

GRADE SEVEN AND EIGHT REQUIRED SUMMER WORK

For your summer work. You will have one assigned book to read. In addition, you will choose one of your choice from the list provided. In addition, you may choose a second book from the list and receive an extra credit grade.

I. Your assigned book is as follows:

Grade 7: *Slacker* (book 1) by Gordon Korman

Grade 8: *Refugee* by Alan Gratz

While reading the book, underline key passages that you find interesting or important. Use sticky notes or marginal notes to mark observations, questions, and connections. Mark lines that help you understand the characters and plot. Additionally, you must select and highlight at least three quotations that are interesting or thought provoking and be prepared to discuss these quotations in class. There will be a written assessment on the above assigned book in September.

II. Choose your second and extra credit book from this list

The Door in the Wall by Marguerite de Angeli

The Black Stallion by Walter Farley T

The Twenty-One Balloons by William Pene du Bois

The Bronze Bow by Elizabeth George Speare

The Trumpet of the Swan by E.B. White

The Hobbit by J.R. R. Tolkien

The Railway Children by E. Nesbit

A Christmas Carol by Charles Dickens

The Secret Garden Frances Hodgson Burnett

The Adventure of Tom Sawyer Mark Twain

The Girl Who Drank the Moon by Kelly Barnhill

Up from Slavery by Booker T. Washington

Johnny Tremain by Esther Forbes

St. Philip Neri and the Joyful Life by

Nick Pascoe

Carry On, Mr. Bowditch by Jean Lee Latham

St. Dominic and the Rosary

The Song at the Scaffold by Gertrud von Le Fort

By Catherine Beebe

With the book(s) you choose. Write an essay including the following:

Brief summary, Description of the characters. Which one is your favorite and Why

Discuss the theme, plot and setting of the book, What lesson(s) did you gain from this book?

Select one memorable quotation and explain its significance

The essay will be due September 21, 2026.

PART 2 NY PROGRESS BOOKS

Grade 7: Read the following stories and complete Cite Evidence, in the book within the story. Comprehension Check answers on Loose Leaf paper. This will be collected and graded.

1. "The Longest Walk" page 124 to 131
2. "A Valentine" and "Annabel Lee" pages 116 to 123
3. "Hurricanes" pages 176 to 183

Grade 8: Read the following stories and complete Cite Evidence, in the book within in story. Complete all Comprehension Check questions on Loose Leaf paper. This will be collected and graded.

1. "American Women and the Right to Vote" page 64 to 71
2. "A Mill Girl's Story" page 124 to 129
3. "The Wonders of Medical Imaging" page 192 to 197

RI.8.1, RH.8.3, RH.8.5

WORDS TO KNOW**amendment****ensuring****ratification****suffrage****turmoil**

Read closely to determine a text's **explicit meaning**—what the text says directly. After figuring out the explicit meanings of a text, use textual evidence to **draw inferences** and then **analyze** the more subtle meanings in the text.

CITE EVIDENCE

A To determine a text's **explicit meaning**, first identify the author's topic. Circle the paragraph that introduces the topic: the Constitution. What is the author's main idea here? Is it stated explicitly, or implied?

B Different text structures may be used to convey specific information. Numbered items may signal a time sequence or process. Box the numbered sentence on this page that describes what happens to an amendment after Congress approves it. What was the author's purpose in numbering this section?

American Women and the Right to Vote

(Genre: Explanatory Text)

- 1 The United States Constitution did not originally grant everyone the opportunities and rights enjoyed by American citizens today. As first written, it omitted some essential civil rights.
- 2 Fortunately, the Constitution is a living document that may be amended, or changed. Typically, an **amendment** must be proposed and ratified, or approved, by a majority of the Congressional houses and the states. Each amendment must pass through four main steps, starting with a senator's or representative's proposal and ending with **ratification** from a three-fourths majority of the states. As of 2013, there were twenty-seven Constitutional amendments.

The Four Steps of the Constitutional Amendment Process

1. **Initial Entrance:** A senator or representative puts forth the potential amendment in Congress.
2. **Congressional Proposal:** A two-thirds majority of Congress must agree in order to propose the amendment to the states. Two-thirds of the House and the Senate must each vote in favor of the amendment.
3. **State Evaluation:** Each state's legislature separately evaluates the proposed amendment.
4. **Ratification:** A three-fourths majority of the states must vote in favor of the new amendment. Currently there are fifty states in the union, so thirty-eight must agree on an amendment for it to become law. According to an alternative, although unused method, an amendment may be proposed and ratified in a different way.



KEY IDEAS AND DETAILS

RI.8.1, RH.8.5

- 3 A group of states' representatives may gather at a special meeting, the purpose of which is Constitutional amendment, and a majority must both propose and ratify the amendment in question.
- 4 The Founding Fathers put the amendment process into action rapidly. First, they quickly remedied some of their initial omissions, such as freedom of speech and freedom of religion, through the Bill of Rights, ratified in 1791. The Bill of Rights included the first ten amendments to the Constitution. Within a short time, two more were ratified. After passage of the Twelfth Amendment in 1804, sixty-one years would pass before the Constitution would be changed again.
- 5 While making these first twelve amendments, the early American government did not act to grant all Americans other important markers of equality, such as **suffrage**. This might be surprising, considering that the ability to vote was a key contributor to the rise of the American Revolution. It mattered as a means of **ensuring** the people's own representation in government. Yet, at this point in history, no country had granted the right to vote to all of its citizens.
- 6 Today, any free American citizen over eighteen can vote, no matter his or her economic status, gender, family background, or skin color. Initially, however, the voting pool in the United States included only men of a certain age and with certain characteristics. The essential characteristics were whiteness and wealth. These same privileged men were the ones who made the law determining who could vote. A long struggle by both women and people of color to gain the right to vote in the United States followed. Looking back at the **turmoil** endured by these Americans in this struggle reminds us that the right to vote is a hard-won civic privilege.

Comprehension Check

What can you infer about the status of women in American society at the time of the adoption of the Constitution? Use text evidence to support your answer.

Guided Instruction



CITE EVIDENCE

C Authors may emphasize essential information by setting it off in a separate feature, such as a call-out box or sidebar. Put an asterisk next to the feature inserted into this part of the article. Why is the information presented this way?

D Authors of informational texts may use different text structures to express different ideas. Look for a paragraph that is primarily organized in a time order sequence. Underline the words that identify the sequence of time.

E Explanatory texts may include evidence of the author's opinions and assumptions. You can **infer** the author's viewpoint by looking for words and phrases with strong connotations. Double underline the sentence in paragraph 6 that reveals the author's position on those who were not allowed to vote. What expectation does this sentence set up?

Guided Instruction

RI.8.1, RH.8.5

WORDS TO KNOW

complicated

eradicating

involuntary servitude

obligation

prominence

CITE EVIDENCE

A One technique authors may use in an explanatory text is to introduce information by asking—and then proceeding to answer—a question. Put an asterisk by the paragraph that begins this question-and-answer process. Is the answer to this question given explicitly in a specific sentence or paragraph, or must you infer the answer by putting information together?

B When you read explanatory texts, look for specific facts from which you can infer ideas. Underline details on these two pages that support the inference that people from different races worked together to support suffrage.

American Women and the Right to Vote *continued***First Steps Toward Women's Suffrage**

7 Over half the citizens of this country (women) have been able to vote for fewer than a hundred years. Why did it take so long for women to receive the right to vote in America?

8 The answer is a **complicated** one. In the years following the initial Constitutional amendments, both women and men worked hard to achieve suffrage for women. This slow process picked up speed in the mid-1800s with an important event: a meeting to discuss the civic **obligations** the country owed to its female residents. This meeting was the Women's Rights Convention of 1848. With this official convention, the women's suffrage movement began to increase in visibility and significance.



Elizabeth Cady Stanton

9 Just three years later, in 1851, three of the most important initial suffragists were gaining **prominence**. Two eventual leaders of the movement, Elizabeth Cady Stanton and Susan B. Anthony, began to work together to achieve women's equality through gaining suffrage. Fourteen years later, they would bring women together to fight for suffrage through the American Equal Rights Association.

10 Another influential speaker, Sojourner Truth, also gained notice at this time, arguing for equality in her famous speech "Ain't I a Woman?" Truth's position in the women's suffrage movement underscored the importance of universal suffrage, the idea that the right to vote is every adult citizen's right. She was African American, and African Americans did not have the right to vote.

Suffrage and Slavery

11 By 1851, women's suffrage had become increasingly combined with many other civil rights issues. First and foremost among them was the issue of racial equality. Slavery was still

RI.8.1, RH.8.5

legal in the United States, and so black women like Sojourner Truth had the doubly difficult task of seeking equal personhood first, suffrage second.

- 12 As the 1850s drew to a close, tensions between the northern and southern states were increasing. Slavery was still permitted in southern states, but it was increasingly outlawed in northern ones. During this time, women and men, white and black, continued to work toward civil equality. They focused primarily on **eradicating** slavery and its corresponding racial inequality. The unrest over race led to the Civil War, which lasted from 1861 to 1865. The American government had to address a country that was splitting in half. In the concluding year of the war, the United States government ratified the Thirteenth Amendment. The Thirteenth Amendment outlawed slavery in the United States: “Neither slavery nor **involuntary servitude** [...] shall exist within the United States” (Thirteenth Amendment).
- 13 The Civil War and the Thirteenth Amendment did not address the issue of suffrage. Women and people of color still did not have the right to vote. They kept fighting for their rights, and Elizabeth Cady Stanton and Susan B. Anthony remained prominent in the women’s suffrage movement. The two women’s colorblind American Equal Rights Association, which they formed in 1866, encountered differences among members and separated three years later. Anthony and Stanton led one group, while well-regarded suffragist Julia Ward Howe led the other. (In 1890, the groups would come back together to form the National American Women’s Suffrage Association).

Comprehension Check

Based on the text so far, what is the text suggesting about the speed with which women received the right to vote in the United States? Use textual evidence to support your answer.

Guided Instruction



CITE EVIDENCE

C Look for contrasts between ideas, sometimes identified by connecting words like *but*, *yet*, or *however*. Double underline two sentences on this page that create a contrast between two things.

D To draw an inference about a text, try to read between the lines. Look for missing or omitted information in the presentation of facts or ideas. Circle the paragraph that describes the passage of the Thirteenth Amendment. What can you infer from this paragraph?

Guided Practice

RI.8.1, RH.8.3

WORDS TO KNOW

abolished

abridged

assemblage

secular



Susan B. Anthony

CITE EVIDENCE

A Underline sentences that describe different goals in the women's suffrage movement at the time of the Fifteenth Amendment. How might women suffragists have felt after passage of the Fifteenth Amendment?

B Working with a partner, circle the paragraph that describes the first presentation of a women's suffrage amendment. At what step in the amendment process did this amendment fail?

American Women and the Right to Vote *continued*

The Fifteenth Amendment

- 14 In the meantime, the individual states were beginning to endorse women's suffrage. In 1869, women gained the ability to vote in Wyoming. More federal progress on the issue of universal suffrage came one year later, with the passage of the Fifteenth Amendment. In explicit terms, this amendment **abolished** racial discrimination in regard to suffrage: "The right of citizens of the United States to vote shall not be denied or **abridged** by the United States or by any State on account of race, color, or previous condition of servitude" (Fifteenth Amendment).
- 15 With the ratification of this amendment in 1870, African American men achieved suffrage. Women did not. In 1872, Susan B. Anthony went to the polls anyway and cast her vote. According to the United States government, this was illegal; she went to jail.
- 16 A victory in suffrage had been achieved with the Fifteenth Amendment, but it was only a partial one. Some female suffragists had wanted to concentrate on women's suffrage, rather than universal suffrage. Others had believed universal suffrage to be the only possible approach.
- 17 Eight years after the success of the Fifteenth Amendment, supporters of the women's suffrage movement gained new ground. They worked, successfully, to enter a women's suffrage amendment into the Congressional Houses in 1878. Despite tremendous efforts and support, the amendment did not leave Congress for states' approval. It was buried in Congress instead.
- Disappointment and Perseverance**
- 18 Women kept pursuing their right to vote. Several influential **assemblages** of women lent their voices to the cause: the Women's Christian Temperance Union, the National Council of Jewish Women, and the National Association of Colored Women. These assemblages represented religious and **secular** women. They included Caucasians and African Americans. They included people from various economic levels.
- 19 Despite the unity that came from women putting aside religious differences and working together to achieve suffrage, the women's suffrage movement began facing more pushback

than ever. The National Association Opposed to Woman Suffrage (NAOWS), its mission and actions clear from its name, formed in 1911. Two more amendments were legalized in 1913, but neither addressed women's suffrage.

Comprehension Check

1. Which of the following is an inference that may be made from the text's description of events between 1869 and 1878?
 - a. Women suffragists were discouraged by the lack of support for their movement.
 - b. Women suffragists were inspired to continue working for their cause.
 - c. Women suffragists were divided about the best way to pursue their dream.
 - d. Women suffragists were encouraged that their goals would soon be realized.
2. The text describes the arrest of which woman when she tried to vote?
 - a. Julia Ward Howe
 - b. Sojourner Truth
 - c. Susan B. Anthony
 - d. Elizabeth Cady Stanton
3. Based on events described in the text, what was the immediate reaction of women suffragists to the Fifteenth Amendment?
 - a. They tried to pass a women's suffrage amendment.
 - b. They tried to pass a universal suffrage amendment.
 - c. They decided to appeal directly to the U.S. president.
 - d. They decided to appeal directly to the U.S. Congress.
4. Which of the following BEST describes the kind of people who were involved in the suffragist movement by 1911?
 - a. women who supported women's suffrage but not universal suffrage
 - b. white and black women from poor backgrounds
 - c. middle and upper-class Christian white women
 - d. a religiously, racially, and economically diverse group of women
5. Using textual evidence, explain which of the historic amendments described so far had the biggest impact on the women's civil rights movement, and why.

Independent Practice

RI.8.1, RH.8.5

WORDS TO KNOW

distracting
encapsulated
proponent
sanctioning

CITE EVIDENCE

A Put an asterisk by the paragraph that connects the Fifteenth and Nineteenth Amendments. Is the author's conclusion explicitly or implicitly stated?

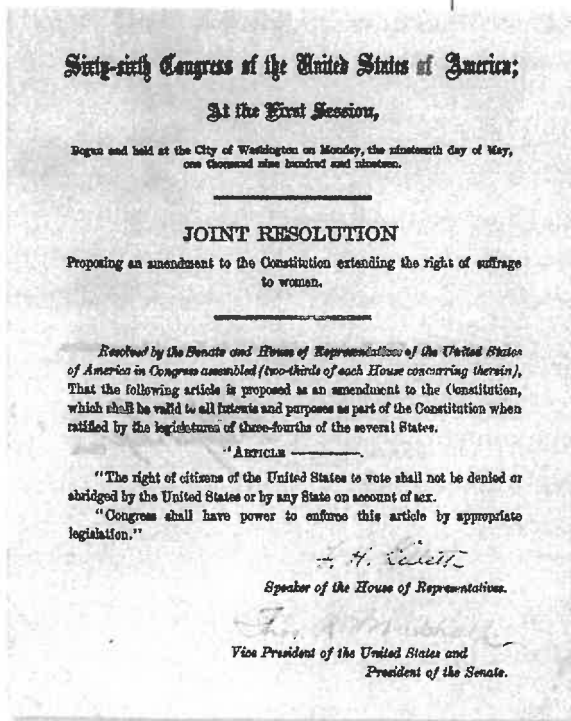
B Circle the paragraph that summarizes the time it took for women's right to vote to become law. Why might the author present the information by emphasizing the years between historic events?

American Women and the Right to Vote *continued*

- 20 The next year came a dangerous and **distracting** complication on the world stage: World War I. This war lasted four years. During the war, advocates for women's suffrage made some notable advances to their cause. In particular, they showed their value as citizens of the United States by participating in and supporting the American armed forces. Yet they did not gain official universal suffrage at this time. However, women in particular states enjoyed an expansion of their civil rights. At the midpoint of World War I, suffragists across America celebrated a victory for their cause as a woman, Jeannette Rankin of Montana, entered the Congressional Houses as a representative.
- 21 The goal of universal suffrage grew closer as each barrier was overcome. After World War I ended in 1918, supporters of the women's suffrage movement came close to achieving their dream at last. The next year, the amendment originally proposed in 1878 returned to the Congressional Houses. This time, it received a two-thirds majority vote and went out to the states for ratification. Thirty-six states would need to vote for the amendment, and the states did so rapidly, Tennessee coming in at number thirty-six.

The Nineteenth Amendment

- 22 In 1920, the Nineteenth Amendment was written into law. Its language is brief and direct: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex" (Nineteenth Amendment). It uses similar language to that of the Fifteenth Amendment, as well it should—the **proponents** of the causes **encapsulated** in both amendments shared common goals and beliefs. People of different races, religions, and economic backgrounds worked together, sometimes at great personal cost, to win an essential civil right: the right to vote.
- 23 This achievement for women's rights and equality was a long time coming. It arrived one hundred thirty years after the **sanctioning** of the Constitution, seventy-two years after the initial Women's Rights Convention, and forty-two years after the issue first entered Congress as an amendment.



- 24 After 1920, no female citizen of the United States could be legally denied the right to vote. Yet, in practice that was only true for white women. Black women (and men) would struggle with injustices regarding their voting rights for decades to come. And there were still many gender inequalities for all women to overcome. The fight for gender and racial equality in America would continue.

Comprehension Check

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- Which textual evidence would support the text's description of events culminating in the passage of the Nineteenth Amendment?
 - the number of women voting in the late 1930s
 - the number of women voting in the early 1920s
 - the number of women in the House in the late 1910s
 - the number of women in the Senate in the early 1930s
- Which of the following events was the last major occurrence prior to the passage of the women's suffrage amendment?
 - the formation of NAOWS
 - the passage of the Fifteenth Amendment
 - the end of the Civil War
 - the end of World War I
- What step in the amendment process did women's suffrage achieve in 1919 that it had failed to achieve in 1878?
 - proposal to Congress
 - ratification by Congress
 - proposal by the states
 - none of the above
- All of the following may be inferred from this text EXCEPT
 - acceptance of women's rights occurred at the state level before the national level.
 - the Fifteenth Amendment was important to the success of the suffrage movement.
 - the Eleventh Amendment was very important to the suffrage movement.
 - women's roles in World War I helped the women's rights movement.
- Make an inference about the significance of the length of time and the degree of difficulty of the fight for women's rights. Use textual evidence to support your answer.

Guided Instruction

RL.8.5, RH.8.5

WORDS TO KNOW

acclimate

boardinghouse

contraption

resonant

woe

Text structure is the way a text is organized. Text structure can refer to text format, such as chapters in a book or scenes in a play. It can also refer to the way ideas are presented, such as through description, cause/effect, or comparison/contrast. Text structure contributes to the **meaning** and **style** of a work.

CITE EVIDENCE

A A big decision authors make when they set out to tell a story is how to **structure the text** to convey information in the most effective way. Underline the setting in this text. How does the author present this information?

B Circle the name of the main character in this text. How does the author reveal this information? Why might the author have chosen this **text structure** to present a narrative with the title "A Mill Girl's Story"?

A Mill Girl's Story

(Genre: Realistic Fiction)

February 10, 1843

Dear Papa and Mama,

1 Today I finally reached my destination of the city of Lowell, Massachusetts; it is so different here, nothing at all like our farm in Vermont. The ticket taker on the coach told me that about 20,000 residents live in this growing city, so it is no wonder the streets bustle with activity; all of the people and noise make me so anxious!



2 It is so strange to think that I am miles away from everything I have ever known; it is hard to believe that only a few short weeks ago I answered an advertisement calling for girls and women aged 15 to 35 to work in the textile mills of northern Massachusetts.

3 At the time, it seemed like the answer to our money **woes**; however, I now worry that I have made a perilous mistake. I have never held a job before; how will I manage? How will I thrive, or even survive, in a city when all I have ever known is the country life? I am only sixteen years old; I do not think I am strong enough to handle this—please keep me in your thoughts!

Love, Sarah

March 5, 1843

Dear Papa and Mama,

4 Slowly, I have begun to **acclimate** to city life; I stay in a **boardinghouse** not far from the factory where I work, and all of the tenants are girls who work at the textile mill. There are about thirty residents, and I share a room with three others; there is very little privacy, and it feels odd to be so close to strangers all the time. Also, our room is small, only big enough for the beds, a chair, and a desk; so it is very cramped and crowded.

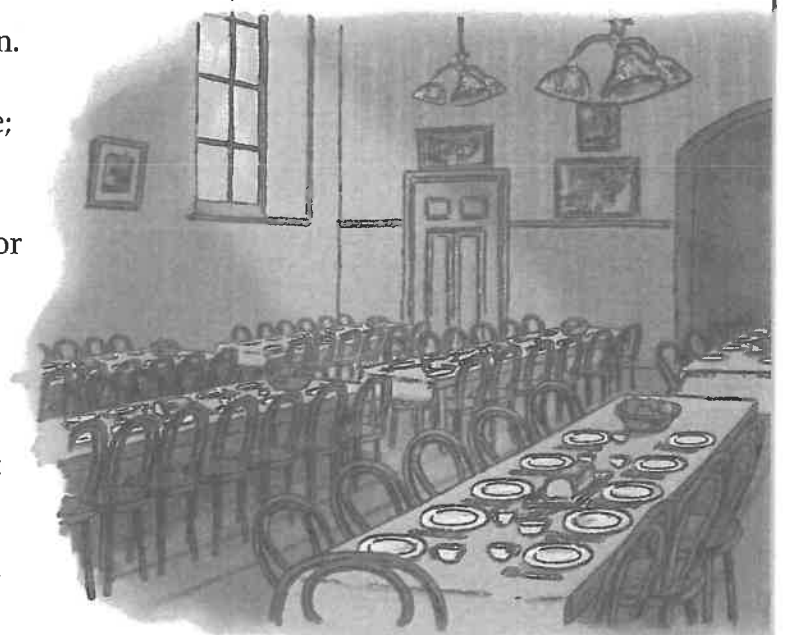
- 5 However, there are some good things about life in a boardinghouse; there is a full kitchen with a well-stocked pantry and an iron stove with an oven. I have never seen such a **contraption** before because I have only ever cooked food in a fireplace; I thought the food might taste unusual, but on the contrary, the meals are delicious. We eat in a large dining room with several tables, and there is a parlor where the tenants can sit together after work.
- 6 Mama will be pleased to learn that a house matron lives in the boardinghouse, too. She is very stern and strict and makes sure we all obey the rules; there are also curfews, so no staying out past nine o'clock at night!

Love, Sarah

April 1, 1843

Dear Papa and Mama,

- 7 The work at the mill is so different from our chores on the farm; we do not plant or pick crops here, nor do we cook or clean. Instead, we run industrial machines to spin threads from cotton fibers and weave them into cloth. One of the workers left an amusing note for me on my first day that said, "Our work at the cloth factory is sew much fun, it leaves us in stitches!"
- 8 My day begins at 4:30 in the morning. A clanging bell in a tower wakes everyone in the boardinghouse; the **resonant** sound is very different from a rooster's crow!
- 9 Some of the girls grumble as they stir in their beds, but I am used to rising in the early morning hours from living on a farm. After getting dressed, we report to the dining hall, where a heavy breakfast is served to all the tenants.



CITE EVIDENCE

C Authors can create different formats, or organizational structures, within literary forms like poems and stories. A long poem might be written in groups of stanzas that are organized like book chapters. Draw a box around three elements on this page that help you identify the text structure of this story. How does this format add to the realism of the story?

D Text structure may also refer to how ideas are presented, such as through description, cause/effect, or comparison. Place an asterisk next to each paragraph on this page in which Sarah comments on an aspect of her new life that is not the same as her old life. What text structure does the author use to present this information?

Comprehension Check

How is this text structured? How does the author use the structure to present information? What are the advantages and disadvantages of telling Sarah's story in this way? Cite evidence from the text in your response.

Guided Instruction

RL.8.5, RH.8.5

WORDS TO KNOW

anew

friction

periodical

repast

tuition

CITE EVIDENCE

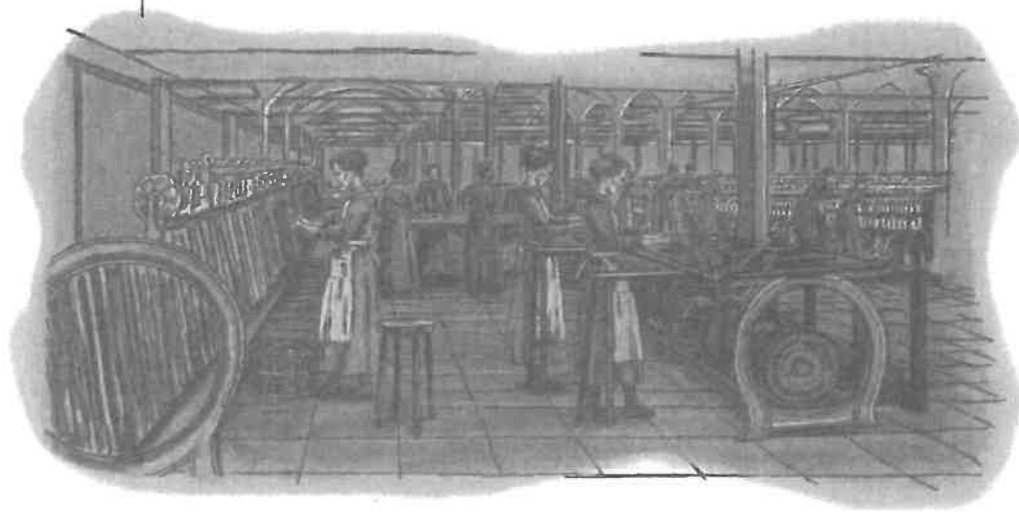
A Underline the sentence that identifies where Sarah works. Then circle the description of the power that operates this place. What kind of text structure is used in this passage?

B Place an asterisk next to the paragraph in which Sarah directly addresses her family. What do you learn about her here? If this narrative were told in a conventional short story format, how might the author have conveyed this information?

A Mill Girl's Story *continued*

- 10 Then it is off to work for the Merrimack Manufacturing Company at a two-story textile mill constructed beside the Merrimack River. Rushing river water pours into a water wheel in the basement; it turns gears that rotate a shaft on the factory floor above. The shaft connects to a series of belts and pulleys that hang over our heads from the ceiling, and together they provide the power for every machine in the textile mill.
- 11 By five o'clock in the morning, the mill's spinning machines begin to run. I am one of three dozen workers who operate the machines. Most of the employees are young women in their mid-twenties; nevertheless, a number of workers are my age, or very close to it.
- 12 I stand at my station from early in the morning until seven o'clock at night; as night begins to fall, the bell in the tower clangs again, and I walk back to the boardinghouse for the evening **repast**. After dinner there is time to read or sew in the parlor before I shuffle off to bed, bone-tired and ready for sleep. Then, at 4:30 the next morning, the bell tower clangs and my daily routine begins **anew**.
- 13 At the end of the day, my feet are swollen and sore from standing for so long, my hands and fingers ache from operating the machine, and the temples in my head throb from all the dust, commotion, and noise in the factory. My heart aches too because I miss you all so much, but I know now that I am doing the right thing. I have enclosed money to help with Robert's **tuition**, and I hope he is faring well at college; please send love to my brother from me.

Love, Sarah



May 22, 1843

Dear Papa and Mama,

- 14 I have made several friends here in Lowell, and my companions all live in my boardinghouse and work at the textile mill as well. I also see Cousin Eliza frequently; she lives in another boardinghouse several streets away, and we visit each other from time to time.
- 15 My friends and I gather on Saturday afternoons to share poetry, stories, or songs that we have written. I have composed several poems about my life here in Lowell; it helps to express my thoughts and feelings about being a "mill girl." I have sent one of my poems to a local literary **periodical** called *The Lowell Offering*, and the editor has promised to publish it; I will send you a clipping in the mail when I receive the issue. Although I continue to miss you both, and also Robert and Joseph, and little Anna, it helps so much to have good companions, as well as opportunities to use what small talent I have with words to convey the details of my experiences here.

Love, Sarah

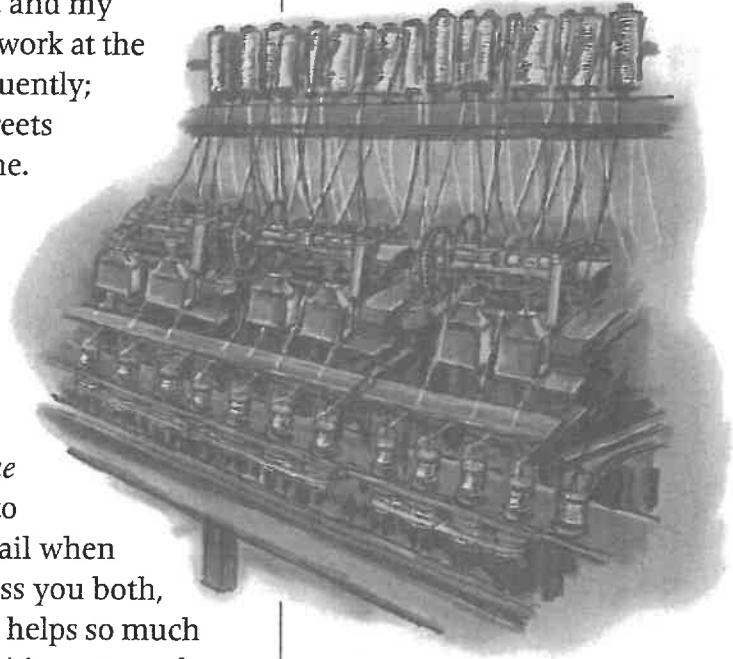
June 10, 1843

Dear Papa and Mama,

- 16 You will never believe what happened today; a fire broke out in the factory! **Friction** from the moving belts that run the machines caused a spark, and a leather belt burst into flames. The workers all stopped and stared mutely, unsure what to do; I, however, knew exactly how to respond. With the memory of the barn fire from last spring whirling around my head, I quickly gathered everyone together and told them to go to the basement with buckets.

Comprehension Check

How does the structure of this story help you understand the main character's thoughts, feelings, and personality?



CITE EVIDENCE

C Box a sentence in which Sarah directly expresses an important change in how she feels about her new life. If this narrative had followed a more conventional short-story structure, how might the author have revealed this information?

D Double underline an incident that occurs in the factory. How would the style and tone of the text that follows be different if this were a newspaper article?

COMPARING AND CONTRASTING TEXT STRUCTURES

Guided Practice

RL.8.5, RH.8.5

WORDS TO KNOW

burgeoning

contagion

extinguish

grueling

lauded

workforce

A Mill Girl's Story *continued*

- 17 We hurriedly dipped the buckets into the water wheel and carried them back to the factory floor, using the river water to fully **extinguish** the fire. Everyone **lauded** me as a hero, and for a time I rather felt like one! I only wish I could be a true hero and do something to improve the working conditions in the textile mill; it has become a struggle to labor there day after day.

Love, Sarah

July 18, 1843

Dear Papa and Mama,

- 18 The long, **grueling** hours have begun to take a toll; it is back-breaking to stay on my feet for 12 to 13 hours a day. Also, the factory owners refuse to open the windows to let in fresh air; in fact, they have gone so far as to nail the windows shut! So, the air we breathe is filled with fumes and **contagions**. I worry about staying well in such unhealthy, uncomfortable conditions.

- 19 Several of the women have begun to talk about forming a labor union, and I have decided to join them because I believe I can help make a difference. My experiences here have taught me that I am as strong and as powerful as the rushing water that runs the mill.

Love, Sarah

* * * *

- 20 Although the story you have just read is fictional, it represents the experiences of many young women who lived and worked in Lowell in the 1800s. The Boston Associates, a group of investors, began operating textile mills in the **burgeoning** city starting in 1822. Over the years the mills hired thousands of young women as factory workers. At one time, women made up three-quarters of the **workforce**, and many of these workers came from family farms all over New England.

CITE EVIDENCE

A Circle the words that reveal Sarah's first-person point of view in paragraph 19. In a conventional short story structure, how would the author likely present Sarah's thoughts and beliefs here?

B Draw a box around the paragraph that begins a shift in the text structure. What is the purpose of this paragraph? Why is it presented in this text structure?

- 21 The Lowell Mill Girls, as they came to be known, worked in very difficult conditions. In 1845 they organized a labor union and successfully fought for a reduced workday; their efforts helped improve working conditions for workers across New England.

Comprehension Check

- The text structure of paragraph 18 is
 - flashback.
 - cause and effect.
 - comparison/contrast.
 - problem and solution.
- Paragraph 19 suggests that the solution to the problems in the textile mill that Sarah has identified in her letters is
 - opening the factory windows to let in fresh air.
 - getting the women together to form a labor union.
 - getting the workers together to talk to the factory's owners.
 - working to clean up the unhealthy conditions in the factory.
- How do paragraphs 20 and 21 differ from the rest of the selection?
 - The paragraphs are narrative text.
 - The paragraphs are dramatic text.
 - The paragraphs are informational text.
 - The paragraphs are persuasive text.
- The last two paragraphs of the selection are included mainly to let the reader know that
 - Sarah's story is based on historical fact.
 - the letters are real and Sarah was an actual person.
 - labor unions in the United States have been around since 1845.
 - conditions in textile mills today are much better than in the 1800s.
- Work with a partner to describe how a reader's understanding of "A Mill Girl's Story" might change if the author presented it as a conventional narrative told from a third-person point of view.

The Wonders of Medical Imaging

(Genre: Magazine Article)

- 1 Just over one hundred years ago, if you had a severe pain in your abdomen, your doctor had just two ways to diagnose your condition. Your doctor could ask you a few questions to see if your symptoms indicated an obvious and familiar illness, such as the stomach flu. Or, your doctor could do a surgical investigation by cutting open your abdomen.
- 2 If you had a huge tumor growing in your abdomen, it might have been your good fortune that your doctor had cut you open and could surgically remove the growth. But if all that was ailing you was a stomach virus, the procedure would have been a drastic measure, at best—and, at worst, could have been life-threatening!
- 3 Today, fortunately, doctors have a much easier—and safer—way of seeing inside our bodies to diagnose our ailments. They can use medical imaging technologies. These modern technologies create images of our bones, organs, and tissues without requiring even the smallest cut into our skin.
- 4 Creating an image of the interior of a body part with an X-ray machine is fairly simple. Imagine that a patient comes in with an arm that may be broken. The patient positions his or her arm between the X-ray machine and a piece of special film. The X-ray machine emits X-rays toward the arm and the film. The bones—the densest parts of the arm—absorb all or most of the X-rays that hit them. The less dense parts of the arm, such as skin and muscle—as well as the open space that is the break in a broken arm—allow some or most of the X-rays to pass through them. The X-rays that pass through the arm hit the film. These X-rays create black or gray images on the film. The white areas that remain on the film form images of the dense parts of the arm that absorbed the X-rays.
- 5 Maybe a dentist has placed a small card behind your teeth and aimed a large camera hanging from a mechanical arm at your mouth. If so, then you have been X-rayed!

Radiography

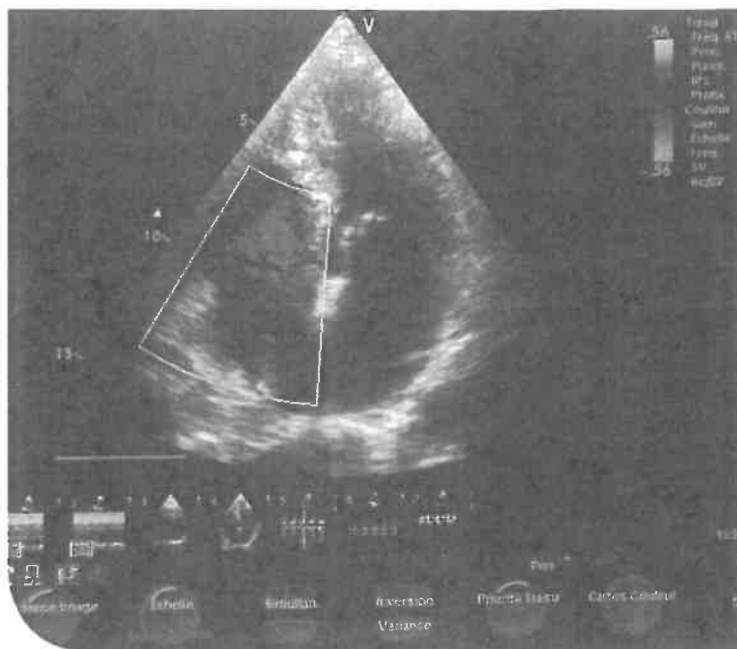
- 4 It all started with the X-ray.
- 5 An X-ray is a type of electromagnetic radiation, or energy wave. (The energy wave produced by a microwave oven is another type of electromagnetic radiation.) In 1895, German physicist Wilhelm Conrad Röntgen discovered X-rays while conducting an experiment related to electrical discharges and gases. Soon after, the X-ray machine (or the technology of radiography) was invented.



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RI.8.4, RI.8.5, RI.8.6, RI.8.10

- 8 If a young child accidentally swallows a coin, button, or small piece of jewelry, guess how a doctor would figure out where it is in the child's body? That's right! The doctor would take an X-ray image of the child's digestive tract.
- 9 X-ray machines are most often used to identify problems with hard structures: bones and teeth. That is because it is easy to see the break in the bone on an X-ray image. An X-ray image, however, does not give a very detailed picture of the body part. One reason for this is that X-rays cannot distinguish among tissues, or cellular material, of the same density. So a tumor that happens to have the same density as the tissue that surrounds it will not be identifiable on an X-ray image. However, an X-ray image can reveal if a patient has a tumor if it is of a different density than the surrounding tissue.



Ultrasound Scanning

- 10 Ultrasound scanning was developed in the 1940s and is based on sonar technology. Sonar uses sound waves to detect objects underwater. Sonar was developed and refined between World War I and World War II as a means of identifying enemy submarines.
- 11 Today, ultrasound scanning uses sound waves to create images of the insides of a patient's body. To create an ultrasound scan, a doctor presses a small device back and forth over the area that needs to be examined. The device is called a transducer, and it emits sound waves. The sound waves are not audible to humans. The sound waves travel into the body and bounce back when they hit a bone, body fluid, or soft tissue, such as a muscle or organ. The transducer receives these signals and transmits them to a computer.

- 12 As the doctor moves the transducer back and forth, images of different angles of the organ or internal area are depicted on the computer screen. The doctor can also see movement within the body in real time, such as how blood flows through a valve in the heart. This is a very different way of seeing inside the body from other forms of medical imaging, which typically capture a static image.
- 13 Doctors use ultrasound scanning to diagnose diseases related to internal organs, as well as problems with blood flow. Ultrasound scans can also help doctors detect deterioration or damage to muscles and tendons.

Computed Axial Tomography

- 14 Computed axial tomography uses X-rays to create an image, but at a much lower dose than the traditional radiography machine. The image created by this type of technology is called a CAT scan. Sometimes it is called a CT (computed tomography) scan. CAT scan technology was invented in the 1970s.

The Wonders of Medical Imaging *continued*

- 15 The word *computed* in the name of this technology is a big clue to how it works. First, the patient lies down on a table. The table slides into a large, round device. An X-ray machine mounted inside the device then emits X-rays as it rotates around the patient. The X-rays that pass through the body are received on the other side of the device. The machine creates thousands of images in a matter of seconds. The images are called “slices.” A computer then merges—or “computes”—these slices into a single, highly detailed image of the area scanned. And unlike a traditional X-ray image, the image created from a CAT scan does differentiate among tissues of similar density.
- 16 Doctors use CAT scans to diagnose many different types of conditions, including brain and spinal cord injuries, many different types of cancer, and circulatory and heart problems.

Magnetic Resonance Imaging

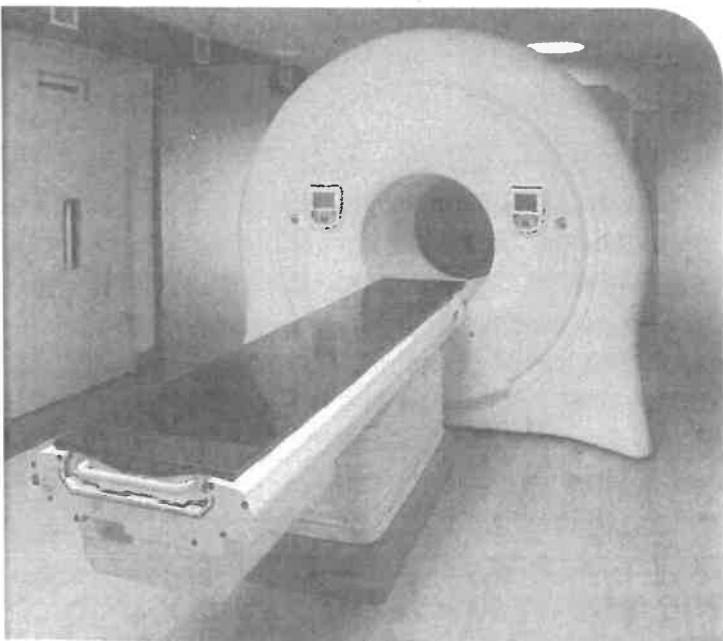
- 17 Magnetic resonance imaging works in much the same way as CAT scans. The

patient lies on a bed and a machine rotates around the patient, taking pictures. However, an MRI machine does not use X-rays to create the images. Instead, an MRI machine uses a powerful magnet to move atoms in the patient’s body. This movement is not visible to the human eye, and is so slight that the patient does not feel anything during the procedure. But when the atoms move, they give off radio waves. The radio waves are measured, and a computer translates the measurements into an image.

- 18 MRIs show an even higher level of contrast than CAT scans among tissues that are only slightly different in density. Some people think an MRI is always the better choice over a CAT scan. However, CAT scans are much quicker to administer. So if a doctor has only minutes to evaluate a brain injury in the emergency room, he or she will likely order a CAT scan.

Molecular Imaging

- 19 Molecular imaging, developed in the 1990s, is an amazing advancement in the field of medical imaging. This type of imaging allows a doctor to see a part of a patient’s body at the cellular and even the molecular level.
- 20 The first step in creating a molecular image is to have the patient swallow a radioactive material. The material can also be injected into the patient. (But don’t worry! The material has a very low level of radioactivity.) The material used is different depending on what condition the patient may have. For example, a patient with a thyroid problem would be given one type of radioactive material. A patient with heart disease would be given another type.



- 21 The material attaches to the organ or cellular area that is to be examined. Then the patient lies down on a table for 30 minutes to an hour while a scanner moves over the patient. The scanner detects emissions from the radioactive material. A computer uses this data to create a highly detailed image of the body part.
- 22 Molecular imaging is especially useful for detecting tumors and other abnormal cellular growth. This type of image can also reveal whether an organ is diseased or not functioning properly. That is because the radioactive material will adhere to and emit radiation from an unhealthy organ differently than it would from a healthy organ.

Future Images

- 23 It is hard to imagine how medical imaging will advance over the next 100 years. But it is likely that scientists will invent technology that allows us to create even clearer pictures that focus on even smaller areas and provide even greater information. And just as we do, the people of the future will have the X-ray to thank for these advancements.

Researchers often use molecular images—such as this one of the brain—to assess how an organ is functioning.



Comprehension Check

- 1A. What is the meaning of the word *tissue*, as used in paragraph 9?
- a soft, thin piece of paper
 - a group of cells made up of the same material
 - an image created from electromagnetic radiation
 - a type of disease
- 1B. What phrase from the text supports the answer to Part A?
- "very detailed picture"
 - "bone is broken"
 - "cellular material"
 - "certain diagnoses"
- 2A. What is the purpose of paragraph 9?
- to provide an expert opinion
 - to explain why X-Rays are frequently used
 - to explain a limitation of X-rays
 - to contrast X-rays with CAT scans
- 2B. What phrase from the text supports the answer to Part A?
- "... does not give a very detailed picture of the body part."
 - "... it is easy to see the break in the bone..."
 - "... can reveal if a patient has a tumor..."
 - "... same density as the tissue that surrounds it..."

Comprehension Check

- 3A.** When does the patient swallow radioactive material in the process of creating a molecular image?
- after the scanner detects emissions
 - when the computer creates the image
 - before being scanned
 - while the doctor reviews the images
- 3B.** What phrase from the text supports the answer to Part A?
- "then the patient"
 - "to an hour"
 - "can also"
 - "the first step"
- 4A.** What is the author's point of view toward medical imaging?
- It is dangerous.
 - It is a great technology.
 - It is too expensive.
 - It is boring.
- 4B.** What phrase from the text supports the answer to Part A?
- "amazing advancement"
 - "electrical discharges"
 - "cannot distinguish"
 - "are called 'slices'"
- 5A.** What is the author's purpose in writing this text?
- to inform readers about the dangers of medical imaging
 - to entertain readers with wacky stories about medical imaging discoveries
 - to inform readers about the benefits of medical imaging
 - to persuade readers to avoid medical imaging
- 5B.** What phrase from the text supports the answer to Part A?
- "radioactive material"
 - "Today, fortunately"
 - "accidentally swallowed a coin"
 - "cut you open"
- 6.** Which sentences in paragraph 12 help develop the idea that ultrasound scanning gives doctors a different way of seeing body parts from other imaging technologies? How do these sentences develop this idea?

7. Read the sentence below from paragraph 15.

An X-ray machine mounted inside the device then emits X-rays as it rotates around the patient.

What is the tone of the sentence? How would the tone of the sentence change if the author had written the words *gadget*, *spews*, and *goes around* instead of the words *device*, *emits*, and *rotates*?

8. What is the author's point of view toward whether MRIs or CAT scans are better? How do you know? What conflicting point of view does the author acknowledge? How does the author respond to it?

9. Why does the author explain how doctors diagnosed internal issues over 100 years ago at the start of the article? Support your answer with evidence from the text.

10. Write a summary of the article for someone who has not read it. Do not include your own opinion or any information you may have known prior to your reading.
