Unit 6

90 Miles to Havana

By Enrique Flores-Galbis

Activty Book

GRADE 6 Core Knowledge Language Arts®

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Activity Book

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Unit 6

90 Miles to Havana

by Enrique Flores-Galbis

Activity Book

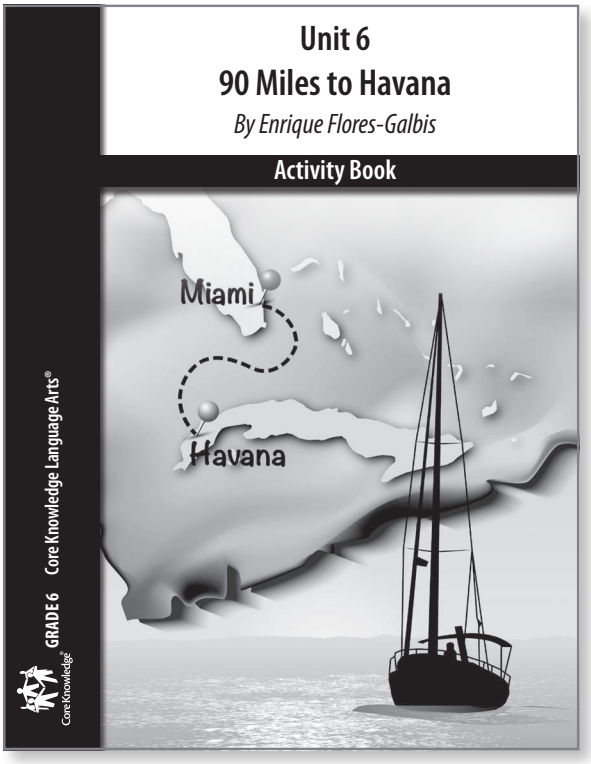
This Activity Book contains Activity Pages that accompany the lessons from the CKLA Unit 6 Teacher Guide for *90 Miles to Havana*. The Activity Pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two Activity Pages for Lesson 4, the first will be numbered 4.1, and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Letter to Family

Unit 6



Our class will begin a unit in language arts in which students will read chapters from *90 Miles to Havana*, a historical novel by Enrique Flores-Galbis. The novel is based on his experiences of leaving Cuba when he was a boy at the beginning of the Cuban Revolution. In this unit, students will not only read the novel, they will also learn about Latin American history and the Cuban Revolution.

Units 1 and 2 of the Grade 6 CKLA program introduced Grade 6 students to the idea of identity—what makes us who we are. This unit gives students an additional opportunity to think about and discuss the idea of identity in literature and in their own lives. In *90 Miles to Havana*, students will observe how the main character's identity is defined by and changes in the eyes of others as a result of new environments and experiences. In Cuba, the protagonist's family is part of the educated affluent class. Then he becomes a refugee and temporary orphan of the revolution and finally an immigrant to a new country.

90 Miles to Havana includes the potentially sensitive topic of the Cuban Revolution and the resulting immigration of Cuban families to the United States. This includes scenes of families losing their homes and of children being temporarily separated from their parents. These topics are often emotionally charged and may be challenging to discuss with middle school students. Throughout this unit, students will be given opportunities and support to reflect on these challenging issues. If you wish, you may ask your students to read with you and share what they learned in each day's class discussion. Note that in the interest of time, students will not be reading all of the chapters in *90 Miles to Havana*. If your child wishes to read the remaining chapters, you may want to review or read them together.

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

NAME: _____

DATE: _____

Map of Latin America

*Haiti and the Dominican Republic are the present-day countries that make up the island of Hispaniola.

NAME: _____

DATE: _____

Timeline of Latin American History

1200 BCE–1521 CE	**Pre-Columbian Empires** Olmec (1200–400 BCE) Maya (500 BCE–800 CE) Inca (1250–1532 CE) Aztec (1430–1521 CE)
1492	**Christopher Columbus Arrives in the New World** Columbus sails from Spain in an attempt to reach the East Indies but makes landfall in the Caribbean. He brings news of the New World back to Europe and attempts to claim territory for Spain.
1494	**Treaty of Tordesillas** This treaty divides Latin America between Spain and Portugal.
1500s–1790s	**Colonial Period** Spain and Portugal establish colonies throughout Central and South America.
1790s–1825	**Latin American Revolutions** Economic problems and war in Europe weaken the power of Spain and Portugal, allowing Latin American nations to begin fighting for their independence. By 1825, most Latin American nations have gained their independence.

NAME: _____

DATE: _____

The Cuban Revolution

Read this passage about the Cuban Revolution.

After the end of the Spanish-American War in 1898, Cuba became a United States protectorate. This means that the United States protected Cuba from military attacks by other countries. In exchange, the United States largely controlled Cuba's government. This gave Cuba time to develop its own government before it gained independence in 1902. Many American businesses established themselves in Cuba during this time. Even after Cuba became independent, the United States remained deeply involved there. American companies operating in Cuba dominated the economy, making the country highly dependent on the United States. In addition, Cuban governments were often **corrupt** and favored U.S. business interests. This caused many Cubans to oppose the nation's rulers and **fueled** anti-American feelings, especially among working-class Cubans.

In 1940, an army officer named Fulgencio Batista was elected president of Cuba. As president, Batista built schools and helped the economy grow. Many Cubans liked him. But in the election of 1944, Batista's chosen candidate was defeated. Batista ran for president again in 1952. When he realized he was not going to win the election, he **overthrew** the Cuban government with the help of Cuba's military. After gaining power again, Batista ruled as a **dictator**. He shut down the Cuban legislature and called for new elections in 1954.

A young Cuban lawyer named Fidel Castro was running for the Cuban House of Representatives in 1952. When Batista cancelled the elections, Castro and his supporters—including his brother Raúl—began plotting to take down Batista's dictatorship. On July 26, 1953, Castro and some **revolutionaries** attacked a Cuban army **barracks**. The attack failed. Castro was sent to prison, and most of his followers were killed or arrested.

When Castro was released from prison in 1955, he joined other Cuban revolutionaries in Mexico, including Che Guevara. Guevara became an important ally of Castro's. An ally is someone who is on your side. They began planning an invasion of Cuba. In December 1956, Castro and about 80 other revolutionaries landed in Cuba. Batista's army attacked the revolutionaries, killing or capturing most of them. Castro and the other survivors **fled** to the Sierra Maestra mountains in southwest Cuba and began

a campaign of guerilla warfare against the government. Guerilla warfare is a type of warfare in which groups make surprise and quick small-scale raids against soldiers or other government authorities. The word *guerilla* comes from the Spanish word meaning "little war."

Other Cubans also opposed Batista's government. A group of students called the Revolutionary Directorate attacked the presidential palace in Havana in March 1957. Batista responded to these **uprisings** by **suspending** the rights of the Cuban people. Freedom of speech and freedom of assembly were taken away. In July 1958, Batista also began a military campaign against Castro's group, which was called the "26th of July Movement."

By this time, even the U.S. government's support of the Batista government was weakening. The United States had stopped supplying Batista with weapons and other aid, which made it difficult for him to equip the Cuban army. Castro invited foreign reporters into his mountain hideout to tell the world about his intention to bring justice and freedom to Cuba. Many people around the world sympathized with him and sent him money and supplies. Some foreigners even came to Cuba to fight alongside Castro and the rebels.

Batista ordered the Cuban army to attack Castro and the rebels, who were hiding in the Sierra Maestra mountains. After several clashes, Castro's forces began to gain the upper hand. By August 1958, revolutionaries had emerged from the mountains and began moving north, taking control of Cuban towns as they advanced.

On December 30, 1958, rebel forces led by Che Guevara captured a train loaded with supplies for the Cuban army. Batista knew his rule in Cuba was about to end. He fled Cuba on January 1, 1959. Guevara and his forces entered Havana on January 3. They were joined by Castro and his troops on January 8. The Cuban Revolution was over.

Fidel Castro became Cuba's ruler. His followers carried out violent reprisals—acts of revenge—against people thought to be friendly to the Batista **regime**. Many of the educated and wealthiest Cubans fled Cuba for the United States during this time. Castro formed a communist government closely aligned with the Soviet Union. In the early 1960s, the Soviet Union was a large communist dictatorship and the United States' main rival. Castro's actions led to a breakdown of relations between Cuba and the United States. In 1965, Castro allowed Cubans to leave the country. Many refugees traveled to the United States.

Vocabulary for "The Cuban Revolution"

1. **corrupt,** ***adj***. dishonest; immoral

2. **fuel,** ***v***. to stimulate; to increase (**fueled**)

3. **overthrow,** ***v***. to remove forcibly from power (**overthrew**)

4. **dictator,** ***n***. a ruler with total power over a country

5. **revolutionary,** ***n***. a person who supports great political change or revolution (**revolutionaries**)

6. **barracks,** ***n***. a building or buildings where soldiers live

7. **flee,** ***v***. to run away (**fled**)

8. **uprising,** ***n***. a rebellion (**uprisings**)

9. **suspend,** ***v***. to cancel; to stop (**suspending**)

10. **regime,** ***n***. an authoritarian government

NAME: _____

DATE: _____

Vocabulary for "Big Fish"

1. **nautical,** ***adj***. relating to ships or navigation (**1**)

2. **fighting chair,** ***n***. a chair on a boat in which someone sits when trying to catch a fish (**2**)

3. **carnival,** ***n***. a festival or show often featuring music and dancing (**2**)

4. **reveler,** ***n***. a person who celebrates in a noisy or lively way (**revelers**) (**2**)

5. **horizon,** ***n***. the line where the sky and Earth appear to meet (**4**)

6. **wake,** ***n***. a wave that is left behind a boat as it moves (**5**)

7. **waft,** ***v***. to flow gently through the air (**wafting**) (**6**)

8. **chuckle,** ***v***. to laugh quietly (**chuckles**) (**6**)

9. **indigo,** ***adj***. a blue-violet color (**8**)

10. **swell,** ***n***. an ocean wave (**swells**) (**8**)

11. **feeble,** ***adj***. weak (**12**)

12. **superstition,** ***n***. a belief or practice that is not based on facts or reality (**12**)

13. **tweak,** ***v***. to pinch or twist (**tweaks**) (**12**)

14. **grope,** ***v***. to feel around uncertainly or blindly (**gropes**) (**13**)

15. **ferry,** ***n***. a boat that carries people and goods back and forth across a body of water (**14**)

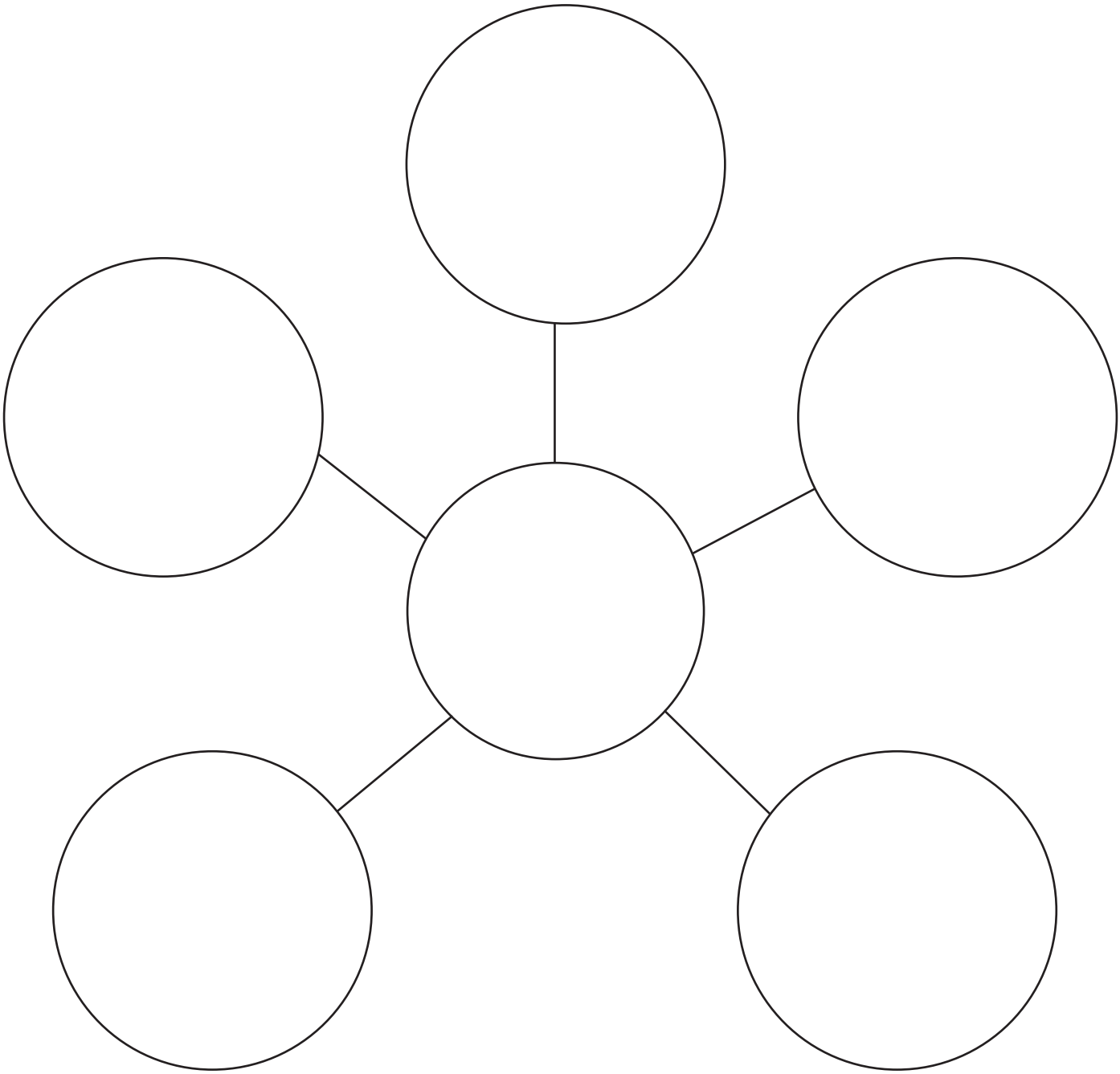
Word	Pronunciation	Page
Havana	/hə*vo*nə/	1
Bebo	/bae*boe/	1
Alquilino	/al*kee*lee*noe/	3
Angelita	/on*je*lee*to/	3
Julian	/hoo*lee*on/	3
carburetor	/kar*bə*rae*ter/	6
Maestro	/mie*stroe/	6
architect	/ar*kə*tekt/	12

NAME: _____

DATE: _____

Main Characters in "Big Fish"

Use the graphic organizer to write the names of the characters in the chapter and identify their relationship with Julian.



NAME: _____

DATE: _____

2.1 ACTIVITY PAGE

Vocabulary for "Pork Chops"

1. **flourish,** ***n***. a bold or showy gesture (**44**)

2. **glare,** ***v***. to look angrily (**glares**) (**45**)

3. **accusing,** ***adj***. in a way that suggests someone has done something wrong (**46**)

4. **dutiful,** ***adj***. obediently carrying out one's duty (**46**)

5. **black market,** ***n***. an illegal market where goods are bought and sold in violation of the law (**46**)

6. **reeducation,** ***n***. education or training to change someone's beliefs (**46**)

7. **busybody,** ***n***. a nosy or meddling person (**46**)

8. **smirk,** ***n***. an irritating, superior smile (**49**)

9. **fray,** ***v***. to become worn or strained (**fraying**) (**51**)

10. **mumble,** ***v***. to speak quietly (**53**)

11. **dazed,** ***adj***. stunned or confused (**53**)

12. **onlooker,** ***n***. a person who watches something without being directly involved (**onlookers**) (**54**)

13. **leisurely,** ***adv***. without hurry (**55**)

14. **flinch,** ***v***. to react as if in pain (**56**)

15. **bank,** ***v***. to tip or tilt sideways (**57**)

Word	Pronunciation	Page
flourish	/flər*ish/	44
Señora	/saen*yor*ə/	46
querido	/kə*ree*doe/	50
Eduardo	/ae*dwar*doe/	53
khaki	/kak*ee/	53

NAME: _____

DATE: _____

Identity Anchor Chart

As you read 90 Miles to Havana*, fill in how Julian's identity changes throughout the story. Think about how Julian sees himself as well as how others see him in each different scene in the story.*

Who Is Julian?	
at home with his family	
at the airport	
at the camp	
in Miami	
with Tomás	

with Ramirez	
on the boat	
in Connecticut	

NAME: _____

DATE: _____

2.3

Pronoun-Antecedent Agreement

Circle the pronoun that correctly agrees with the antecedent.

1. When I asked mom for a drink, you / she gave me a glass of water.

2. Neither the driver nor the passengers gave his / their opinion about the accident.

3. If any one of the boys needs a ride, he / they can call me.

4. The mittens are mine; my brother gave it / them to me as a present.

5. President Lincoln delivered his / their Gettysburg Address in 1863.

6. Aunt Rachel spent several hours shopping for a computer because she / it wanted to find a good one.

7. Many of the runners are in their / her first race.

8. The silver dollar has a picture of Susan B. Anthony on it / her.

NAME: _____

DATE: _____

2.4

Frequently Confused Words

Circle the word that correctly completes the sentence.

1. The bank is between / among the flower shop and the bakery.

2. There wasn't much agreement between / among the city council members.

3. I asked Trina to bring / take some cupcakes to my party.

4. Won't you bring / take some of these cookies home with you?

5. Do you mean to imply / infer that I am not a fast runner?

6. I can imply / infer from your happy shouts that your team won the game.

NAME: _____

DATE: _____

Writing Tips

Briefly explain why you think each of these writing tips is appropriate for business communication.

- Focus on the audience.

_____

_____

_____

- Use a professional tone.

_____

_____

_____

- Put the most important information first.

_____

_____

_____

- Keep your sentences short and to the point.

_____

_____

_____

- Offer facts to support your opinion or request.

_____

_____

_____

- Use words that are specific to the subject.

_____

_____

_____

NAME: _____

DATE: _____

Choose and Develop a Topic

Circle a topic for your business communication. Then read the definition and example for each part of a business communication, and complete the organizer with your own ideas.

Topic

- Request to join or create a club or team
- Request for information from a teacher, adviser, or coach
- Request to change the dress code
- Apply to volunteer for an organization
- Request a donation for a fundraiser from an individual or business
- Other Idea _____

Friendly Opening: a short, brief greeting to the recipient

Example: *My name is Jayla Watson. I'm a sixth grader at Carpenter Middle School.*

_____

_____

_____

Statement of Purpose: an explanation of why you are writing, addressing your topic

Example: *I am interested in volunteering at the Center Street Animal Shelter.*

_____

_____

_____

Importance: explanation of why the recipient should think your topic is important

Example: *Your online ad says that volunteers need to be good with animals and that you prefer applicants who have prior experience.*

Background: important background information about your topic

Example: *I have both these qualifications. For the past year, I have been a successful pet sitter.*

Supporting Details: details that support your position that your topic is important

Example: *I fed and walked my neighbors' dog Jasper when they were away for the weekend. I played with Jasper and made sure he was happy. My neighbors were so pleased with the care I gave Jasper that they hired me again and also recommended me as a pet sitter to other neighbors with pets.*

Request for Action: a statement that asks the recipient to do something

Example: *I am confident that I can provide excellent care to the cats and dogs at your shelter. Please let me know when I can come in to interview in person for the volunteer position.*

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

Vocabulary for "Good Homes"

1. **skeptical,** ***adj***. having doubts; not easily convinced (**87**)

2. **murky,** ***adj***. dark or gloomy; not clear (**87**)

3. **devilish,** ***adj***. mischievous in a troublesome way; naughty (**88**)

4. **suspicious,** ***adj***. questionable or unreliable (**88**)

5. **coolly,** ***adv***. calmly; smoothly (**89**)

6. **deluxe,** ***adj***. particularly fancy (**92**)

7. **dormitory,** ***n***. a large sleeping room; a building where students live (**93**)

8. **prey,** ***n***. something or someone being hunted (**93**)

Word	Pronunciation	Page
Caballo	/kə*bə*yoe/	83
muy pequeño	/moo*ee/ /pe*kae*nyoe/	86
carne	/kar*nae/	91

NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

Summary Guide for "Good Homes"

Fill in the graphic organizer based on your reading of the chapter.

Somebody Who are the main characters?
Wants What do the main characters want?
But What is the problem?
So How do the characters try to solve the problem?
Then How does the chapter end?

Summary

Use the information in the boxes above to write a summary paragraph.

NAME: _____

DATE: _____

3.3

Spelling Words

List the spelling words in alphabetical order.

acquaintance	restaurant	dehydrated
license	success	symphony
receipt	writing	photograph
recommendation	aquarium	revitalize

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

NAME: _____

DATE: _____

3.4

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

acquaintance	restaurant	dehydrated
license	success	symphony
receipt	writing	photograph
recommendation	aquarium	revitalize

1. I ran into an old _____ from first grade yesterday.

2. My grandma watered the wilted plant in order to _____ it.

3. Lucas was _____ a draft of a letter in his workbook.

4. Hard work often leads to _____.

5. I enjoy looking at my cousin's _____ full of tropical fish.

6. You need to get a driver's _____ before you can legally operate a vehicle.

7. The cashier at the grocery asked if I wanted the _____ for my groceries.

8. The friends were hungry for lunch, so they went to a _____.

NAME: _____

DATE: _____

3.5 ACTIVITY PAGE

Business Communication Structure Outline

Fill in the outline for the topic you chose in Lesson 2. As you complete the outline, use the ideas you generated on Activity Page 2.6.

(Sender's Address)

_____

_____

_____

(Date)

_____

(Recipient's Address)

_____

_____

_____

_____

_____

(Salutation)

_____

(Body)

(Closing)

Sincerely,

(Signature) _____

(Typed Name) _____

NAME: _____

DATE: _____

Vocabulary for "Alone in Miami"

1. **snatch, *v*.** to grab something quickly, in a rude or eager way (**169**)

2. **mannequin, *n*.** a humanlike figure used to display clothing in a store (**mannequins**) (**169**)

3. **savor, *v*.** to enjoy (**savoring**) (**169**)

4. **earnestly, *adv*.** seriously; sincerely (**170**)

5. **rickety, *adj*.** shaky and likely to collapse or fall (**178**)

6. **fiddle, *v*.** to touch or fidget with something nervously or restlessly (**fiddles**) (**179**)

7. **canine, *n*.** the pointed tooth of a mammal (**canines**) (**179**)

8. **mooring, *n*.** a place where a boat is tied or secured (**180**)

9. **adrift, *adj*.** floating without being tied or secured (**180**)

10. **sarcastically, *adv*.** in a mocking and disrespectful manner (**180**)

11. **nerve, *n*.** courage; boldness (**181**)

Word	Pronunciation	Page
Laundromats	/lawn*drə*mats/	168
gringos	/gring*goez/	168
mannequins	/man*ə*kinz/	169
Tomás	/toe*mas/	170
Alejandro	/ah*lee*hon*droe/	171
cuidate	/quee*tha*tae/	174
amigo	/ə*mee*goe/	175
Cubanito	/koo*bə*nee*toe/	177

NAME: _____

DATE: _____

"Alone in Miami"

Answer the following questions in complete sentences.

1. Why do Julian and Angelita linger for a moment as they walk through the city? Use one of the vocabulary words in your answer.

_____

_____

_____

2. How does Julian's memory of Caballo reflect a change in his identity?

_____

_____

_____

3. Whom is the waitress referring to when she calls out "Doctor"? Where is he from? Why does the waitress call him "Doctor"?

_____

_____

_____

_____

4. What does De La Vega do for a living in Miami? Why is he doing this kind of work? How is his identity different in Miami than it was in Havana? What is he doing to change that?

5. Why does Julian start to walk away from Angelita without saying goodbye? Describe how he feels in this scene. Find one example of figurative language on page 174 to help explain Julian's feelings.

6. Why does the author write the word *my* in italics at the top of page 175? What does this tell you about Julian's identity and growth?

7. What does Julian think the "five guys" he encounters are going to do to him? Why?

_____

_____

_____

8. How do you know that Angelita is not especially impressed with the engine Tomás shows her?

_____

_____

9. How has Tomás's life been impacted by the Cuban Revolution? Use details from pages 182–183 in your answer.

_____

_____

_____

_____

_____

10. In what ways do you think Julian's escape from the camp is similar to Tomás's escape from Cuba?

_____

_____

_____

NAME: _____

DATE: _____

4.3

Practice Spelling Words

Write a sentence for each of the spelling words.

acquaintance	restaurant	dehydrated
license	success	symphony
receipt	writing	photograph
recommendation	aquarium	revitalize

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

11. _____

_____

12. _____

_____

NAME: _____

DATE: _____

4.4

Roots and Prefixes Shared with Spanish

For each of the following words, write the root word and its meaning in the blank.

1. vitamin _____

2. photon _____

3. hydrant _____

4. megaphone _____

5. aquatic _____

For each of the following sentences, circle the word that correctly uses the prefix anti– *(against) or* ante– *(before).*

6. A liquid that stops something from freezing is called antifreeze / antefreeze.

7. An antichamber / antechamber is a small room leading to a main room.

8. Something that stops you from sweating (perspiring) is called an antiperspirant / anteperspirant.

9. An anticedent / antecedent event of the American Revolution was taxation without representation.

NAME: _____

DATE: _____

Vocabulary Map

Select a word from the word list, and write it in the center oval. Write a definition of the word in the Definition section of the map. In the Characteristics section, list features that help you recognize or identify the word or distinguish it from similar words. Write synonyms or concrete applications of the word's characteristics in the Examples section. Write antonyms of the word's in the Non-Examples section.

Word List

advantage
agenda
benefit
correspondence
develop
employment
estimate
funding
incentive
invest
license
maintain
negotiate
objective
organization
participate
project
resume
recommendation
schedule
structure
success
target
volunteer

Definition:

Characteristics:

Examples:

Non-Examples:

NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

Vocabulary for "The Plan" and "Bad News"

1. **stuffy, *adj*.** lacking fresh air (**205**)

2. **foolproof, *adj*.** unable to go wrong (**206**)

3. **improvise, *v*.** to make something up immediately (**206**)

4. **seaworthy, *adj*.** in good enough condition to be sailed on the sea (**206**)

5. **shushing, *n*.** a soft, rustling sound (**244**)

6. **croon, *v*.** to sing or speak softly (**croons**) (**245**)

7. **silhouette, *v*.** to outline (**silhouetted**) (**246**)

8. **possessed, *adj*.** completely controlled by a strong force, especially an evil spirit (**246**)

Word	Pronunciation	Page
suspicious	/sə*spish*əs/	206
hola	/oe*la/	243
mira, chico	/mee*ro/ /chee*koe/	245
mi madre	/mee/ /mo*drae/	245
que dices	/kae/ /deh*sees/	245
silhouetted	/sil*oh*et*ed/	246

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Write the sentence as your teacher calls it out.

_____

_____

_____

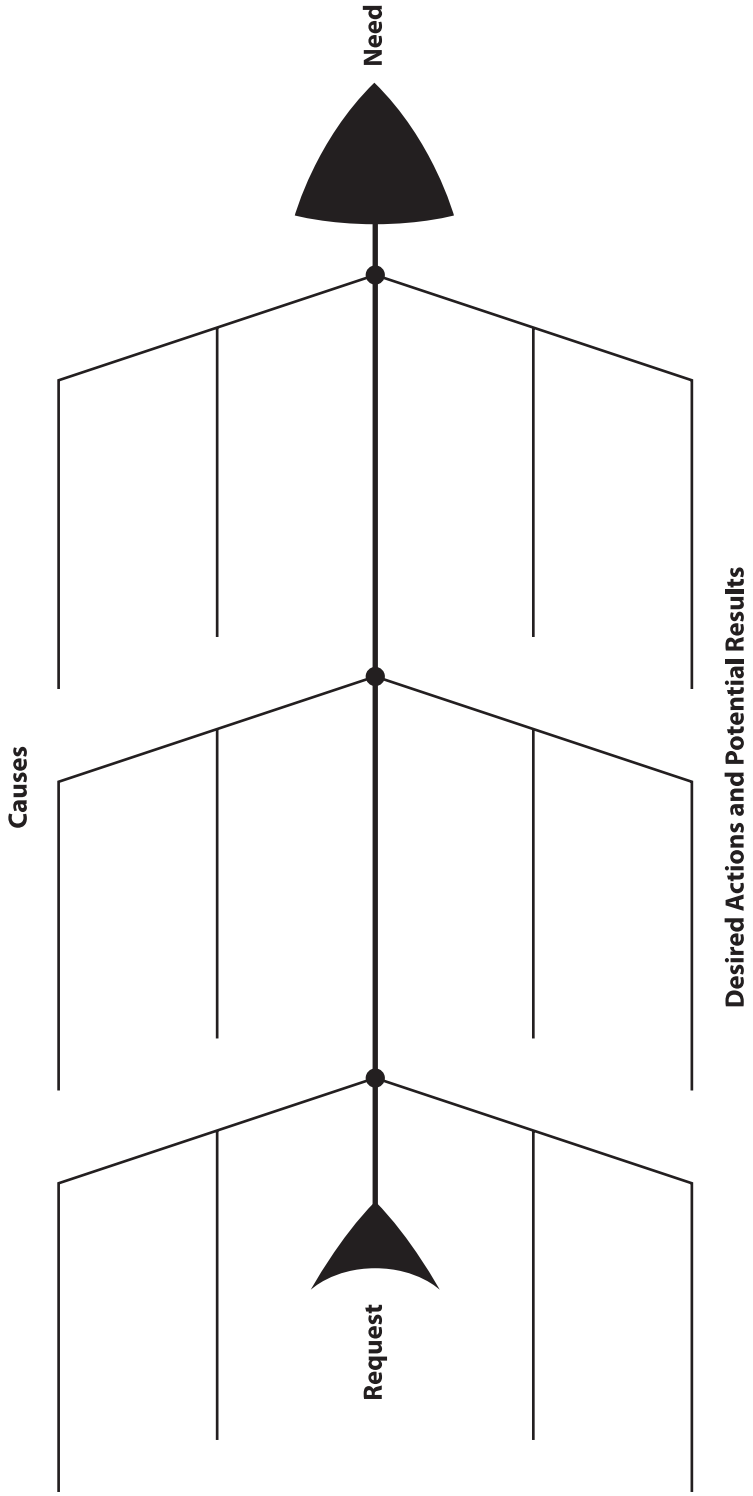
NAME: _____

DATE: _____

5.3 ACTIVITY PAGE

Cause and Effect

Complete the cause-and-effect graphic organizer as instructed by your teacher.



NAME: _____

DATE: _____

Vocabulary for "Gravity Slips"

1. **banner,** ***n***. a long strip of cloth or paper, often containing words or slogans (**banners**) (**248**)

2. **navigate,** ***v***. to plan and direct the route of a ship (**250**)

3. **compartment,** ***n***. a space within another, larger space (**251**)

4. **generous,** ***adj***. willing to give and share (**252**)

5. **pace,** ***v***. to walk back and forth in an anxious way (**paces**) (**253**)

6. **cleat,** ***n***. a piece of metal or wood on a boat or pier to which ropes are attached (**253**)

7. **nudge,** ***v***. to poke something gently (**nudges**) (**254**)

8. **creak,** ***v***. to make a harsh, groaning sound (**creaks**) (**254**)

9. **maneuver,** ***v***. to move skillfully and carefully (**maneuvers**) (**254**)

Word	Pronunciation	Page
tu madre	/too/ /mo*drae/	248
mucho mas	/moo*choe/ /mos/	254
comprende	/kom*pren*dae/	256

NAME: _____

DATE: _____

6.2 ACTIVITY PAGE

"Gravity Slips"

Work with a partner to answer the following questions in complete sentences.

1. Tomás says, "You were right; I shouldn't have trusted him." Who is Tomás talking about?

   _____

   At first, why does Julian think Tomás is saying this? Why is Tomás actually saying it?

   _____

   _____

   _____

2. Compare the way Tomás feels on page 250 to the way Julian felt in the previous chapter when he was captured by Ramirez.

   _____

   _____

   _____

3. What does Julian mean when he says, "I hope you understand, Mami"?

   _____

   _____

4. How do you know Julian has second thoughts about his decision to give the golden swallow to Tomás?

_____

_____

_____

5. In your own words, describe the decision Julian must make at the end of page 253.

_____

_____

_____

6. Julian remarks that he is trading the golden swallow "for something you can't add or subtract." What does he mean by this?

_____

_____

_____

7. Why does Tomás look surprised when Julian says that Key West is ninety miles to Havana?

_____

_____

8. Why does Tomás point to his forehead?

_____

_____

9. What do you think Tomás sees when he looks into Julian's face?

_____

_____

10. How would you describe Julian's identity as the chapter closes?

_____

_____

NAME: _____

DATE: _____

6.3

"The Pirate's Channel"

Answer the following questions in complete sentences.

1. Use context clues on page 257 to determine what the phrase *over the hill* means.

_____

_____

_____

_____

2. How do the events on pages 258–259 show how important Bebo has been to Julian?

_____

_____

_____

_____

3. How does Tomás show his confidence in Julian?

_____

_____

_____

_____

4. What does Julian mean when he says that his brothers were making too much noise for him to hear his own thoughts?

_____

_____

_____

_____

5. How does Julian know about the pirate's channel?

_____

_____

_____

_____

NAME: _____

DATE: _____

6.4

Practice Roots and Prefixes Shared with Spanish

Complete each sentence to show the meaning of the underlined word. If you are unsure of the underlined word's meaning, think about the meaning of its root or suffix, and look it up in a dictionary to check your understanding.

1. The dentist's office has an aquarium that _____

   _____.

2. Firefighters used the hydrant to _____

   _____.

3. Natalie spoke into a megaphone so _____

   _____.

4. When plants use photosynthesis, they _____

   _____.

5. Aunt Jenny takes vitamins because _____

   _____.

6. If the car has antirust paint, _____

   _____.

7. The veterinarian treated a dog with an anterior injury to its _____

   _____.

NAME: _____

DATE: _____

Peer Review Checklist for Business Communication

Complete this checklist as you read the draft of the business communication written by a classmate. Y = yes N = no SW = somewhat

Author: _____ **Reviewer:** _____

_____ The purpose of the business communication is clear.

_____ The structure of the business communication is correct.

_____ The business communication contains precise language.

_____ The business communication contains transitions that clearly establish the relationships among ideas.

_____ The style of the business communication is formal.

Ways in Which Your Business Communication Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment

NAME: _____

DATE: _____

Business Communication Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Writer clearly and succinctly introduces themself to the recipient and provides relevant background information.	Writer sufficiently introduces themself to the recipient and provides some background information.	Writer makes an attempt to introduce themself to the recipient but provides minimal background information.	Writer does not introduce themself to the recipient or provides little or no background information.
	Statement of purpose is clearly stated.	Statement of purpose is stated.	Statement of purpose is stated but unclear.	Statement of purpose is missing.
Body	Always uses a professional tone, formal language, and clear, concise sentences.	Mostly uses a professional tone and formal language and generally writes with clarity.	Makes an attempt to use a professional tone and formal language but may be unclear.	Does not use a professional tone or formal language. Writing is unclear.
	Uses relevant facts and reasons that effectively support the writer's purpose.	Includes some relevant facts and reasons to support the writer's purpose.	Includes few relevant facts or reasons to support the writer's purpose.	Includes no or irrelevant facts or reasons to support the writer's purpose.
Closing	Includes a clear, strong request for action.	Includes a request for action.	Request for action may be confusing or unclear.	May not include a request for action.
Structure	Correctly includes all elements with no errors: sender's address, date, recipient's address, salutation, body paragraphs, and closing.	Includes most elements with few errors: sender's address, date, recipient's address, salutation, body paragraphs, and closing.	Is missing some of the following elements or makes errors: sender's address, date, recipient's address, salutation, body paragraphs, and closing.	Is missing many of the following elements: sender's address, date, recipient's address, salutation, body paragraphs, and closing.

NAME: _____

DATE: _____

Vocabulary for "Jump"

1. **glide, *v*.** to move with a smooth, silent motion (**glides**) (**264**)

2. **wheeze, *v*.** to make a whistling, cough-like sound (**wheezes**) (**264**)

3. **guayabera, *n*.** a short-sleeved, lightweight sport shirt (**265**)

Word	Pronunciation	Page
guayabera	/gwie*ə*ber*ə/	265
mucho gusto	/moo*choe/ /goos*toe/	267

NAME: _____

DATE: _____

7.2

Pronoun-Antecedent Agreement

Circle the pronoun that correctly matches the pronoun to the antecedent.

1. All of the ginger ale has lost its / their bubbles.

2. These books are mine / yours because grandma gave them to me.

3. Melinda and Karen shop for clothes here because you / they can find good bargains.

4. I told everyone in the boys' choir that they / he needed to bring their / his own lunch.

5. My uncle told us all about the paintings he / it kept in the attic and how much you / they were worth.

6. The table and chairs still have its / their original paint.

7. When Mrs. Anderson laughs, her / our whole face lights up.

8. When James and I play ball, he / we always have a good time.

9. The school is donating their / its collection of books to the public library.

10. Grandpa always tells Otis and Belinda a story when he / they visits.

NAME: _____

DATE: _____

7.3

Frequently Confused Words

Write a sentence that correctly uses each word in parentheses.

1. (between) _____

_____

2. (among) _____

_____

3. (bring) _____

_____

4. (take) _____

_____

5. (imply) _____

_____

6. (infer) _____

_____

NAME: _____

DATE: _____

Business Communication Editing Checklist

Complete this checklist as you read the draft of your revised business communication.

Business Communication Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
• I have used formal business language correctly. • I have used precise language that clearly communicates the message I am sending. • I have incorporated a cause-and-effect structure into my message.	
Format	

• I have correctly formatted the business communication.
  ○ If a letter, it correctly uses the sender's address, date, recipient's address, salutation, body text, closing, signature, and typed name.
  ○ If an email, it correctly uses an email address, subject line, salutation, body text, and closing.
• I have used proper spacing between elements of the text.
• I have divided the body text into paragraphs correctly.	

Grammar	
• I have used proper pronoun case (subjective, objective, possessive) and pronoun-antecedent agreement. • I have used frequently confused words correctly.	
Spelling	
• I have correctly spelled all words in the text.	
Punctuation	
• I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.	

NAME: _____

DATE: _____

8.1 ACTIVITY PAGE

Vocabulary for "Connect-y-cut"

1. **grudgingly, *adv*.** reluctantly or resentfully (**276**)

2. **hoarse, *adj*.** rough and harsh (**279**)

3. **wither, *v*.** to shrivel up or shrink (**279**)

4. **grateful, *adj*.** thankful (**280**)

5. **snap, *v*.** to speak in an angry or sharp way (**281**)

6. **singsong, *adj*.** spoken in a soft, monotonous way (**281**)

7. **brimming, *adj*.** filled (**282**)

8. **sob, *n*.** a loud, gasping cry (**sobs**) (**291**)

9. **tatters, *n*.** irregularly torn pieces of material or paper (**in tatters**) (**292**)

Word	Pronunciation	Page
nada	/no*də/	279
calico	/kal*i*koe/	287
flan	/flon/	291
Apollo	/ə*pawl*oe/	292

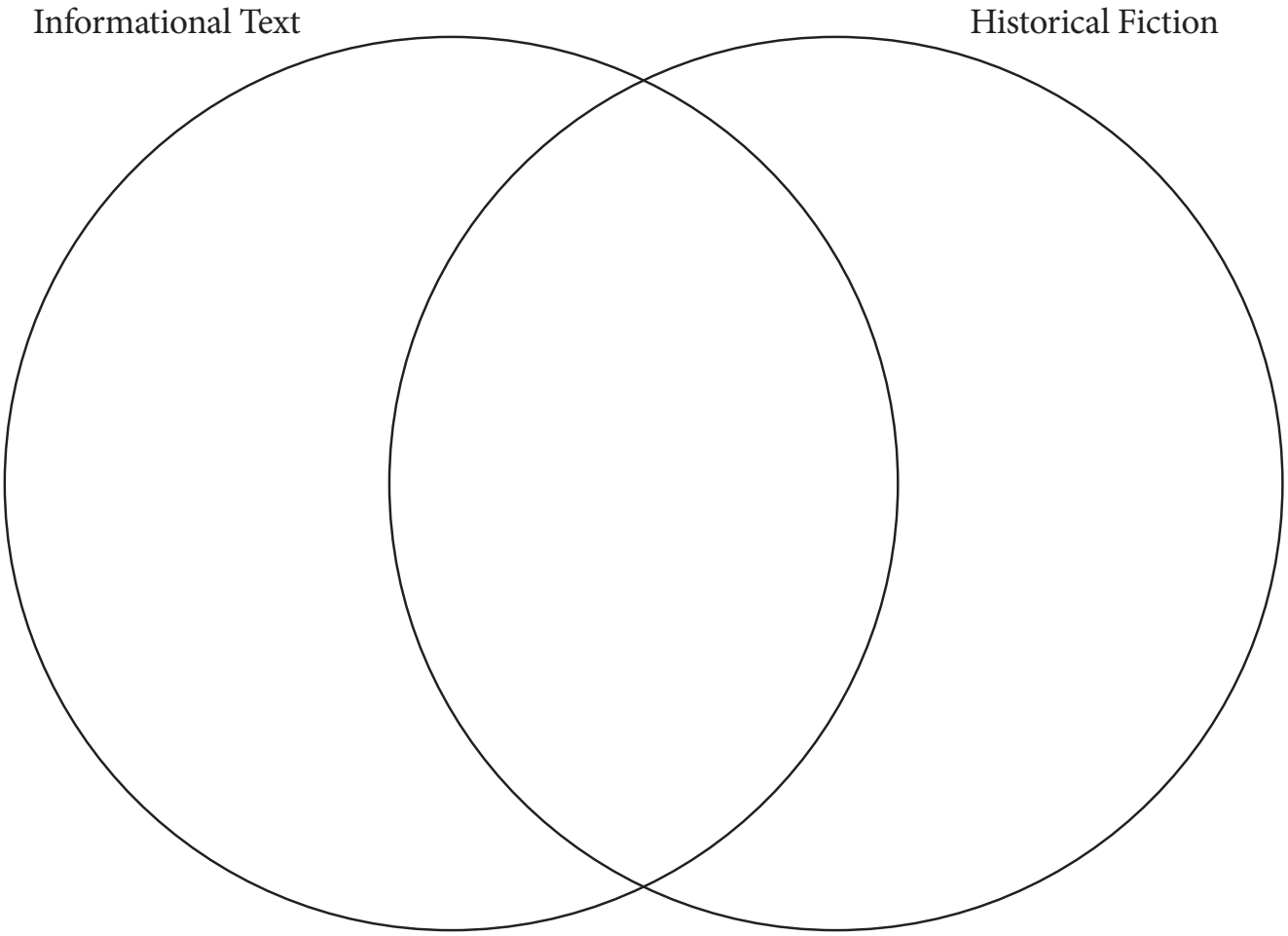
NAME: _____

DATE: _____

8.2 ACTIVITY PAGE

Compare and Contrast

Use the Venn diagram to compare and contrast what you learned about the Cuban Revolution in the informational text on Activity Page 1.4 and the historical fiction.



Unit Assessment—*90 Miles to Havana*

Today you will read two selections—an informational text and a fiction text. 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.

"A Letter to President Obama from the Daughter of a Cuban Exile"

1. Your trip to Cuba is a dream, a miracle, a revolution to me. Never did I dare to fantasize that in my lifetime a sitting U.S. president would be shaking hands with Cuban officials at José Martí Airport—the airport my family used to escape Fidel Castro. Yes, Mr. President, I am a child of refugees. Although my Cuban mother came here just before Cuba's iron curtain clanked shut, the same desperate, fierce homesickness that claimed my refugee relatives overtook her as well.

2. As a teenager, my uncle left Cuba two months after the failed Bay of Pigs invasion. Although on the older side, he was part of the *Pedro Pan* rescue operation—a CIA undertaking that arranged to airlift children out of Cuba. Many of them were placed with American families. My uncle was lucky. He had an older sister, my mother, waiting for him.

3. But he almost didn't make it to America. He was on a Pan Am flight that was suddenly grounded by the Cuban military who claimed there was a draft dodger on the airplane. We'll never know if it was my 19-year-old uncle they were after, because the pilot declared the aircraft sovereign American territory and took off without permission from the tower. My uncle shakes each time he tells the story.

4. I was born in my American father's hometown in Connecticut in December of 1960 as diplomatic relations with Cuba were deteriorating. My grandmother, my *Abuela*, arrived from Havana to care for my mother and me. She adjusted to the Connecticut winter mostly by rocking me and singing me lullabies in Spanish and her native Greek. (Yes, Mr. President we are a family who hopscotched its way to the United States, but Cuba is where we left our hearts). After three months, she decided it was time to go back to Cuba. My mother pleaded with her to stay, and family lore has it that she took the last Cubana Airlines flight out of Idlewild Airport.

5. I can't begin to tell you how often I heard my mother softly cry, *Hay Cuba, como te estrañò*—Oh Cuba, how I miss you, how I long for you. That longing for Havana, for its sea wall along the Malecón—it colored my childhood. I finally walked the Malecón four years ago.

6. I was overwhelmed with emotion when I arrived at José Martí Airport. The ghosts of my grandparents, who finally left Cuba for good two years after I was born with one small suitcase between them, haunted me. I thought about how they shut the door of their home on almost three decades of life and set out for yet another migration. I went to their house in old Havana. I finally saw the marble stairs I had heard so much about. I saw the heavy wooden door my grandfather still had the keys to in his last exile. He carried those keys until the day he died, believing he was going back to Cuba. The current occupants were kind enough to let me in for a look. They wouldn't take the money I offered them for their hospitality. They told me this was my home too, and I broke down and cried in front of them. *Hay Cuba, como te estrañe*—Oh Cuba, how I missed you.

7. Mr. President, you will undoubtedly notice that Havana is like an aging beauty queen. So is my mother who is now marooned in a nursing home wheelchair. When she calls me to tell me that you are in her city, she can barely contain her excitement. Wistfully, she asks me if she will again see a Havana without a Castro in power before she dies. All I can tell her is that you made a return to her country feasible. No matter how remote the possibility that her health will allow her to go back, you have given her hope. *Se lo agradezco,* and I thank you with all my heart and soul that you have opened up prospects for peace with Cuba for my children.

8. *Felicitaciones* [Congratulations],

9. Judy Bolton-Fasman

Questions

1. In paragraph 1, the author says she never dared to fantasize that a U.S. president would shake hands with Cuban officials. What is the meaning of the word *fantasize*?
   A. to imagine
   B. to worry
   C. to fear
   D. to doubt

2. PART A: How did the author's uncle manage to escape Cuba? Circle two answers.
   A. as part of the Bay of Pigs invasion
   B. as part of a CIA rescue mission
   C. as part of Operation Pedro Pan
   D. as part of a flight from José Martí Airport

   PART B: Why did the author's uncle almost not make it to America?

   _____

   _____

   _____

   _____

3. Where was the author born?
   A. Florida
   B. Cuba
   C. Greece
   D. Connecticut

4. PART A: Did the author's grandfather visit Cuba again after he migrated to the United States?

_____

PART B: Read paragraph 6 below, and underline the sentence that gives you the answer.

> I was overwhelmed with emotion when I arrived at José Martí Airport. The ghosts of my grandparents, who finally left Cuba for good two years after I was born with one small suitcase between them, haunted me. I thought about how they shut the door of their home on almost three decades of life and set out for yet another migration. I went to their house in old Havana. I finally saw the marble stairs I had heard so much about. I saw the heavy wooden door my grandfather still had the keys to in his last exile. He carried those keys until the day he died, believing he was going back to Cuba. The current occupants were kind enough to let me in for a look. They wouldn't take the money I offered them for their hospitality. They told me this was my home too, and I broke down and cried in front of them. *Hay Cuba, como te estrañe*—Oh Cuba, how I missed you.

5. Read the following sentence from paragraph 7.

> Mr. President, you will undoubtedly notice that Havana is like an aging beauty queen.

Which point is the author making by including this sentence?

A. Because of neglect, Havana will never again be as lovely as it once was.

B. Despite being run-down, Havana is still an attractive city.

C. Havana needs to be torn down and completely rebuilt.

D. Havana is the most beautiful city in the world.

6. Which sentence best summarizes the author's letter?

A. The author is disappointed that the president did not immediately call for the ouster of the Cuban dictator.

B. The author hopes she will be able to accompany the president on his next trip to Cuba.

C. The author is thrilled that her family will be able to recover the money and property Castro's government stole from them.

D. The author is excited to think that one day relations between the United States and Cuba will improve and her family will be able to visit their homeland.

"Where the Sun and Moon Came From: A Cuban Legend"

1. After the great flood, all the Indians of the Islands feared to build huts, so they dwelt in caves. There were not many people because all excepting the wise Cacique and his wives and sons had been drowned in the flood. The wise Cacique was not drowned, for he had built a great canoe and put into it his whole family and many creatures besides. He had done so because the Behique had warned him that a great rain was coming and had told him to build the strong canoe.

2. As there were not many people when the waters had returned to the sea and left the land dry, there were grottoes enough for them all to live in and also for the spirits that dwelt in caves, waiting until they were called out into the light and air. But the grottoes in which men lived were not deep hidden at the edge of the sea as were the caves inhabited by spirits. In one of the deepest caves lived the Sun and the Moon: it was called the cave Jobaba. From this place none of the bright beams of the Sun nor the soft light of the Moon could breach the earth; only the stars shone in the sky.

3. At last the Sun and Moon became tired of the cave. There was, indeed, scarcely room for both of them in that grotto, and the light they made was so great it blinded even themselves. It was the Sun who first grew impatient; his glory hurt him because he was so close to it, and he did not think of anything but how he could be more comfortable. Said he to the Moon:

4. "It is not fitting that I who am the father of all life and who may command all the spirits that are in the caves should be shut up this way with another luminary, even one so small and weak as you are. You ought to go away and leave this cave to me; I can easily fill it all."

5. "But where shall I go?" asked the Moon anxiously; "there is no other cave for me."

6. "Well, there is the biggest cave of all not yet full," answered the sun. "There is the huge blue cave of the sky. The stars don't need so much space; there is plenty of room for you. Why don't you go out and light it up? Try!"

7. Eventually the Moon left the cave, but the Sun became lonely and began to miss the Moon. So the Sun left the cave in search of the Moon.

8. "Oh, Moon!" he cried. "Where are you going? Why do you fly when I am coming? Dear Moon, do not go away again!"

9. But the Moon would not listen and would not linger. As the sun plunged into the cave thinking that if he were within she might return, she mounted high in the clear sky.

10. Since that time the Sun has never been able to overtake the Moon or to persuade her to remain very near him. Sometimes she turns her cold, sweet profile toward him for a little, and once in a great while she dares to turn her back upon him and pass silently before his face, but she never lingers; she will not dwell with him… The Moon sleeps through the day, and when the Sun comes at evening to take his slumber, she has already started on her nightly rounds. Nevertheless, she often looks sad under her silver veil, for never can she forget that she was driven from her home.

Questions

7. PART A: Why weren't there many people living on the islands at the beginning of the story?

   A. Most of the people did not want to live in caves.

   B. Most of the people had been killed in a great flood.

   C. They sailed away when they learned of the flood.

   D. There wasn't room for many people on the islands.

   PART B: Underline the sentence in paragraph 2 that shows the sky was always dark after the flood had ended.

> As there were not many people when the waters had returned to the sea and left the land dry, there were grottoes enough for them all to live in and also for the spirits that dwelt in caves, waiting until they were called out into the light and air. But the grottoes in which men lived were not deep hidden at the edge of the sea as were the caves inhabited by spirits. In one of the deepest caves lived the Sun and the Moon: it was called the cave Jobaba. From this place none of the bright beams of the Sun nor the soft light of the Moon could breach the earth; only the stars shone in the sky.

8. PART A: Why did the Sun demand that the Moon leave the cave?

   A. The cave was too crowded for both of them, and the Sun was uncomfortable.

   B. The Sun and the Moon were bitter enemies, and the Sun hated living with the Moon.

   C. The Sun was jealous of the Moon because the Moon was so much more beautiful.

   D. The Moon was very noisy, which prevented the Sun from getting any rest.

PART B: Which words best describe the Sun's personality in paragraphs 3 and 4?

A. spiteful and angry

B. impulsive and foolish

C. charming and kind

D. boastful and rude

9. How did the Moon react when the Sun asked her to leave the cave?

A. She was worried.

B. She was enraged.

C. She was annoyed.

D. She was resentful.

10. Read the following sentence from paragraph 9.

But the Moon would not listen and would not linger.

What is the meaning of the word *linger*?

A. to give attention to someone or something

B. to stay in a place longer than necessary

C. to act in a friendly way toward someone

D. to feel bitterness about something

11. Why did the Sun go searching for the Moon? Explain why the Moon never allowed the Sun to catch up to her.

_____

_____

_____

_____

12. Which of the following would be the best moral for this story?
    A. Be careful what you ask for.
    B. Learn from others' failures.
    C. Keep your promises.
    D. Always tell the truth.

Reading Comprehension Score: _____ of 12 points.

Writing Prompt

Write a short answer that compares and contrasts the feelings of Judy Bolton-Fasman when she left Cuba with the feelings of the Moon when the Sun asked her to leave the cave. What were their motivations for leaving? How did they feel about leaving? Use information from the texts to support your answer. Include use of correct pronoun-antecedent agreement in your response. Check and correct any errors in spelling, grammar, and punctuation.

Writing Prompt Score: _____ of 4 points.

Grammar

Circle the pronoun that correctly matches the pronoun to the antecedent.

1. Paul said that we / he would give us a ride to the mall.

2. All the players on the team were proud of his / their performance in the championship game.

3. After I added more wood to the fire, it / they blazed brightly.

4. Since the painting belongs to Susan, she / it is hers / yours to hang where she likes.

5. After Johann adjusted the engine, it / they began to run properly.

6. Mom is upset because she / her missed the bus this afternoon.

Circle the word that correctly completes the sentence.

7. There are big differences among / between English, Chinese, and Russian languages.

8. Jenny chose among / between the dresses and finally picked a blue one.

9. Please bring / take me my cell phone.

10. Bring / Take these dirty dishes off the table, and put them in the sink.

11. I can imply / infer the meaning of words from the context in the sentence.

12. I don't mean to imply / infer that the Packers are better than the Colts.

Grammar Score: _____ of 12 points.

Morphology

For each of the following words, write the root word and its meaning.

Word	Root	Meaning of Root
1. photographer		
2. vital		
3. hydroplane		
4. aquifer		
5. symphony		

For each of the following sentences, circle the word that correctly uses the prefix anti– *(against) or* ante– *(before).*

6. Jasper didn't want to go to the party because he was feeling antesocial / antisocial.

7. The antebellum / antibellum period in American history refers to the years before the Civil War.

Morphology Score: _____ *of 7 points.*

Total Score for Unit Assessment: _____ *of 35 points.*

NAME (OPTIONAL): _____

DATE: _____

Unit Feedback Survey
Unit 6:

90 Miles to Havana

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 book *90 Miles to Havana?*

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?

_____

_____

_____

_____

NAME: _____

DATE: _____

Mid-Unit Comprehension Check—*90 Miles to Havana*

Match the character with the correct description.

____ 1.	Julian	A.	Julian's friend who helps him escape the camp
____ 2.	Dolores	B.	the narrator of the story
____ 3.	Gordo	C.	boat owner whom Julian hopes to live with
____ 4.	Angelita	D.	camp bully who torments Julian and his brothers
____ 5.	Caballo	E.	Julian's older brother
____ 6.	Tomás	F.	camp cook who becomes Julian's friend

Answer the following questions about 90 Miles to Havana.

7. Which historical event occurs at the beginning of the story?
   - A. the Cuban Revolution
   - B. the election of a new American president
   - C. the Spanish-American War
   - D. the election of a new Cuban president

8. Which mistake does Julian make on the fishing boat?
   - A. He loses Mami's golden swallow jewelry.
   - B. He accidentally knocks Bebo into the water.
   - C. He lets a big fish get away.
   - D. He causes the boat's carburetor to quit working.

9. Briefly describe how Julian is treated by his parents and brothers. How is this different from the way Bebo treats him?

_____

_____

_____

_____

_____

10. Why do Julian's parents send him and his brothers to Florida?

_____

_____

_____

11. What is the best description of the refugee camp where Julian and his brothers are sent?

A. exciting and fun

B. quiet and boring

C. interesting and relaxed

D. crowded and unpleasant

12. Why does Alquilino tell the camp director his uncle is coming to the United States?

A. Alquilino hopes to find some way to prevent the director from separating him and his brothers.

B. Alquilino wants to force the director to improve conditions at the camp by threatening a visit from his uncle.

C. Alquilino just got a letter from his mother telling him that his uncle would be arriving in a few days.

D. Alquilino wants to play a practical joke on the director by telling him something that isn't true.

13. The text states, "The airport is crowded with bored soldiers, nervous parents, and dazed children." What does the word *dazed* mean?

    A. brave and confident

    B. stunned and confused

    C. guilty and ashamed

    D. obedient and dutiful

14. The text states, "'That's incredible,' Angelita says sarcastically. 'Did it come with the seaweed?'" What does the word *sarcastically* mean?

    A. in an impressed way

    B. in a quiet way

    C. in a surprised way

    D. in a mocking way

15. Why does Julian run away from the camp? Where does he go?

_____

_____

_____

_____

_____

_____

Mid-Unit Comprehension Check Score: _____ of 15 points.

NAME: _____

DATE: _____

End-of-Unit Comprehension Check—*90 Miles to Havana*

Answer the following questions about 90 Miles to Havana.

1. The name of the family cook and handyman who treats Julian kindly and teaches him how to think for himself is _____.
   A. Bebo
   B. Dolores
   C. Caballo
   D. Tomás

2. Why does the neighbor woman become angry when she sees Julian and his family are having pork chops for dinner? What does she threaten to do?

_____

_____

_____

_____

_____

3. Why does Julian's mother hide the golden swallow in his suitcase?
   A. She plans to give it to Angelita when the families reunite in the U.S.
   B. She wants Julian to use it to bribe the director for a good room at camp.
   C. She intends to sell it in the U.S. so the family has some money to live on.
   D. She wants him to give it to Tomás to finance the rescue mission to Havana.

4. Why do Julian and Pepe steal boxes of cereal from the camp kitchen?
   A. They are hungry all the time because the camp does not feed them enough.
   B. They need the cereal to bribe Paco to type a forged letter from their uncle.
   C. They want to give the cereal to Angelita as a present for being so kind to them.
   D. They want to give the cereal as a peace offering so Caballo will stop bullying them.

5. Why doesn't Angelita stay with Julian on Tomás's boat?
   A. Her brother has been adopted by a foster family, and she hopes to be adopted by the same family.
   B. The camp director will punish her if he learns that she has helped Julian run away from camp.
   C. She enjoys life at the camp and wants to return to her friends there.
   D. She does not like Tomás and doesn't think it is a good idea for Julian to live with him.

6. What is Tomás planning to do when he fixes his boat? What does Julian ask Tomás when he learns of the plan?

_____

_____

_____

_____

7. Explain why Julian is afraid of being caught by Ramirez. What does Ramirez tell Julian when he finally captures him?

_____

_____

_____

_____

8. How does Dog almost ruin the rescue mission?
   A. He steals the compass from Tomás's boat.
   B. He alerts Ramirez about Julian's whereabouts.
   C. He decides not to go on the mission with Tomás.
   D. He takes the gas money Tomás needs for the trip.

9. What does Julian do with his mother's golden swallow?
   A. He uses it to bribe Ramirez so Ramirez won't return him to the camp.
   B. He gives it to Tomás to pay for his parents' place on the rescue mission.
   C. He gives it to Angelita to thank her for helping him escape the camp.
   D. He gives it to Tomás to buy additional supplies for the rescue mission.

10. How is the way Bebo and Tomás treat Julian similar?

_____

_____

_____

_____

11. Which words best describe the way Julian feels on the boat during the rescue mission to Cuba?
   A. scared and clumsy
   B. worried and immature
   C. useful and competent
   D. regretful and ashamed

12. How does Julian's mother react at first when she finds the golden swallow is missing from Julian's suitcase?
    A. She is upset with Julian for giving away the family's main source of money.
    B. She is proud of Julian for helping so many people escape from Cuba.
    C. She is confident that Tomás will return the swallow as he promised.
    D. She is sad to have lost the jewelry but understands and accepts Julian's decision.

13. How does Julian feel on his first day at an American school?
    A. like a hero
    B. like a bully
    C. like a weakling
    D. like an outsider

14. The text states, "'Every plan sounds foolproof, Julian, until you start.'" What does the word *foolproof* mean?
    A. unable to go wrong
    B. easy to complete
    C. very dangerous
    D. silly and foolish

15. The text states, "If she had seen their grateful faces, heard the nice things they said, she would understand why I did it." What does the word *grateful* mean?
    A. frightened
    B. thankful
    C. angry
    D. happy

NAME: _____

DATE: _____

PP.2 CONTINUED

ACTIVITY PAGE

16. How has Julian's identity changed from the beginning of the story to the end?

_____

_____

_____

_____

_____

_____

_____

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_____

_____

Mid-Unit Comprehension Check Score: _____ of 16 points.

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Grammar: Pronoun-Antecedent Agreement

Circle the pronoun that correctly matches the pronoun to the antecedent.

1. The car won't start because they / it needs a new battery.

2. John and Mike were sure his / their science experiment would win first place.

3. Jessica was playing with the ball earlier, so I suppose it / they belongs to her / you.

4. When my brother bakes brownies, they / them always turn out right.

5. The president delivered his / its inaugural address on a cold morning in January.

6. This water bottle of mine has lost my / its cap.

7. Jake and I always have fun when he / we practice basketball together.

8. All the students in the sixth grade received their / your report cards today.

NAME: _____

DATE: _____

Grammar: Frequently Confused Words

Circle the word that correctly completes the sentence.

1. Please go bring / take this note to the school office.

2. Who between / among the members of the club has not yet paid the dues?

3. I could imply / infer from her frown that she was unhappy.

4. All members of the soccer team must remember to bring / take their gear to school with them on Friday.

5. Mr. Rodriguez's cheerful tone when he handed back our tests implied / inferred that we all scored well.

6. We divided the pizza in half and split it between / among us.

NAME: _____

DATE: _____

Morphology: Roots and Prefixes Shared with Spanish

Write the meaning of each root word or prefix given below.

1. photo _____
2. hydra _____
3. vita _____
4. phone _____
5. aqua _____
6. anti– _____
7. ante– _____

Circle the correct word to complete each sentence.

8. The aquaculture / photonics farm raised fish and marine plants.
9. A person with hydration / vitality has a strong life force.
10. The antithesis / antecedent of a thing is its opposite.

NAME: _____

DATE: _____

Identity Chart

Fill out the sections in the Identity Chart to help you think about your own identity.

Who Am I?

When were you born?

Where were you born?

Who is in your family?

Hobbies/Interests:

Name:

Skills:

What matters to you?

What would you like to accomplish in your life?

NAME: _____

DATE: _____

Business Communication to Camp Director

Use the worksheet to write a short letter to the camp director explaining the situation with Caballo and requesting assistance. Use the format you learned in the unit to craft your letter.

[Sender's Address]

_____

_____

_____

[Date]

_____

[Recipient's Address]

_____

_____

_____

[Salutation]

Dear _____,

[Body]

_____

_____

[Closing]

Sincerely,

[Signature]

NAME: _____

DATE: _____

Nautical Glossary

Use the worksheet to record up to ten nautical or boat-related terms that you read in the novel. Present the words in alphabetical order and show them in correct format: word, part of speech, definition.

NAME: _____

DATE: _____

Letter to Tomás

Write a letter from Julian to Tomás one year after events in the novel have ended.

NAME: _____

DATE: _____

Student Resources

In this section you will find:

- SR.1—Glossary for *90 Miles to Havana*
- SR.2—Roots and Prefixes Shared with Spanish
- SR.3—The Writing Process
- SR.4—Proofreading Symbols
- SR.5—Individual Code Chart

NAME: _____

DATE: _____

Glossary for *90 Miles to Havana*

A

accusing, ***adj***. in a way that suggests someone has done something wrong

adrift, ***adj***. floating without being tied or secured

B

bank, ***v***. to tip or tilt sideways

banner, ***n***. a long strip of cloth or paper, often containing words or slogans (**banners**)

black market, ***n***. an illegal market where goods are bought and sold in violation of the law

brimming, ***adj***. filled

busybody, ***n***. a nosy or meddling person

C

canine, ***n***. the pointed tooth of a mammal (**canines**)

carnival, ***n***. a festival or show often featuring music and dancing

chuckle, ***v***. to laugh quietly (**chuckles**)

cleat, ***n***. a piece of metal or wood on a boat or pier to which ropes are attached

compartment, ***n***. a space within another, larger space

coolly, ***adv***. calmly; smoothly

creak, ***v***. to makes a harsh, groaning sound (**creaks**)

croon, ***v***. to sing or speak softly (**croons**)

D

dazed, ***adj***. stunned or confused

deluxe, ***adj***. particularly fancy

devilish, ***adj***. mischievous in a troublesome way; naughty

dormitory, ***n***. a large sleeping room; a building where students live

dutiful, ***adj***. obediently carrying out one's duty

E

earnestly, ***adv***. seriously; sincerely

F

feeble, ***adj***. weak

ferry, ***n***. a boat that carries people and goods back and forth across a body of water

fiddle, ***v***. to touch or fidget with something nervously or restlessly (**fiddles**)

fighting chair, ***n***. a chair on a boat in which someone sits when trying to catch a fish (**2**)

flinch, ***v***. to react as if in pain

flourish, ***n***. a bold or showy gesture

foolproof, ***adj***. unable to go wrong

fray, ***v***. to become worn or strained (**fraying**)

G

generous, ***adj***. willing to give and share

glare, ***v***. to look angrily (**glares**)

glide, ***v***. to move with a smooth, silent motion (**glides**)

grateful, ***adj***. thankful

grope, ***v***. to feel around uncertainly or blindly (**gropes**)

grudgingly, ***adv***. reluctantly or resentfully

guayabera, ***n***. a short-sleeved, lightweight sport shirt

H

hoarse, ***adj***. rough and harsh

horizon, ***n***. the line where the sky and Earth appear to meet

I

improvise, ***v***. to make something up immediately

indigo, ***adj***. a blue-violet color

L

leisurely, ***adv***. without hurry

M

maneuver, ***v***. to move skillfully and carefully (**maneuvers**)

mannequin, ***n***. a humanlike figure used to display clothing in a store (**mannequins**)

mooring, ***n***. a place where a boat is tied or secured

mumble, ***v***. to speak quietly

murky, ***adj***. dark or gloomy; not clear

N

nautical, ***adj***. relating to ships or navigation

navigate, ***v***. to plan and direct the route of a ship

nerve, ***n***. courage; boldness

nudge, ***v***. to poke something gently

O

onlooker, ***n***. a person who watches something without being directly involved (**onlookers**)

P

pace, ***v***. to walk back and forth in an anxious way (**paces**)

possessed, ***adj***. completely controlled by a strong force, especially an evil spirit

prey, ***n***. something or someone being hunted

R

reeducation, ***n***. education or training to change someone's beliefs

reveler, ***n***. a person who celebrates in a noisy or lively way (**revelers**)

rickety, ***adj***. shaky and likely to collapse or fall

S

sarcastically, ***adv***. in a mocking and disrespectful manner

savor, ***v***. to enjoy (**savoring**)

seaworthy, ***adj***. in good enough condition to be sailed on the sea

shushing, ***n***. a soft, rustling sound

silhouette, ***v***. to outline (**silhouetted**)

singsong, ***adj***. spoken in a soft, monotonous way

skeptical, ***adj***. having doubts; not easily convinced

smirk, ***n***. an irritating, superior smile

snap, ***v***. to speak in an angry or sharp way

snatch, ***v***. to grab something quickly, in a rude or eager way

sob, ***n***. a loud, gasping cry (**sobs**)

stuffy, ***adj***. lacking fresh air

superstition, ***n***. a belief or practice that is not based on facts or reality

suspicious, ***adj***. questionable or unreliable

swell, ***n***. an ocean wave (**swells**)

T

tatters, ***n***. irregularly torn pieces of material or paper (**in tatters**)

tweak, ***v***. to pinch or twist (**tweaks**)

W

waft, ***v***. to flow gently through the air (**wafting**)

wake, ***n***. a wave that is left behind a boat as it moves

wheeze, ***v***. to make a whistling, cough-like sound (**wheezes**)

wither, ***v***. to shrivel up or shrink

NAME: _____

DATE: _____

Roots and Prefixes Shared with Spanish

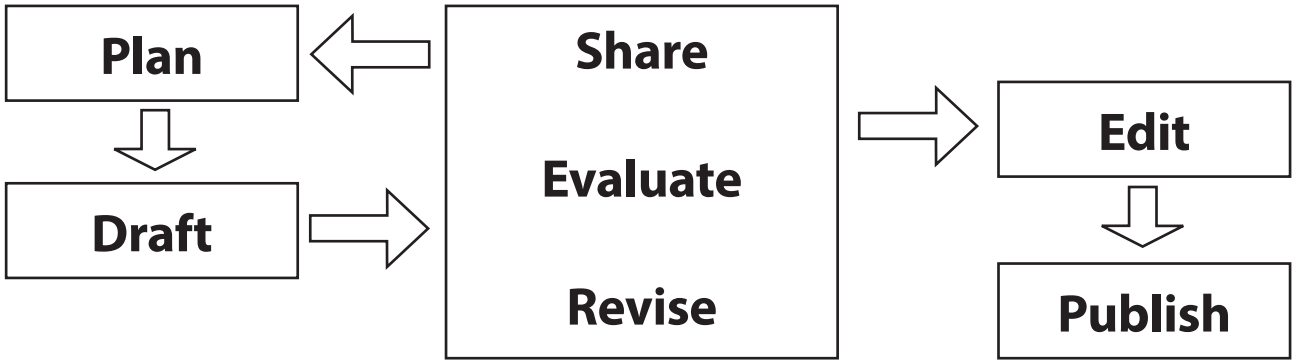
Roots **A root is a word or word part that can form the basis of new words through the addition of prefixes or suffixes.**		
aqua, aque (water) aquarium aqueduct	*hydro, hydra* (water) hydroelectric hydrant	*phone* (sound, voice) phonics megaphone
photo (light) photograph photon	*vita* (life) vitamin vitality	
Prefixes **A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.**		
anti– (against) antisocial antifreeze	*ante–* (before) antecedent anterior	

NAME: _____

DATE: _____

SR.3 RESOURCE

The Writing Process



NAME: _____

DATE: _____

SR.4 RESOURCE

Proofreading Symbols

rwd.	Reword
←	Move according to arrow direction
⌒ tr	Transpose
[	Move to the left
]	Move to the right
a	Add a letter
∧	Insert
⊙	Insert period
∧,	Insert comma
∨	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
⌒	Close up the space
≣ cap	Capitalize
B lc	Make lowercase (small letter)
ℓ	Delete

NAME: _____

DATE: _____

Individual Code Chart

/p/	p	pp			
	pot	napping			
/b/	b	bb			
	bat	rubbing			
/t/	t	tt	ed		
	top	sitting	asked		
/d/	d	ed	dd		
	dot	filled	add		
/k/	c	k	ck	ch	cc
	cat	kid	black	school	hiccup
/g/	g	gg	gu	gh	
	gift	egg	guess	ghost	
/ch/	ch	tch			
	chin	itch			

/j/	g	j	ge	dge	dg
	gem	jump	fringe	judge	judging
/f/	f	ff	ph	gh	
	fit	stuff	phone	tough	
/v/	v	ve			
	vet	twelve			
/s/	s	c	ss	ce	se
	sun	cent	dress	prince	rinse
	st	sc			
	whistle	scent			
/z/	s	z	se	zz	ze
	dogs	zip	pause	buzz	bronze
/th/	th				
	thin				

NAME: _____

DATE: _____

/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			

/w/	w wet	wh when
/y/	y yes	
/x/	x tax	
/sh/	sh shop	ch chef
/qu/	qu quit	

NAME: _____

DATE: _____

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

/ae/	a	a_e	ai	ay	ey
	paper	cake	wait	day	hey
	eigh	ea			
	weight	great			
/ee/	y	e	i	ea	ee
	funny	me	ski	beach	bee
	ie	ey	e_e		
	cookie	key	Pete		
/ie/	i	i_e	y	ie	igh
	biting	bite	try	tie	night
/oe/	o	o_e	ow	oa	oe
	open	home	snow	boat	toe
/ue/	u	u_e	ue		
	unit	cute	cue		

NAME: _____

DATE: _____

SR.5 CONTINUED

RESOURCE

/oo/

oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move

/oo/

oo	u
look	push

/ou/

ou	ow
shout	now

/oi/

oi	oy
oil	toy

/aw/

au	aw	al	ough	augh
Paul	paw	wall	bought	caught

/ar/

ar
car

/er/

er	or	ur	ar	ir
her	work	hurt	dollar	bird

ear
earth

/or/

or	ore	ar	our	oar
for	more	war	four	roar

oor
door

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