

Unit 6

The Squatter and the Don

by María Ruiz de Burton

Activity Book



GRADE 8 Core Knowledge Language Arts®

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Unit 6

The Squatter and the Don

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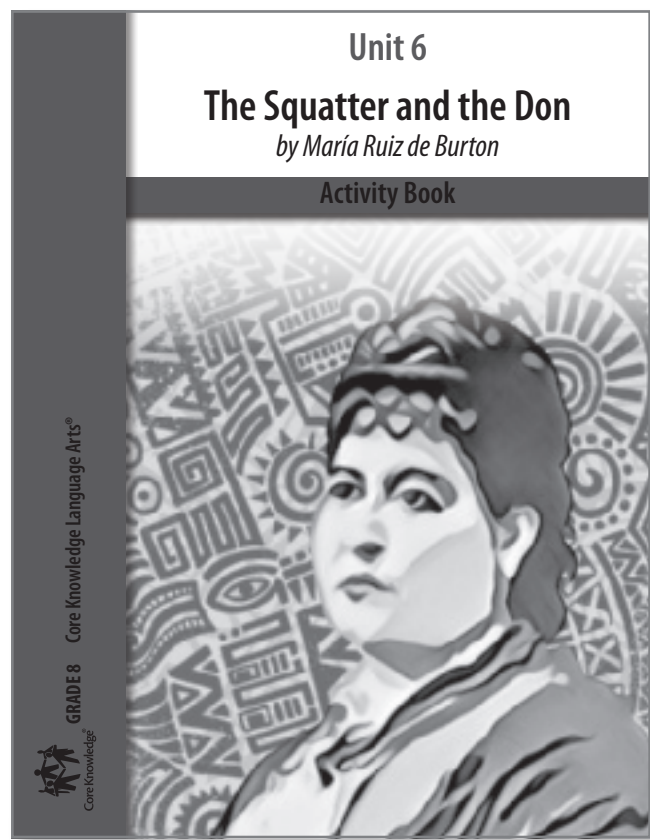
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 6 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2. The Activity Book is a student component, which means each student should have an Activity Book.

Letter to Family

Unit 6

Our class will begin a unit in language arts in which students will read selections from a Reader titled *The Squatter and the Don*, a historical fiction novel published by María Ruiz de Burton in 1885. Ruiz de Burton was the first Mexican American woman to publish a book in English in the United States. The book is based on events in California following the Mexican-American War (1846–1848) and the Treaty of Guadalupe Hidalgo (1848), in which Mexico ceded more than half of its territory to the United States. In her book, Ruiz de Burton is highly critical of U.S. colonialism and expansionism that dictated the policies in the 1800s, as well as the rise of monopolistic corporations fueled by railroads and the settlement of the West.



The Squatter and the Don includes potentially sensitive topics. Story events include ongoing gun violence that results in the killing of cattle, the shooting and injuring of a main character, and a suicide. The book also relates ethnic, cultural, and class differences and conflicts among groups.

This unit will give us the opportunity to discuss the diverse cultural backgrounds represented in our classroom, our community, and our country. Through various oral and written activities, students will explore and share their own cultural heritage and how it impacts their identity while learning about the cultural heritage of their classmates.

The topic of multiculturalism addressed in this book is a timely one, as it is frequently the topic of public discourse. Mexicans remain the largest group of immigrants in the

United States, accounting for nearly a quarter of all immigrants. In 2021, there were around 10.7 million Mexican-born people living in the United States. Of course, many more Americans have Mexican ancestors, including those who were living in present-day states of California, Arizona, New Mexico, Utah, Nevada, and Colorado when Mexico was forced to cede this land to the United States. Through this unit, students will have an opportunity to explore issues related to immigration from Mexico and elsewhere. They will come to understand that the vast majority of people in the United States are either immigrants themselves or had ancestors who emigrated here.

If you have any questions or concerns, please do not hesitate to contact me.

NAME: _____

DATE: _____

1.2

Vocabulary for Chapters 1 and 2

Chapter 1

1. **fatality, *n.*** death caused by an accident or violence (8)
2. **disapprove, *v.*** to have an unfavorable opinion of (9)
3. **precisely, *adv.*** exactly; without vagueness (11)

Chapter 2

4. **meditations, *n.*** thoughts (13)
5. **attorney general, *n.*** the lead person representing a state or country in legal proceedings (14)
6. **remand, *v.*** to return to a lower court to reconsider (16)
7. **litigation, *n.*** the process of taking legal action (17)
8. **reflection, *n.*** serious thought or consideration (18)
9. **genial, *adj.*** friendly; good-natured (18)

NAME: _____

DATE: _____

Chapters 1 and 2

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. How do Mr. and Mrs. Darrell view their situation differently? What do they say that helps you understand this?

2. What advice does Mrs. Darrell give Mr. Darrell to learn from past mistakes?

3. What happened in the Napa and Sonoma Valleys?

4. Why does Mr. Darrell think that San Diego will be a good location to move his family?

5. Where and when does the story take place? What clues are provided to help you understand the setting? What information about this period is helpful to understanding this conversation between Mr. and Mrs. Darrell?

6. What is troubling Don Mariano?

7. What does the fact that Doña Josefa guesses what has upset the don reveal about the situation?

8. Who is George Mechlin? Why do the Alamars think he might be able to help?

NAME: _____

DATE: _____

9. Why is Don Mariano concerned about having the case remanded for a new trial?

10. What evidence in the text shows that the Alamars feel that the United States has not treated them well?

11. Don Mariano says, “I felt bitter against my people.” Whom does he mean by “my people”? What does this reveal about his identity?

12. George says he “never imagined we had acted so badly.” Whom does George mean by “we”? What does this reveal about George’s identity?

13. What do you think about George’s assessment that the United States had “acted so badly”? Do you agree?

14. Why have the Mechlins moved to California?

15. How do the Mechlins and Alamars become acquainted?

NAME: _____

1.4

TAKE-HOME

DATE: _____

Chapter 3

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. What does the word *preempt* mean? What does the title “Preempting Under the Law” mean?

2. Why is Darrell traveling from San Francisco to San Diego?

3. Who are Gasbang and Mathews? How does Darrell feel about them?

4. What racial or ethnic tensions are evident in this chapter?

5. Why do the squatters shoot the cattle?

6. Page 29 says, “In this easy way, more land was taken from its legitimate owner.” What is meant by the phrase “this easy way”? Who is meant by the “legitimate owner”?

7. Whom or what does Don Mariano blame for the conflict?

NAME: _____

DATE: _____

Vocabulary for Chapters 4 and 5

Chapter 4

1. **stance, *n.*** an attitude toward or opinion of something (31)

Chapter 5

2. **proposition, *n.*** a suggested plan of action, as in a business deal (34)
3. **anecdotes, *n.*** brief accounts of a real event (34)
4. **salutation, *n.*** a gesture or comment made to recognize someone's arrival or departure (35)
5. **indifferent, *adj.*** lacking interest or concern (35)
6. **irony, *n.*** a situation that is the opposite of what one expects (35)
7. **rejoinder, *n.*** a witty reply (35)
8. **impoverish, *v.*** to make poor or bring into poverty (**impoverished**) (39)

NAME: _____

DATE: _____

Chapters 4 and 5

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. What does Mrs. Darrell ask Clarence to do?

2. What does the word *litigation* mean? To what does it refer?

3. What does the conversation between Mrs. Darrell and her son reveal?

4. What problem does the litigation present for Mr. Darrell?

5. How does Mr. Darrell resolve this problem?

6. Why were the settlers likely to view Clarence differently than Don Mariano or Mr. Mechlin?

7. What is Don Mariano's goal in meeting with the settlers?

8. What does Don Mariano propose to the settlers?

9. What evidence is there that the settlers are suspicious of Don Mariano's motives?

10. How does Don Mariano appeal to the settlers' desire to make money?

NAME: _____

DATE: _____

11. How does Don Mariano propose to irrigate the land and divide up the cattle?

12. What evidence is there that the conflict is—at least in part—a conflict between classes or cultures?

13. What does Clarence mean when he says: “It would be wiser to make laws to suit the county and not expect that the county will change its character to suit absurd laws”?

NAME: _____

DATE: _____

2.3

Themes in *The Squatter and the Don*

The author explores several themes in The Squatter and the Don. Record some of the book’s themes in the chart below. In the second column, record notes about how the author develops each theme. Continue to add notes as you read.

Theme	Development of the Theme

NAME: _____

DATE: _____

Chapter 6

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. Why does Clarence want to keep his offer to pay for the land a secret from his father?

2. The title of Chapter 6 is “Naughty Dog Milord an Important Factor.” To what does this refer?

3. To what does the phrase “no fence’ law” refer?

4. Clarence says: “I think this ‘no fence’ law is scandalous.” What does the word *scandalous* mean, and what does it reveal about Clarence?

5. How has Clarence gained wealth?

6. How does the juxtaposition between the situations of Clarence and Don Mariano relate to the setting?

7. How do the events in this chapter support or relate to one of the themes you have identified?

NAME: _____

DATE: _____

2.5

Vocabulary for Chapters 7 and 8

Chapter 7

1. **aloof, *adj.*** cool and distant (55)
2. **suppress, *v.*** to restrain; to hold back (56)
3. **resolve, *n.*** determination; single-mindedness (57)
4. **redouble, *v.*** to make twice as great; to intensify (59)
5. **renounce, *v.*** to refuse; to repudiate (61)
6. **agitated, *adj.*** disturbed and upset (62)
7. **dishonorable, *adj.*** shameful (65)
8. **exquisite, *adj.*** intense (65)
9. **expanse, *n.*** something that is wide and spread out (66)

Chapter 8

10. **mute, *adj.*** silent (67)
11. **inclination, *n.*** a tendency toward something (69)
12. **authorize, *v.*** to officially endorse or permit (70)
13. **clarify, *v.*** to make clear (72)

14. **solicitor general**, *n.* the law officer directly below the attorney general (73)
15. **singular**, *adj.* highly unusual (73)
16. **despoil**, *v.* to strip of (**despoiled**) (74)
17. **comply**, *v.* to conform or follow as required or requested (76)
18. **convene**, *v.* to gather; to come together (**convenes**) (76)
19. **survey**, *v.* to have measurements taken in order to determine the form, extent, and position of land or property (**surveyed**) (76)

NAME: _____

2.6

DATE: _____

Chapters 7 and 8

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. How does Don Mariano feel about the weddings of his sons to Lizzie and Elvira Menchin? Why?

2. Why do Carlota and Rosario urge their mother to send Mercedes away?

3. Why does Don Mariano have a different opinion about Clarence than the rest of his family?

4. What does the fact that Clarence is standing aloof from the crowd suggest?

5. How does the conversation between Don Mariano and Clarence affect the plot?

6. Why are Elvira’s “beautiful eyes . . . filled with tears”? What do you learn about Elvira from this paragraph? What do you learn about George?

7. What do you think influenced Clarence to board the steamer: the telegrams he received or his wish to be with Mercedes? What evidence in the text supports your response?

8. Read the dialogue between Clarence and Mercedes on pages 61–63. How does their conversation move the plot forward?

9. Why does Doña Josefa’s disapprove of Clarence? Why is this an example of dramatic irony?

NAME: _____

DATE: _____

10. Do you think the use of dialogue in this chapter is effective? Why or why not?

11. What is Mercedes's dilemma?

12. What is ironic about Clarence's situation?

13. How does Clarence feel about squatters? How do you know?

14. Read this sentence on page 72: “Young Darrell was interested to hear all the details about the appeal and the legal situation of Don Alamar; after all, this could also clarify things about his own land.” What does *clarify* mean in this context? What is it that Clarence wants clarified? Why is this important to him?

15. The word *singular* has multiple meanings. What does it mean in the sentence “It is very singular that the case has not been dismissed before by my predecessor”?

16. Why does George conclude that Washington is a corrupt place?

NAME: _____

2.7

TAKE-HOME

DATE: _____

Chapter 9

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. Who is Hubert Haverly? What business is he doing with Clarence?

2. Who are the men at the nearby table at the hotel?

3. According to George, why does Mr. Selden consider himself a good catch?

4. Why does Clarence suddenly feel fearful at the opera?

5. How does this chapter contribute to the novel's suspense?

NAME: _____

DATE: _____

3.1

Vocabulary for Chapters 10 and 11

Chapter 10

1. **implore**, *v.* to ask earnestly (**implored**) (87)
2. **disengaged**, *adj.* vacant; not in use (87)
3. **bewitching**, *adj.* seductively attractive (88)
4. **composure**, *n.* calm manner or bearing (88)
5. **amiably**, *adv.* in a genial and agreeable way (89)

Chapter 11

6. **attentively**, *adv.* while giving close attention; observantly (91)
7. **adhere**, *v.* to cling to (**adhering**) (91)
8. **judicious**, *adj.* exercising good judgment (97)
9. **exhilarating**, *adj.* causing strong feelings of happiness or excitement (98)
10. **construe**, *v.* to interpret in a specific way (**construed**) (100)

NAME: _____

DATE: _____

Chapters 10 and 11

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. What does Elvira expect to hear in the “long letter” from Clarence?

2. Why does Mercedes ask George to get a compartment on the train?

3. The first line on page 88 says that Mercedes “did not gladden the hearts of their traveling companions.” What does this mean?

4. How does Mercedes feel about Selden and Gunther? What evidence supports your answer?

5. What message does the story communicate about romantic love? How does the relationship among Selden, Gunther, and Mercedes develop this theme?

6. Clarence says that his father is adhering to his conviction that the don's land "was rejected and that the rejection will be sustained." What does this mean?

7. What does Don Mariano tell Clarence about his father?

8. How does Clarence feel when he approaches the Alamar house? Why?

NAME: _____

DATE: _____

9. Why is Don Mariano convinced that his appeal will be dismissed? What does this reveal about him?

10. Mrs. Darrell says that she thinks “the don and his family are too kind to bear all these daily outrages so patiently.” Do you agree? What would you have done if you had been Don Mariano?

11. How does Mrs. Darrell’s interpretation of a squatter differ from Mr. Darrell’s?

NAME: _____

DATE: _____

Chapters 12 and 13

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. Why does Mercedes go to Newport?

2. Why is Clarence anxious to get Mercedes alone?

3. Why is the fate of the Texas Pacific Railroad in jeopardy?

4. Why do the Mechlins decide to travel to Washington?

NAME: _____

3.4

DATE: _____

Vocabulary for Chapters 14 and 15

Chapter 14

1. **perpetrate**, *v.* to commit; to carry out (**perpetrated**) (112)
2. **appropriate**, *v.* to set apart for a particular use (**appropriating**) (112)
3. **subsidies**, *n.* money granted by the government to assist an industry or business to keep a price low (112)
4. **preposterous**, *adj.* absurd (113)
5. **manipulation**, *n.* the act of influencing by unfair or unscrupulous means, particularly to one's own advantage (113)
6. **validity**, *v.* the state of being legally or officially binding (114)
7. **appropriation**, *n.* a sum of money devoted to a particular purpose (114)
8. **edifice**, *n.* an impressive building (115)

Chapter 15

9. **perplexities**, *n.* things that cause confusion or bewilderment (117)
10. **exasperated**, *adj.* extremely irritated or fed up (120)

NAME: _____

DATE: _____

Chapters 14 and 15

Work with a partner to answer the questions. Use evidence from the text where appropriate.

1. What are Leland Stanford and other executives of the Central Pacific Railroad Company accused of doing?

2. What does George mean when he says, “Their hearts are in their pockets”?

3. Why does Lawrence Mechlin say that “every honest man” should help the Texas Pacific, “even when not directly interested”?

4. Why is Mr. Darrell upset about Congress’s decision to uphold Don Mariano’s appeal?

5. Why is Mr. Darrell's thinking flawed?

6. Is Don Mariano any better off after the government dismisses the settlers' appeal?
Why or why not?

7. How does Clarence propose to remedy the situation?

8. What evidence of ethnic tension is there in Chapter 15?

3.6

Power and Politics in *The Squatter and the Don*

[illegible]

NAME: _____

DATE: _____

Chapter 16

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. What do you learn about Don Mariano's financial affairs at the beginning of this chapter?

2. What internal conflict within William Darrell is revealed in this chapter?

3. What does the metaphor of the citadel on page 129 refer to?

4. What evidence supports the conclusion that Mr. Darrell and Don Mariano will fail to find common ground?

NAME: _____

4.1

DATE: _____

Vocabulary for Chapter 17

1. **deliberate**, *v.* to consider or discuss carefully (**deliberating**) (133)
2. **intuitively**, *adv.* instinctively; in a way that does not use reasoning or logic (138)
3. **risibility**, *n.* the ability to laugh (151)
4. **scapegoat**, *n.* a person who bears the blame for others (153)

NAME: _____

DATE: _____

Chapter 17

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. Who do you think the “brewers of mischief” are and what do you think this title means?

2. How would you describe the mood at the beginning of this chapter? How does the author set the mood?

3. What is the mood now? How and why does the mood change?

4. What type of conflict is represented in this situation? How does this conflict represent a greater societal conflict of this time?

5. Why does Clarence think that taking ownership of the cattle will help resolve the problem?

6. Why do you think the author includes details about Mercedes's reaction to Clarence's embrace?

7. What is the impact of Mercedes's dream on the story?

8. Why does Don Mariano expect to benefit from the Texas Pacific?

9. What does Mr. Darrell mean when he asks if Clarence "put him up to that dodge"?

10. Why does Webster want his mother to sit by the windows?

11. What evidence is there that Webster and Everett expect the settlers to be upset with Clarence? How does Mrs. Darrell respond?

NAME: _____

DATE: _____

12. Why does the author include the detail about the settlers laughing at “some of Gasbang’s coarse, vulgar jokes”?

13. How do the men feel about the conversation with Darrell? What evidence supports your response?

14. How does the idiom “not a red cent” affect the meaning of this passage?

15. Whom does Darrell “blame” for the record showing the land had been paid? Why?

16. What do the other settlers suspect as the reason for the record of payment?

17. Why is Darrell so angry with Don Mariano?

18. What does Don Mariano mean when he says, “That is too low,” and calls on Darrell to “claim [satisfaction] like a gentleman?”

19. What does this dialogue reveal about the way Don Mariano views his identity?

20. When he is caught in the lasso, how does Darrell’s mood contrast with that of the other men?

21. When Mrs. Darrell comes to help her husband, how do her words contrast with her tone?

22. How does Mrs. Darrell respond to Gabriel and Victoriano?

NAME: _____

DATE: _____

Chapter 18

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. Why does Mrs. Darrell address the settlers?

2. The title of this chapter is “Mrs. Darrell’s View of Our Land Laws.” What is this view?

3. Identify and describe the types of conflicts that are introduced or developed in Chapter 18. Give at least two examples.

NAME: _____

DATE: _____

Vocabulary for Chapters 19 and 20

Chapter 19

1. **vigil, *n.*** a period of staying awake to keep watch or to pray (**160**)
2. **subsequent, *adj.*** coming after in time; following (**160**)
3. **pacify, *v.*** to quell the anger of; to soothe (**161**)
4. **infamous, *adj.*** wicked; disgraceful (**162**)
5. **conveyance, *n.*** the means by which title to a property is transferred (**165**)

Chapter 20

6. **audibly, *adv.*** aloud; in a way that can be heard (**182**)

NAME: _____

4.5

DATE: _____

Chapters 19 and 20

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. The author refers to the incident between Mr. Darrell and Don Mariano first as a *performance* and then as a *steeplechase*. What is the impact of this figurative language?

2. How does Mercedes feel about the incident? Why is she so upset?

3. Why does Mercedes beg her father to stay? How does this relate to past events? Do you think it is an example of foreshadowing?

4. How does Don Mariano perceive Clarence's identity?

5. Why do you think the author includes so much detail about Clarence's business interests?

6. Look at the interaction between Darrell and the rest of his family on pages 166–169. What is troubling Darrell? What does this reveal about his character?

7. Why does Darrell blame Don Mariano?

8. Which sentence on page 172 is an example of foreshadowing?

9. Why does the saying “*Faint heart never won fair lady*” affect Clarence so much?

10. Why does Clarence leave?

NAME: _____

DATE: _____

11. Why does Don Mariano tell Mercedes that Victoriano has gone to look for Clarence?

12. Find the simile at the bottom of page 180. Explain its impact on the scene.

13. Why do you think the author chose to have Mercedes and Alice become sick at the same time? Is this technique effective?

14. What do you think Fred means by the “matters . . . under consideration”?

NAME: _____

DATE: _____

Chapter 21

1. How does Darrell feel when he sees George Mechlin with his new baby?

2. Why does Mathews shoot George?

3. How does the shooting influence plot events?

4. Why do Don Mariano and Victoriano leave home?

5. What is the result of the cattle drive?

NAME: _____

DATE: _____

5.1

Vocabulary for Chapters 22 and 23

Chapter 22

1. **imperative**, *adj.* critical; not to be avoided (194)
2. **eminently**, *adv.* very; to a high degree (196)
3. **lavish**, *v.* to spend abundantly or without restraint (**lavishing**) (196)
4. **pilgrimage**, *n.* a long journey usually taken for religious purposes (201)
5. **pallor**, *n.* paleness (201)
6. **precarious**, *adj.* dangerous; dependent on uncertain conditions (202)

Chapter 23

7. **reiterate**, *v.* to say or do something over again or repeatedly (206)
8. **onerous**, *adj.* burdensome (206)
9. **aspirations**, *n.* breaths (208)

NAME: _____

DATE: _____

Chapters 22 and 23

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. The last sentence on page 194 explains the frame of mind of Don Mariano, James Mechlin, and Alfred Holman. Restate the sentence to explain why they thought it was worth talking to Governor Stanford. Then, explain why the author says they would have “spared themselves that trouble.”

2. What do Don Mariano and his colleagues overhear as they wait to meet with Governor Stanford?

3. What does Don Mariano mean when he says, “Our legislators began my ruin; our legislators will end it”?

4. What do you think about Don Mariano's refusal to accept payment from Clarence for the last cattle?

5. What argument do Mr. Holman and the other men make on behalf of a railroad to San Diego?

6. How does the argument of Mr. Holman and the other men change as they are defeated? Give examples of their emotional appeals.

7. How does Stanford respond?

NAME: _____

DATE: _____

8. Why did Don Mariano, Mr. Mechlin, and Mr. Holman sell real estate in San Diego?

9. Why does Gabriel come home?

10. What evidence is there that Mr. Mechlin feels as though he is a burden to his family?

11. What evidence is there that Don Mariano knows he is about to die?

NAME: _____

DATE: _____

Character Arcs

Choose **three** characters in *The Squatter and the Don*. Describe the character arcs of each character. Describe how the character changes over the course of the story. Include information about what caused the character to change. Use evidence from the text where appropriate.

Character 1:

Character 2:

Character 3:

NAME: _____

DATE: _____

Grammar: Verb Moods

Fill in the blank or blanks in each sentence with a verb or verb phrase from the word bank below. Then write in the blank space after each sentence whether the mood of the verb is indicative, interrogative, imperative, conditional, or subjunctive.

gives did . . . return bring let's pay ran will investigate

would . . . have gone would . . . bother were had

1. I _____ not _____ a sleeping dog.

2. Alexandra _____ the last hundred yards on fumes.

3. What _____ you the right to interfere?

4. _____ a visit to our friend Finlay. _____
5. Tomorrow we _____ the cause of the
accident. _____
6. I wish I _____ a nickel for every time that has happened.

7. _____ the company ever _____ your call?

8. I _____ just as soon _____ home immediately.

9. Oh, if only it _____ summer again. _____

10. Please _____ me my striped shirt. _____

Put a check mark after the correctly written sentence in each pair below.

11. If he would have known what was coming, he would have acted sooner. _____

If he had known what was coming, he would have acted sooner. _____

12. If he were two years older, he could get a driver's license. _____

If he was two years older, he could get a driver's license. _____

NAME: _____

DATE: _____

Plan: Brainstorm Ideas for an Informative Essay

Use the chart to begin brainstorming research questions for your informative essay. Begin by writing a second research question and locating a few sources for the first topic: Mexican American culture. Then, brainstorm two additional topics, create research questions for each, and locate possible sources. Then choose the best idea.

Topic #1: Mexican American Culture		
Research question 1	Research question 2	Possible sources
What are the main influences on Mexican American culture?		
Topic #2:		
Research question 1	Research question 2	Possible sources
Topic #3:		
Research question 1	Research question 2	Possible sources

NAME: _____

6.1

DATE: _____

Vocabulary for Chapters 24 and 25

Chapter 24

1. **atrocious, *adj.*** appalling; exceedingly cruel or wicked (210)
2. **corroborate, *v.*** to support with knowledge or authority (**corroborated**) (211)
3. **pittance, *n.*** a meager amount of money (215)
4. **indifferently, *adv.*** without interest or concern (217)
5. **agitation, *n.*** a state of being upset or disturbed (218)

Chapter 25

6. **perceptibly, *adv.*** in a way that can be noticed (231)
7. **moralist, *n.*** a person involved with regulating the morals or ethics of others (234)
8. **slander, *v.*** to defame or utter false charges to hurt someone else's reputation (234)

NAME: _____

DATE: _____

Chapters 24 and 25

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. What impact does the use of the phrase “divide the spoils” have on this scene in the story?

2. How did Roper and Gasbang acquire the claim on the Mechlins’ land? What was their goal?

3. Why do you think the judge ruled in favor of Roper and Gasbang? How does this develop or reinforce a theme of the book?

4. How do the problems of Gabriel and Victoriano develop or reinforce one of the book's themes?

5. Why does Gabriel keep his training as a mason a secret?

6. Why does Clarence stay away for several years?

7. Lizzie receives money from her mother to return home, but Gabriel chooses to continue to work as a mason. What does this reveal about Gabriel's character?

NAME: _____

DATE: _____

8. How do the events related to Gabriel's injury develop or reinforce class differences?

9. How does Clarence feel about meeting his father after such a long absence? Why does he feel this way?

10. Why does Darrell say he "murdered the don"?

11. What does Darrell say that reinforces the theme of injustice in the book?

12. Why are ranchos like the one owned by Doña Josefa hard to sell?

**Morphology: Greek/Latin Roots *totus*, *tractum*, *usus*,
vacuus, *verto*, and *via***

Using your knowledge of this lesson's word roots and context clues, fill in the blank in each sentence with a word from the list below.

reverted	vacant	factotum	abuse
usage	extrovert	deviated	totalitarian
intractable	detractors	vacuous	devious

1. In a _____ government, the authorities control everything.
2. The leader _____ from the traditional path and went off in a new direction.
3. After a period of good behavior, the robber _____ to his old ways, turning back to a life of crime.
4. The candidate's _____ did everything in their power to drag her down.
5. That _____ look in your eyes tells me your mind is elsewhere.
6. _____, or how we use words, is one of the main parts of the conventions of standard English.
7. A _____ is someone who does everything for someone.
8. An _____ conflict is one that is difficult to bring to resolution.

9. To _____ a privilege is to use it in a way that is inappropriate or harmful.
10. A _____ person is one who is empty-headed or inattentive.
11. An _____ is a person who is psychologically turned outward toward other people.
12. A _____ person is one who figures out a way to get around the rules.

NAME: _____

6.5

DATE: _____

Plan: Brainstorm Categories

Read the two examples below. Then read the third topic, and come up with three possible categories for an essay on this topic.

Topic: Influences on Mexican American Culture		
Category 1 Indigenous influences	Category 2 Colonial Spanish influences	Category 3 Modern influences

Topic: The Chicano Movement		
Category 1 Roots and causes	Category 2 Politics	Category 3 Arts

Topic: Achievements of Mexican Americans		
Category 1	Category 2	Category 3

NAME: _____

6.6

DATE: _____

Plan: Informative Essay Concept Map

Use this Concept Map to plan your informative essay.

Introduction

Background information about the overall topic and your thesis

Category 1:

Facts and details about
category 1

Category 2:

Facts and details about
category 2

Category 3:

Facts and details about
category 3

Possible Media

Possible Media

Possible Media

Conclusion

Restate thesis and summarize main ideas

NAME: _____

DATE: _____

Grammar: Verb Moods

Follow the instructions to write sentences using different verb moods.

1. Use the indicative verb mood to tell Maria that she is a source of pride in her community.

2. Use the indicative verb mood to tell the class that you study for two hours every evening.

3. Use the interrogative verb mood to ask Lesya how she manages always to be on time.

4. Use the interrogative verb mood to ask Olivia how your outfit looks to her.

5. Use the imperative verb mood to tell your classmates to close their eyes and think happy thoughts.

6. Use the imperative verb mood to suggest to your friend Oscar that the two of you go see a movie tonight.

7. You don't own a pet lemur. Use the subjunctive verb mood to say you wish you did.

8. You stayed up so late last night that you are tired today. Use the subjunctive verb mood to express your regret. Start the sentence with "If only"

NAME: _____

DATE: _____

9. Your friend Zach forgot to study for an important test. Use the conditional verb mood to tell him that you would not have forgotten.

10. Your friend Rihanna did not show up on time. Use the conditional verb mood to tell her that you would have.

11. You did not have enough time to finish the test. Imagine that the opposite were true. What would have been the outcome? Start your sentence with “If . . .”

12. You do not sing like an angel. Imagine if the opposite were true. What would be the outcome? (Hint: People who sing like an angel have lots of admirers.) Start your sentence with “If . . .”

NAME: _____

DATE: _____

Draft: Use Transitions

Here are some transitional words and phrases that you can use to connect ideas in your essay.

To introduce or add information	To introduce an example	To restate or clarify	To show contrast
In addition, . . . Furthermore, . . . Likewise, . . . Finally, . . .	For example, . . . For instance, . . . To illustrate, . . .	In other words, . . . To clarify, . . . In general, . . .	In contrast, . . . Conversely, . . . On the other hand . . . However, . . .

You can craft longer transitions to specifically connect categories in your essay. Read the first two paragraphs to see how each paragraph relates to the other. Then write a transitional sentence for the third paragraph on the blank lines.

The construction of the intercontinental railroad was a monumental feat of engineering that helped to transform the United States in the mid-19th century. The project involved linking the eastern and western coasts of the country by rail. The building of the railroad required a large **workforce** and forever changed the country's landscape.

Chinese immigrants played a significant role in the construction of the intercontinental railroad. Many of these immigrants arrived in the United States during the mid-19th century seeking employment opportunities. Although they were instrumental in the completion of the railroad, Chinese workers faced racism, discrimination, and harsh working conditions.

The government granted large portions of land to the railroad companies, and this land was often taken from indigenous tribes who had lived on it for generations. Corruption and fraud were also problems that arose. The Union Pacific Railroad, which was responsible for the eastern portion of the railroad, was investigated by the U.S. government for corruption and other illegal activities.

NAME: _____

DATE: _____

Draft: Informative Essay

Use this page to begin drafting your informative essay.

Introduction:

- Background to introduce topic
- Clearly stated thesis

Body paragraphs:

- Group information logically into categories.
- Use a formal style.
- Use precise word choice.
- Add ideas for media.

Conclusion: Restate thesis in a fresh way and wrap up the essay.

NAME: _____

DATE: _____

**Morphology: Greek/Latin Roots *totus*, *tractum*, *usus*,
vacuus, *verto*, and *via***

Use your knowledge of this lesson's word roots and context clues to identify the meaning of the underlined word in each sentence. Then write a definition on the line following the sentence.

1. Joel curbed his spending for a while, but then he reverted to his wasteful ways.

2. Between the two houses was a vacant lot where the kids used to play catch.

3. My mom's assistant is a factotum. He handles all of her business, professional and personal.

4. The corrupt politician abused the judicial system by filing frivolous lawsuits.

5. We discovered the broken pipe when our water usage skyrocketed.

6. The state troopers diverted traffic away from the scene of the accident.

7. My English teacher is certain to notice any deviation from the rules of grammar.

8. The totality of their income was spent on food and housing.

9. The children's intractable misbehavior overwhelmed their caretaker.

10. He seemed not to grasp the reporter's questions, responding with only a vacuous smile.

11. The fact that you felt afraid does not detract from the heroism you showed.

12. Octopuses are devious creatures who can find clever ways to escape their tanks.

NAME: _____

7.5

DATE: _____

Write an Informative Essay Rubric

	Exemplary	Strong	Developing	Beginning
Content	Information is factual and from high-quality, credible sources. Thesis is interesting and engaging and thoroughly supported with well-researched information.	Most information is factual and from credible sources. Thesis is interesting and mostly supported with researched information.	Information is somewhat factual, and sources are somewhat credible. Thesis is somewhat supported.	Information is not factual. Thesis is missing or unsupported.
Organization and Format	Categories are logical and logically organized. Main ideas are clear, and supporting details are relevant and sufficient.	Categories are logical and fairly well ordered. Main ideas are mostly clear, and supporting details are mostly relevant and sufficient.	Categories may be somewhat unorganized or lacking connection. Main ideas are somewhat clear, and supporting details may not be entirely relevant or sufficient.	Categories are unorganized or don't have a unifying thread. Main ideas are unclear, and supporting details are insufficient and irrelevant.
	Citations and bibliographic entries are used and formatted correctly.	Most citations and bibliographic entries are used and formatted correctly.	Some citations and bibliographic entries are used and formatted correctly.	Citations and bibliographic entries are absent or incorrect.
Use of Media	Visuals or other media are used to add interest and meaning and support main ideas.	Visuals or other media relevant to the topic are used.	Visuals or other media are used but do not always relate clearly to main ideas.	No additional media are used to support the essay's content.

	Exemplary	Strong	Developing	Beginning
Conclusion	The essay concludes in a satisfying way.	The essay concludes in a mostly satisfying way.	The essay concludes in a somewhat satisfying way.	The conclusion of the essay is far too brief or missing.
Language	Transitional words, phrases, and clauses are used to make connections between ideas clear.	Some transitional words, phrases, and clauses are used to make connections between ideas.	Few transitional words, phrases, and clauses are used to connect ideas.	Very few or no transitional words, phrases, or clauses are used.
	Style is consistently formal and appropriate to the task and audience.	Style is mostly formal and appropriate to the task and audience.	Style is somewhat formal and mostly appropriate to the task and audience.	Style is informal and not appropriate to the task and audience.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand meaning.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

Write an Informative Essay Peer Review Checklist

Complete this checklist as you read the draft of the informative essay written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The informative essay is written in a formal style.

_____ The informative essay clearly states a thesis.

_____ The informative essay is well organized, grouping information into logical categories.

_____ The informative essay uses media to add meaning or clarify ideas.

_____ The informative essay uses precise language.

_____ The informative essay uses transitional words, phrases, and clauses to connect categories and ideas.

_____ The informative essay includes properly formatted citations and bibliographic entries.

_____ The informative essay is engaging and interesting to read.

_____ The informative essay comes to a conclusion that is satisfying.

Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?	Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your own writing?	Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?
Feedback #1:		

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?	Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?	Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?
Feedback #2:		

NAME: _____

8.1

DATE: _____

Write an Informative Essay Editing Checklist

Write an Informative Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
<ul style="list-style-type: none">• I have used precise language.• I have used specific words related to the topic.	
Format	
<ul style="list-style-type: none">• I have inserted paragraph breaks at logical places in the narrative.• I have titled my writing.• I have included the proper heading, including my name, my teacher's name, the class title, and the date.• I have formatted citations and bibliographies correctly.	
Grammar	
<ul style="list-style-type: none">• I have used complete, correctly formed sentences.• I have maintained a formal style.• I have used verb tenses and participles correctly.• I have used verbals and verb moods correctly.• I have corrected misplaced and dangling modifiers.	
Spelling	
<ul style="list-style-type: none">• I have used resources to check my spellings.• I have spelled words with Greek and Latin roots and affixes correctly.• I have used commonly confused words correctly.	

Write an Informative Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Punctuation	
<ul style="list-style-type: none"> • I have used end marks (periods, question marks, exclamation points) correctly. • I have used a comma after introductory words, phrases, and clauses. • I have used quotation marks, commas, and end marks correctly in quotations. • I have used hyphens, ellipses, and dashes correctly. 	

Unit Assessment—*The Squatter and the Don*

Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Excerpt from *The Octopus: A Story of California*, by Frank Norris

1. At once the homeward movement began. Every one was worn out. Some of the ranchers' daughters had gone to sleep against their mothers' shoulders.
2. Billy, the stableman, and his assistant were awakened, and the teams were hitched up. The stable yard was full of a maze of swinging lanterns and buggy lamps. The horses fretted, champing the bits; the carry-alls creaked with the straining of leather and springs as they received their loads. At every instant one heard the rattle of wheels as vehicle after vehicle disappeared in the night.
3. A fine, drizzling rain was falling, and the lamps began to show dim in a vague haze of orange light.
4. Magnus Derrick was the last to go. At the doorway of the barn he found Annixter, the roll of names—which it had been decided he was to keep in his safe for the moment—under his arm. Silently the two shook hands. Magnus departed. The grind of the wheels of his carry-all grated sharply on the gravel of the driveway in front of the ranch house, then, with a hollow roll across a little plank bridge, gained the roadway. For a moment the beat of the horses' hoofs made itself heard on the roadway. It ceased. Suddenly there was a great silence.
5. Annixter, in the doorway of the great barn, stood looking about him for a moment, alone, thoughtful. The barn was empty. That astonishing evening had come to an end. The whirl of things and people, the crowd of dancers, Delaney, the gun fight, Hilma Tree, her eyes fixed on him in mute confession, the rabble in the harness room, the news of the regrade, the fierce outburst of wrath, the hasty organising of the League, all went spinning confusedly through his recollection. But he was exhausted. Time

enough in the morning to think it all over. By now it was raining sharply. He put the roll of names into his inside pocket, threw a sack over his head and shoulders, and went down to the ranch house.

6. But in the harness room, lighted by the glittering lanterns and flaring lamps, in the midst of overturned chairs, spilled liquor, cigar stumps, and broken glasses, Vanamee and Presley still remained talking, talking. At length, they rose, and came out upon the floor of the barn and stood for a moment looking about them.
7. Billy, the stableman, was going the rounds of the walls, putting out light after light. By degrees, the vast interior was growing dim. Upon the roof overhead the rain drummed incessantly, the eaves dripping. The floor was littered with pine needles, bits of orange peel, ends and fragments of torn organdies and muslins and bits of tissue paper from the “Phrygian Bonnets” and “Liberty Caps.” The buckskin mare in the stall, dozing on three legs, changed position with a long sigh. The sweat stiffening the hair upon her back and loins, as it dried, gave off a penetrating, ammoniacal odour that mingled with the stale perfume of sachet and wilted flowers.

Questions

1. What mood is established in the first two paragraphs of this passage? What details establish this mood?

NAME: _____

DATE: _____

2. Read the sentence from paragraph 4:

The grind of the wheels of his carry-all grated sharply on the gravel of the driveway in front of the ranch house, then, with a hollow roll across a little plank bridge, gained the roadway.

Which word combines with the word *grind* to describe the harsh sound of the wheels?

- A. plank
 - B. gained
 - C. roll
 - D. grated
3. What do you learn about Annixter from the description of his thoughts?

4. **PART A**

Which sentence from paragraph 2 includes a metaphor?

- A. At every instant one heard the rattle of wheels as vehicle after vehicle disappeared in the night.
- B. Billy, the stableman, and his assistant were awakened, and the teams were hitched up.
- C. The horses fretted, champing the bits; the carry-alls creaked with the straining of leather and springs as they received their loads.
- D. The stable yard was full of a maze of swinging lanterns and buggy lamps.

PART B

What mood is established or reinforced by this metaphor?

- A. anxious
- B. eerie
- C. chaotic
- D. peaceful

5. What themes are explored in this excerpt? Explain in your own words.

Excerpt from *Riders of the Purple Sage*, by Zane Grey

1. A sharp clip-clop of iron-shod hoofs deadened and died away, and clouds of yellow dust drifted from under the cottonwoods out over the sage.
2. Jane Withersteen gazed down the wide purple slope with dreamy and troubled eyes. A rider had just left her and it was his message that held her thoughtful and almost sad, awaiting the churchmen who were coming to resent and attack her right to befriend a Gentile.
3. She wondered if the unrest and strife that had lately come to the little village of Cottonwoods was to involve her. And then she sighed, remembering that her father had founded this remotest border settlement of southern Utah and that he had left it to her. She owned all the ground and many of the cottages. Withersteen House was hers, and the great ranch, with its thousands of cattle, and the swiftest horses of the sage. To her belonged Amber Spring, the water which gave verdure and beauty to the village and made living possible on that wild purple upland waste. She could not escape being involved by whatever befell Cottonwoods.
4. That year, 1871, had marked a change which had been gradually coming in the lives of the peace-loving Mormons of the border. Glaze—Stone Bridge—Sterling, villages to the north, had risen against the invasion of Gentile settlers and the forays of rustlers. There had been opposition to the one and fighting with the other. And now Cottonwoods had begun to wake and bestir itself and grown hard.
5. Jane prayed that the tranquility and sweetness of her life would not be permanently disrupted. She meant to do so much more for her people than she had done. She wanted the sleepy quiet pastoral days to last always. Trouble between the Mormons and the Gentiles of the community would make her unhappy. She was Mormon-born, and she was a friend to poor and unfortunate Gentiles. She wished only to go on doing good and being happy. And she thought of what that great ranch meant to her. She loved it all—the grove of cottonwoods, the old stone house, the amber-tinted water, and the droves of shaggy, dusty horses and mustangs, the sleek, clean-limbed, blooded racers, and the browsing herds of cattle and the lean, sun-browned riders of the sage.

6. While she waited there she forgot the prospect of untoward change. The bray of a lazy burro broke the afternoon quiet, and it was comfortingly suggestive of the drowsy farmyard, and the open corrals, and the green alfalfa fields. Her clear sight intensified the purple sage-slope as it rolled before her. Low swells of prairie-like ground sloped up to the west. Dark, lonely cedar-trees, few and far between, stood out strikingly, and at long distances ruins of red rocks. Farther on, up the gradual slope, rose a broken wall, a huge monument, looming dark purple and stretching its solitary, mystic way, a wavering line that faded in the north. Here to the westward was the light and color and beauty. Northward the slope descended to a dim line of cañons from which rose an up-flinging of the earth, not mountainous, but a vast heave of purple uplands, with ribbed and fan-shaped walls, castle-crowned cliffs, and gray escarpments. Over it all crept the lengthening, waning afternoon shadows.

Questions

6. Who is Jane Withersteen?

7. Read this sentence from paragraph 6.

While she waited there she forgot the prospect of untoward change.

What does *untoward* mean in this sentence?

- A. beneficial
- B. sudden
- C. unexpected
- D. unfortunate

NAME: _____

DATE: _____

8. Which sentence best describes what is troubling Jane in this excerpt?

- A. She misses the quiet life she once lived.
- B. She is frightened by the lawlessness of the West.
- C. She finds it difficult to manage the huge ranch she has inherited.
- D. She is worried about the conflict among groups in her community.

9. How does the author's description of the setting influence the events?

10. **PART A**

The main conflict in this story is between what two groups of people?

PART B

What evidence in the story supports the idea that this is a conflict between both cultures and socioeconomic classes?

11. Summarize the events in this excerpt.

12. This passage from *Riders of the Purple Sage* use rich imagery to portray the scene. Choose an image that you find particularly effective, and explain why you find it so.

<i>Reading Comprehension Score:</i> _____ <i>of 12 points.</i>
--

DATE: _____

ASSESSMENT

[illegible]

Writing Prompt Score: _____ of 4 points.

NAME: _____

DATE: _____

Grammar

Follow the instructions to write sentences using different verb moods.

1. Yukio did not call to tell you she would be late. Use the conditional verb mood to tell her what you would have done in that situation (called).

2. Use the interrogative verb mood to ask Ari why he never studies before a test.

3. Use the indicative verb mood to tell Nikki that you don't feel up to skating.

4. Use the interrogative verb mood to ask Bella whether she's going to a play this evening.

5. Use the indicative verb mood to tell your teacher Mr. Moody that you slept through your alarm this morning.

6. Use the imperative verb mood to tell Darius to be a good friend and help you with your homework.

7. You don't live in Paris. Use the subjunctive verb mood to say you wish you did.

NAME: _____

DATE: _____

8. You did not have enough money to buy a plane ticket to Aruba. Imagine that the opposite were true. What would have been the outcome? Start your sentence with “If . . .”

9. Use the imperative verb mood to suggest to your family that you all camp here for the night.

10. You ran out of time before you finished the test. Use the subjunctive verb mood to express your regret. Start the sentence with “If only . . .”

11. Your friend Salman did not apologize after spilling juice on your homework. Use the conditional verb mood to tell him that you would have.

12. Your dog does not know how to talk. Imagine if the opposite were true. What would be the outcome? (Hint: Dogs that talk get asked to appear on television.) Start your sentence with “If . . .”

Grammar Score: _____ of 12 points.

NAME: _____

DATE: _____

Morphology

Fill in the blank after each numbered word with the letter corresponding to its definition.

- | | |
|-----------------------|--|
| 1. usage _____ | A. to turn something into something else |
| 2. factotum _____ | B. form of government exercising total control |
| 3. deviation _____ | C. take away from |
| 4. revert _____ | D. empty-headed |
| 5. vacant _____ | E. the way or amount something is used |
| 6. viaduct _____ | F. unmanageable; unstoppable |
| 7. totalitarian _____ | G. tending to misuse or treat badly |
| 8. detract _____ | H. empty |
| 9. abusive _____ | I. departure from a set path |
| 10. convert _____ | J. a roadway over a valley or another road |
| 11. vacuous _____ | K. to go back to |
| 12. intractable _____ | L. employee who does everything |

<i>Morphology Score: _____ of 12 points.</i>
<i>Total Score for Unit Assessment: _____ of 42 points.</i>

NAME: _____

9.2

DATE: _____

Unit Feedback Survey

Unit 6: *The Squatter and the Don*

Please use a scale of 1–5, with 1 being “not at all,” 3 being “OK,” and 5 being “very much.” Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the text *The Squatter and the Don*?

1

2

3

4

5

What, if anything, did you like about the book?

What, if anything, did you not like about the book?

Were you able to read and understand most of the book on your own, or did you have difficulty?

Would you recommend this book to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1 2 3 4 5

What kinds of activities did you like best?

What kind of activities did you like least?

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

E.1

DATE: _____

Dramatic Performance of *The Squatter and the Don*

Use the space below to take notes for a script of a chapter or scene from The Squatter and the Don. Then perform the chapter or scene before the class.

Scene: _____

Characters: _____

Notes: _____

[illegible]

Starred Review of *The Squatter and the Don*

Fill in the stars to rate the book, with 5 stars representing “highly recommended” and 1 star representing “not recommended.” Then, write a review describing what you did and did not like about the book. Focus on giving prospective readers advice about whether or not they should read the book.

[illegible]

NAME: _____

E.3

ENRICHMENT

DATE: _____

Book Cover for *The Squatter and the Don*

Create a new book cover for The Squatter and the Don. Include a picture for the front cover and a synopsis (or short summary of the book) on the back that will encourage prospective readers to purchase the book. Use the space here to design your cover.

Front cover:

Back cover:

[illegible]

NAME: _____

PP.1

DATE: _____

Grammar: Verb Moods

Verb moods differ according to the purpose of the sentence in which they are used. For each of the example sentences below, underline the verb or verbs, including any helping verbs.

The indicative mood is used to make statements.

1. My cousin ran five miles.
2. I will go fishing next week.

The interrogative mood is used to ask questions.

3. Can you show me the way to the beach?
4. Are you going to sing in the choir?

The imperative mood is used to give commands

5. Sing with as much volume as possible!
6. Let us enjoy our time together!

The subjunctive mood is used to describe actions that are contrary to fact.

7. If only I could play chess.
8. If only I had known the words to that song.

The conditional mood is used to describe actions that are conditional.

9. I would not have left the door open.

10. We would be glad to.

The subjunctive and conditional moods are often used together to make if-then statements.

11. If I played chess, I would challenge you to a game.

12. If I had known about the curfew, I would have stayed home.

**Morphology: Greek/Latin Roots *totus, tractum,*
*usus, vacuus, verto, and via***

Review the list of word roots and their meanings. Then, circle the word in each sentence that contains the root.

totus: whole, entire

tractum: to drag; to pull

usus: to use

vacuus: empty

verto: to turn

via: road; way

1. Write the total at the bottom of the column of numbers.
2. The large truck drove over the viaduct.
3. He is just trying to attract attention.
4. Can you convert feet into meters?
5. Round up the usual suspects.
6. The kids played ball on a vacant lot.
7. A totalitarian government exercises strong control over people.
8. Heavy traffic protracted our drive.
9. In time, they reverted to their earlier behavior.
10. Be careful not to abuse your library privileges.
11. They went on vacation two weeks ago.
12. We decided to travel to I-80 via Lafayette Road.

NAME: _____

DATE: _____

Student Resources

In this section you will find:

- SR.1—Glossary for *The Squatter and the Don*
- SR.2—The Writing Process
- SR.3—Write an Informative Essay Rubric
- SR.4—Write an Informative Essay Peer Review Checklist
- SR.5—Write an Informative Essay Editing Checklist
- SR.6—Proofreading Symbols

Glossary for *The Squatter and the Don*

A

adhere, *v.* to cling to (**adhering**)

agitated, *adj.* disturbed and upset

agitation, *n.* a state of being upset or disturbed

aloof, *adj.* cool and distant

amiably, *adv.* in a genial and agreeable way

anecdotes, *n.* brief accounts of a real event

appropriate, *v.* to set apart for a particular use (**appropriating**)

appropriation, *n.* a sum of money devoted to a particular purpose

aspirations, *n.* breaths

atrocious, *adj.* appalling; exceedingly cruel or wicked

attentively, *adv.* while giving close attention; observantly

attorney general, *n.* the lead person representing a state or country in legal proceedings

audibly, *adv.* aloud; in a way that can be heard

authorize, *v.* to officially endorse or permit

B

bewitching, *adj.* seductively attractive

C

clarify, *v.* to make clear

comply, *v.* to conform or follow as required or requested

composure, *n.* calm manner or bearing

construe, *v.* to interpret in a specific way (**construed**)

convene, *v.* to gather; to come together (**convenes**)

conveyance, *n.* the means by which title to a property is transferred

corroborate, *v.* to support with knowledge or authority (**corroborated**)

D

deliberate, *v.* to consider or discuss carefully (**deliberating**)

despoil, *v.* to strip of (**despoiled**)

disapprove, *v.* to have an unfavorable opinion of

disengaged, *adj.* vacant; not in use

dishonorable, *adj.* shameful

E

edifice, *n.* an impressive building

eminently, *adv.* very; to a high degree

exasperated, *adj.* extremely irritated or fed up

exhilarating, *adj.* causing strong feelings of happiness or excitement

expanse, *n.* something that is wide and spread out

exquisite, *adj.* intense

F

fatality, *n.* death caused by an accident or violence

G

genial, *adj.* friendly; good-natured

I

imperative, *adj.* critical; not to be avoided

implore, *v.* to ask earnestly (**implored**)

impoverish, *v.* to make poor or bring into poverty (**impoverished**)

inclination, *n.* a tendency toward something

indifferent, *adj.* lacking interest or concern

indifferently, *adv.* without interest or concern

infamous, *adj.* wicked; disgraceful

intuitively, *adv.* instinctively; in a way that does not use reasoning or logic

irony, *n.* a situation that is the opposite of what one expects

J

judicious, *adj.* exercising good judgment

L

lavish, *v.* to spend abundantly or without restraint (**lavishing**)

litigation, *n.* the process of taking legal action

M

manipulation, *n.* the act of influencing by unfair or unscrupulous means, particularly to one's own advantage

meditations, *n.* thoughts

moralist, *n.* a person involved with regulating the morals or ethics of others

mute, *adj.* silent

O

onerous, *adj.* burdensome

P

pacify, *v.* to quell the anger of; to soothe

pallor, *n.* paleness

perceptibly, *adv.* in a way that can be noticed

perpetrate, *v.* to commit; to carry out (**perpetrated**)

perplexities, *n.* things that cause confusion or bewilderment

pilgrimage, *n.* a long journey usually taken for religious purposes

pittance, *n.* a meager amount of money

precarious, *adj.* dangerous; dependent on uncertain conditions

precisely, *adv.* exactly; without vagueness

preposterous, *adj.* absurd

proposition, *n.* a suggested plan of action, as in a business deal

R

redouble, *v.* to make twice as great; to intensify

reflection, *n.* serious thought or consideration

reiterate, *v.* to say or do something over again or repeatedly

rejoinder, *n.* a witty reply

remand, *v.* to return to a lower court to reconsider

renounce, *v.* to refuse; to repudiate

resolve, *n.* determination; single-mindedness

risibility, *n.* the ability to laugh

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S

salutation, *n.* a gesture or comment made to recognize someone's arrival or departure

scapegoat, *n.* a person who bears the blame for others

singular, *adj.* highly unusual

slander, *v.* to defame or utter false charges to hurt someone else's reputation

solicitor general, *n.* the law officer directly below the attorney general

stance, *n.* an attitude toward or opinion of something

subsequent, *adj.* coming after in time; following

subsidies, *n.* money granted by the government to assist an industry or business to keep a price low

suppress, *v.* to restrain; to hold back

survey, *v.* to have measurements taken in order to determine the form, extent, and position of land or property (**surveyed**)

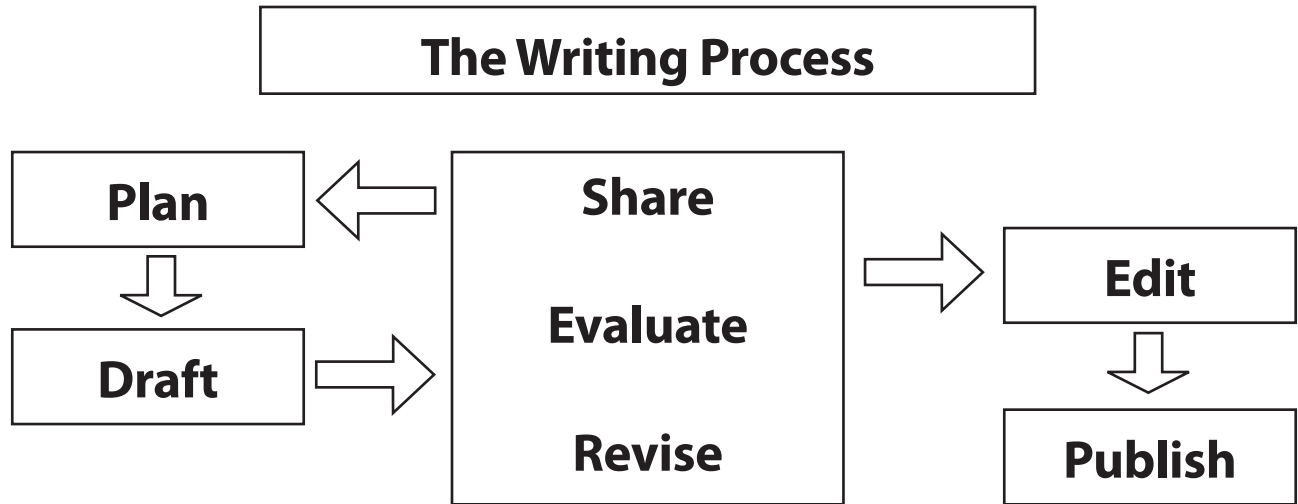
V

validity, *n.* the state of being legally or officially binding

vigil, *n.* a period of staying awake to keep watch or to pray

NAME: _____

DATE: _____



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DATE: _____

Write an Informative Essay Rubric

	Exemplary	Strong	Developing	Beginning
Content	Information is factual and from high-quality, credible sources. Thesis is interesting and engaging and thoroughly supported with well-researched information.	Most information is factual and from credible sources. Thesis is interesting and mostly supported with researched information.	Information is somewhat factual, and sources are somewhat credible. Thesis is somewhat supported.	Information is not factual. Thesis is missing or unsupported.
Organization and Format	Categories are logical and logically organized. Main ideas are clear, and supporting details are relevant and sufficient.	Categories are logical and fairly well ordered. Main ideas are mostly clear, and supporting details are mostly relevant and sufficient.	Categories may be somewhat unorganized or lacking connection. Main ideas are somewhat clear, and supporting details may not be entirely relevant or sufficient.	Categories are unorganized or don't have a unifying thread. Main ideas are unclear, and supporting details are insufficient and irrelevant.
	Citations and bibliographic entries are used and formatted correctly.	Most citations and bibliographic entries are used and formatted correctly.	Some citations and bibliographic entries are used and formatted correctly.	Citations and bibliographic entries are absent or incorrect.

	Exemplary	Strong	Developing	Beginning
Use of Media	Visuals or other media are used to add interest and meaning and support main ideas.	Visuals or other media relevant to the topic are used.	Visuals or other media are used but do not always relate clearly to main ideas.	No additional media are used to support the essay's content.
Conclusion	The essay concludes in a satisfying way.	The essay concludes in a mostly satisfying way.	The essay concludes in a somewhat satisfying way.	The conclusion of the essay is far too brief or missing.
Language	Transitional words, phrases, and clauses are used to make connections between ideas clear.	Some transitional words, phrases, and clauses are used to make connections between ideas.	Few transitional words, phrases, and clauses are used to connect ideas.	Very few or no transitional words, phrases, or clauses are used.
	Style is consistently formal and appropriate to the task and audience.	Style is mostly formal and appropriate to the task and audience.	Style is somewhat formal and mostly appropriate to the task and audience.	Style is informal and not appropriate to the task and audience.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand meaning.

NAME: _____

DATE: _____

Write an Informative Essay Peer Review Checklist

Complete this checklist as you read the draft of the informative essay written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The informative essay is written in a formal style.

_____ The informative essay clearly states a thesis.

_____ The informative essay is well organized, grouping information into logical categories.

_____ The informative essay uses media to add meaning or clarify ideas.

_____ The informative essay uses precise language.

_____ The informative essay uses transitional words, phrases, and clauses to connect categories and ideas.

_____ The informative essay includes properly formatted citations and bibliographic entries.

_____ The informative essay is engaging and interesting to read.

_____ The informative essay comes to a conclusion that is satisfying.

Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?	Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your own writing?	Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?
Feedback #1:		

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?	Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?	Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?
Feedback #2:		

NAME: _____

DATE: _____

Write an Informative Essay Editing Checklist

Write an Informative Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
<ul style="list-style-type: none"> • I have used precise language. • I have used specific words related to the topic. 	
Format	
<ul style="list-style-type: none"> • I have inserted paragraph breaks at logical places in the narrative. • I have titled my writing. • I have included the proper heading, including my name, my teacher's name, the class title, and the date. • I have formatted citations and bibliographies correctly. 	
Grammar	
<ul style="list-style-type: none"> • I have used complete, correctly formed sentences. • I have maintained a formal style. • I have used verb tenses and participles correctly. • I have used verbals and verb moods correctly. • I have corrected misplaced and dangling modifiers. 	
Spelling	
<ul style="list-style-type: none"> • I have used resources to check my spellings. • I have spelled words with Greek and Latin roots and affixes correctly. • I have used commonly confused words correctly. 	

Write an Informative Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Punctuation	
<ul style="list-style-type: none"> • I have used end marks (periods, question marks, exclamation points) correctly. • I have used a comma after introductory words, phrases, and clauses. • I have used quotation marks, commas, and end marks correctly in quotations. • I have used hyphens, ellipses, and dashes correctly. 	

NAME: _____

SR.6

RESOURCES

DATE: _____

Proofreading Symbols

^

Insert

⊙

Insert period

^,

Insert comma

^/

Insert apostrophe

#

Insert space

¶

New paragraph

no ¶

No new paragraph

○

Close up the space

bcap

Capitalize

B lc

Make lowercase (small letter)

e

Delete

rwd.

Reword

←

Move according to arrow direction

↔

Transpose

[

Move to the left

]

Move to the right

a

Add a letter



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