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Unit 7

Unit Instructional Plans
The Cowboys and the Boot Maker

Getting Started

(student pages 75–86)

Introduction

“The Cowboys and the Boot Maker” is a drama adapted from the fairy tale “The Elves and the Shoemaker.” A cross-curricular connection for this unit might focus on common themes often shared in fairy tales.

Lexile Text Measure Non-Prose

Building Background Knowledge

Introduce this unit by reading a version of the fairy tale “The Elves and the Shoemaker.” Lead students in a discussion of the theme of “The Elves and the Shoemaker.” Post the theme and challenge students to consider how a modern-day version of the fairy tale would be written using this theme. Display students’ ideas for the modern-day version on a story map, including setting, characters, and plot events.

(RL.5.2, SL.5.1, DOK: 3, Bloom’s/RBT: Application/Apply)

Suggested Formative Assessment

Invite students to write a modern-day version of “The Elves and the Shoemaker” based on the posted story map. Review student responses to determine individual understanding of writing an adapted version of a fairy tale.

(W.5.3, W.5.4, DOK: 3, Bloom’s/RBT: Analysis/Analyze)

Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

The Elves and the Shoemaker – Paul Galdone

Why Cowboys Sleep with Their Boots On – Laurie Lazzaro Knowlton

The Dirty Cowboy – Amy Timberlake

Cowboys of the Wild West – Russell Freedman

The Bootmaker and the Elves – Susan Lowell

Heroes and She-roes: Poems of Amazing and Everyday Heroes – J. Patrick Lewis

The Children’s Book of Heroes – Edited by William J. Bennett

Plays Children Love: Volume II: A Treasury of Contemporary and Classic Plays for Children – Edited by Coleman A. Jennings and Aurand Harris

Eight Plays for Children: The New Generation Play Project – Edited by Coleman A. Jennings

Plays for Children – Edited by Helen Rose

The Reporter’s Notebook: Writing Tools for Student Journalists – Mark Levin

(RL.5.10, RI.5.10, RF.5.4, RF.5.4a, RF.5.4b, RF.5.4c, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, DOK: 3, Bloom’s/RBT: Comprehension/Understand)

Unit Instructional Plans

The Cowboys and the Boot Maker

Unit 7

Vocabulary Focus

*Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

Selection-Specific Vocabulary

handsome* moseyed
hide* posse
prosperous* rustling
account strains
generous tannery
industrious
melodious

Standard Vocabulary

challenge speaker
character story
detail summarize
determine text
drama theme
poem topic
reflect

Vocabulary Activities

It's a Figurative Act

Guide students to locate examples of figurative language in independent reading texts. Allow students to perform the figurative language examples in pairs or in small groups. Have students discuss the literal and figurative meanings of the examples.

(*RL.5.4, RL.5.10, SL.5.1, L.5.5, L.5.5a, DOK: 2, Bloom's/RBT: Analysis/Analyze*)

Definition BINGO

Provide students with blank *BINGO* grids. Have students record Selection-Specific or Standard vocabulary words on the cards. As definitions are called, instruct students to cover corresponding terms. Winners are determined using the rules of *BINGO*.

(*RL.5.4, SL.5.1, L.5.4, L.5.6, DOK: 1, Bloom's/RBT: Comprehension/Understand*)

Suggested Formative Vocabulary Assessment

Display Selection-Specific or Standard vocabulary words on the word wall. Dim classroom lights and use a flashlight to highlight words on the word wall. Instruct students to record the definitions or write sentences that demonstrate meanings of the highlighted words. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(*RL.5.4, W.5.4, L.5.4, L.5.6, DOK: 2, Bloom's/RBT: Comprehension/Understand*)

Unit 7

Unit Instructional Plans

The Cowboys and the Boot Maker

Unpacking the Standards

CCR Anchor Standard CCRA.R.2

Focus RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

A key element of a literary text is the **theme** because it shares the message or lesson about life the author intends to convey through the characters and plot events. The theme of a **story, drama, or poem** is important because it gives readers the opportunity to make personal connections to the **characters** and their experiences. Themes tend to be universal in nature as they transcend social and cultural boundaries and address the common experiences or challenges of people. Some themes are explicitly provided when directly stated by the authors. More often, themes are implicitly communicated as readers must make inferences based on the motivations, thoughts, and actions of the characters in order to interpret the message of the story.

The purpose of a **summary** is to highlight the main elements of a literary text. A complete summary includes the setting, main characters, and the key plot events including the problem and its resolution, as well as the theme. A summary is organized using the logical order of the plot events within the story.

Instructional Activities

Fiction Theme I.D.

Pose questions before, during, and after read alouds of stories. Guide students to identify themes of the selections using responses to the questions (e.g., *Who is the main character and what is his or her role in the story? What are the thoughts of the main character in the selection? What are the actions of the main character in the selection? What lesson does the main character learn or come to understand during the selection? How might this lesson be written as a theme?*).

(RL.5.1, RL.5.2, RL.5.3, SL.5.1, SL.5.2, DOK: 3, Bloom's/RBT: Comprehension/Understand)

Fable Talk

Have students work in small groups and read common fables. Ask students to discuss the characters and events in the fables and use that information to determine the themes of the fables. After the themes are identified, have students write original fables that contain the same themes.

(RL.5.1, RL.5.2, RL.5.3, RL.5.10, RF.5.3, RF.5.4, W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, L.5.1, L.5.2, L.5.3, DOK: 3, Bloom's/RBT: Synthesis/Create)

Suggested Formative Assessment

Provide students with a theme often encountered in literary texts. Ask students to record three everyday situations in which the theme could be experienced. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(W.5.4, DOK: 3, Bloom's/RBT: Application/Apply)

Unit Instructional Plans

The Cowboys and the Boot Maker

Unit 7

Assessment of Standards

(student pages 78–83)

Michigan Standards for English Language Arts addressed in Assessment of Standards

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, L.5.1d, L.5.2d, L.5.2e

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	C	RL.5.7	CCRA.R.7	1	5	2	Analysis/Analyze
2	B	RL.5.1	CCRA.R.1	1	8	2	Comprehension/Understand
3	D	RL.5.4	CCRA.R.4	1	7	2	Analysis/Analyze
4A	C	RL.5.2	CCRA.R.2	1	2	3	Comprehension/Understand
4B	B	RL.5.2	CCRA.R.2	1	2	3	Comprehension/Understand
5	D	RL.5.4	CCRA.R.4	1	7	2	Analysis/Analyze
6	C	RL.5.4	CCRA.R.4	1	3	1	Application/Apply
7A	A	RL.5.3	CCRA.R.3	1	4	2	Analysis/Analyze
7B	C,D	RL.5.3	CCRA.R.3	1	4	3	Comprehension/Understand
8	C	RL.5.1	CCRA.R.1	1	1	1	Comprehension/Understand
9	A	RL.5.4	CCRA.R.4	1	7	2	Analysis/Analyze
10	B	RL.5.4	CCRA.R.4	1	3	2	Application/Apply
11	A	RL.5.5	CCRA.R.5	1	6	2	Analysis/Analyze
12	C	RL.5.4	CCRA.R.4	1	7	2	Analysis/Analyze
13	A	RL.5.3	CCRA.R.3	1	4	2	Analysis/Analyze
14	D	RL.5.4	CCRA.R.4	1	7	2	Analysis/Analyze
15	D	RL.5.4	CCRA.R.4	1	3	2	Application/Apply
16	C	RL.5.6	CCRA.R.6	1	4	2	Analysis/Analyze
17	C	L.5.1d	CCRA.L.1	2	9	1	Application/Apply
18	D	L.5.2d	CCRA.L.2	2	9	1	Application/Apply
19	A,B	L.5.2e	CCRA.L.2	2	9	1	Application/Apply

Interventions

Focus *RL.5.2*

When formative assessments reveal students in need of intervention, use the following activities.

Intervention Activities

Summary Steps

Guide students to write summaries of literary texts using the following steps.

1. Read the story and ask yourself, "What is the story mainly about?"
2. Identify the main characters and the setting.
3. Identify the plot events, including introduction/exposition, rising action, climax, falling action, and resolution/denouement.
4. Write the summary using your own words, focusing on the characters, setting, plot events, and theme.

(RL.5.1, RL.5.2, RL.5.3, RL.5.10, RF.5.3, RF.5.4, W.5.2, L.5.1, L.5.2, L.5.3, DOK: 3, Bloom's/RBT: Comprehension/Understand)

Retell the Story

Have students use sticky notes to record important events as they read stories. Ask students to sequence notes on desks or tables in the order of events in the stories. Guide students to use the sticky notes to retell the stories, record the themes, and write summaries.

(RL.5.1, RL.5.2, RL.5.3, RL.5.10, RF.5.3, RF.5.4, W.5.2, L.5.1, L.5.2, L.5.3, DOK: 3, Bloom's/RBT: Comprehension/Understand)

Unit 7

Unit Instructional Plans
The Cowboys and the Boot Maker

Skillful Thinking

Skillful Thinking = Deeper Learning through Revised Bloom's Taxonomy, Depth of Knowledge, and 9 Traits of Critical Thinking
(student page 84)

The 9 Traits of Critical Thinking™ include *adapt, collaborate, communicate, create, examine, inquire, link, reflect, and strive*. These traits foster high-quality thinkers. On the Skillful Thinking page in each unit of the student edition, traits are selected and identified in each questioning prompt to reinforce student use of the traits in the context of English language arts. The labeling of the traits assists students in recognizing that the application of a focus trait is needed to complete the questioning prompt. The educator should note that each questioning prompt in the student edition is not limited to the identified trait since multiple critical thinking traits may be utilized by the student to successfully respond to the prompt.



Examine – I use a variety of methods to explore and to analyze.

- ✓ Engagement Indicator – Students use analytical skills to make inferences, interpret data, integrate or organize ideas, and make connections.
- ✓ Strategy to Facilitate the **Examine** Trait – Challenge students to organize information to deepen insight by discovering patterns, trends, and connections to form conclusions.

Answers may vary. Student responses might include: The city slicker is generous; he likes fine boots; he is wealthy; he knows many people; he is a cowboy.

(RL.5.10, W.5.2, W.5.9a, L.5.1, L.5.2, L.5.3, DOK: 3, Bloom's/RBT: Analysis/Analyze)



Reflect – I review my thoughts and experiences to guide my actions.

- ✓ Engagement Indicator – Students show continuous learning during and beyond the task.
- ✓ Strategy to Facilitate the **Reflect** Trait – Organize small group reflections in which students explain and evaluate decision-making strategies.

Answers may vary. Student responses should include an answer to the question if it was a good idea for the old man to give his last pair of boots to the cowboy who was down on his luck with a reasonable explanation for the opinion.

(RL.5.10, W.5.1, W.5.1b, W.5.9a, L.5.1, L.5.2, L.5.3, DOK: 3, Bloom's/RBT: Evaluation/Evaluate)



Adapt – I adjust my actions and strategies to accomplish tasks.

- ✓ Engagement Indicator – Students examine options and alternatives to find solutions to a problem.
- ✓ Strategy to Facilitate the **Adapt** Trait – Design activities or scenarios that require students to practice flexibility and shift or change their thinking.

Answers may vary. Student responses should include a prediction as to what might have happened if the cowboys had not appeared during the middle of the night to make boots.

(RL.5.10, W.5.3, W.5.9a, L.5.1, L.5.2, L.5.3, DOK: 3, Bloom's/RBT: Synthesis/Create)

Motivation Station

(student page 85)

Answers:

Sentence 2	Incorrect Verb: had	Correct Verb: have
Sentence 5	Incorrect Verb: are	Correct Verb: were
Sentence 6	Incorrect Verb: will have	Correct Verb: had
Sentence 6	Incorrect Verb: excel	Correct Verb: excelled
Sentence 8	Incorrect Verb: had been researching	Correct Verb: researched
Sentence 10	Incorrect Verb: were	Correct Verb: have been

(L.5.1d, DOK: 2, Bloom's/RBT: Application/Apply)

Unit Instructional Plans

The Cowboys and the Boot Maker

Unit 7

Journal

(student page 85)

Answers may vary. Student responses should include an explanation of what might be done to help another person who is down on his or her luck.

(W.5.2, W.5.10, L.5.1, L.5.2, L.5.3, DOK: 2, Bloom's/RBT: Application/Apply)

Extended Practice Assessment

(student page 86)

The Extended Practice is an informational text that describes the history of cowboy boots. A cross-curricular connection for this text might focus on the impact of cowboys on American history.

Michigan Standards for English Language Arts addressed in Extended Practice Assessment

RI.5.1, RI.5.4

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	B	RI.5.4	CCRA.R.4	1	10	2	Application/Apply
2	D	RI.5.1	CCRA.R.1	1	8	1	Comprehension/Understand
3	C	RI.5.1	CCRA.R.1	1	8	2	Comprehension/Understand
4	Open-ended						

Performance Task Assessment

Focus

RL.5.10, W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, SL.5.1, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3

Performance Task

Working with a partner, write interview questions and answers for a person who would be considered an everyday hero. Perform your interview for an audience.

(DOK: 4, Bloom's/RBT: All)

Performance Task Steps

1. Read "The Cowboys and the Boot Maker."
2. Identify a character in the drama you consider to be a hero and your reasons for that choice.
3. Use print and digital sources to gather information about heroes.
4. Select a hero and research additional information about that person and his or her heroic act(s).
5. Answer questions about your task.
 - Based on "The Cowboys and the Boot Maker," what are the characteristics of a hero?
 - What questions will you ask your hero in order to reveal his/her character traits and actions?
 - What answers will your hero give to questions about his/her character traits and actions?
6. Plan, write, and perform your interview with your partner.

Scoring Criteria

Use a rubric with the following criteria for self-assessment and teacher scoring:

Effectiveness of Questions/Answers, Organization, Language and Conventions, Quality of Performance.

Name _____

Handcrafted Hope

Unit 10 Selection

Read the report and then answer the questions that follow.

Southside Elementary School

Proudly presents the website of Mr. Stewart's 5th-Grade Class

 Home |
  Homework |
  Desk of Mr. Stewart |
  Calendar |
  Projects

I asked my students to research people who made a difference by helping others. Trent submitted this report about two women who serve others.

Handcrafted Hope

by Trent

Renaë Adam and Kristin Johnson worked as volunteers in Ghana, West Africa. Kristin and Renaë wanted to help the West African women provide better lives for themselves and for their children. In 2002, these two women formed an organization called *Global Mamas*. The purpose of *Global Mamas* is to help the women of Ghana sell and export handcrafted products. In other words, *Global Mamas* helps women open businesses which produce items such as beads, batik, and soap. The Ghana women are then given assistance in selling their goods to people and places around the world. Because these women are part of the *Global Mamas* organization, they are paid more than the average Ghana worker.

All of the products made and sold by the Ghana women are traditional arts and crafts. Because each item is handmade, no two are alike. Although the products are similar in design and color, each creation is unique.

Glass bead making is a common craft in Ghana. The beads are formed from recycled bottles, plates, and window glass. The color of the beads is determined by the color of the glass used. The glass is crushed, placed in molds, and baked in kilns, or hot ovens. Plant stalks are used to create holes in the beads. As the beads are fired, or baked, the stalks burn away. Upon cooling, the beads are washed and polished by hand.



Ghana Women Designing Batik



Another handcrafted product from Ghana is batik. Batik, which means wax writing, is a fabric art that originated hundreds of years ago. Batik is often used to communicate beliefs or interests. Each region of Ghana uses its own batik design to decorate skirts, bags, tablecloths, and bed linens.

Steps for Making Batik

Materials: white cloth, wax, dye, brushes or stamps, large pots and tubs, tool for stirring and removal of cloth

Step 1: Melt the wax.

Step 2: Paint or stamp the wax on the cloth.

Step 3: Dye the cloth.

Step 4: Allow the wax to dry.

Step 5: Boil the cloth to remove the wax and reveal the designs.

Step 6: Spread the cloth to allow even drying.

Step 7: Repeat the steps to create more complex designs.

The women of Ghana have also made soap for generations. African black soap is crafted from ingredients that would normally be discarded. Ingredients may include cocoa pods, banana leaves, or skins of nuts. Although black soap contains a natural antiseptic, or germ-killer, it is gentle to sensitive skin. Coconut oil is mixed with shea butter to make the soap. This butter is a fat removed from seeds of African shea trees. The cocoa pods or other leaves are ground into ash, added to the oils, and mixed over a fire. Once the mixture becomes a lumpy soap, it is scooped from the pot. The soap is hammered to make it smooth. Fragrance is added to the soap before it is returned to the fire for fluffing. This fluffed soap is spread onto rubber for cooling. It is then molded into a giant bar and sliced to form individual bars of black soap.

Most African women have participated in making these products since they were young girls. These traditional skills allowed two volunteers the opportunity to serve others. *Global Mamas* has helped the women of Ghana provide for their families through the sales of their handcrafted products. As a result, new jobs have been created, and women are more financially secure. Hope has spread throughout an entire nation.

Name _____

Handcrafted Hope

Unit 10 Assessment 

1. The importance of using skills and knowledge to help others is demonstrated in the lives of Renae, Kristin, and the women of Ghana. What detail from the report does **not** support this idea?

- A Products are made and sold.
- B Plans to export goods are developed.
- C Soap making is used to help families.
- D Above average pay is given to these Ghana workers.

2. Why have the women of Ghana made soap for generations?

- A Soap is traded for beads.
- B Soap making is an easy process.
- C Other countries want to buy the soap.
- D Natural resources are readily available.

3. How does tradition affect the success of the *Global Mamas'* plan?

- A The Ghana women are the only producers of batik.
- B The women of Ghana do not need to be taught the handcrafting skills.
- C The Ghana women depend on the men to teach the traditional skills.
- D The women of Ghana know how to sell their products to other countries.

4. Read the main idea and the directions that follow.

The women of Ghana are experienced in making goods.

Choose the sentences from the report that support this main idea. Select **three** options.

- A "All of the products made and sold by the Ghana women are traditional arts and crafts."
- B "Glass bead making is a common craft in Ghana."
- C "Batik, which means wax writing, is a fabric art that originated hundreds of years ago."
- D "As a result, new jobs have been created, and women are more financially secure."

5. Why did the author choose "Handcrafted Hope" as the title for his report?

- A Ghana women began making products as children.
- B Making beads, batik, and soap are essential skills for the Ghana people.
- C The people of Ghana hope to learn the traditional skills of previous generations.
- D The traditional skills of the Ghana people provide opportunities for a promising future.

6. What is the importance of the wax in batik making?

- A The wax holds the heat.
- B The wax resists the dye.
- C The wax provides the dye color.
- D The wax uses natural resources.



Unit 10 Assessment

Name _____

Handcrafted Hope

7. What is the **best** summary of this report?
- A Renae Adams and Kristin Johnson develop a plan and form an organization called *Global Mamas*. Through this organization, Ghana women sell their handcrafted goods around the world. The plan creates new jobs and helps the women of Ghana provide financial security for their families.
 - B Renae Adam and Kristin Johnson work as volunteers in Ghana, West Africa. The Ghana women teach the volunteers how to make handcrafted items. Renae and Kristin sell these items around the world. They give the money from the sales to the women of Ghana.
 - C Renae Adam creates an organization called *Global Mamas*. She teaches the Ghana women to make handcrafted goods. Renae sells those items to businesses around the world. She gives the women of Ghana money from the sales.
 - D The women of Ghana form an organization called *Global Mamas*. They sell their handcrafted goods around the world. The women are able to provide financial security for their families.
8. How are the attitudes of Renae and Kristin related to the success of *Global Mamas*?
- A Renae and Kristin desire to receive recognition for their service.
 - B Renae and Kristin are confident they can create and complete a profitable plan.
 - C Renae and Kristin are not interested in the traditions of women in other countries.
 - D Renae and Kristin believe their organization is the only hope for the Ghana women to survive.

9. This question has two parts. First, answer part A. Then, answer part B.

Part A

What idea does the report reveal about the culture of the Ghana people?

- A The Ghana people depend on other organizations for support.
- B The Ghana people desire to learn new skills.
- C The Ghana people want to be wealthy.
- D The Ghana people value traditions.

Part B

Which sentence from the report supports your answer in part A?

- A “The Ghana women are then given assistance in selling their goods to people and places around the world.”
- B “Glass bead making is a common craft in Ghana.”
- C “Most African women have participated in making these products since they were young girls.”
- D “*Global Mamas* has helped the women of Ghana provide for their families through the sales of their handcrafted products.”

10. What is the **most likely** reason that plain white cloth is used when making batik?

- A The patterns show up best on white cloth.
- B The dye will not soak into colored fabric.
- C It is the only cloth available in Ghana.
- D It is cheaper than colored fabric.

Name _____

Handcrafted Hope

Unit 10 Revising/Editing



A student is writing a report about Ghana, West Africa. Read the draft of the report and complete the tasks that follow.

(1) The country of Ghana is located in West Africa. (2) Its landscape consists mainly of grasslands, and it is home to many farmers. (3) The Ghana farmers grow vegetables such as okra, tomatoes, and hot peppers. (4) They also grow cocoa beans. (5) People throughout the world eat chocolate. (6) These beans are exported to other countries for use in making chocolate. (7) The people of Ghana raise goats and sheep. (8) They fish for food in the ocean.

- 11.** Choose the **best** word or phrase to add to the beginning of the underlined sentence to connect information in the report.
- A In addition
 - B As a result
 - C However
 - D Once
- 12.** Select the sentence that does not belong in the report because it does not support the paper's topic.
- A "The country of Ghana is located in West Africa."
 - B "Its landscape consists mainly of grasslands, and it is home to many farmers."
 - C "People throughout the world eat chocolate."
 - D "These beans are exported to other countries for use in making chocolate."
- 13.** The student wants to add another detail after sentence 4 in the report. Which sentence should the student add?
- A In fact, Ghana is the second largest producer of cocoa beans.
 - B However, it is not clear where cocoa beans are grown.
 - C Consequently, cocoa beans are grown in Ghana.
 - D Therefore, many countries grow cocoa beans.



Handcrafted Hope



How might life be different for the women of Ghana if Renae Adam and Kristin Johnson had never volunteered in West Africa?



Do you think “Handcrafted Hope” is an appropriate title for this report? Explain why you think this way.



Use words and sketches to design a logo for *Global Mamas*.

Name _____

Handcrafted Hope

Unit 10 Creative Thinking



Motivation Station

In the left column, list rules of capitalization. You may use your memory, a digital source, or a textbook as a reference. In the right column, write a poem, riddle, or song to help your classmates remember the rules for using capital letters.

Rules	Poem, Riddle, or Song

Journal

Write about someone you know who has helped others.



Unit 10 Extended Practice

Name _____

Handcrafted Hope

Batik designs on fabric are created by applying melted wax to the parts of the fabric that will not be dyed. Because working with melted wax may cause injury, a waxless process can be used to create a batik design. The following supplies are needed to complete this process.

- Washable gel glue
- 12-inch square of muslin or other white cotton fabric
- 15-inch square of waxed paper
- Acrylic craft paint and paintbrushes

Place the fabric on a piece of waxed paper. Use a pencil to lightly draw your design on the white fabric. With the tip of the glue bottle, cover the outline of your design and any parts of the design you do not want to be painted. Allow the glue to dry completely. Thin the acrylic paint with water. Wet the cloth square with clean water. Use paintbrushes to paint your design. Allow the painted fabric to dry completely. Soak the designed fabric in warm water for about 15–20 minutes. Scrub the fabric to remove all the glue, and wring the water out of the fabric. Hang the fabric, or place it in a clothes dryer to dry. Admire your finished product.

1. Why did the author suggest using gel glue in the waxless process of making batik?
 - A The glue does not require heating.
 - B The glue dries more quickly than wax.
 - C The glue creates a more vibrant design.
 - D The glue adheres more completely to the fabric.

2. African batik is to livelihood as craft batik is to
 - A education.
 - B occupation.
 - C recreation.
 - D volunteerism.

3. Why might the author direct the reader to soak the fabric in warm water for 15–20 minutes?
 - A to be certain the fabric is clean
 - B to rinse the dye from the fabric
 - C to prevent the colors from bleeding
 - D to remove the glue from the design

4. Sketch a design for a batik.

Parent Activities:

1. Help your child use a print or digital map to locate Ghana, West Africa. Use additional sources to read about the traditions of the African people.
2. The people of Ghana use beads for ceremonies, trading, and other special occasions. Read to learn more about the cultural uses for beads in Ghana and other countries.
3. Help your child research local volunteer organizations that encourage family participation.