community trying to bring about? What are the different ways they are using to reach their goals?

Answer Key

Facts and Details
1. 32. (30 children and two adults)
2. St. Louis
3. Four
4. So Dennis could buy a farm.
5. A gold mine (with no gold)

Reading Comprehension
1. It made her think of her own little brother and wish he were there.
2. If she went to a lot of towns, it meant a lot of people didn’t want her for their daughter.
3. He scattered gold ore around the mine so Dennis would think it was a good mine.

Students can comment on the story or talk to the author at http://annatommyjake.blogspot.com
Chapter Eight: Cheating a Thief

Vocabulary
Knowing what these words mean will help you enjoy the chapter
prospector chute bill of sale clerk deed register

Facts and Details: Literal Meaning
1. Why is Dennis angry with the man?
2. What does Dennis want from the man?
3. What does Dennis pretend to show him?
4. What was really in the pouch?
5. How much had Dennis paid for the mine?

What’s Going On? Reading Comprehension
1. Why did Dennis tell the man to look at the dirt and rocks?
2. Why did the man agree to give Dennis his money back?
3. Why did Anna giggle about what Dennis said to the man?

In your own words...
In the last chapter, Jake asked if it was wrong to cheat a thief. Now that you’ve seen what he had in mind, do you think what they did was wrong? Explain your answer.
Dennis was lucky to get his money back. Although there was a law against salting mines, it would have been hard to prove what happened, and a court would probably have said that he should have been more careful.

Not everyone who takes a risk is lucky enough to get their money back. In rural areas, when a business fails, it can mean no more jobs anywhere. In the gold mining days, that led to "ghost towns" where there were still buildings, like those in Eureka, Colorado, (left), but no people living there anymore.

In the city, when one kind of business fails, there are others where people can find work, and you don’t have large cities with nobody living in them. But you do sometimes have entire factories that have shut down and that nobody wants to buy. They can become like their own ghost towns, like this abandoned building in the Bronx, New York City, in a photo by John Fekner called “Broken Promises.” What sorts of promises have been broken in each case -- promises to other people, promises we make to ourselves or both?

Salting a mine

What the dishonest land dealer did to Dennis is called “salting a mine” - sprinkling good ore around a worthless claim to fool someone into buying it. The year after this chapter takes place, this chapter appeared in a book about gold mining: [http://tinyurl.com/y8mxr55](http://tinyurl.com/y8mxr55)

This short article from the March, 1914, edition of “Popular Mechanics” describes an ingenious way of cheating a mining expert which may amuse older students while giving them a brief chemistry lesson: [http://tinyurl.com/y9btbkj](http://tinyurl.com/y9btbkj)

In the News

The news is often full of stories of people who have been tricked out of their money. Often it is because the police have caught the crooks, or it might be that the police are warning people about something dishonest happening in their communities.

The warning most consumer advocates and law enforcement officers use is “If it sounds too good to be true, it probably is!”

If you go to Google, go to the “news” tab and then (using quotation marks) look for “too good to be true,” you’ll likely unearth a number of stories of people who have been fooled into doing something that cost them money, or at least their pride. In each case, what did the victims want that made them fall for the trick?

Answer Key

Facts and Details
1. The man sold him a worthless gold mine.
2. He wants his money back.
3. Dirt and rocks from the mine.
4. The silver ore Mr. McMahon brought to the boys.
5. $1100

Reading Comprehension
1. He wanted to make sure the man saw that it was silver ore.
2. He thought the mine was full of silver and worth more than Dennis had paid for it.
3. The man wasn’t at all honest and was really trying to cheat Dennis again.

Students can comment on the story or talk to the author at [http://annatommmyjake.blogspot.com](http://annatommmyjake.blogspot.com)
Chapter Nine:
A New Century in a New Land

Vocabulary
Knowing what these words mean will help you enjoy the chapter
buckboard     threshold     parlor     drummer     hardwoods     Adirondacks
woodbox    grammar school     persuaded     colcannon

Facts and Details: Literal Meaning
1. What holiday is it in this chapter?
2. How many people are celebrating at the LaRocques’ home?
3. Why did they drop Tommy off at Dennis’s farm?
4. What has Anna been doing in the kitchen?
5. What year is it?

What’s Going On? Reading Comprehension
1. Why do the McMahons rent a buckboard instead of owning their own?
2. Where did Mr. and Mrs. LaRocque grow up?
3. Why does Anna feel she should leave school and work on the farm?
4. What do her parents want her to do?

In your own words...
Dennis told his parents about Anna’s interest in becoming a teacher, but it isn’t something she wanted to talk to them about. What do you think Mr. and Mrs. LaRocque should do? Should they tell her what Dennis told them? Or is there a better way to have a conversation with her? Explain what you think they should do and why.
Comfort food in winter

Both the McMahon and the LaRocque families enjoy food in this chapter that makes them feel particularly good. For the McMahons, it is two tradition Irish dishes, soda bread and colcannon.

Soda bread is a “quick bread” -- that is, it doesn’t use yeast -- that is very common in Ireland and is often served at Irish gatherings in America to remind immigrants of when they lived back in Ireland. Colcannon, which is made from cabbage (or kale), potatoes and milk, is not a party dish but it’s very popular and makes Irish people think of home. And, for the LaRocques, the gift of maple sugar made them very happy and very nostalgic for their home in Northern New York, near the Quebec border. (And perhaps one of the pies Anna made was a tourtière, or pork pie, a Quebec favorite at the holidays!)

And what do these foods have in common? They are all made from ingredients that could be found in the winter! It’s worth remembering that, by New Year’s, the only food left was what would keep, either canned, dried, salted or in the root cellar, plus milk and perhaps eggs.

What’s the “First Foot” all about?

Mr. McMahon asks if he is the “first foot” and Mr. LaRocque knows what he means. Do you?

First foot is a British tradition that says the first person to step into your home on New Years will tell what kind of luck you’ll have. There are various traditions depending on where you live that say what is good or bad luck, but a tall dark man is always a good thing. Neither the McMahons nor LaRocques are British, but since their backgrounds were Irish and Canadian, they would be familiar with British traditions. But it is also a tradition in Greece, while, in Serbia, they have a similar tradition for Christmas.

Go around the room and share traditions (and traditional foods) from New Years and other holidays, especially holidays from other cultures.

In the News

Anna hopes to finish high school and attend a “Normal School” (two-year teacher’s college). It’s an ambitious goal. In 1900, only 6.3 percent of Americans were high school graduates. A “grammar school education” (eighth grade) was enough to give most people the math and reading skills they needed.

Today, workers need computer skills and better literacy and math skills than in the old days. Most jobs require at least a high school diploma as well as special training or college.

Go through the classified ads and see what employers are looking for. How does the amount of school needed correspond to the type of job being offered?

Answer Key

Facts and Details
1. New Year’s Day.
2. Nine. (Mr. and Mrs. LaRocque, Anna, Dennis, Mr. and Mrs. McMahon, Tommy, Jake and Bridey.)
3. To help him with his chores so he could come sooner.
4. Making pies. (And probably helping with the other cooking, too.)
5. 1900

Reading Comprehension
1. They live in an apartment and wouldn’t have a place to keep horses and a wagon. (Or a need for it – the city has public transportation.)
2. In Northern New York.
3. The LaRocques have been good to her and she feels she ought to pay them back by staying on the farm.
4. They want her to finish school, become a teacher and be happy.

Students can comment on the story or talk to the author at http://annatommyjake.blogspot.com
Story Map
Use this story map to outline a chapter of the reading serial.

Chapter Title

Setting Description

Characters

Problem/Conflict

Action/Story Event

Action/Story Event

Solution

Ending
Character Profile Chart
Use this chart to develop a character report

At the beginning......

Character Name

Picture of Character

Description of Appearance .......
List words......

Description of Personality ....List words......

Character reminds me of __________

_______________________________

Why?___________________________

What is the character’s role in the story?

In the Middle......

At the end......

By the end of the story has the character changed in any way? How and why?

What has happened in the story that has affected this character? Would you categorize this character as one-dimensional or multi-dimensional?
Anna’s Story
Vocabulary Acquisition Graphic Organizer

Use this sheet to record new vocabulary you learn while reading the story.

Directions
1. Place target word in middle and use dictionary to record definition. Ex. accept
2. List root, prefix and suffix. (Prefix = ac, which means at or toward; Root = cept, which means to grasp, take, or seize)
3. List synonym (permit) and antonym (decline).
4. Review meaning of prefix and suffix and list related words. Ex. according, acclimate

Jeopardy Sheet
Create your own Jeopardy answers and questions.
Cut out squares, assign values and play with a partner.

The answer is.
The question is

Value $

The answer is.
The question is

Value $

The answer is.
The question is

Value $

The answer is.
The question is

Value $

The answer is.
The question is

Value $

The answer is.
The question is

Value $

The answer is.
The question is

Value $

The answer is.
The question is

Value $

The answer is.
The question is

Value $
Note-Taking Recording Sheet

Recorder’s Name _____________________________________________

Chapter Title _______________________________________________

Characters mentioned in this chapter _______________________

Main Event/Action ___________________________________________

Special terms or interesting words in this chapter ___________

Some feelings I had while I read this chapter____________________

Self-Monitor Checklist for Group Discussion

In today’s discussion, I would give myself the following rating:


_____ I completed the note-taking recording sheet.

_____ I used the recording sheet during discussion.

_____ I contributed to the discussion meaningfully.

_____ I listened while others contributed to discussion.

_____ I learned while preparing notes.

_____ I learned during group discussion.

_____ I enjoyed the group discussion.
TENEMENT HOUSE CIGARS

Made Where Uncleanliness and Disease Prevail.

CHILDREN FORCED TO STRIP TOBACCO

Testimony Before the Reinhard Assembly Committee that Will Not Please Smokers of Cigarettes.

The most important point brought out at the meeting of the Reinhard Assembly committee yesterday morning was the great difficulty of restricting child labor where the work is done in tenements. Particular reference was had to cigar and cigarette makers. The danger from disease to the purchasers of cigars and cigarettes made in tenements and to children who are employed in the work was also emphasized.

Henry Meyer, Secretary of the Liberty Cigar Manufacturing Company of 303-307 East Seventy-first Street, was one of the witnesses, not a new one.

The Liberty Company, according to Mr. Meyers, employs a large number of people who work outside of the factory and in their tenement homes.

Mr. Meyer testified, as before, that the tenements are in good condition, and that no children are employed. Cross-examination brought out the fact that the employees are obliged to strip the tobacco before making it up, and that children are put to work by their parents on Sundays. The manufacturers, Mr. Meyer stated, do not consider themselves in any way responsible for such action on the part of parents.

"The children cannot work now," he said triumphantly, in conclusion, "for we are not giving out more work than the mother or mother and father alone can do."

Interesting testimony in relation to the matter was given by Miss Joy Ross, who has recently visited the tenement owned by the Liberty Cigar Manufacturing Company and occupied by their employees.

Miss Ross testified to seeing children at work stripping tobacco; that the rooms were in an unclean condition and that children with feet and legs bare worked with the tobacco laid across their knees. She had noticed two boys who were pale and unhealthy-looking. The eyes of one of them were badly inflamed. She consulted a specialist in diseases of children, Dr. Ripley of Madison Avenue, and was told that young children working with tobacco in close rooms would be subject to digestive troubles and a functional disorder of the heart, commonly known as "smoker's heart."

In his testimony Mr. Meyer stated that the work was given out each week on Friday. The tenants of the company's houses informed Miss Ross that this was done so that the children might work at stripping on their two leisure days, Saturday and Sunday. The children, she said, also work out of school hours, and parents are instructed to keep them out of the way when the Factory Inspectors make their rounds, notice being sent by the employers in advance of such visits.

The families now receive, Miss Ross further discovered, barely enough work to cover the rent, many of them being left at the end of the week's work with less than a dollar on account.

Anti-tobacco leagues would be pleased with much of the testimony received in relation to the matter of making cigars in the tenement houses.

Solomon Bader of 407 East Eighty-first Street, who has been in the cigar business thirty years, was very emphatic in de-bouncing the tenement-house work. Only the cheap grades of cigars, selling for 5 and 10 cents, are made in the tenements, he said. The tenements, he said, are unclean, and he had knowledge of a case where a mother at work on cigars was at the same time nursing a child sick with diphtheria.

Two Italian women and the fifteen-year-old daughter of one of them gave sad testimony concerning work on knee trousers. By working from early in the morning until 12, 1, or 2 o'clock at night three members of the family, the father, mother, and daughter, make barely $5 a week.

It was Lucilia Machiarulo, a worn but vicious-looking woman, who during the trial was working on a piece of work at her mother's. It was not possible, Mrs. Machiarulo told the committee, for her to accomplish much work now that she had the little one to care for.

Austela Tampolo had informed the subpoena servers at her home that her daughter was under fourteen years of age. She told the committee that her daughter is over fourteen years of age. She said she had been mistaken in the child's age, and an aunt had corrected her. The most interesting witness of the day was little "Joe" Duff, a very small boy, who had been working, although he looked to be hardly ten years old. His clothes were patched, but neat and tidy.

"Wouldn't you rather go to school than work?" he was asked.

"My father is sixty-five years old and he can't work," was the little fellow's answer.

The New York Times

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McNulty Margaret Miss, clk McNAMARA
McNulty Mary A Mrs, r 3014 High.
McNulty Mary J Miss, dressmkr, r 817 12th av W.
McNulty Michael, lab Grant Smelter.
McNulty Michael J, lab, r 1410 33d.
McNulty M, chipper Colo Iron Wks.
McNulty Patrick J, contractor, r 1909 Pennsylvania av.
McNulty Peter, lab Grant Smelter.
McNulty P T, mgr Queen City Hotel, r 2121 California.
McNulty Thomas E, asst bldg inspector, 7 City Hall, r 3010 High.
McNulty T E, cashier Brunswick Restaurant, r 3 King Blk.
McNulty William, lab Tramway Co.
McNulty William E, lab, r 817 12th av W
McNutt Etta Mss, milliner G H Warren, r 1417 Court Pl.
McNutt Harry L, electrician Denver Novelty Wks, r 1015 15th.
McNutt Orrin, asst sec Columbia Bldg & Loan Assn, r 1244 Gaylord.
McNutt Thomas H, fireman D & R G R, r 1118 S 9th.
McOmer John, r 17 Lothrop Blk.
McOsker Thomas V, fireman D & R G R, r 729 Champa.
McParland Charles, painter Wilmore & Co, r 1126 California.
McParland James, supt Pinkerton's Nat Detective Agency, 5 Opera House Blk, r 1006 14th.
McParland John, animal kpr Elitch Garden.
McParlin William E (Martin & McParlin), r 1547 Stout.
McPhail James, carp, r 1459 S 12th.
McPhee Alice Miss, clk Golden Eagle, r 2062 Champa.
McPhee Building, 17th ne cor Glennarm.
McPhee Charles D (McPhee & McGinnity), r 522 18th av.
McPhee Peter N, carp, r 1149 12th.
McPhee Pius, engineer McPhee Bldg, r 2466 Lawrence.
McPhee William P, asst cashier McPhee & McGinnity, r 522 18th av.

McPhee & McGinnity (CD McPhee and J J McGinnity), planing mill, lumber, sash. doors, blinds, paints and window glass, 18th cor Wazee and 24th cor Blake.
McPheeters Robert F, colr, r 1718 Glenarm.
McPherson E Melvin, oculist and auriist, 808 17th.
McPherrin W Scott, colr City Laundry, r 233 11th av W.
McPherson Daniel, coremk, r 1310 9th.
McPherson Daniel, lab Queen City Foundry.
McPherson Dollie A Miss, dressmk, Mrs G H Moore, r 412 S Grant av.
McPherson Fred. mfrs agt, 20 Jacobson Bldg.
McPherson James, baker J E Bussey, r 1910½ Lawrence.
McPherson James A, confectionery, 1222 19th.
McPherson John, machinist D & R G R.
McPherson John D, conductor, r 1126 13th av W.
McPherson Lewis E, stenographer Struby-estbrook Mer Co, r 1303 Champa.
McPherson Samuel, watchman, r 1421 Curtis.
McPherson Wallace A, teacher Woodworth's College, r 2227 Gilpin.
McPheters Olivia Miss, nurse, r 2128 California.
McPhetridge John M, fireman D & R G R.
McPhetridge N E Mrs, printer Colo Sun, r 165 Argyle, Highlands.
McQuaig J F, bkkpr, r 2537 Stout.
McQueary William, engineer, r 1334 Laramie.
McQueen Scott, lab, b Occidental Hotel.
McQuerry Albert, machinist J George Leyner, 1513 Wazee.
McQuillan J J Mrs, seamstress, r 2607 Welton.

THE DENVER TENT & AWNING CO
PHONE 1924
ARAPAHOE,
Cor. Fourteenth Streets.
NCTE/IRA Standards for the English Language Arts Matrix

The following matrix is based on English Language Arts learning standards set forth by the National Council of Teachers of English and the International Reading Association. After creating your lesson plan for each chapter, note the standards met so you can track which may still need to be addressed.

**ELA Standards**

Students read a wide range of print and non-print texts to build an understanding of texts, or themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Students participate as knowledgeable, reflective creative, and critical members of a variety of literacy communities.
### NYS Standards for the English Language Arts and Social Studies Matrix

The following matrix is based on English Language Arts and Social Studies learning standards set forth by the state. After creating your lesson plan for each chapter, note the standards met so you can track which may still need to be addressed.

#### NYS ELA Standards

| Students read from informational texts such as: newspapers, biographies, web sites, and reference materials. |
| Students write to transmit information: business letters, directions, and new articles. |
| Students listen to interpret data, facts, and ideas. Students listen to class discussions, newscasts, and presentations. |
| Students speak to share data, facts, and ideas in small and large group discussions, and presentations. |

#### Standard 2  English Language Arts

- Students read, view, and interpret imaginative texts and performances.
- Students write interpretive and responsive essays.
- Students write original imaginative texts, such as: stories.
- Students will listen to comprehend, interpret, and respond to imaginative texts and performances.
- Students will speak to present interpretations and responses to imaginative texts in class and small group discussions, and in formal presentations.

#### NYS Social Studies Standards

| 1.1 The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices and traditions. |
| 1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. |

| Chapters: |
| Chapters: |
| Chapters: |
| Chapters: |
| Chapters: |
| Chapters: |
| Chapters: |
| Chapters: |
NYS Social Studies Standards

1.3 Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

1.4 The skills of historical analysis include the ability to: explain the significance of historical evidence; with the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.

5.4 The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.