Sample Lesson  Uncommon Courage
“The Heroes of Flight 93,” pages 4–11

<table>
<thead>
<tr>
<th>Teach Lesson Skills</th>
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<tr>
<td><strong>Introduce</strong></td>
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<tr>
<td><strong>Summary</strong> On September 11, 2001, the passengers and crew of Flight 93 from New Jersey to California discovered that the plane they were on was taken over by terrorists. Through cell phone conversations with friends and family, they learned that terrorists had already crashed three planes into important U.S. buildings. The passengers and crew decided to fight against the terrorists on the plane to keep them from flying it into another building. No one survived the crash, but the heroes of Flight 93 saved the lives of many others.</td>
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| **BEFORE READING** |
| **Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the sentences aloud and discuss the answers with students. |
| **cockpit** the part of the plane where the pilot sits |
| **terrified** scared |
| **terrorists** people who scare others |
| **vowed** promised |
| **survived** lived through |
| **enormous** huge |
| 1. What word goes with “very great or large”? (enormous) |
| 2. What word goes with “airplane”? (cockpit) |
| 3. What word goes with “causing people pain and fear”? (terrorists) |
| 4. What word goes with “doing what you say you’ll do”? (vowed) |
| 5. What word goes with “scream and shake”? (terrified) |
| 6. What word goes with “being alive after going through something hard”? (survived) |

| **Activate Prior Knowledge** |
| 1. Ask students what they know about the terrorist attacks of September 11, 2001. |
| 2. Discuss with students what it means to be a hero. Have students share a few stories of heroism. |

| **Preview** Ask students what clues the title of the article and the photograph provide about the article topic. What predictions about the article might students make? (The people whose photos are on this wreath were American heroes who died on Flight 93.) |

| **DURING READING** |
| **Identify Sequence** Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words such as now, then, next, during, soon, and yet. |

| **AFTER READING** |
| **Respond to the Article** Have students write a journal or blog entry about the situation in which the passengers and crew of Flight 93 found themselves. Ask students: What do you think these people were feeling when they decided to attack the terrorists? What parts of the article surprised you, and what parts met your expectations? |

| **DIFFERENTIATED INSTRUCTION** |
| Explain that the most common types of sequence are time order, spatial order, order of importance, and steps-in-a-process. Spatial order refers to where things are in relation to one another. Order of importance refers to events or ideas arranged from most to least important. Steps-in-a-process refers to the order in which something is done, for example, a recipe. |

| **ENGLISH LANGUAGE LEARNERS** |
| Have students describe an event from their past in time order or explain something they can do using steps in a process. Prompt them to use signal words in their description. Have students create a timeline of the events they are describing as a visual aid. |

| **GRAPHIC ORGANIZERS** |
| Use Graphic Organizer 1 as a Characteristics Map. Ask students to write The Heroes of Flight 93 in the center bubble of the graphic organizer. Have students write a characteristic of one of the Flight 93 passengers or a characteristic of the passengers as a whole in each of the outer bubbles. Students should also write the evidence for each characteristic. Discuss the answers. |

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**Build Background** In February of 1998, Osama bin Laden and four others signed a statement encouraging the killing of Americans. According to bin Laden, Americans were not living by certain religious beliefs. This was the latest of many declarations bin Laden had been making against Americans since 1992. These declarations have led to the World Trade Center bombing in 1993, the bombings of the U.S. embassies in Kenya and Tanzania in East Africa in 1998, and the attacks on the World Trade Center and the Pentagon on September 11, 2001.
**Uncommon Courage**  
“One Woman’s Struggle,” pages 14–21

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**Summary** Maria Elena Moyano grew up poor in Peru. She dedicated her life to improving the lives of the poor, especially children. Her programs were successful but were threatened by a rebel group known as the Shining Path. Even though this group threatened her life, she continued to work to help the poor people in her country. The Shining Path murdered Moyano in 1992. Today she remains a symbol of hope for the people of Peru.

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**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **violence**: rough acts that can hurt people or things  
- **moral**: based on what is right and good  
- **symbol**: sign  
- **public**: open to everyone  
- **decent**: fairly good  
- **struggle**: something that is very difficult to do

1. It is better to try to solve problems through peace than with violence.
2. She made the right decision because of her moral strength.
3. The American flag is a symbol of our country.
4. There was a public meeting at city hall last night.
5. The poor children had not had a decent meal in days.
6. Having to carry all my books to school is a struggle.

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**Activate Prior Knowledge**

1. Ask students whether they have ever had to work hard for a cause they believed in. Encourage them to share their stories.
2. Ask students to think of organizations that help impoverished people or people who do not have enough to eat. *(Possible answers: the Salvation Army, a local soup kitchen, a local church, Meals on Wheels)* Ask students to discuss why they think people work for these organizations.

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**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide about the article topic. What predictions about the article might students make? *(Possible answer: Moyano had faced something difficult, and she had an important message to deliver to the crowd.)*

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**DURING READING**

**Infer** An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

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**BUILD BACKGROUND** The country of Peru has suffered from political and economic problems for decades. These problems led the way for the founding of the Shining Path in the 1960s. It was originally an offshoot of the Peruvian Communist Party. The Shining Path became a terrorist organization in the 1980s. From 1980 to 2000, nearly 70,000 people were killed in the war between the Shining Path and the Peruvian government. The stated goal of Shining Path is to destroy current Peruvian institutions and set up a communist government. Some members of the organization are still active.

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**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the struggle Maria Elena Moyano was facing. Ask students: How do you think Moyano felt when she knew her life was in danger? Why do you think she returned to Peru? What parts of the article surprised you, and what parts met your expectations?

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**DIFFERENTIATED INSTRUCTION** Help students become familiar with the concept of making inferences by allowing them to discuss some of the inferences they make every day. Model how you make inferences by sharing examples, such as the smell of baking bread may lead you to infer that a bakery is nearby. Inferences may be correct or incorrect. They may be guesses, but they are educated guesses based on supporting evidence.

**ENGLISH LANGUAGE LEARNERS** Several picture books and wordless novels for older readers, including adults, can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. One example is *The Arrival* by Shaun Tan, which tells the journey of a man who leaves home for a fantastical land in order to support his family.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the following events in order in the boxes of the chart according to what they learned about Moyano in the article. Discuss their responses.

- Moyano left Peru for 10 days to protect herself.
- Shining Path members killed Moyano.
- The Shining Path bombed buildings where Moyano worked.
- Moyano helped to start the Glass of Milk program.
**Unit 1, Lesson 2**  
**Uncommon Courage**  
“A Long, Cold Night,” pages 22–29

<table>
<thead>
<tr>
<th>Introduce</th>
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<tbody>
<tr>
<td><strong>Summary</strong> On March 3, 2003, Leia Hunt and her father, David, had an accident during a snowmobile trip. They found themselves trapped all night long in the freezing snow, miles from the nearest town. David had broken his leg and could not move. Leia’s feet were frozen, which made walking difficult. Somehow Leia managed to walk for three hours until she reached town, and both Leia and David were rescued.</td>
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<th>BEFORE READING</th>
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<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.</td>
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</tbody>
</table>
| remote: far away  
groom: make neat  
urged: encouraged to do something  
howled: made long, loud cries  
express: put into words  
amazed: surprised |
| 1. The loud factory was moved to a remote part of town because . . .  
2. The trucks had to groom the roads because . . .  
3. The teacher urged the students to study because . . .  
4. The dog howled because . . .  
5. It was hard for her to express how she felt because . . .  
6. The students were amazed because . . . |

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<th>Activate Prior Knowledge</th>
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| 1. Help students find Quebec, Canada, on a map.  
2. Ask students about a time when a member of their family or someone older than them needed their help. How did the students feel about helping someone who would usually be expected to help them? Students may also wish to discuss a time when they needed the help of someone smaller or younger than themselves.  
See http://www.snowmobilers.org/safereider/homepage/page_00.html for more information on snowmobiling safety. |

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<th>Preview</th>
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<td>Ask students what clues the title of the article, the photograph, and the photo caption provide about the article topic. What predictions about the article might students make? (Possible answer: Leia and David Hunt are in the hospital with injuries to their legs and feet because of something that happened on a cold night.)</td>
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<th>DURING READING</th>
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<tr>
<td><strong>Find Vocabulary in Context</strong> As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.</td>
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<tr>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about the situation in which Leia and David Hunt found themselves. Ask students: What do you think Leia felt when she knew her father was hurt and she was the only one who could help him? What parts of the article surprised you, and what parts met your expectations?</td>
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<th>DIFFERENTIATED INSTRUCTION</th>
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<tr>
<td>Explain to students that story elements are separate aspects of a story that work together to help the reader understand the whole story.</td>
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| • Setting: Time, place, or details about the culture in which the story takes place  
• Characters: The people or animals in the story that perform the action  
• Plot: A series of actions and events in the story, which usually include:  
• Conflict: Difficulty or problem  
• Climax: Turning point or big event  
• Resolution: Solution or conclusion |

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<td>Have students work together in small groups to record the story elements of the article. Have them record the names of the people the story is about, the setting, the problem, and the resolution to the problem in the article.</td>
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<tr>
<th>GRAPHIC ORGANIZERS</th>
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| Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the left column and Opinion at the top of the right column. Then have students organize the following sentences about the article according to whether each sentence is a statement of fact or opinion. Discuss their responses.  
Leia and David hit a drainpipe with their snowmobile.  
Leia and David were not very good at snowmobiling.  
Leia could hear wolves howling when she went for help.  
David wanted a lot from his daughter.  
Leia was the most heroic person in this article.  
Doctors could not save Leia’s right foot or her left toes. |
### Summary
On April 26, 2003, Aron Ralston went hiking in Bluejohn Canyon, Utah. When he tried to squeeze through a tight spot, a rock fell and pinned his right hand. Unable to move his hand or the rock, Ralston spent three days trapped against the canyon wall. He decided his only choice was to cut off his own hand with his small knife. Once he freed himself, he returned down the trail to find help.

### BEFORE READING

#### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

| pinned: held in place                      | grim: serious                      |
| panic: fear                               | consider: think about              |
| options: choices                         | desperate: crazy with worry        |

1. If a piece of paper were pinned, would it be floating in the breeze or stuck on a board? Why?
2. Which would you feel panic: a scary movie or your favorite music? Why?
3. If you were choosing something to eat at a restaurant, would you want many options or few options?

#### Activate Prior Knowledge
1. Ask students to discuss a time when they were alone in a strange or an unfamiliar place. Encourage them to share their stories.
2. Help students find Bluejohn Canyon on a map.
3. Discuss the type of equipment a person might need to take along when hiking or rock climbing. (Possible answer: food, water, ropes, gloves, boots, backpack, helmet)

#### Preview
Ask students what clues the title of the article, the photograph, and the photo caption provide about the article topic. What predictions about the article might students make? (Possible answer: Aron Ralston is a mountain climber who was trapped in a canyon.)

### DURING READING

#### Predict
Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

### AFTER READING

#### Respond to the Article
Have students write a journal or blog entry about the situation in which Aron Ralston found himself. Ask students:
- How do you think Aron Ralston felt when he decided he had to cut off his own hand? What parts of the article surprised you, and what parts met your expectations?

### DIFFERENTIATED INSTRUCTION

**Give students a comic strip with the final frame missing.** Ask them to draw their prediction of what happens at the end. Remind them to use clues the author has provided. When they finish, give them the rest of the comic strip, and have them compare their predictions to the ending.

### ENGLISH LANGUAGE LEARNERS

Provide for students a short article from which they could make a prediction. Have them draw a three column chart and label the columns Information, What I Know, and Prediction and add a plus sign between the first two heads. Ask students to make three predictions as they read the story.

### GRAPHIC ORGANIZERS

Use Graphic Organizer 3 as a Categories Chart. Have students write one of the questions below to head each of the three columns in the chart. Then have students write sentences that answer each question in the appropriate columns.

- What happened before Aron got trapped?
- What happened after Aron got trapped?
- What happened after Aron freed himself?
Unit 1, Lesson 4

Uncommon Courage
“A Young Man Speaks Out,” pages 38–45

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<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.</td>
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| disease: sickness |
| shunned: left alone |
| normal: like others in its group |

| 1. The doctors are trying to find a cure for the disease. |
| 2. The poor man was shunned by the neighbors. |
| 3. His dog eats less than a normal dog. |

| frail: weak |
| coma: a state much like deep sleep |
| bold: braver |

| 4. Her frail grandmother could not climb the stairs. |
| 5. The woman in the hospital finally came out of her coma. |
| 6. The bold hero saved the children from the fire. |

<table>
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<th>Activate Prior Knowledge</th>
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<tr>
<td>1. Ask students what they know about AIDS.</td>
</tr>
<tr>
<td>2. Help students find South Africa on a map.</td>
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| Preview |
| Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: Nkosi Johnson was a young man who spoke out about AIDS.) |

| Build Background |
| Acquired Immune Deficiency Syndrome (AIDS) is the disease caused by the human immunodeficiency virus (HIV). HIV is passed between people through bodily fluids. This means that HIV can be passed from a mother to her child during pregnancy or delivery or through breastfeeding. In 2008, around 430,000 children around the world were born with HIV. More than 90 percent of them were born in Africa, where AIDS is a medical crisis. In Africa, there were about two million new HIV infections in 2008, and there are more than 14 million orphans because of AIDS. Increased awareness of AIDS worldwide, education about the disease, and increased access to quality medical treatment are needed to combat this epidemic. |

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<td><strong>Cause and Effect</strong> A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause and effect relationships by asking What happened? Why?</td>
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<tr>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about the courage that Nkosi Johnson showed. Ask students: Why do you think it was so important to Nkosi to go to school? Would you fight to go to school? What parts of the article surprised you, and what parts met your expectations?</td>
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<td><strong>Kinesthetic learners</strong> may benefit from using physical movements to understand cause-and-effect relationships. Have students perform actions that illustrate cause and effect, for example, clapping their hands to cause a sound. Also have them brainstorm actions in a sport that demonstrate cause-and-effect relationships, such as playing soccer.</td>
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<td>Have students fold pieces of paper in half lengthwise and label the left side Cause and the right side Effect. They should draw sketches or cut pictures from magazines that show cause-and-effect relationships. For example, they may place a picture of a speeding car on the left and draw a traffic ticket on the right.</td>
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<tr>
<td>Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the following events in order in the boxes of the chart according to what they learned about Nkosi Johnson in the article. Discuss their responses.</td>
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Nkosi went into a coma. Nkosi spoke to a crowd of 10,000 people. Nkosi and his mother left their village. Nkosi fought to be allowed to go to school.
Unit 2, Lesson 5

**Summary** Alfred Rascon was born in Mexico, but his family moved to the United States when he was a young boy. Although Rascon was not a U.S. citizen, he joined the U.S. Army as a medic during the Vietnam War. Rascon risked his life several times to save his fellow soldiers, and he suffered terrible injuries as a result. Although the men in Rascon's unit recommended that he receive the Medal of Honor, he did not receive the medal until many years later.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word's meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **parachute**: large cloth that is folded but opens like an umbrella to slow the fall of a person or thing dropping from an airplane
- **citizen**: a member of a nation who has full rights
- **unit**: a group who trains and works together
- **grenade**: a small bomb thrown by hand or fired from a gun
- **chaplain**: a minister
- **outraged**: angered

**Activate Prior Knowledge**

1. Help students locate Vietnam on a map.
2. Ask students what they think of soldiers. Do they know anyone who is or was a soldier? What do they think are good qualities for a soldier to have?
3. Ask students what they think makes someone a good citizen of a country.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: Alfred Rascon was a soldier who received an award for something he did that was dangerous.)

**DURING READING**

**Determine Word Meanings from Context** Think of context as the words or sentences that surround a word you don't know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the courage that Alfred Rascon showed. Ask students: What do you think Alfred Rascon was feeling when he risked his life to save his friends? What parts of the article surprised you, and what parts met your expectations?

**DIFFERENTIATED INSTRUCTION**

Ask students to bring in some song lyrics or a poem that contain a word that may be unfamiliar to other students. Have students take turns explaining to the class how they determined the meaning of an unfamiliar word using context clues.

**ENGLISH LANGUAGE LEARNERS**

Tell students that they sometimes can find out the meaning of a word by seeing how the word relates to other words around it. Use the following sentence as an example, "Lazlo could not see the bottom of the murky pond." With descriptive sentences like this one, it is often helpful if students visualize the event.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 4 as a Cause-and-Effect Chart. Ask students to label the columns Causes and Effects. Have students write each one of the sentences below in the boxes of the Causes column. Then ask students to write one effect in the boxes of the Effects column for each cause. Discuss their responses.

- Rascon had no money for college.
- Rascon dragged a machine gun back to his unit.
- Rascon threw himself between a man and an exploding grenade.
- Rascon’s friends got the Army to hear Rascon’s case again.
Uncommon Courage
“Without a Second Thought,” pages 56–63

Unit 2, Lesson 6

**Summary** On September 9, 1996, 21-year-old Daniel Santos saw Maria Cappozza jump from the Tappan Zee Bridge near New York City. Cappozza had decided to end her life by jumping off the bridge. Even though Santos had never done a high dive, he jumped off the bridge into the Hudson River to save Cappozza. Santos and Cappozza suffered injuries, but both survived.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **swerved**: turned away from a straight path
- **horror**: great fear
- **leap**: jump
- **expert**: especially good at doing something
- **collapsed**: shrunk
- **injured**: hurt

1. The driver swerved the car because . . .
2. He was struck with a feeling of horror because . . .
3. The child made a leap for joy because . . .
4. She was called an expert swimmer because . . .
5. The balloon collapsed because . . .
6. The soldier was injured when . . .

**Activate Prior Knowledge**

1. Ask students how they would feel if they saw someone in danger.
2. Help students locate the Hudson River and New York City on a map.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: Somebody did something without taking the time to think about it on or near the Tappan Zee Bridge over the Hudson River.)*

**DURING READING**

**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about Daniel Santos’s actions. Ask students: Do you think Daniel Santos should have jumped in after Maria Cappozza? What else could Santos have done to help Cappozza? What parts of the article surprised you, and what parts meet your expectations?

**DIFFERENTIATED INSTRUCTION**

Read highly visual paragraphs or poems to students. Ask students to close their eyes and visualize as you read to them. Ask students what they see in their mind’s eye as they listen to you read. Encourage them to add more details to their visual image by prompting them with questions such as “What else do you see?” “What color or shape is ____?” “What does ____ look like?” Have students draw what they visualize, or write descriptive sentences about the text. Allow students to share their visualizations with a partner.

**ENGLISH LANGUAGE LEARNERS**

Have students take turns describing one of their favorite places to other students. As they describe it, ask the other students to visualize what the place is like and then draw pictures or write description of the place. Allow students to ask questions if they need additional information to clarify their visualizations.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as a as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the left column and Opinion at the top of the right column. Then have students organize the following sentences about the article according to whether each sentence is a statement of fact or an opinion. Discuss their responses.

- Maria Cappozza jumped off the bridge.
- Daniel Santos should not have jumped off the bridge to save Cappozza.
- Santos had never done a high dive.
- Santos should have gone to the police for help.
- Ted Tenen was the bravest person in the article.
- Santos and Cappozza were both injured.
**Summary** In 1988 Aung San Suu Kyi returned to her home country of Myanmar to visit her mother. At first Suu Kyi thought she would be there for a short time, but instead she became involved in the country’s struggle for freedom. Suu Kyi’s father had been a well-loved leader in Myanmar, so Suu Kyi felt that she had a responsibility to help free her country from the dictators controlling it. The government kept her under house arrest for many years. In 1999 she chose to stay in Myanmar rather than return to England, where her husband was dying. If she had gone to England, she would not have been allowed back in Myanmar. Despite the government’s efforts, the people of Myanmar continue to support her.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>tortured</td>
<td>made to feel pain</td>
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<tr>
<td>revolt</td>
<td>the action of rising up against the government</td>
</tr>
<tr>
<td>absurd</td>
<td>silly</td>
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<tr>
<td>regretted</td>
<td>felt bad about</td>
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<tr>
<td>thug</td>
<td>a rough person who breaks the law</td>
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<tr>
<td>supporters</td>
<td>people who agree with or back someone</td>
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1. What word goes with “fighting against”? (revolt)
2. What word goes with “hurting badly”? (tortured)
3. What word goes with “acting strangely”? (absurd)
4. What word goes with “wishing something had not happened”? (regretted)
5. What word goes with “cheering fans”? (supporters)
6. What word goes with “bully”? (thug)

**Activate Prior Knowledge**

1. Ask students to discuss what freedoms they think are important. (Possible answers: freedom of speech and freedom of religion)
2. Ask students to talk about people they know who have made sacrifices for something they value. Students may talk about themselves if they wish. Examples include a soldier who has gone to war, a mother who takes a job she doesn’t like to support her children, and a student who gives up an activity to take care of a younger sibling.
3. Help students find Myanmar on a map.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: The article will be about Aung San Suu Kyi, a woman who fought for freedom.)

**BUILD BACKGROUND** Myanmar, formerly known as Burma, is the second-largest country in Southeast Asia. Culturally and ethnically, Myanmar is very diverse, with more than 100 languages spoken by its people. Myanmar was under British rule for many years. Since winning its independence in 1948, Myanmar has had a history of civil wars and government corruption. During most of its independence, Myanmar has been ruled by military dictators who seized power without the people’s consent. These dictators have committed terrible human rights violations, denying the people of Myanmar the right to vote or demonstrate and often killing or torturing protesters.

**DURING READING**

**Cause and Effect** A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as next, so, then, and if to signal cause and effect. Have students look for cause and effect relationships by asking What happened? Why?

**DIFFERENTIATED INSTRUCTION**

**Support Individual Learners** Ask students to watch a news report about something that was caused by an action, such as a flood caused by a storm or a soccer victory as a result of a last-minute goal. Ask students to rewrite the report using words such as because, if, then, as a result, since, and so to help show cause-and-effect relationships. Have students read their reports to other students, while listeners identify clues that show how each report uses a cause-and-effect text structure.

**ENGLISH LANGUAGE LEARNERS** Ask students to tell a partner a common folktale that has one or more cause-and-effect events. You may model by telling them about a modern myth or urban legend. Point out how you use cause-and-effect structure when retelling the story.

**GRAPHIC ORGANIZERS**

**ENGLISH LANGUAGE LEARNERS** Ask students to discuss what freedoms they think are important. (Possible answers: freedom of speech and freedom of religion)

**DIFFERENTIATED INSTRUCTION** Ask students to watch a news report about something that was caused by an action, such as a flood caused by a storm or a soccer victory as a result of a last-minute goal. Ask students to rewrite the report using words such as because, if, then, as a result, since, and so to help show cause-and-effect relationships. Have students read their reports to other students, while listeners identify clues that show how each report uses a cause-and-effect text structure.

**ENGLISH LANGUAGE LEARNERS** Ask students to tell a partner a common folktale that has one or more cause-and-effect events. You may model by telling them about a modern myth or urban legend. Point out how you use cause-and-effect structure when retelling the story.

**GRAPHIC ORGANIZERS**

**ENGLISH LANGUAGE LEARNERS** Ask students to discuss what freedoms they think are important. (Possible answers: freedom of speech and freedom of religion)

**DIFFERENTIATED INSTRUCTION** Ask students to watch a news report about something that was caused by an action, such as a flood caused by a storm or a soccer victory as a result of a last-minute goal. Ask students to rewrite the report using words such as because, if, then, as a result, since, and so to help show cause-and-effect relationships. Have students read their reports to other students, while listeners identify clues that show how each report uses a cause-and-effect text structure.

**ENGLISH LANGUAGE LEARNERS** Ask students to tell a partner a common folktale that has one or more cause-and-effect events. You may model by telling them about a modern myth or urban legend. Point out how you use cause-and-effect structure when retelling the story.
**Unit 2, Lesson 8**

### Uncommon Courage

**“Alligator Attack,” pages 72–79**

#### Introduce

**Summary** On August 18, 2001, Edna Wilks went for a swim with several friends in Little Lake Conway in Orlando, Florida. Their fun afternoon turned tragic when an alligator closed its jaws on Edna’s arm. Edna was pulled into the water and nearly killed. Edna’s friend Amanda Valance had a big fear of an alligator attack. But she heroically came to Edna’s aid by helping her fight off the alligator and pulling her to safety.

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **attached**: joined
- **lurking**: waiting and hiding
- **recover**: get well again
- **relieved**: less nervous
- **fatal**: causing death
- **modest**: not proud

1. If two rooms were attached, would they be next to each other or on different floors? Why?
2. For what reason would an animal be lurking—to sneak up on another animal or to go to sleep? Why?
3. If a doctor tells you that you will recover from a sickness, will you get better or worse? Why?
4. What would make you feel relieved—having to take a test or being able to rest? Why?
5. If a disease were fatal, would a person with that disease die or get better? Why?
6. Do modest people talk about how great they are, or do they go quietly about their business?

**Activate Prior Knowledge**

1. Ask students to give examples of brave behavior.
2. Help students find Orlando, Florida, on a map.
3. Ask students to share what they know about alligators—as for example, where alligators live and what they eat. See [http://www.nps.gov/ever/naturescience/alligatorindepth.htm](http://www.nps.gov/ever/naturescience/alligatorindepth.htm) for more information on alligators.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: A girl named Edna Wilks was attacked by an alligator in Florida.)

**BUILD BACKGROUND**
The American alligator, the largest reptile in North America, can grow to be more than 13 feet long. These meat-eating reptiles are found in water areas in the southeastern part of the United States, mostly in Florida and Louisiana. Although American alligators were once an endangered species, they now inhabit many bodies of water in Florida. These alligators naturally fear humans but have been known to attack people. There have been 14 fatal alligator attacks in Florida in the past 50 years.

#### DURING READING

**Find Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

#### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about the friendship and courage that Amanda showed for Edna. Ask students: Would you have been able to do the same thing for your best friend that Amanda did for Edna? What parts of the article surprised you, and what parts met your expectations?

**DIFERENTIATED INSTRUCTION**

Characterization, also called character description, means bringing characters to life in writing. Writers may describe characters directly by simply stating what they are like. Writers may also describe characters directly through the characters’ actions, words, or thoughts. Have students choose a character from a story, novel, movie, or TV show. Ask students to describe the character to the class and point out details that are characterizations of him or her.

**ENGLISH LANGUAGE LEARNERS**

Have students design a new cartoon character for an imaginary comic book company. They should describe all aspects of the character—looks, personality, and special abilities. Have them provide a brief summary of what the character will do in the comic book’s first issue. Ask students to draw their characters and post the drawings on the wall or the board. Have students discuss how the drawing reveals the character without words.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the left column and Opinion at the top of the right column. Then have students organize the following sentences about the article according to whether each sentence is a statement of fact or an opinion. Discuss their responses.

- Little Lake Conway was the best place in Orlando to go swimming.
- The alligator tried to kill Edna by rolling her underwater.
- Amanda was the only friend who stayed with Edna.
- Alligators are not very scary animals.
- Even though Edna lost a lot of blood, the doctors saved her life.
- Amanda is the best friend anyone could ever have.
**Unit 3, Lesson 9**

**Uncommon Courage**

“In the Face of Danger,” pages 82–89

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**Summary** On June 22, 1996, the Ku Klux Klan held a rally in Ann Arbor, Michigan. Only 15 Klan members showed up, but many protesters came to keep the Klan’s voices from being heard. As heated words turned to physical violence, Keshia Thomas risked injury to protect a man with a Confederate flag T-shirt from other protesters. Although Thomas did not agree with this man’s views, she believed he should not be attacked for holding these views.

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**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

| reject: do not accept | riot: a scene of wild confusion |
| tolerated: put up with | shielded: protected |
| rally: get-together to support a cause | cycle: a set of events done over and over |

1. She will reject any ideas that she does not think will work.
2. He tolerated the shoes even though they hurt his feet.
3. The group planned a rally to get more support from the people.
4. There was a riot in the streets after the basketball game.
5. The baseball player shielded her eyes from the sun.
6. The people wanted to stop the cycle of hatred.

**Activate Prior Knowledge**

1. Ask students why they think people might hold a rally. (Possible answers: to support a political candidate, to speak out about their beliefs, to gather people together for a common goal.)
2. Help students find Ann Arbor, Michigan, on a map.
3. Discuss with students the meaning of freedom of speech. Mention that this right is provided to all U.S. citizens by the Constitution. See www.house.gov/Constitution/Amend.html, and www.usconstitution.com for more information on freedom of speech.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: Keshia Thomas did something while facing danger during a Ku Klux Klan rally.)

**DURING READING**

**Identify Sequence** Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words and phrases such as before, then, later, during, and next.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about how Keshia Thomas defended Albert McKeel’s right to free speech, even though she did not agree with his views. Ask students: Do you think that the freedom of speech is a good freedom to have? Why or why not? What do you think life would be like in the United States without freedom of speech? What parts of the article surprised you, and what parts met your expectations?

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**DIFFERENTIATED INSTRUCTION**

Have students place photographs or magazine pictures in sequence and explain why they chose to order the pictures in time order, in spatial order, in order of importance, or as steps in a process. They could also use objects to create special-order sequences, such as arranging pens, paper clips, and books on a desk. Help them to find signal words to describe the order they chose.

**ENGLISH LANGUAGE LEARNERS**

Have students describe an event from their past in time order or explain something they can do using steps in a process. Prompt them to use signal words in their description. Have students create a timeline of the events they are describing as a visual aid.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the following events in order in the boxes of the chart according to what they learned about the Ku Klux Klan and Keshia Thomas in the article. Discuss their responses.

- Keshia Thomas risked her safety to protect a man.
- Someone in the crowd threw a stick.
- Hundreds of protesters showed up at the Ku Klux Klan rally.
- The police fired tear gas into the crowd.
Uncommon Courage
“Risking It All,” pages 90–97

Unit 3, Lesson 10

Summary
Brian Pickering began an eight-day hike on September 25, 2000, in the Kaimanawa Ranges of New Zealand. When he was on his way to find shelter during a blizzard, he found two other hikers who were at serious risk of hypothermia. He risked his life by staying with them to keep them as warm as possible and give them food until they all were rescued two days later.

BEFORE READING
Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

trudged: walked slowly
obviously: clearly
version: form
despair: lack of hope
eventually: after a while
marveled at: were amazed by

1. If a girl trudged through the snow, did she jump and skip, or did she drag her feet? Why?
2. Is it easy or difficult to notice when someone is obviously in a bad mood? Why?
3. Would you prefer that someone believe your version of a story or someone else’s? Why?
4. If you did not have a chance of winning a race, would you feel despair or excitement? Why?
5. If you waited a long time for your friends but they eventually came, how would you feel? Why?
6. If someone found a great work of art from 1,000 years ago, would it be marveled at or ignored? Why?

Activate Prior Knowledge
1. Ask students how they feel about cold weather. Ask students to discuss whether they would rather be trapped outside in very cold weather or in very hot weather. Ask students which they believe is more dangerous and why.
2. Ask students to discuss a time when a stranger helped them.
3. Help students find New Zealand and the Kaimanawa Ranges on a map.

Preview
Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: John and Matthew Painting were away from their family in the Kaimanawa Ranges when they were rescued from a risky and dangerous situation.)

DURING READING
Ask Questions
Questioning helps you to monitor your understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include: Whom is the article mainly about? What problem did that person face? How was the problem resolved? Where did the events take place?

AFTER READING
Respond to the Article
Have students write a journal or blog entry about the actions of Brian Pickering in the article. Ask students: What do you think about the risk that Brian Pickering took to help the Paintings? What parts of the article surprised you, and what parts met your expectations?

DIFFERENTIATED INSTRUCTION
Have students choose a newspaper article that interests them. Then have them pretend that they are the editor of the paper, who wants more information about the article. Have them write at least five questions the editor can ask the writer to gain the additional information.

ENGLISH LANGUAGE LEARNERS
Have students choose an article from a popular magazine. Help students read the headline and picture captions if necessary. Ask them to come up with three questions about the pictures accompanying the article. Then have students read the article with a partner to find out if their questions about the pictures are answered in the text.

GRAPHIC ORGANIZERS
Use Graphic Organizer 4 as a Cause-and-Effect Chart. Ask students to label the columns Causes and Effects. Have students write each one of the sentences below in separate boxes of the Causes column. Then ask students to write one effect in separate boxes of the Effects column for each cause. Discuss their responses.

Causes
John and Matthew Painting had hypothermia.
Brian Pickering fed the Paintings nuts and chocolate; he tried to warm them with his body; he yelled at them to keep them awake.
Pickering’s cell phone batteries were out.
The rescue workers set up tents and gave Pickering and the Paintings hot food and dry clothes.
## Unit 3, Lesson 11

**Uncommon Courage**  
“A Close Call,” pages 98–105

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### Differentiated Instruction

**Support Individual Learners**

Have students tell a partner a story. They should stop at least three times in their story and ask, “What do you think happened next?” the partner should make a prediction. Then students should change roles. Have students tell each other if their predictions were correct.

#### English Language Learners

Have students read a short mystery story or a picture book that follows a pattern of predictable events. Have them draw a three-column chart and make and record three predictions as they read about what happened. The following are some examples of picture books that could be used for predicting:

- *The Relatives* by Cynthia Rylant
- *Just a Dream* by Chris van Allsburg
- *Too Many Tamales*, by Gary Soto

#### Graphic Organizers

Use Graphic Organizer 1 as a Concept Map. Ask students to write *Mary Beth Talley* in the center bubble of the graphic organizer and one of the phrases below in each of the outer bubbles of the Concept Map. Then have students write sentences around each bubble according to what they learned about Mary Beth Talley from the article. Discuss their responses.

- What Mary Beth was doing at the church
- What Mary Beth did when she heard shots
- How people responded to Mary Beth
- What Mary Beth did when she was shot

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### Introduce

**Summary** On September 15, 1999, an armed man entered Wedgwood Baptist Church in Fort Worth, Texas, during a youth rally. He opened fire, killing seven people and wounding seven others. In the chaos, Mary Beth Talley used her body to shield her friend Heather MacDonald, who was not able to hide from the gunman. Heather has Down’s syndrome and did not understand the danger she was in. Mary Beth was shot in the back, but she survived the ordeal.

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### Before Reading

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **Janitor:** person who takes care of and cleans a building  
- **Script:** the written words of a play  
- **Resisted:** fought against

1. The *janitor* who works in the school . . .  
2. When the actors read the *script*, they . . .  
3. The child *resisted* when . . .

**Activate Prior Knowledge**

1. Ask students whether they have ever been frightened by something and wanted to hide. Have them share their stories.  
2. Help students find Fort Worth, Texas, on a map.  
3. Ask students to discuss how they have helped their friends or how their friends have helped them.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: *People from the Wedgwood Baptist Church are sad about something that happened there. They are at a memorial, so a person or people must have died. But the title is a clue that some people survived."

**Build Background**  
Down’s syndrome is a genetic condition affecting one out of every 800 babies. Down’s syndrome results when a person inherits an extra copy of one type of chromosome. Chromosomes carry genetic information needed for human cells to develop. People with Down’s syndrome tend to share certain physical features, such as an upward slant to the eye and a distinctive ear shape, and they may have health problems such as heart disease and hearing loss. Although Down’s syndrome involves a mild to moderate degree of mental disability, many people with the syndrome can live independently.

### During Reading

**Predict** Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

**AFTER READING**

**Respond to the Article**  
Have students write a journal or blog entry about the actions of Mary Beth Talley. Ask students: What do you think you would have done in Mary Beth’s situation? What parts of the article surprised you, and what parts met your expectations?
### Uncommon Courage

#### Alone Against the Tanks,” pages 106–113

**Summary** When Hu Yaobang, a popular Chinese leader, died in 1989, thousands of Chinese students gathered in the streets of Beijing to honor him. Their gathering turned into a protest at Tiananmen Square against the Communist Party, and the government sent soldiers and tanks to stop the protest. Many protesters were shot and killed, and the troops cleared the square. One man stood up to the Communist government by putting himself in front of the tanks, and his courageous act became an inspiration to the other protesters. No one knows the man’s name or what happened to him.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>harsh</td>
<td>cruel</td>
</tr>
<tr>
<td>overthrow</td>
<td>put out of power</td>
</tr>
<tr>
<td>corrupt</td>
<td>not honest</td>
</tr>
</tbody>
</table>

1. What word goes with “a big mess”? (chaos)
2. What word goes with “mean and rough”? (harsh)
3. What word goes with “a person’s face”? (likeness)

**Activate Prior Knowledge**

1. Ask students whether they know about a time when people came together to protest. Ask them to discuss why these people were protesting and what they wanted to have happen.
2. Discuss with students some other reasons people might choose to protest.
3. Help students find China and Beijing on a map.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: In 1989 a man in Beijing, China, stood alone in the street to keep a line of tanks from moving forward.)

### DURING READING

**Infer** An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about the actions of the unknown man in the article. Ask students: Why do you think this man chose to stand alone against the tanks? What parts of the article surprised you, and what parts met your expectations?

### DIFFERENTIATED INSTRUCTION

**Collect passages, newspaper headlines, jokes, or cartoons that require students to make inferences in order to understand the text fully. Place students in groups and have them work together to make inferences based on a text you provide. The dialogue among students builds background knowledge, and those who have difficulty with this skill can learn from those who are more adept at it. Allow groups to share their inferences with the class.**

### ENGLISH LANGUAGE LEARNERS

**Several picture books and wordless novels for older readers, including adults, can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. One example is The Flower Man by Mark Ludy about a man who moves to a drab town and changes it through his many small acts of kindness.**

### GRAPHIC ORGANIZERS

**Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the following events in order in the boxes of the chart according to what they learned from the article about the events in Tiananmen Square. Discuss their responses.**

1. The government ordered the soldiers to shoot and kill the protesters if necessary.
2. A man was run over and killed by an armored car.
3. An unknown man stood alone against a line of tanks.
4. Thousands of students gathered in Beijing to honor a leader who died.

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Uncommon Courage
Unit 1 Assessment Article

Directions: Read this story. Then answer each question that follows. Circle the letter of your answer.

One Man’s Finest Hour

At 24, Wells Crowther wanted to change his life. He had a good job. He worked for a company that buys and sells stocks for its customers. His office was in one of New York’s tallest buildings. Wells loved his work.

But Wells wanted more purpose in his life. He wanted to work at saving lives. That’s what he told his father. “Dad, I think I’ll go crazy if I sit in front of a computer the rest of my life. My life was meant for something much more important. I’m thinking of joining the fire department.”

Wells already was a volunteer firefighter. A volunteer works without pay. That was in his home town in New Jersey. In the fall of 2001, he made up his mind. He would fight fires full time. He liked New York City. So he filled out the forms to join that city’s fire department.

Then came September 11. Terrorists hijacked four planes. They steered two of them at New York’s World Trade Center. It had two towers. At 8:45 a.m., one plane crashed into the North Tower. At 9:03 a.m., the second plane crashed into the South Tower. That’s where Wells’s office was.

Minutes later, Wells called home. The answering machine took his words: “Mom, this is Wells. I want to let you know that I’m okay.”

Smoke began to fill the building. It was hard to breathe. Wells tied his red handkerchief over his nose and mouth. He always carried a red kerchief. Everyone who knew Wells knew that.

The plane had entered the South Tower at the 78th floor. The crash site was 26 floors below Wells’s office. Two hundred people had been on the floor when the plane crashed. Many had been killed right away. Many more were badly burned. Everyone who survived was in shock. Fire and smoke were all around. No one could figure out what to do. Suddenly, people saw a man wearing a red kerchief over his face. He pointed to the stairway. With a sure voice, he gave an order. “Anyone who can walk, get up and walk now.” He told those who were not badly hurt to help others who were. Then he guided the group down to street level. They were safe!

Next, Wells turned around. He went back in! During the next hour, he made three trips up and down the 78 flights of stairs. He brought out 18 people. At 10:05 a.m., the building fell down. Everyone still inside died.

Months later, Wells’s body was found in the ground floor lobby. It lay with a group of firemen. Wells had joined New York’s firefighters after all.
Uncommon Courage

Unit 1 Assessment Questions

1. Which of these sentences states the main idea best?
   a. What happened on 9/11 changed the lives of many, including Wells Crowther.
   b. Fighting fires is more dangerous than buying and selling stocks.
   c. On 9/11, Wells Crowther acted on his plan to become a firefighter and saved 18 lives.

2. The first thing Wells did after a plane crashed into his office building was to
   a. run down 78 flights of stairs to ground level.
   b. call his mother to let her know he was okay.
   c. fill out the forms to join the New York City fire department.

3. Which answer is probably true?
   a. Wells looked for the people he knew and saved his friends first.
   b. Volunteer firefighters do not work as hard as regular firefighters.
   c. Cleaning up what was left of the South Tower took months.

4. What is the meaning of the underlined word?
   In many car crashes, wearing a seat belt helps a person survive.
   a. die
   b. stay alive
   c. work on the roads

5. The main purpose of the first paragraph is to
   a. let the reader know what Wells was doing before 9/11.
   b. explain where New York's tallest buildings are.
   c. tell about the kinds of companies that had offices in the World Trade Center.

6. Which answer correctly restates this passage from the story?
   He always carried a red kerchief. Everyone who knew Wells knew that.
   a. Everyone who knew Wells carried a red handkerchief.
   b. Wells's friends knew that he always carried a red handkerchief.
   c. Because Wells carried a red handkerchief, everyone knew him.

7. Which statement below states an opinion?
   a. Wells was the bravest person in the World Trade Center on 9/11.
   b. Wells told his father about his plans for the future.
   c. The second plane hit the 78th floor of the tower that Wells worked in.

8. From the article, you can predict that
   a. only volunteer firefighters will be allowed to work in tall buildings.
   b. at least 18 people will be thankful to Wells for the rest of their lives.
   c. both volunteer firefighters and full-time firefighters will carry red handkerchiefs.

9. What caused the South Tower of the World Trade Center to fall down?
   a. It was a tall building.
   b. A hijacked plane crashed into it and started fires inside it.
   c. Everyone still inside when the building fell was killed.

10. If you worked in a tall building, how could you use the information in this article?
    a. I would stay off the 78th floor.
    b. I'd find and meet all the volunteer firemen who worked in the building.
    c. At all times during the work day, I'd make sure I know where the closest stairway is.
Uncommon Courage
Unit 2 Assessment Article

Directions: Read this story. Then answer each question that follows. Circle the letter of your answer.

No Barriers for Neal Petersen

The large box lay in the Atlantic Ocean. Once it had held goods on a ship. But it had fallen into the sea. Part of it lay under water. That’s why Neal Petersen’s sailboat ran into it one day in 1991.

2 Petersen, 23 years old, was on his way to England for a race. The race would start there in June 1992. In this race, each racer must sail across the Atlantic Ocean solo. That is, only one sailor is on each boat. Usually, sailors cover the costs of the race with the help of sponsors. Petersen, however, was a black man from South Africa. No one there would give him the money he needed. So he was entering the race on his own.

3 He had been planning for 10 years to enter this race. With a friend’s help, he had built his 38-foot boat. He had stocked the boat with food.

4 But now the box had hurt the bottom of the boat badly. The boat could not be steered. For 1,000 miles Petersen drifted. At last his boat came close to Ireland. Another boat pulled Petersen and his boat to shore.

5 Someone else might have given up on his dream. But Petersen had already climbed over bigger barriers. A barrier is anything that blocks your way. When Petersen was born, one hip was not formed correctly. He went through many operations so he could walk.

6 As a child, he read about sailing and fell in love with it. His family was too poor to pay the costs of sailing. But as soon as he could, Petersen made his way to the closest port where sailboats docked. He did jobs on and around the boats to learn about them. He paid for college by working on large racing sailboats. Then he started saving to build a boat. He chose jobs at sea that were dangerous but paid well. For example, he dived to find diamonds on the ocean floor. After all that, he would not let an old box stop him!

7 In Ireland, Petersen made friends and fixed his boat. The next June, he got to the starting line of the race on time. He started with the other racers.

8 Two days into the race, a board in the water tore a hole in his boat. Petersen was still close to Ireland, so he headed for shore. There his friends helped him fix the boat again. Two days later, he was back in the race. Then, for the third time he ran into an object partly hidden in the ocean. This time he hit a small iceberg, but the boat was not badly hurt. So Petersen kept sailing. Early on the 28th day, he finished the race. He was seventh among boats of his size.

9 Soon after, Petersen changed the name of his boat to No Barriers.
Uncommon Courage

Unit 2 Assessment Questions

1. Which answer states the main idea best?
   a. Although things in the sea hurt his boat three times, Neal Petersen finished a tough solo sailboat race across the Atlantic Ocean.
   b. Some people who love sailing are willing to face the dangers of sailing alone.
   c. Neal Petersen earned money to build his own sailboat and then set off by himself to enter a race that started in England in 1992.

2. When Petersen’s boat ran into an iceberg during the race,
   a. he drifted for 1,000 miles until he got to Ireland, where he fixed the boat.
   b. the boat was not badly hurt, so he kept sailing and finished the race.
   c. he returned to Ireland to fix the boat and then got back into the race.

3. Which answer is probably true?
   a. All solo sailing races across the Atlantic Ocean begin in England.
   b. Sailboats of different sizes can enter solo sailing races.
   c. Most sailors who enter solo sailing races are from South Africa.

4. What is the meaning of the underlined word?
   To raise money for their play, members of the acting club asked their parents to be sponsors.
   a. people who star in stage shows
   b. people who talk others into doing what they want
   c. people who help pay for a special project

5. Which answer best describes the author’s opinion in paragraph 6?
   a. Neal Petersen worked hard for what he wanted and didn’t give up easily.
   b. The best way for anyone to earn money is by taking dangerous jobs at sea.
   c. People whose families are poor should not try to take up the sport of sailing.

6. Which answer correctly restates this passage from the story?
   Early on the 28th day, he finished the race. He was seventh among boats of his size.
   a. Seven out of the 28 boats in the race crossed the finish line before he did. All seven were the same size as his boat.
   b. He crossed the finish line on the 28th day of the race. Only six boats of the same size finished before he did.
   c. On the 28th day of the race, seven boats that were the same size all crossed the finish line together.

7. From the article, you can predict that
   a. Petersen will win most of the sailing races that he enters.
   b. Petersen will continue to work hard to reach his dreams.
   c. most sailors will be like Petersen and build their own boats.

8. What caused Neal Petersen to go through operations as a child?
   a. He was always climbing over barriers.
   b. He read about sailing and decided he wanted to sail across the ocean.
   c. One of his hips was not formed correctly and had to be fixed.

9. Which paragraph provides information that supports your answer to question 8?
   a. paragraph 4
   b. paragraph 5
   c. paragraph 6

10. Which lesson about life does this story teach?
    a. To reach your dreams, you must be brave and unwilling to give up.
    b. When people join together for a common goal, they cannot be stopped.
    c. A wise person learns from mistakes.
Uncommon Courage
Unit 3 Assessment Article

Directions: Read this story. Then answer each question that follows. Circle the letter of your answer.

Heroes at an Early Age

No one saw the lit candle fall onto the bed. But when Mariann Finson went to her room, the bed was in flames. Mariann, 11 years old, was in charge that night. She was taking care of three younger sisters. Quickly Mariann hurried her sisters outside. She grabbed a cordless phone as she went out. Then she called 911. For her quick thinking, Mariann received a Young Hero of Kansas Award in 1999. Young Hero awards go to young people for two reasons. The children show great courage in the face of problems. Or they act bravely in an emergency.

2 Was Mariann unusual? It seems she was not. For example, in Massachusetts in 2001, a second grader saw her mother have seizures. In a seizure, a person is not aware of anything. But his or her body moves by itself. Julohn Teixeira did not act scared. She calmly called 911. She explained what was happening. Then she waited with her mom till help arrived. Like Mariann, Julohn was given a Young Hero award.

3 The Czech Republic presents Child Hero awards. One winner in 2003 was Filip. The 10-year-old and his mother were riding horses in the country. A sudden storm scared his mother’s horse. The horse ran, fell, and landed on Filip’s mother. She was hurt badly. Filip dragged his mother across a field to cover. Then he found his way back to town to get help.

4 Not all hero awards are given for single brave acts. Some are given because of courage shown for years. And even young children have won awards for this kind of courage. It happened, for example, in Nebraska in 2000. Annie Starkey, a girl of eight, was given a Young Hero award.

5 Annie’s mother explained that, for Annie, just staying alive makes her a hero. She was born with damage to her brain. She is able to think but not to control her body. She has to be given medicine to control seizures. She can not swallow, so a tube carries food to her stomach. It is hard for her just to sit up in her wheelchair. Yet she loves animals and her classes at a special school. She likes to work on her computer and watch her favorite movies. She can not talk, but she smiles and laughs often. Annie makes her family feel lucky to have her living with them.

6 These four children are among the young people who have received hero awards. How many others also deserve awards for being heroes?
Uncommon Courage

Unit 3 Assessment Questions

1. Which of these sentences states the main idea best?
   a. The actions of four young people who won awards for being heroes show that children can be brave.
   b. Some people in the United States and other countries are given awards for things they do.
   c. In Nebraska an eight-year-old girl named Annie Starkey received a Young Hero Award.

2. Mariann Finson saved her three sisters
   a. from drowning in the lake near their house.
   b. when they got very sick from something they ate.
   c. from a fire in their house.

3. Which answer is probably true?
   a. The main reason why any children act bravely is so they can win awards.
   b. Every child who acts bravely will win a Young Hero award.
   c. The parents of all four brave children in this story are proud of them.

4. What is the meaning of the underlined word?
   Just before the rain started, the bikers went under a bridge for cover, so they stayed dry.
   a. a place that protects people or animals from danger or bad weather
   b. any area far out in the country, away from towns and cities
   c. a snack that people eat on trips

5. The author tells this story mainly by
   a. listing which states give Young Hero awards.
   b. telling about some children who won the Young Hero award.
   c. explaining how to ask for a Young Hero award.

6. Which answer correctly restates this passage from the story?
   Annie makes her family feel lucky to have her living with them.
   a. Everyone in Annie’s family wants to be close to her because she is so lucky.
   b. Annie is so nice that her family is happy to take care of her.
   c. Annie’s family is lucky, so Annie feels she should stay with them.

7. Which lesson about life does this story teach?
   a. If you want something done, ask a busy person to do it.
   b. The early bird gets the worm.
   c. When the going gets tough, the tough get going.

8. From information in the article, you can predict that
   a. both boys and girls will win awards for acting bravely.
   b. only children in the United States will win awards for acting bravely.
   c. adults will never win awards for acting bravely.

9. Julohn and Filip were alike because
   a. Julohn lived in Massachusetts and Filip lived in the Czech Republic.
   b. they both saw family members have seizures.
   c. they both got help for their mothers.

10. Which paragraphs provide information that supports your answer to question 9?
    a. paragraphs 1 and 2
    b. paragraphs 2 and 3
    c. paragraphs 3 and 5
Uncommon Courage

Unit 1 Language Development Activity: *Multiple Meanings*

**ESL/DI Skill** | *Multiple Meanings: bank, fall, right, spot, cold*

**Activity Highlights**
1. Discussion: small group
2. Reading sentences aloud: individual role
3. Writing sentences: individual

**Teacher Preparation**
1. Review the article “A Long, Cold Night” (Unit 1, Lesson 2, p. 22) with the class.
2. Write on the board or otherwise present the short passage below this box (“The snowmobile…”).
3. For each group of 3 to 4 people, provide a dictionary.

The snowmobile rolled down a steep bank… David smashed his leg in the fall… Leia was very frightened. And she had a right to be. The two of them were now stuck in this remote spot. The air was cold and getting colder.

**Activity Steps:**

1. Review the article “A Long, Cold Night” (Unit 1, Lesson 2, p. 22) with the class.
2. Read the passage aloud to the class.
3. Students form small groups.
4. Groups talk about what the underlined words might mean in the context of the sentences. They choose a note taker to write the definitions they create. Circulate to confirm definitions.*
5. Each student chooses a different underlined word from one of the sentences, such as *bank*.
6. Each student writes an original sentence with his or her chosen word, using the meaning of the word from step 4 (call this meaning M1—in this case, “land at the edge of a river or lake”). For example: We pushed the canoe up onto the bank of the river.
7. Students count off to determine an order for participating in the next steps.
8. Student 1 says his or her chosen word (*bank*) and reads his or her M1 sentence to the group.
9. The group talks about why the chosen word has the same basic meaning in Student 1’s sentence as it does in the sentence on the board. (*Possible response: David slid down a little hill and the banks of a river are like a little hill.*)
10. Students collaborate to identify a second meaning (M2) for the word.* They find or confirm the additional meaning in the dictionary. (*bank:* “a business that deals with money”)
11. Each student writes an original sentence using M2 of the chosen word. For example: I put my money in the bank.
12. Each student reads his or her sentence to the group.
13. Repeat Steps 8–12 for Student 2, Student 3, etc. If a student has chosen the same word as another student, the group repeats only steps 8 and 9.

*Multiple meanings: *bank* (“land at the edge of a river or lake”/“a business that deals with money”); *fall* (“tumble or slip downward”/“the season before winter”); *right* (“a good reason”/“the opposite of left”); *spot* (“a place”/“a stain”); *cold* (“the opposite of hot”/“a mild illness with sneezing, etc.”)
Uncommon Courage

Unit 2 Language Development Activity: Multi-Word Verbs

ESL/DI Skill | Multi-Word Verbs: stood for; get rid of; picked up; give up; turned out; given in to

Activity Highlights
1. Activity Sheet: whole class and partners
2. Visualization of sentence meanings: individual
3. Ordering sentences sequentially: partners

Teacher Preparation
1. Review the article “A Fight for Freedom” (Unit 2, Lesson 7, p. 64) on which the activity is based.
2. Print one copy of Unit 2 Activity Sheet: Sequence Chart for each student.
3. Write on the board or otherwise present the sentences below this box (“Suu Kyi….”).

Suu Kyi helped formed a new party that stood for democracy; They wanted to get rid of her; She has still not given in to her enemies; Suu Kyi had to give up; Huge crowds turned out to see her wherever she went; Once troops even picked up her car...

Activity Steps:

1. Review the article “A Fight for Freedom” (Unit 2, Lesson 7, p. 64) with the class. Distribute Unit 2 Activity Sheet: Sequence Chart to each student.
2. Tell students that in a sequence chain, the event in each box happens after the one before it.
3. Students copy the first sentence on the board into the first box in their organizers. Make sure they underline the multi-word verb stood for. A volunteer reads the sentence aloud.
4. Encourage volunteers to guess the meaning of the sentence Suu Kyi formed a new party that stood for democracy from the context. (Possible response: Suu Kyi started a new party that believed in democracy.) Ask students to visualize this sentence. Give students the definition of stood for (“believed in and helped the cause of”). They write it under the first box.
5. Erase stood for in the first sentence on the board and ask students what they could write there instead (the definition). A volunteer reads the new sentence. (Suu Kyi helped form a new party that believed in and helped the cause of democracy.)
6. Repeat the process for Box 2 with the multi-word verb get rid of (“kill”).
7. Write definitions with input from the class for the last four multi-word verbs in the sentences: given in to (“been defeated by”); give up (“stop trying”); turned out (“came”); picked up (“lifted”).
8. Tell students that the last four sentences on the board are out of sequential order.
9. Students pair off.
10. Partners use their books to time-order the last four sentences and write them at the top of the corresponding boxes of the activity sheets, underlining the multi-word verbs. They may use their books. (3. Once troops even picked up her car. 4. Suu Kyi had to give up. 5. Huge crowds turned out. 6. She has still not given in to her enemies.)
11. Partners help each other write the definitions of the multi-word verbs under the sentences.
12. Circulate among the groups to assess students’ work and assist if necessary.
13. You may want to point out that multi-word verbs can have multiple meanings just as single-word verbs do: give up (“let go of”); get rid of (“put in the trash”).
## Uncommon Courage

### Unit 3 Language Development Activity: Idioms and Common Phrases

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<th>Idiom: on the line</th>
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<td>Activity Highlights</td>
<td>Teacher Preparation</td>
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<tr>
<td>1. Flashcards: individual and partners</td>
<td>1. Review the article “Risking It All” (Unit 3, Lesson 10, p. 90). Provide four blank index cards per student.</td>
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<td>2. Reading sentences to the class: individual student role</td>
<td>2. Write the final sentence from the selection on the board: “He put his life on the line for those people.”</td>
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<td>3. Sharing aspects of personal experience and culture: individual</td>
<td></td>
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### Activity Steps:

1. Review the article “Risking It All” (Unit 3, Lesson 10, p. 90) with the class.
2. Students pair off.
3. Ask volunteers what on the line means in the context of the article. What did Brian Pickering do for John and Matthew Painting?
4. Write a simple definition of on the line on the board: “in danger.” Students write the idiom on one side of an index card and its definition on the other.
5. A volunteer reads the sentence on the board, substituting the definition on the index card for the underlined words in the sentence: He put his life in danger for those people.
6. Volunteers describe a character in a book or movie or a person in their own lives who has put his or her life on the line for something.
7. Write additional idioms and their definitions on the board, for example: draw the line (“set a limit”); thin line (“very small difference”); toe the line (“follow the rules”).
8. Each student writes the additional idioms on one side of an index card and the definitions on the other.
9. Students pair off.
10. Partners practice silently with their own cards for several minutes. Then they quiz each other.
11. Model a sentence for one of the idioms. For example: There is often a thin line between making a joke and telling the truth. Partners write original sentences for the other idioms. As an alternative, partners collaborate on an original dialogue, poem, or paragraph that employs all of the idioms, using the theme of putting one’s life on the line. Circulate among the groups to support the collaboration. Call on individuals to read their work to the class.
12. Time permitting: If students know an idiom used in their home language or in their neighborhood, they write it on the board and share the meaning with the class. If the idiom is connected to a national or neighborhood culture, students explain why.