

Unit 2



Where can a journey take you?

This unit is about journeys. You will read literature, science, and social studies texts about migrating, leaving home, and trying to return home. Learning about these topics will help you become a better student. It will also help you practice the language you need to use in school.

Reading 1 Myth



From *Tales from the Odyssey* retold by Mary Pope Osborne

Reading Strategy

Identify problems and solutions

Reading 2 Science



"Migrating Caribou"
"Magnets in Animals"
by Darlene R. Stille

Reading Strategy

Recognize cause and effect

Reading 3 Novel



From *The Journal of Wong Ming-Chung*
by Laurence Yep

Reading Strategy

Make inferences



Listening and Speaking—Storytelling

At the end of this unit, you will engage in **storytelling**. You will tell a story about a journey of your own.

Writing—Write a Short Story

At the end of this unit, you will write a **short story**. To do this, you will practice writing a story from a different point of view, writing a story with a starter, and writing a letter.

Quick Write

Make a list of places you have been to or places you would like to visit.

View and Respond



Go to your [Digital Resources](#). Watch the video and answer the questions.



Prepare to Read

What You Will Learn

Reading

- Vocabulary building: *Literary terms, word study*
- Reading strategy: *Identify problems and solutions*
- Text type: *Literature (myth)*

Grammar

- Simple past: Regular and irregular verbs
- Simple sentences: Pronouns and modifiers

Writing

- Write a story from a different point of view



THE BIG QUESTION

Where can a journey take you? With a partner, discuss these questions: *Have you ever gone on a very long trip when everything went wrong? Where did you go? What happened?* In the tale you're going to read, the travelers experience many difficulties. You're going to read part of the retelling of a myth from long ago. With a partner, talk about what you already know or what you'd like to know about the ancient Greek civilization, Greek gods, and the long journey in the *Odyssey*.

Build Background

The episode you're going to read is called ***Tales from the Odyssey*** and is based on the epic poem the *Odyssey* by the ancient Greek storyteller Homer. In the tale, Odysseus, a king, has just fought in a war and is trying to get himself and his men back home safely. Look at the illustration below. Odysseus and his men are traveling on this ship and experience many difficulties, including the anger of the gods. What kind of person and leader do you think Odysseus was? What qualities would he need to have? Discuss with a partner and jot down your ideas.

Think about the problems Odysseus and his men might experience. What would it be like rowing on a boat through stormy seas? What might happen if the men give up hope of reaching home? After reading, look back at your notes to confirm your ideas.

Odysseus and his men ▶



Vocabulary

Learn Literary Words

The myth you are going to read is taken from a long narrative poem and retold like a story. It reveals an episode in Odysseus's journey. A **character** is a person in a story. Here, Odysseus is the main character, and his men are other characters.

In literature, the series of connected events that lead up to a problem or conflict is called a **plot**. This plot involves Odysseus and his men as they battle storms and land on an island.

A story can have a first-person **point of view**, where the narrator is a character in the story and uses pronouns such as *I*, *me*, and *my*. Or a story may have a third-person point of view, in which the narrator tells the story and is not one of the characters but reveals the thoughts and feelings of the main character or characters. You've already read a story told from the third-person point of view in Unit 1 on pages 8–11. In "The Salmon People," you learned about the events in Bri's life as if someone else watched her and told you what happened. The story you're going to read about Odysseus is also told from the third-person point of view. The narrator uses third-person pronouns, such as *he*, *her*, *they*, and *their*, to refer to the main and other characters in this episode.

Literary Words

character
plot
point of view



Learning Strategy

Make a list of words that you must know in order to understand your schoolwork and write down definitions.

First-person point of view:

I explored the island alone and left my men aboard the ship.

Third-person point of view:

For many days, Odysseus and his men fought the wind and waves.

Practice



Think of a journey you or another person (a friend, a family member, or a character) has taken. Work with a partner. Take turns telling a story about the journey. Your story should have more than one character and reveal a problem or conflict. Include a beginning, middle, and end.

Take turns telling your story from a first-person point of view. Then take turns telling your partner's story from the third-person point of view, using one of the story character's thoughts and feelings. Talk about how the two versions of each story are similar and different.

Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read the excerpt from *Tales from the Odyssey*, try to use these words to respond to the myth.

Academic Words

abandon
attribute
finally
react



abandon = leave someone or something that you are responsible for	➡	Good captains never abandon their ships or leave their passengers or crew to save themselves.
attribute = say that one thing is caused by something else	➡	They attribute their good health to getting a lot of exercise.
finally = after a long time	➡	The train finally left the station, one hour late.
react = behave in a certain way because of what someone has done or said to you	➡	Meerkats react quickly when they sense danger.



Practice



Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. What would be a good reason for people to **abandon** a ship?
2. Do you **attribute** any of your skills to the help of your friends or family?
3. After a long trip, how do you feel when you **finally** get home?
4. How do you usually **react** to good news?



▲ Meerkats

Word Study: Roots *vict*, *laps*, *mem*, *mand*

Many English words come from Greek or Latin roots. A root is the most basic part of a word. It can be helpful to memorize the meanings of roots. The chart below lists some common roots and their origin and meanings, as well as English words with those roots.

Root	Meaning	Origin	English Word
vict	conquer	Latin	victory
laps	slip	Latin	collapsed
mem	mind	Latin	memories
mand	order	Latin	commanded

Learning Strategy

Keeping a log of new words and phrases you learn will help you acquire new vocabulary. Make a chart for words with Greek and Latin roots and add new ones as you discover them. From time to time, share words from your list with a partner. Use the meanings of roots to define the words for your partner.

Practice



Work with a partner to find each English word from the chart in the excerpt from *Tales from the Odyssey*. Underline each sentence and circle the word. Then copy the sentences into your notebook, underline the words, and write a definition of each one.

Reading Strategy

Identify Problems and Solutions

As you read about a dangerous journey like the one in the *Odyssey*, it will help to notice problems that the main character faces and the solutions he comes up with. To identify the problems Odysseus faces and his solutions, follow these steps:

- Notice clues about the weather, the conditions at sea, and the actions and attitudes of the men. Notice what Odysseus says and does.
- Think about what you would do in a similar situation.
- Think about how effective the solutions are. Do you think Odysseus made the right decisions?

As you read the excerpt from *Tales from the Odyssey*, notice the problems and solutions. Decide whether you think Odysseus's decisions will help him get himself and the men home safely.



Set a purpose for reading Where is Odysseus going? Look for specific challenges he faces on his journey.

from

TALES from the ODYSSEY

retold by Mary Pope Osborne



Prologue

In the early morning of time, there existed a mysterious world called Mount Olympus. Hidden behind a **veil** of clouds, this world was never swept by winds, nor washed by rains. Those who lived on Mount Olympus never grew old; they never died. They were not humans. They were the mighty gods and goddesses of ancient Greece.

The Olympian gods and goddesses had great power over the lives of the humans who lived on Earth below. Their anger once caused a man named Odysseus to wander the seas for many long years, trying to find his way home.

Almost 3,000 years ago, a Greek poet named Homer first told the story of Odysseus's journey. Since that time, storytellers have told the strange and wondrous tale again and again. We call that story the Odyssey.

The Odyssey Begins

Soon after the Greek ships left Troy, the skies began to blacken. Lightning **zigzagged** above the foamy sea. Thunder shook the heavens.

Mighty winds stirred the water. The waves grew higher and higher, until they were rolling over the bows of the ships.

"The gods are punishing us!" the Greek warriors shouted. "We shall all drown!"

Listening Skill

Follow along in your book as you listen to the audio. Notice the words in **bold**. These words may not be familiar to you. You'll find their definitions at the bottom of the page. Knowing the meanings of these words will enhance and confirm your understanding of the story.

veil, covering

zigzagged, moved in a pattern like a line of Z's



As his men **frantically** fought the storm, Odysseus felt bewildered. Why was Zeus, god of the skies, **hurling** his thunderbolts at them? Why was Poseidon, lord of the seas, sending great waves over the waters?

Odysseus turned to his men. “What has happened to anger the gods?” he shouted. “Tell me!”

“Before we left Troy, Greek warriors invaded Athena’s temple!” said one of his men. “They were violent and disrespectful.”

Odysseus was stunned. The Greeks had offended the goddess who had helped them to victory! And now her anger might drown them all.

The wind grew stronger. It whipped the sails of the Greek ships and slashed them to rags. “Lift your oars!” Odysseus shouted to his men. “Row! Row to shore!”

The Greeks struggled **valiantly** against the mighty wind and waves. Fighting for their lives, they finally rowed their battered ships to a strange shore. There they found shelter in a rocky cave.

The storm raged for two more days and nights. Then, on the third day, a fair wind blew, the sun came out, and the wine-dark sea was calm at last.

“Now we can continue on our way,” Odysseus said to his men. “Athena is no longer angry.” In the rosy dawn, he ordered them to raise their tattered sails and set off again for Ithaca.

But, **alas**, the **wrath** of Athena had not been fully spent. Hardly had Odysseus reached the open sea when another gale began to blow.

frantically, anxiously

hurling, throwing

valiantly, bravely

alas, sadly

wrath, great anger

✓ LITERARY CHECK

From which **point of view** is this story told? Which **character’s** thoughts and feelings does the narrator reveal?

Before You Go On

1. To what do the men and Odysseus attribute the stormy seas and thunderbolts thrown at them?
2. Why is Odysseus stunned as he figures out Athena’s actions?

👤 On Your Own

What do you think will happen next? Will Odysseus get them safely home? Explain.

For many days, Odysseus and his men fought the wind and the waves, refusing to surrender to the storm. Finally, on the tenth day, there was sudden calm.

Odysseus ordered his fleet to sail into the cove of a leafy green island. There he hoped to find food and drink for his hungry, weary men.

The Greeks dropped anchor. Then they dragged themselves ashore. They drank cool, fresh water from a spring and collapsed onto the sand.

As Odysseus rested, he ordered three of his men to explore the island and look for **provisions**.

When the three had not returned by late afternoon, Odysseus grew angry. Why did they **tarry**? He wondered.

Odysseus set out in search of the men. He moved through the brush and brambles, calling their names.

He had not gone far when he came upon a group of peaceful islanders. They greeted him with warm, friendly smiles. And they offered him their food—lovely bright flowers.

Odysseus was **famished**. But just as he was about to eat the flowers, he caught sight of his missing men. The three were lying on the ground with dreamy smiles on their faces.

Odysseus called each man by name, but none of them answered. They did not even look at him.

“What have you done to them?” he asked the islanders.

“We have given them our flowers to eat,” an islander answered. “This is our greatest gift. The gods would be angry if we did not offer to feed our guests.”

“What sort of flowers are these?” Odysseus asked.

“They come from the lotus tree,” the islander said. “They have the magical power of forgetfulness. They make a man forget the past.”

provisions, food and supplies

tarry, delay

famished, very hungry

✓ **LITERARY CHECK**

Do you think this event on the island is important to the **plot**? Explain.



“Forget his memories of home?” asked Odysseus. “And his memories of his family and friends?”

The lotus-eaters only smiled. They again offered Odysseus their sweet, lovely flowers. But he roughly brushed them away. He pulled his three men to their feet and commanded them all to return to their ships at once.

The men began to weep. They begged to be left behind so they could stay on the island and eat lotus flowers forever.

Odysseus angrily herded the men back to the ships. As they drew near the shore, the three tried to escape. Odysseus called for help.

“Tie their hands and feet!” he shouted to his crew. “**Make haste!** Before others eat the magic flowers and forget their homes, too!”

The three **flailing** men were hauled aboard and tied to rowing benches. Then Odysseus ordered the twelve ships to push off from shore.

Once more, the Greeks set sail for Ithaca, sweeping the gray sea with their long oars. As they rowed past dark islands with jagged rocks and shadowy coves, Odysseus felt troubled and anxious. What other strange wonders lurked on these dark, unknown shores?

make haste, move quickly or hurry up

flailing, waving arms and legs in an uncontrolled way

About the Author

Mary Pope Osborne grew up in a typical military family and was always moving. As a child, she lived in Austria and in Oklahoma, Florida, North Carolina, and Virginia, U.S.A. Her books include *Night of the Ninth Dragon* and *A Big Day for Baseball*. Mary Pope Osborne currently lives in New York City with her husband, Will.



Before You Go On

1. How does Odysseus react at first to the islanders' offer? Why?
2. What special powers do the lotus flowers have?

On Your Own

Do you think Odysseus was right to take the men back to the ship? Explain.

Review and Practice

Reader's Theater



Act out this scene between Odysseus and one of the islanders.

Odysseus: Aha, my men, there you are! I **finally** found you. What is wrong? Why aren't you looking at me? Islander, what have you done to my men?

Islander: We have done nothing to your men. We only gave them a gift of our flowers to eat.

Odysseus: Flowers? What kind of flowers?

Islander: We fed them our special, sweet flowers from our lotus tree. These flowers are able to take away the memories of all problems and worries.

Odysseus: But these flowers made my men forget everything! They cannot remember their names or homes.

Islander: Here, try some. Have some of our lotus flowers. They will make you as happy and peaceful as your men.

Odysseus: I do not want to forget my people or my home! I am not going to **abandon** my men here. I am taking them back to our ship!

Speaking Skill

Use tone of voice to convey your character's feelings. Use gestures and body language where appropriate.

Comprehension



Recall

1. What reason does one of Odysseus's men give to explain why the gods were angry with them?
2. What does Odysseus hope to find on the island?

Comprehend

3. Why is Odysseus so angry with his men on the island?
4. If Odysseus and his men make it home, who will make it possible? Why?

Analyze

5. Why did people keep retelling Odysseus's tales? Explain.
6. What qualities made Odysseus a good leader? Explain.

Connect

7. How about you? Would you like to read more about Odysseus's adventures? Why or why not?
8. Would you recommend this tale to others? Why or why not?

Reading Skill

Make sure you understand different types of sentences. Questions are used routinely in speaking and in written classroom materials to ask for information. They often include words such as *who*, *what*, *where*, *why*, *when*, or *how*.

Discussion

Discuss in pairs or small groups.

1. From what you read, how important were the Greek gods and goddesses? Explain.
2. Based on Odysseus's perspectives, what do you think the ancient Greeks valued in life? Explain.



Where can a journey take you? From what you read and know about it, why do you think the *Odyssey* is such a famous work of literature even today? Considering that the journey took Odysseus ten years and was one filled with many adventures and dangers, how do you think people use the word *odyssey* today? Do you know of any journey you would refer to as an odyssey? Explain.

Listening Skill

Listen to your classmates' ideas. Before you explain your viewpoint, summarize what you heard. Doing this will help you recall the discussion so far, and you might even end up changing your viewpoint.

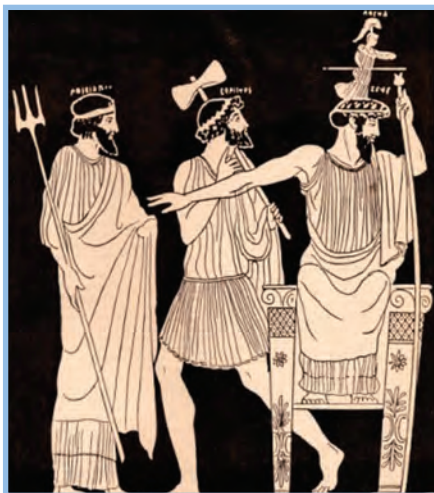
Response to Literature



Use university or government websites to do research about Greek gods or goddesses. In your notebook, make a chart like the one below. Write the information you discover. Then find a myth about one of the gods or goddesses you researched. Retell it to the class in your own words.



Name of God or Goddess		Role of God or Goddess
Zeus	→	king of the gods; god of thunder
Athena	→	daughter of Zeus; goddess of wisdom, war, and arts and crafts



◀ Zeus and the birth of Athena

Simple Past: Regular and Irregular Verbs

Use the simple past of regular and irregular verbs to talk about actions that happened in the past. Form the simple past of regular verbs by adding *-d* or *-ed* to the base form. If a verb ends with a consonant letter followed by *y*, change *y* to an *i* and add *-ed*.

Regular Past Verbs	
abandon → abandoned	study → studied
collapse → collapsed	tarry → tarried

Form questions and negatives with the auxiliary verb *did*.

Why did they tarry ?	Odysseus didn't eat the flowers.
------------------------------------	-----------------------------------------

Many common English verbs are irregular. The verb *be* has the past forms *was* and *were*. Be sure the verbs agree with their subjects: Use *was* for singular nouns and pronouns; use *were* for plural. Form negatives by using *was not* (*wasn't*) and *were not* (*weren't*).

The sea was calm at last.	The gods weren't humans.
----------------------------------	---------------------------------

Practice A



38

Work with a partner. Use the correct simple past form of the regular verb in parentheses to complete the sentences.

- Odysseus wandered for years. (wander)
- They _____ to many strange lands. (journey)
- The men _____ with the lotus-eaters. (tarry)
- Did the men _____ to the ship? (return)

Practice B

Work with a partner. Ask and answer questions using the simple past form of the irregular verbs. Write the sentences in your notebook.

What was the last thing you . . .

(take) to a party?

(eat) for lunch?

(teach) a child?

(give) to a friend?

Grammar Skill

If a verb ends in a vowel and *y*, don't change the *y* to *i*. For example, *play* → *played*.

Grammar Check

- ✓ How do you form the **simple past** of a regular verb ending in *y*?

Apply

Write three sentences about things you did last weekend. Use the simple past forms of verbs. Use a dictionary, if needed. Then talk to a partner about what you did.

Example:

A: How was your weekend?

B: It was good. I went to the park with Eva.

A: What did you do there?

Simple Sentences: Pronouns and Modifiers

In your writing, be sure to use simple sentences correctly. Each sentence should have a subject (noun) and a predicate (verb or verb phrase). Any pronoun—masculine, feminine, or plural—should agree with its antecedent.

Antecedent		Pronoun		Pronoun	
Odysseus	sailed the seas.	He	returned to	his	home.
Athena	was a goddess.	She	showed	her	power.
The Greeks	had voyaged far.	They	missed	their	families.

It's helpful to use adjectives to describe. Adjectives usually appear before the noun they modify. They can also come after linking verbs, such as *look* or *seem*, and indefinite pronouns, such as *something* or *anywhere*.

Before a noun	They sailed on the dark, stormy sea.
After a linking verb	Zeus seemed angry .
After an indefinite pronoun	The sailors sought someplace safe .

Practice A



39

Work with a partner. Complete the sentences with a pronoun that agrees with its antecedent.

- The Greeks sometimes offended _____ their _____ gods.
- The goddess Athena was angry. _____ made trouble for Odysseus.
- The Greeks struggled. _____ survived the storm.
- Odysseus sent three of _____ men to explore.

Practice B

Work with a partner. Use an adjective from the box to complete each sentence. Then circle the word the adjective modifies.

friendly long peaceful tired

- The weary and _____ tired _____ sailors came ashore.
- The journey was _____ and difficult.
- The sailors wanted someplace _____ to rest.
- The lotus-eaters seemed _____ and welcoming.

Grammar Skill

With imperatives, such as *Open your book*, the subject (*you*) is understood but omitted.

Grammar Check

- ✓ What should **pronouns** agree with?

Apply

Write four simple sentences about Odysseus. Make sure you use pronouns and modifiers and adjectives correctly.

Example: Odysseus needed help. **His** men were **tired**.

Writing

Write a Story from a Different Point of View

At the end of this unit, you will write a short story. To do this, you will need to learn some of the skills writers use in narrative writing. Remember, a story can be narrated using first-person or third-person point of view.

Writing Prompt

Write a familiar story from a different point of view. Who will be your narrator? Will it be someone outside of the story, as in the tale you just read? Or will it be a character in the story? Determine the point of view of the story you choose, and decide on a different point of view. How will you show how the different characters feel about the events? Will you use first person? Third person? Be sure to use verbs in the simple past correctly.

1 Prewrite

Begin by choosing a story to retell.



- Reread the story. From which point of view is it told?
- Decide on a different point of view to retell the story.
- Notice the pronouns used in the original story and think about which ones you will use.
- List your ideas in a T-chart.

Here's a T-chart created by a student named Ben. He is retelling the story you just read from the first-person (Odysseus's) point of view.

Third-person point of view	First-person point of view
The Greeks dropped anchor.	We dropped anchor.
Odysseus ordered his men to look for provisions.	I ordered my men to look for provisions.
The islanders greeted Odysseus warmly and offered him lotus to eat.	The islanders greeted me warmly and offered me lotus to eat.
Odysseus caught sight of his men.	I caught sight of my men.
Odysseus pulled his men to their feet and herded them back to the ship.	I pulled my men to their feet and herded them back to the ship.

2 Draft Use your T-chart to help you write a first draft.

- Use details from the story for your retelling. Use your own words when necessary. Use the model and the story you just read to help you.
- Use pronouns consistent with your point of view.
- Use the simple past correctly.

3 Revise Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 383.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Complete (✓) the Peer Review Checklist on Workbook page 40. Edit your final draft in response to feedback from your partner and your teacher.

5 Publish Prepare a clean copy of your final draft. Share your story with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is Ben's retelling of the story from Odysseus's point of view.

Ben Berman

The Lotus-Eaters

We dropped anchor on a small island. The first thing we did was to drink from a spring we found. Then I ordered three of my men to search the island for provisions. When they didn't return by late afternoon, I set out to look for them. Suddenly, I came upon a group of islanders. They greeted me warmly and offered me lovely flowers to eat. As I was about to eat one, I caught sight of my men. They were lying on the ground, smiling dreamily. "What have you done to them?" I asked the islanders. One of the islanders explained to me that the lotus flowers make people forget their past. I was outraged. I pulled my men to their feet and commanded them to return to the ship. They wept and begged to stay. I herded them back to the ship and ordered my crew to tie their hands and feet. Thank goodness I got them off that island in time!

Writing Checklist

Ideas:

- ☐ I used a different point of view to tell the story.

Conventions:

- ☐ I used pronouns consistent with my point of view.
- ☐ I used the simple past of both regular and irregular verbs correctly.



Prepare to Read

What You Will Learn

Reading

- Vocabulary building: *Context, dictionary skills, word study*
- Reading strategy: *Recognize cause and effect*
- Text type: *Informational text (science)*

Grammar

- More on parallel structure
- Prepositions

Writing

- Write a story with a story starter



THE BIG QUESTION

Where can a journey take you? What do you know about migrating animals—animals that travel from one place to another? Have you ever seen animals migrate? Where were they going? Why do you think some animals migrate? Share your ideas with the class.

Build Background

You will read two science articles about animal migration.

“Migrating Caribou” tells about the difficult journey caribou make as the cold winter approaches. The caribou are members of the deer family. They are herd animals and are always on the move. Caribou roam throughout the cold regions of Russia; Alaska, U.S.A.; Canada; and Greenland.

“Magnets in Animals” presents an interesting theory about how some animals find their way as they travel thousands of miles.

Since animals travel such long distances, you will find metric measurements helpful to know. Many articles use the metric system. Look at the chart.



◀ A caribou

Metric Conversions

U.S./British Measure	Abbreviation	Metric	Abbreviation	Used for	Conversion Formula
pound	lb.	kilogram	kg	weight	lb. \times 0.45 = kg
foot (feet)	ft.	meter	m	length (height)	ft. \times 0.38 = m
mile	mi.	kilometer	km	length (distance)	mi. \times 1.61 = km

Vocabulary

Listening and Speaking: Key Words

Read these sentences aloud with a partner. Use the context to figure out the meaning of the **highlighted** words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. **Biologists** study animals to learn about their lives and behavior.
2. The large **herd** of caribou is made up of males, females, and newborn calves.
3. The **landscape** at the North Pole is icy and barren, which makes it hard for some animals to live there.
4. Many scientists believe that some animals have material in their bodies that creates an internal compass by sensing Earth's **magnetic** field.
5. The geese fly to the southern part of their **range** every winter.
6. If animals cannot find food in winter, they die of **starvation**.

Key Words

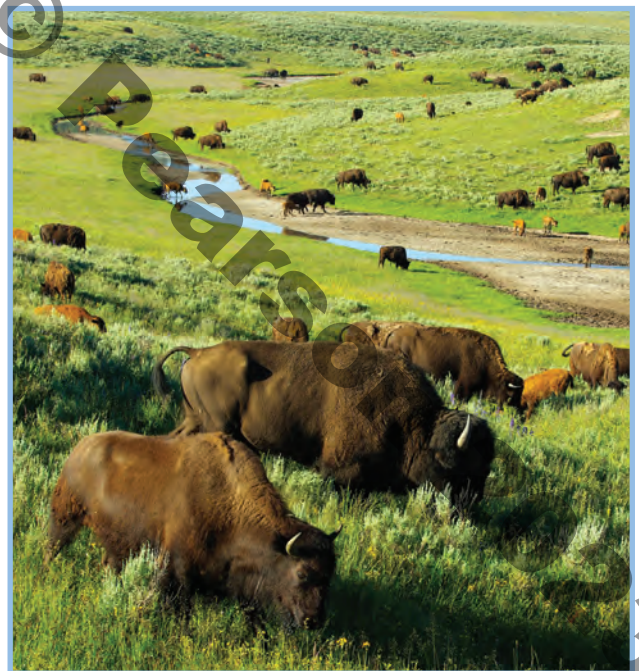
biologists
herd
landscape
magnetic
range
starvation

Practice



Choose a word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. Some animals travel for thousands of miles, using Earth's _____ field to help them find their way.
2. A large _____ of buffalo thundered across the plains.
3. _____ study how animals travel so they can learn more about their migration.
4. Many animals die of _____ each winter because there is not enough food to eat.
5. The _____ of the Arctic is white because of the snow and ice.
6. Some animals have to move to another _____ when their food runs out.



▲ A herd of buffalo

Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read “Migrating Caribou” and “Magnets in Animals,” try to use these words to respond to the text.

Academic Words

approaches
approximate
area
migrate



approaches = moves closer	➡	In some places as winter approaches , certain animals prepare by gathering food.
approximate = close to a number but not exact	➡	One caribou herd travels an approximate distance of 650 kilometers, but they actually walk more than that.
area = a certain part of a country, town, or other region	➡	Birds sometimes move food from one area to another.
migrate = move from one place to another	➡	Birds that migrate thousands of miles are interesting to study.



Practice



Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. What steps do you take as bad weather **approaches**?
2. What do you think is the **approximate** temperature outside today?
3. Do you think you have all the resources you need in your **area**?
4. What animals that you know about **migrate** to places near you?



◀ Some birds migrate south for the winter.

Word Study: Words as Multiple Parts of Speech

Nouns usually function as subjects of sentences. Sometimes, nouns are used as adjectives to modify other nouns, as they do in the sentences below. The nouns used as adjectives are *caribou*, *Arctic*, *migration*, and *summer*. The last sentence has two nouns that are used as adjectives: *Porcupine* and *caribou*.

adjective noun
The **caribou migration** begins in the fall every year.

adjective noun
The **Arctic winter** can be very cold.

adjective noun
The **migration route** was hundreds of miles long.

adjective noun
The caribou spend one or two months on the **summer range**.

adjectives noun
The **Porcupine caribou herd** contains about 125,000 animals.

Practice



43

For the first four sentences on the chart above, write a new sentence in your notebook, using the noun used as an adjective as the subject of the new one.

Reading Strategy

Recognize Cause and Effect

Recognizing cause and effect can help readers understand a science text like the two selections you are going to read about animal migration. The selections explain why animals migrate, often long distances. To help you notice cause-and-effect relationships in a text, follow these steps:

- Think about what the text is mainly about. What will be explained in it?
- Look for reasons why caribou and other animals migrate. Look for the results. How does migrating help the animals?
- Make a T-chart to list the reasons and the results (or effects).

As you read the two selections, take notes on your chart. Use them to help you answer questions later.



44

Set a purpose for reading As you read, think about these questions: Why do some animals migrate such long distances, and how do they do it?

Migrating Caribou

On the Move

If you fly over the Arctic in the fall, you will see an amazing sight: thousands of migrating caribou flowing across the **landscape** like a thin, brown river. They are traveling from the frozen north of the Arctic to the forest in the south. They are going to a warmer place in search of food.

What are Caribou?

Caribou are members of the deer family. They stand about 1½ meters (4–5 ft.) tall from the ground to their shoulders and have small ears and tails. These caribou are barren-ground caribou. *Barren ground* means “lacking plants or crops.” These words perfectly describe the land of the Arctic tundra, the cold, treeless regions of northern Asia, Europe, and North America where these caribou live. In these **harsh** lands, several million barren-ground caribou follow the same migration patterns their **ancestors** did thousands of years ago.

A single caribou can eat four kilograms of lichen a day.

Barren-ground caribou are social animals. They travel in large **herds** made up of thousands. Caribou eat grass, mushrooms, twigs, and shrubs, but their favorite food is lichen. Lichen is a low-growing plant that is common in the Arctic. It grows on rocks and trees. One caribou can eat four kilograms (9 lb.) of lichen a day.

harsh, very uncomfortable
ancestors, family members from the past

▼ Migrating caribou in the winter



Home on the Range: Summer

The caribou spend the summer in the northern part of their **range**. There, they reproduce (have babies) and move from pasture to pasture. On the summer range, the new calves grow healthy and fat. However, the tundra is a harsh and windy place during the long winter. Deep, wind-hardened snow covers the ground. The caribou cannot scrape through the thick ice to reach the food they need. A big snowfall or a rapid drop in temperature causes the caribou to move south to avoid **starvation**.

Caribou cover about 20 to 65 kilometers (12–40 mi.) a day while migrating. They are excellent swimmers and can easily cross wide lakes and rivers. Different caribou herds migrate different distances. Large herds usually travel longer distances. The Porcupine caribou herd contains about 125,000 animals. It travels about 650 kilometers (400 mi.). The Central Arctic herd contains about 25,000 animals and migrates about 200 kilometers (125 mi.). However, the herds actually travel much more than this. They wander back and forth, adding many kilometers to their journeys.

Home on the Range: Winter

The caribou travel for several months. In December, they arrive at their winter range, south of the Arctic tree line, in the forest. North of the tree line, no trees will grow. South of the tree line, the snow remains soft. This makes it easier for the caribou to find lichen to eat.



▲ Migrating caribou in the summer

In one day, caribou can travel up to 65 kilometers.

One herd has about 25,000 animals and travels 200 kilometers.

Before You Go On

1. What are two different caribou herds? Give one detail about each.
2. How far do caribou travel in a day? How much lichen can one caribou eat in a day?

On Your Own

What do you think it would take to live in the Arctic? Explain.

Back on the Move

In April and May, the snow begins to melt. This is a sign for pregnant female caribou, called cows, to leave. The cows begin the long migration to their calving grounds back in the northern Arctic. Why do the caribou travel so far to have their babies? In the north, the young calves are much safer. **Predators**

like wolves and bears are less common there. The best calving grounds also have a lot of new plants, which are high-energy food. This allows the mother caribou to produce rich milk for their calves. And the cool breezes keep away mosquitoes and biting flies. For the caribou, it is worth traveling hundreds of kilometers to reach these special places.

The caribou travel through deep snow and cross ice-filled rivers to reach their **destination**. After two months and about 1,000 kilometers (600 mi.) of walking, the cows finally reach the northern Arctic. The young are born in early June, almost as soon as their mothers arrive. The other caribou follow several weeks later.

The caribou stay on their summer range for one or two months. At first, they spend their time alone or in small groups. Then the herd begins to gather, and thousands of caribou start to move across the landscape. They begin their long southward journey again, away from the tundra and back across the tree line to the forest.

predators, animals that kill and eat other animals

destination, place at the end of a journey

Mother caribou find high-energy food that helps them support their growing babies.

▼ A caribou and her calf





Magnets in Animals



– Darlene R. Stille

Every year, many animals migrate, or travel, from one place to another. Some animals go north for summer and south for winter. They may make round trips that cover thousands of miles. **Swarms** of monarch butterflies travel from Canada and the northern United States to spend the winter in places as far south as Mexico.

Some whales and fish swim across the open sea. One kind of sea turtle finds its way between South America and a tiny island in the middle of the Atlantic Ocean.

Every autumn, **flocks** of ducks and geese fly overhead. They travel south for the winter. Some are making a journey of thousands of miles.

Arctic terns are migrating birds that cover up to 35,400 kilometers (22,000 miles) every year.

How do animals find their way? **Biologists** think that some animals use the position of the sun and the stars to help tell where they are going. Some animals may see or even smell landmarks to find their way.

Many biologists now think that some animals have a built-in compass. They think that certain birds, insects, fish, and other sea animals have tiny bits of **magnetic** material in their bodies. The tiny magnets line up along Earth's magnetic field. Somehow the animals use these compasses inside their bodies to find their way over thousands of miles.

swarms, large groups of insects that move together
flocks, groups

▼ Monarch butterflies migrating

Before You Go On

1. How long does it take for caribou herds to reach the northern Arctic?
2. Where do the monarch butterflies spend the winter?



On Your Own

Which fact interested you the most? Why?

Review and Practice

Comprehension



Recall

1. Where is the Arctic tundra?
2. What do caribou eat?

Comprehend

3. In which parts of their range do caribou spend the summer? The winter? Why?
4. Which caribou get to the summer range first? Why?

Analyze

5. From what you read in “Migrating Caribou,” how can you explain how thousands of caribou make it to their destinations?
6. Which article offers a theory about how animals find their way over thousands of miles? Explain.

Connect

7. After reading the two articles, what **migrating** animal or details would you like to know more about? Why?
8. Which animal from the articles did you find the most amazing? Why?

In Your Own Words

Use the words in the chart below to make sentences about migration.

approaching	➡	starvation, migrate , swarms, herd
migrate	➡	dangerous, journey, flocks, range, area
tundra	➡	landscape, barren
sufficient	➡	starvation, approximate
caribou	➡	deer, calves
biologists	➡	mystery, magnetic, journey

Discussion

Discuss in pairs or small groups.

1. Which article of the two you read did you find more interesting? Why?
2. Would you recommend the articles to others who want to find out about migrating animals? Why or why not?



Where can a journey take you? Which migrating animal's journey fascinated you the most? Did the destination intrigue you? How can finding out about animal migration help people? How can people help the animals in their travels? Explain.

Speaking Tip

Wait until someone has finished before you join the discussion. Listen carefully to what others say, briefly sum up another idea, and then add your own.

Read for Fluency

When you read aloud, use these tips: read words in groups; pause or slow down for important points; and emphasize key words. It helps to pace your reading: pause briefly after a comma and for a longer time after a period. Use appropriate intonation to convey meaning.

Work with a partner. Choose a paragraph from the reading. Discuss which words seem important for communicating meaning. Practice pronouncing difficult words. Then, take turns reading the paragraph and giving each other feedback.

▼ Migrating salmon



Extension



Animals behave the way they do for many reasons. Complete the chart below. Think and write about animals you're familiar with. Read each cause and write an effect.

Cause	Effect
winter is approaching	birds fly south
lack of sufficient food	
magnetic materials in their bodies	
animals see or smell landmarks	
spring is approaching	

Grammar

More on Parallel Structure

Parallel structure is the use of similar kinds of words and phrases to express related ideas. Look at the examples.

compound verbs	The caribou reproduce and move from pasture to pasture.
adjectives	The calves grow healthy and strong .
verb forms	As the animals are traveling , they are moving toward warmth.
series of nouns	Caribou eat grass, mushrooms, twigs, and shrubs .
sentence structure	North of the tree line , no trees will grow. South of the tree line , the snow remains soft.

Grammar Skill

Use parallel structure to show that ideas are equally or similarly important.

Practice A



46

Complete each of the following sentences. Choose the word or words in parentheses that make the sentences parallel.

1. Animals may go north for summer and then _____ head south for winter. (head/heading).
2. Scientists study insects, birds, and _____. (studying fish/fish)
3. Swarms of monarch butterflies travel to Mexico and _____ the winter there. (spend/are spending)
4. Animals migrate to escape harsh weather, to find more food, and _____. (to bear young/because of bearing young)

Grammar Check

- ✓ Give an example of **parallel structure**.

Practice B

In your notebook, rewrite the sentences below to make them parallel.

Example: Animals may use magnetic fields, smells, or landmarks as they migrate.

Animals may use magnetic fields, smells, or ~~seeing~~ landmarks as they migrate. They migrate because of warmer weather or the weather becoming colder. Some of them migrate to breed or for finding food. They make journeys that are long, hard, and involving danger. Scientists study migratory animals and observing their routes.

Apply

Write two sentences that each give three facts about an animal. Use parallel structure in your sentences.

Example: Monkeys spend their days eating, grooming, and sleeping.

Prepositions

A preposition introduces a noun or noun phrase. Together, these words are called a *prepositional phrase*. Prepositional phrases are used to show time, show place or direction, or provide details. Here are some common prepositions.

Time	Caribou migrate before winter . After March , the snow melts.
Place	They finally arrive in the Arctic . They travel to a warmer place .
Details	They travel in large herds . Swarms of monarch butterflies travel far.

Practice A



Work with a partner. Circle the correct preposition to complete each sentence.

1. Whales swim (to / at / in) the ocean.
2. Butterflies travel (from / for / of) Mexico to Canada.
3. Birds become exhausted flying (inside / across / at) the open ocean.
4. A rapid drop (at / with / in) temperature may cause animals to begin migrating.
5. (Under / To / Of) the soft snow, the caribou find lichen.
6. Melting snow is a sign (on / by / for) pregnant caribou to migrate.

Practice B

Work with a partner. Add a prepositional phrase to complete each sentence.

1. Several kinds of animals use sight and smell to migrate.
2. Flocks _____ travel together.
3. Have you ever seen a bird perched _____?
4. Do turtles lay eggs _____?
5. Look! There's a monarch caterpillar _____.

Grammar Skill

A prepositional phrase can appear anywhere in a sentence. Use a comma after a long prepositional phrase at the beginning of a sentence.

Grammar Check

- ✓ What kind of word or phrase follows a **preposition**?

Apply

Work with a partner. Find examples in the reading of prepositions that show time, show place or direction, or provide details.

Write a Story with a Starter

At the end of this unit, you will write a short story about a journey. To help you do this, you will use a story starter to write a paragraph about an event, adventure, or place. You'll use sensory details for your descriptions.

Writing Prompt

Write a story using one of the following story starters:

- It started off as a typical day.
- Little did I know that my incredible adventure was about to begin.
- I arrived at the most amazing place.

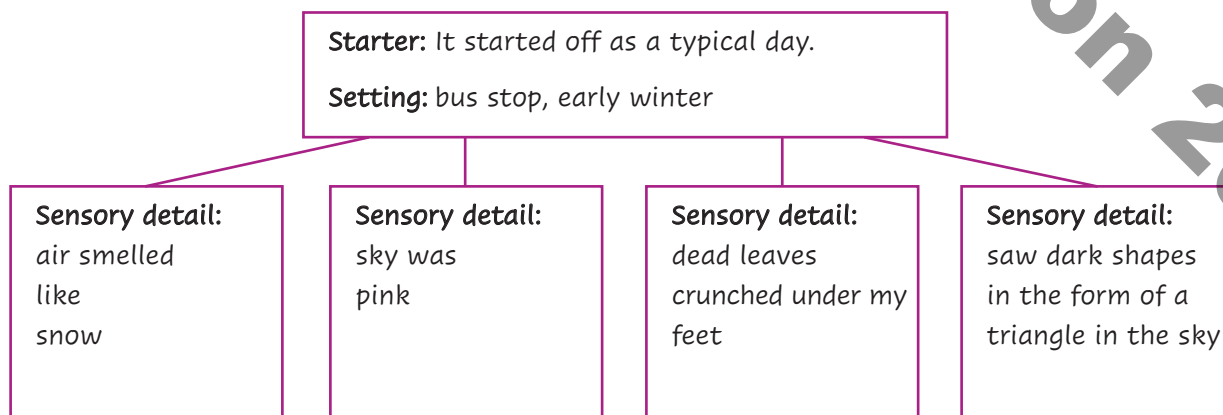
Use the story starter as the first sentence of your story. Remember to use descriptive words that appeal to the senses to make your story engaging. Use prepositions correctly. Be sure to use parallel structures, where appropriate.

1 Prewrite Begin by deciding on an event, an adventure, or a place that you especially enjoyed. Then choose an appropriate story starter to tell about it:



- Think about how you will develop your story, using the story starter.
- Jot down a possible setting and some sensory details you can use.
- Then list your ideas in a graphic organizer like the one below.

Here's a graphic organizer created by a student named Emanuel.



2 Draft Use your graphic organizer to help you write a first draft.

- Keep your story starter in mind.
- Remember to include sensory details.
- Be sure to use prepositions correctly. Use parallel structures.

3 Revise Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 383.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Complete (✓) the Peer Review Checklist on Workbook page 48. Edit your final draft in response to feedback from your partner and your teacher.

5 Publish Prepare a clean copy of your final draft. Share your story with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Writing Checklist

Ideas:

☐ I developed the story starter.

Word Choice:

☐ I used sensory details in my descriptions.

Conventions:

☐ I used prepositions correctly.

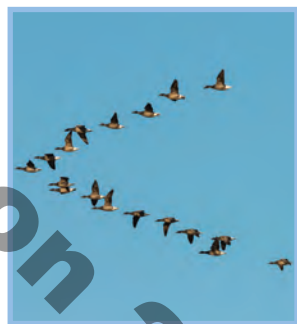
☐ I used parallel structure when appropriate.

Here is Emanuel's story. Notice the sensory details that Emanuel included to help establish the setting.

Emanuel Bonilla

Something Special

It started off as a typical day. It was the beginning of winter, and life was pretty dreary. Dead leaves crunched under my feet as I was walking to the bus stop. My day at school seemed to go on forever. But when I walked back to the bus stop that afternoon, I noticed that the air smelled like snow. I looked up and saw that the sky was pink. Suddenly, I saw a lot of dark shapes in the form of a triangle. They were geese. I remembered that geese migrated to the south for the winter and then came back north for the summer. There was something fascinating about how the geese were staying in such a neat formation. They did not get out of place and were working together. I followed them across the sky with my eyes. I finally saw them fading away as they continued south. I saw something special right at my own bus stop.



Prepare to Read

What You Will Learn

Reading

- Vocabulary building:
Literary terms, word study
- Reading strategy:
Make inferences
- Text type:
Literature (novel excerpt)

Grammar

- Complex sentences with adverbial clauses of time
- Expressions of quantity and subject-verb agreement

Writing

- Write a personal letter



THE BIG QUESTION

Where can a journey take you? Talk with a partner. Why do you think people keep journals when they travel? How is writing in a journal different from other kinds of writing? Have you ever kept a journal? In the fictional but realistic journal you're going to read, a young boy from China describes his experiences arriving in the state of California in the U.S.A. more than one hundred years ago during the gold rush. He sees a totally different country from his own. What do you think he will write about? What do you know about the gold rush? What would you write about being involved in the gold rush?

Build Background

You will read an excerpt from the novel ***The Journal of Wong Ming-Chung***. The story takes place in the 1850s during the California gold rush. People came from all over the United States and other countries to dig for gold. These people all wanted to find gold and make money. Wong Ming-Chung, the boy in the story, comes to California, U.S.A., from China to help his uncle search for gold. The story is told from Wong Ming-Chung's point of view. Presenting the story as a journal allows the author to share the private thoughts of the main character. The story is historical fiction. While the events did not actually happen, they are based on what could have happened at the time.



▲ Around 300,000 people went to California to search for gold from 1848 to about 1855.

Vocabulary

Learn Literary Words

A **simile** is a figure of speech that writers use to make a comparison between two different things. A simile uses the words *like* or *as* to compare two different things.

The huge meal was **like** a feast.
The ships were **as** tall and thick **as** a forest.

A **metaphor** is also a figure of speech that writers use to describe something as if it were something else. A metaphor compares two different things without using the words *like* or *as*.

No man is an island. (*John Donne*)
The snow was a blanket covering the earth.

Writers use metaphors and similes to help the reader imagine people, places, and things in vivid and interesting ways.

Practice



Work with a partner to develop your comprehension of literary language. Take turns reading the following metaphors and similes aloud. First, decide if it is a metaphor or simile. Then identify the two things that are being compared.

Finding my way around the city was like putting together a puzzle.
All the world's a stage. (*Shakespeare*)
Life is a journey with many different roads and signposts.
Her eyes sparkled like the sun.
Your friend is your needs answered. (*Khalil Gibran*)



▲ The rocks rose out of the sea like hands reaching for the sky.

Create a metaphor of your own that compares a person, place, or thing to something else. Write the metaphor in your notebook.

Literary Words

simile
metaphor



Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read the excerpt from the novel *The Journal of Wong Ming-Chung*, try to use these words to respond to the text.

Academic Words

adjust
emphasize
immigration
journal



adjust = make a change in something to make it better	➡	When we moved, we had to adjust to life in the city.
emphasize = show that something is important	➡	Most schools emphasize the rules that students must obey, such as being on time for class.
immigration = the act of going to live in another country	➡	There were great waves of immigration in the late 1800s. Many people left Europe and moved to America.
journal = a record that is written daily	➡	He didn't want to forget anything about his adventure, so he wrote in his journal at the end of each day.



Practice



Work with a partner to answer the questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. How can people make it easier to **adjust** to a new place?
2. What would you **emphasize** to a new student about your school's rules?
3. Do you think there is still a lot of **immigration** to the United States?
4. What do you like or dislike about keeping a **journal**?

More than 12 million immigrants ► passed through the doors to Ellis Island in New York Harbor.



Word Study: Words Ending in y

To form the plural of certain nouns ending in *y*, change *y* to *i* and add *-es*. To form the third-person singular of certain verbs ending in *y*, change *y* to *i* and add *-es*.

Singular Noun	Plural Noun
body company	bodies companies

Verb	Third-Person Singular Verb
marry	marries

To form the comparative and superlative of adjectives ending in *y*, change the *y* to *i* and add *-er* or *-est*.

Adjective	Comparative	Superlative
scary	scarier	scariest

Practice



Copy the charts above and add these words from the selection to the appropriate chart, changing the spelling to make a new word as indicated: *funny* (comparative); *bury* (third-person singular); *country* (plural); *hurry* (third-person singular); *dynasty* (plural); *lucky* (superlative); *worry* (third-person singular); *chilly* (comparative); *empty* (comparative). With a partner, take turns using the words in sentences.

Reading Strategy

Make Inferences

Journals reveal a character's thoughts and feelings, but they don't always tell you everything you want to know. Use details from the text, as well as your own experiences, to make inferences, or figure things out. Follow these steps:

- Read the journal. Think about what the main character is experiencing and feeling. Is there something you want to know?
- Look for details. Did you find out what you wanted to?
- If you cannot find what you need and still have questions, think about what you do know and about your own experiences. For example, the main character doesn't directly state that he is homesick. What clues are there in the journal about this? Think about how you would feel.

As you read *The Journal of Wong Ming-Chung*, think about what you want to know. If it isn't stated directly, what inferences can you make about it?



Set a purpose for reading As you read his journal, think about these questions: Where did Wong Ming-Chung's journey take him? How is he adjusting to his new life there?

from The Journal of Wong Ming-Chung

LAURENCE YEP



After a dangerous journey from China, Wong Ming-Chung, a twelve-year-old boy, arrives in San Francisco in 1852. He is on his way to help his uncle in the gold mines. This excerpt is from his diary.

June 18 San Francisco, or First City

The Golden Mountain is stranger, scarier, funnier, sadder and more wonderful than I ever imagined. Now that I am here I will use only the American calendar.

When we got off the ship, I thought I was in the middle of a forest. Except I could hear the ocean. Then I realized the tall poles were the **masts** of ships. I was surrounded by hundreds of empty boats. They jam the harbor like fish in my village pond. I bet I could have walked from one deck to another across the bay.

I didn't see any sailors. Instead, I saw laundry hanging from lines as if people were using the boats as houses. Then I saw one ship that literally had a house built on top of it. Maybe all the sailors had left their ships to find gold too.

Big, loud machines were pounding logs **vertically** into the mud a half-kilometer from shore. Real houses **perched** on top of logs that had already been driven in.

Men and machines were filling in the shoreline to make more space. In some places, they weren't even bothering to move the ship, but were just filling the dirt around it. Blessing [Wong's brother] would have loved the machines.

First City **nestles** at the foot of steep hills between the shore and the hillsides. A few houses lie scattered on the slopes. Instead of building on the hills, they're expanding into the water.

Though it's summer, the air is as chilly here as winter back at home.

I have to stop now. They're calling for us to **register**.

Later

Just got back. I don't want to forget a thing, so I'm going to write it all down. But there's so much.

After all these months at sea my legs are used to the motion of the waves. It was strange to stand on solid ground. My legs kept wanting to adjust for a moving platform. They still are.

On shore, there was a Chinese man shouting for people from the Four **Districts** to come over to him. Another was ordering Three Districts people to gather around him.

masts, poles on which the sails are hung
vertically, pointing straight up
perched, sat on a high spot
nestles, sits comfortably
register, put a name on an official list
districts, particular areas of a city

✓ LITERARY CHECK

How does the **simile** in the paragraph help you visualize the scene? Explain.

Reading Skill

To understand the words in bold, read the definitions at the bottom of the page. Later, use the words in your own sentences.

Before You Go On

1. Why did the narrator think he was standing "in the middle of a forest"?
2. How does the narrator feel about his new home? How do you know from what he writes?



On Your Own

What inferences can you make about what Wong Ming-Chung is going to do in San Francisco? Why does he call it the Golden Mountain?

Sample

Material

Pearson 2023



Gem, Melon, Squash-Nose, and I stuck together as a group. Our own district belongs to the area known as the Four Districts. We tried to ask the clerk what he wanted, but he looked impatient and bored. He snapped at us to wait and then went back to **bawling** out his call over and over.

When all the Chinese had left the ship, he mechanically began to recite a speech he must have given a hundred times.

It seems that the Chinese in the land of the Golden Mountain have grouped together by areas and family **clans**. But primarily by areas. His **headquarters** will act as our **clearinghouse** for everything—temporary shelter, jobs, and transportation to the gold fields. I was grateful to hear that.

The headquarters will also send our money and letters back home.

He emphasized that we will not be allowed to go home until we have paid back everything that we owe. If we die before then, they will see to it that our bones are shipped back for burial.

I felt a little trapped. It sounds as if the only way out of here is to die. But then I reminded myself that Uncle is doing well. He will watch over me.

bawling, yelling loudly

clans, groups of families

headquarters, center of the organization

clearinghouse, central place for information

Still later

Finally, real food! Rice, vegetables, and meat! At first, I wondered if I had lost track of time. Maybe it was a feast day. However, the people at the headquarters act like they have it all the time. At home only rich people can feast like this every day.

To get to Chinatown we had to pass through the American part of the city. San Francisco is like a big pot of stew with everything mixed in.

People seem to live in anything they can. In many places, I saw tents of dirty canvas. Other buildings were wooden fronts with canvas sides and roofs that flapped up and down. The first good wind ought to blow most of them away. When I asked the clerk, he explained that in the past three years, six fires had destroyed the city. The latest was just a year ago.

Then I saw some little cottages built out of iron. The clerk said that there used to be a lot more. However, in the last fire, many people had stayed inside them, thinking they were safe. Unfortunately, the flames turned the iron cottages into huge stoves. When the unlucky people tried to escape, they found the doors and windows had sealed tight and they were trapped. Most of them died.

Finally, we came to an area that the fire must have skipped. Tall buildings of brick or wood rose several stories high. Through the open windows and doorways came the sound of loud laughter. Gem tried to peek inside one place and got a hard-boiled egg in the face. He said they were playing cards inside.

Other wooden buildings were so new that their lumber smelled of freshly **planed** wood and shone like pale gold. Still others had already weathered gray while a few had been painted white, the color of death. At first I thought they were **mausoleums** for the dead. But as I passed I saw they were stores. All of them were crammed with goods. In fact, the goods spilled out of some of them and were piled on the sidewalk.

Then I saw tall stone walls rising from the dirt. Chinese were on **scaffolding** building the walls, so I thought we were in Chinatown. However, when we just kept on walking, I asked the clerk.

He said it is an American building, but that tall mountains shut off this **province** from the rest of the country. It had been cheaper to bring the stones from China. Unfortunately, the assembly instructions had been written in Chinese, so the American owner had hired a boatload of Chinese stone **masons** to put it together. It is to be the First City's first building of stone. I feel proud that it is Chinese who are doing that.

Have to go. Gem and Melon need help reading the employment notices.

planed, smoothed

mausoleums, large stone buildings containing graves

scaffolding, boards for people to stand on

province, large area in a country

masons, people who cut stones into pieces

Before You Go On

1. How did the Chinese group together when they first arrived?
2. Why were many people living in tents in San Francisco?

On Your Own

Based on what interests him and what he writes about, what kind of person do you think the narrator is? Explain.



Evening

San Francisco is also a big stew of people. Every country in the world has dumped someone into the pot. And most of us are hurrying to the Golden Mountain.

I've seen hair of almost every color, and faces and bodies stranger than the British man in Hong Kong. Many of them are Americans, but many others speak languages that don't sound like English. They wear every type of costume from elegant to cheap and plain.

I also see people with skin the same color as mine. However, when I try to greet them, they don't understand me. I don't think they are speaking English, either.

Most of them are miners and look as eager and new as us.

The air is crackling with energy. I wish I could bottle it and sell it as a tonic.

Two things worry me, though. Even if the Golden Mountain is pure gold, can there really be enough for all the miners I see?

Almost all of them are armed with at least a pistol and a knife, too. Why do they need so much protection? And from what?

✓ LITERARY CHECK

What does the author compare San Francisco to in this **metaphor**?

What does it show you about the narrator?

Could the Golden Mountain be even more dangerous than the sea voyage here? I don't see how. And yet . . .

The others want to turn off the light so they can sleep. Another wonder. The light is inside glass. The Americans call it **kerosene**.

I don't see how they can sleep. I know I won't.

June 19

Another big meal. It was rice porridge and fried crullers like at home. But the porridge had big chunks of pork and preserved eggs. I've never eaten so well. Blessing would definitely have liked this part of the trip.

The Chinese live in an area on a steep hill of San Francisco. The clerk was careful to tell us the Chinese and American names in case we get lost. In Chinese, it's the street of the people of T'ang. The T'ang was a famous dynasty back in China a thousand years ago. In English, it is called Sacramento Street.

However, since there are thousands of Chinese living here now, Chinatown has begun to spill over onto other streets, especially Dupont.

Like the American town, Chinatown is a mixture of wooden buildings and tents. The buildings are American-style but wooden carvings and signboards in Chinese mark their owners.

Above Chinatown, on an American street called Stockton, are a few wooden mansions where the richer Americans live.

Our group is luckier than some of the Chinese who have to stay in tents. We're inside the headquarters itself. The smells make me feel right at home. Altar incense mixes with the smell of cooking.

We are crowded into a room on the second floor. Though we are packed side to side, it seems spacious after the *Excalibur*.

kerosene, oil that is burned for heat and light

About the Author

Laurence Yep writes stories for children and adults. He was born in San Francisco, California, U.S.A., in 1948. Yep's books *Dragonwings* and *Dragon's Gate* are Newbery Honor winners. In 2005, he won the Laura Ingalls Wilder Award. In addition to writing books, Yep has also taught creative writing and Asian-American studies at various universities. He lives in Pacific Grove, California, with his wife, Joanne Ryder, who is also a writer.

Before You Go On

1. What two things worry Wong Ming-Chung?
2. Why is Wong's group luckier than some of the Chinese?

On Your Own

Based on what you know about Wong Ming-Chung and the kind of person he is, do you think he'll like his life in his new home? Explain.

Review and Practice

Dramatic Reading

Reading the **journal** entries aloud can help you identify with the narrator's thoughts and feelings. With a partner, read aloud the excerpt from *The Journal of Wong Ming-Chung*. Stop occasionally to comment on how you think the narrator probably feels in the different entries. Is he nervous, homesick, or hopeful? Use appropriate intonation to **emphasize** words that reflect the narrator's feelings. Ask your teacher for help with pronunciation, if necessary. Choose one section from an entry to read aloud to the class.

Speaking Skill

Speak clearly and loudly enough for everyone to hear.

Comprehension



Recall

1. What is the setting of the story?
2. What district in China is Wong Ming-Chung from?

Comprehend

3. What does Wong Ming-Chung seem to like about his new experiences? What concerns him?
4. How does the narrator feel about the people in San Francisco? Explain.

Analyze

5. Based on what you know about him and what you read, why do you think the author, Laurence Yep, chose to write the book *The Journal of Wong Ming-Chung*? Explain.
6. Would you recommend the excerpt you read to someone who wants to know about Chinese **immigrants** to the U.S.A. in the 1850s? Why or why not?

Connect

7. Would you like to read more from the journal? If so, what do you want to find out about? Explain.
8. Did anything surprise you about life in the 1850s for Chinese immigrants to the U.S.A.? Explain.



▲ A miner panning for gold

Discussion

Discuss in pairs or small groups.

1. What did you know or think about the gold rush in California before reading the journal? Did your thoughts and feelings about it change after reading the excerpt from the journal? How?
2. What did you find most interesting in the journal? What was least interesting to you? Explain.
3. Do you think you can learn more about life through traveling? What do you think Wong Ming-Chung learned on his journey?



Where can a journey take you? What else do you think will happen on Wong Ming-Chung's journey? What will he write about? How will the "journey" continue and end? Explain.

Response to Literature



Write another journal entry that Wong Ming-Chung might have written. Use details from the excerpt to help you. Consider one of these ideas or one of your own:

- His brother Blessing arrives, and Wong tells him all about the machines in San Francisco, as well as other highlights.
- Wong gets the impatient and bored clerk to talk to him, and Wong asks him what he wanted to know.
- Wong helps Gem and Melon with their employment notices.
- Wong gets to see Uncle, who is doing well, and talks to him about what life can be like there.

Work with a partner and talk about your ideas. Write your entry and share it with your partner. Use any feedback to improve your entry. When you are satisfied with it, share it with the class.

Listening Skill

Respect each speaker. Listen politely, even if you disagree with someone's ideas.

Learning Strategy

Use a concept map to acquire new vocabulary. Adding words or phrases to a Venn diagram, a timeline, or a chart will help you see the relationships among words and enhance your understanding of their meanings and how and when to use them.

Grammar

Complex Sentences with Adverbial Clauses of Time

An adverbial clause is a subordinate clause. It is used with a main clause. Complex sentences have main and subordinate clauses.

Adverbial clauses of time begin with subordinating conjunctions such as *after*, *when*, or *as soon as*. They can begin or end a sentence.

Subordinate Adverbial Clause	Main Clause
When we got off the ship,	I thought I was in a forest.

When the main clause uses the simple present, the adverbial clause should also use the simple present. This is also true for the simple past. However, when one past action interrupts another, use the past progressive and simple past. When the main clause is in the future, the adverbial time clause is usually in the simple present.

Simple past + simple past	After I ate dinner, I read a book.
Past progressive + simple past	I was reading when you called .
Future + simple present	I will call you as soon as I finish .

Grammar Skill

Use a comma after a subordinate adverbial clause when it comes at the beginning of a sentence.

Grammar Check

- ✓ What are some examples of **subordinating conjunctions**?

Practice A



54

Work with a partner. Underline the main clause. Circle the subordinating adverbial clause.

- I get out of bed as soon as the alarm goes off.
- After I get up, I take a shower and brush my teeth.
- I eat breakfast before I leave for the bus stop.
- When I get to the bus stop, I talk with my friends.

Practice B

Complete the sentences with the correct form of the verb in parentheses. Follow the example.

- Whenever she visits, she (bring) brings gifts.
- Juan called Maria as soon as he (get) _____ home.
- As soon as we (finish) _____, we'll watch a movie.
- After we left, we (go) _____ to my aunt's house.

Apply

Write five sentences about what you usually do after school. Use adverbial clauses starting with *after*, *before*, *when*, *as soon as*, or *whenever*.

Expressions of Quantity and Subject-Verb Agreement

Expressions, such as *all*, *most*, or *a few*, tell about quantity. When referring to a group, use an expression of quantity + *of the*.

All of the stores were crammed with goods.
A few of the houses are scattered on the slopes.

The following expressions of quantity take singular or plural verbs, depending on whether they are used with count or non-count nouns. Some can be used with both kinds of nouns.

Singular	Plural
Most (of the) food is good. Some (of the) food is good. None of the food tastes bad. All (of the) food was filling. A lot of (the) food is good. Much of the food is good. A little (of the) food is strange.	Most (of the) meals are good. Some (of the) meals are good. None of the meals taste bad. All (of the) meals were filling. A lot of (the) meals are good. Many (of the) meals are good. A few (of the) meals seem strange. Several (of the) meals are good.

Practice A



Work with a partner. Complete each sentence with the correct simple present form of the verb in parentheses.

1. A few of the sights (surprise) surprise him.
2. All of the machines (seem) _____ loud.
3. Some of the people (live) _____ in tents.
4. Some of the lumber (smell) _____ fresh.

Practice B

Write the correct expression of quantity in parentheses.

1. _____ *Most* _____ of the miners hope to find gold. (Most, Much)
2. _____ of the richer Americans live in Stockton.
 (A few, A little)
3. _____ of the city burned in the fires. (Many, Much)
4. He finds _____ of the sights confusing.
 (several, a little)

Grammar Skill

A few and *a little* have the same meaning, but *a few* is used with count nouns and *a little* is used with non-count nouns.

Grammar Check

- ✓ Name some **expressions of quantity** used with non-count nouns.

Apply

Work with a partner. Take turns creating sentences about the journal. Use expressions of quantity.

Example: Many of the people needed help with employment notices. A few were able to complete them on their own.

Write a Personal Letter

At the end of this unit, you are going to write a short story—a kind of narrative writing. One type of narrative writing is a personal letter. It is a letter you would write to a friend or a relative, and it is friendly and informal. A personal letter has five main parts: date, salutation, body, closing, and signature.

Writing Prompt

Think about something interesting that happened to you on a trip or vacation and your feelings about it. Write a personal letter to tell a friend or family member about it. Be sure to use adverb clauses of time correctly.

1 Prewrite Decide on a trip or vacation that you want to write about in your letter.



- Recall an interesting event.
- How did the event make you feel?
- Which friend or family member do you want to tell about it?
- List your ideas in a graphic organizer.

Here's a graphic organizer created by a student named Lukas.

Date: March 30, 2019

Salutation: Dear Danielle,

Body: Tell her about what a great time I had visiting Grandma in Texas. Texas is the best place!

- Visited with the kids next door.
- Made scary movies in the "haunted house."
- Climbed haystacks in the neighbor's field.

Closing: Best,

Signature: Lukas

2 Draft Use your graphic organizer to help you write a first draft.

- Remember to relate details about the event in a logical order.
- Keep in mind your purpose for writing the letter.
- Relate your feelings about what happened.
- Be sure to use adverb clauses of time correctly.

3 Revise Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 383.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Complete (✓) the Peer Review Checklist on Workbook page 56. Edit your final draft in response to feedback from your partner and your teacher.

5 Publish Prepare a clean copy of your final draft. Share your letter with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Writing Checklist

Ideas:

- ☐ I shared my feelings about the event.

Sentence Fluency:

- ☐ I used adverbial clauses correctly.

Conventions:

- ☐ I included all five parts of a personal letter.

Here is Lukas's letter. What feelings does his writing express?

March 30, 2019

Dear Danielle,

Last weekend I visited my grandma, who lives on a small farm in Texas. I think Texas is the best place to visit. Whenever my family goes there, we have such a great time. The first thing my brother and I do is to visit the kids who live next door. After all, we go to Texas only once a year, and we want to be with them for as much time as we possibly can. On the farm, there is always something to do. This time, we made scary movies in the "haunted house"—the old abandoned house next door. We also climbed the haystacks in the neighbor's field. Climbing haystacks is like climbing hills, only you don't get hurt when you fall down. Before we knew it, the weekend was over. Leaving Texas was hard. Even though it is hundreds of miles away, Grandma's farm feels like home. Maybe next year you can come with us!

Best,

Lukas



Link the Readings

Critical Thinking

Look back at the readings in this unit. Think about what they have in common. They all tell about journeys. Yet they do not all have the same purpose. The purpose of one reading might be to inform, while the purpose of another might be to entertain. In addition, the content of each reading relates to journeys differently. Now, complete the chart below.

Title of Reading	Purpose	Big Question Link
From <i>Tales from the Odyssey</i>		
"Migrating Caribou" and "Magnets in Animals"	to inform	
From <i>The Journal of Wong Ming-Chung</i>		Wong Ming-Chung has made a journey from China to San Francisco.

Discussion

Discuss in pairs or small groups.

- Considering the readings in this unit, is a journey all about the destination or the journey itself? Explain.



Where can a journey take you? According to the readings in this unit, where can a journey take you? What makes journeys challenging for the ones taking them? Explain.

Media Literacy & Projects

Work in pairs or small groups. Choose one of these projects.

- 1 Write a journal entry about taking a trip. Describe the setting in an interesting way by using similes and metaphors. Then read your journal entry to the class.
- 2 What do you think happens next to Odysseus and his men? What will they discuss when they return to their ship? Write a dialogue and practice it. Then perform it for the class or make a video.
- 3 Make a travel brochure about a particular place or landscape. Use university or government websites to do research on the internet. Find photographs or make drawings of the place. Write a few descriptive sentences about the place. Present it to the class.
- 4 Choose one sea animal that migrates. Use university or government websites to do research on the internet. Write a short report that includes details such as where it migrates, what kind of food it eats, and why it makes the journey. Present your report to the class.



Further Reading

Choose from these reading suggestions. Practice reading silently with increased ease for longer and longer periods.

Apollo 13, Dina Anastasio

The exciting story of the incredible Apollo 13 mission is told in this adaptation. When something goes terribly wrong in space, the Apollo 13 crew has to find a way to return to Earth. It's a race against time.

Girl of the Shining Mountains: Sacagawea's Story,

Peter and Connie Roop

Sacagawea joins the Lewis and Clark expedition as it searches for a water route to the Pacific Ocean. Kidnapped years earlier, Sacagawea is hoping to find her own people as she guides the expedition.

Julie of the Wolves, Jean Craighead George

Julie runs from danger and becomes lost in the Alaskan wilderness. She copies wolf behavior to survive and comes to love her wolf family. But now which world does she belong to?

Listening & Speaking Workshop

Storytelling

Storytelling is fun! For this Workshop, you'll tell a story about a journey of your own.

① Think about It

Look back over the readings in this unit. Talk in small groups about journeys. Describe some journeys you have taken.

Work together to make a list of topics about a journey—ones that would make an engaging story to tell, for example:

- moving to a new place
- going on an exciting vacation
- going on a trip when everything went wrong
- going on an unexpected journey

② Gather and Organize Information

Choose a topic from your group's list. Decide on details about the trip or journey that you'll include. Think about the setting, the people involved, and the events that took place. Consider how you can engage your audience in the "plot" of your story.

Reflect Make an idea web or take notes on the important points you want to communicate. Include many specific details.

Order Your Notes Make a numbered list of the events you want to tell about.

Use Visuals Make a poster that illustrates the events in your story. Point to the poster as you tell your story. Be ready to answer questions.



One way to take a journey—
by high-speed train ▶

3 Practice and Present

Use your idea web or notes about your story to help you tell it. Practice telling your story without using your notes. Keep your outline nearby, but practice talking to your audience without reading. To make your narrative richer and more interesting, use a variety of grammatical structures, sentence lengths, sentence types, and connecting words. If possible, use a recorder to record your storytelling. Then play back your recording and listen to yourself. Keep practicing until you are happy with the pace of your presentation.

Tell Your Story Remember that presentations of this type are informal. Try to create that atmosphere during your presentation. Look at your audience as you speak. Emphasize exciting parts of your story by using tone of voice and gestures. To help your audience better visualize your experience, emphasize descriptive words and point to pictures on your poster.

4 Evaluate the Presentation

You will improve your skills as a speaker and a listener by evaluating each presentation you give and hear. Complete (✓) this checklist to help you judge your presentation and the presentations of your classmates.

- ☐ Did the storyteller clearly convey the incident?
- ☐ Were the situation and related events clear?
- ☐ Did the storyteller emphasize important details?
- ☐ Did the storyteller use formal or informal speech? Was it appropriate?
- ☐ Could the presentation of the story be improved?

Speaking Skill

As you tell your story, use gestures and facial expressions to show feelings about events in it.

Listening Skills

As you listen to the story, listen for what it's mainly about. Share your ideas about the story with a partner to confirm your understanding of it.

Listen for use of informal language. Was the language used appropriate for telling a story? Be sure to include details about language in your evaluation.

Listen carefully to each story so that you can ask questions about it. When you respond to questions about your story, give thoughtful responses to show that you were listening to the questions.



Strengthen Your Social Language

Sharing stories with others helps to expand your vocabulary. Go to your Digital Resources and do the activity for this unit. This activity will help you to retell simple stories and basic information that is represented or supported by pictures.

Writing Workshop

Write a Short Story

In this workshop, you are going to write a short story. A good story is consistently told from one point of view and has a clear setting, well-developed characters, and a problem and resolution. It also is engaging to readers and includes well-paced action. To develop characters and plot, an engaging story includes dialogue. Use of sensory details is helpful for descriptions.

Writing Prompt

Write a short story about a journey. Decide on the point of view you'll use and on the characters, setting, and plot. Use details that help the reader follow your story. Think about the order of events. Make the characters' actions believable and their dialogue engaging. Think about the challenges your characters face. Do they learn something about themselves? Be sure to use a variety of sentence types (including complex sentences) and to use pronouns that agree with antecedents.

- 1 Prewrite** Review the paragraphs you wrote in this unit. Then brainstorm ideas for your story. What kind of journey will your story be about? What will happen? Answer these questions in your notebook:



57

- What kind of person is the main character?
- Why is this character going on a trip?
- What problem or conflict does the character have on the trip?

List your ideas in a graphic organizer like the one below. Here is a graphic organizer created by a student named Ben.

Who are the characters?	Where and when is the story set?	What is the problem?	What is the resolution?
Jonathan	Venice, Italy, last summer	Anxious about traveling. Loses luggage.	Luggage is found. Has a great time.

2 Draft

Use your graphic organizer and the model on page 118 to help you write a first draft.

- Tell the story events in a logical order.
- Use transitions to connect story events.
- Keep your point of view consistent.
- Be sure to use a variety of sentence types, such as compound and complex sentences. Check that pronouns agree with antecedents.

3 Revise

Read over your draft. Think about how well you have addressed purpose, audience, and genre. Your purpose is to entertain. Is your story entertaining? Is it appropriate in content and tone for the intended audience? Does your story include all the elements of the genre?

Keep these questions in mind as you revise your draft. Complete (✓) the Writing Checklist below to help you identify additional issues that may need revision. Mark changes on your draft using the editing and proofreading marks listed on page 383.

Learning Strategy

Monitor your written language production. Using a writing checklist will help you assess your work. Evaluate your story to make sure that it presents a problem and resolution and that it engages readers.

Six Traits of Writing Checklist

- ☐ **Ideas:** Did I use transitions effectively to connect story events?
- ☐ **Organization:** Are my story events related in a logical order?
- ☐ **Voice:** Does my story have energy and personality?
- ☐ **Word Choice:** Did I choose precise words to describe my story characters and their actions?
- ☐ **Sentence Fluency:** Did I vary my use of simple, compound, and complex sentences in order to achieve sentence fluency?
- ☐ **Conventions:** Is my point of view consistent? Do pronouns agree with antecedents?

Here are the revisions Ben made to his first draft.

Jonathan's Trip to Italy

"This is Flight 137, nonstop service from Newark to Venice. We will be landing in 10 minutes." ^{As} Jonathan listened to the announcement. He was on his way to visit relatives in Venice, Italy. He had never been to Europe or met these people before. He had never flown anywhere alone before. his heart pounded ~~He was filled with anxiety.~~

Revised to create a more vivid image and to create a complex sentence.

When Jonathan got off the plane, he looked around. Then he waited. And waited. There was no sign of his family or his suitcase. He was starting to panic when he heard a voice calling his name. He saw three people heading toward him—a short woman, a tall man, ^{with a thick beard and glasses} and a boy about his own age.

Revised to add sensory details.

"I'm your Aunt Mary, and this is your Uncle Andrew," said the woman, giving Jonathan a hug. "And this is Sam."

"Where's your luggage?" Aunt Mary asked.

"It hasn't shown up," ["]replied Jonathan.

Revised to correct errors in spelling and mechanics.

The four of them hurried ⁱover to the Baggage Claim Desk. Aunt Mary spoke to the attendant in Italian.

"The luggage may have been sent on another plane by mistake," she reported. "They'll give us a call as soon as they find it."

^{Once outside,} Jonathan noticed that there weren't many cars in Venice. ^{Instead,} There were boats on canals. Jonathan and his family boarded a boat that

Revised to include effective transitions.

stopped a few minutes later at the edge of the city, where they got off.
Then they walked to a nearby house.

“Hey, we have to take you to St. Mark’s Square!” said Sam. “It’s one of the most famous places in Venice.”

Jonathan’s stay went way too quickly. By the time he left, he had seen St. Mark’s Square, met his cousin’s friends, and retrieved his luggage. Best of all, he had gotten to know the wonderful relatives he had never met before. Families, ^{he} ~~I~~ decided, are special. ^{He} ~~I~~ felt very lucky as ^{he} ~~I~~ waved good-bye.

Revised to keep the point of view consistent.

- ④ **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Then trade stories with a partner and complete (✓) the Peer Review Checklist below to give each other constructive feedback. Edit your final draft in response to feedback from your partner and your teacher.



Peer Review Checklist

- ☐ Did the story sustain my interest?
- ☐ Is the story engaging?
- ☐ Is the action well paced?
- ☐ Is there a clear setting that is appropriate for the story?
- ☐ Are the characters interesting? Are they well developed?
- ☐ Could changes be made to improve the story?

Here are the changes Ben decided to make to his final draft as a result of his peer review.

Jonathan's Trip to Italy

"This is Flight 137, nonstop service from Newark to Venice. We will be landing in 10 minutes." As Jonathan listened to the announcement, his heart pounded with anxiety. He was on his way to visit relatives in Venice, Italy. He had never been to Europe or met these people before. He had never flown anywhere alone before.

When Jonathan got off the plane, he looked around. Then he waited. And waited. There was no sign of his family or his suitcase. He was starting to panic when he heard a voice calling his name. He saw three people heading toward him—a short woman with blonde hair, a tall man with a ^{bushy} thick beard and glasses, and a boy about his own age.

"I'm your Aunt Mary, and this is your Uncle Andrew," said the woman, giving Jonathan a hug. "And this is Sam." ^{The boy grinned shyly.}

"Where's your luggage?" Aunt Mary asked.

"It hasn't shown up," replied Jonathan.

The four of them hurried over to the Baggage Claim Desk. Aunt Mary spoke to the attendant in Italian.

"The luggage may have been sent on another plane by mistake," she reported. "They'll give us a call as soon as they find it."

Once outside, Jonathan noticed that there weren't many cars in Venice. Instead, there were boats on canals. Jonathan and his family boarded a boat that stopped a few minutes later at the edge of the city, where they got off. Then they walked to a nearby house. ^{piped up}

"Hey, we have to take you to St. Mark's Square!" said Sam. "It's one of the most famous places in Venice."

Jonathan's stay went way too quickly. By the time he left, he had seen St. Mark's Square, met his cousin's friends, and retrieved his luggage. Best of all, he had gotten to know the wonderful relatives he had never met before. Families, he decided, are special. He felt very lucky as he waved good-bye.

*Edited to create
a more vivid
image.*

*Edited to add
sensory details.*

*Edited to improve
word choice.*

- 5 Publish** Prepare a clean copy of your final draft. Share your story with the class.



Test Preparation

Practice

Read the following test sample. Study the tips in the boxes. Work with a partner to answer the questions.

Bats on the Congress Avenue Bridge

(1) My cousins are visiting from Ohio, but tonight we have a special treat planned. (2) Were leaving at 8 o'clock to go to the Congress Avenue Bridge. (3) I told my cousins, Jed and Lisa, that over a million bats live in the colony under the bridge.

(4) At sunset, what looked like black smoke rose from under the bridge. (5) Lisa started to cry. (6) "They're going to eat me!" she cried. (7) "Not unless you're a mosquito" I said.

1 What change, if any, should be made to sentence 1?

- A Delete the comma
- B Change *but* to *and*
- C Change *have* to *had*
- D Make no change

2 What change, if any, should be made to sentence 2?

- A Change *o'clock* to *oclock*
- B Change *Were* to *Where*
- C Change *Were* to *We're*
- D Make no change

3 What change, if any, should be made to sentence 7?

- A Change *you're* to *your*
- B Change *mosquito* to *mosqito*
- C Insert a comma after *mosquito*
- D Make no change

Taking Tests

You will often take tests that help show what you know. Study the tips below to help you improve your test-taking skills.

Tip

Try to remain calm when you are taking a test. Getting nervous can cause you to make careless mistakes.

Tip

What do you do if you don't know the answer? If you don't lose points for a wrong answer, it is okay to guess. Eliminate any answers you know are wrong first, then choose from the remaining choices.



Traveling the Electronic Superhighway

Have you ever taken a journey? A trip is one kind of journey. You get in a car or a plane and go somewhere. Maybe you are going to visit friends or family. You might want to see some place special, like a big city. But there are other kinds of journeys, too. For example, growing up is a kind of journey. You move from childhood to your teenage years. From there, you continue to grow until you become an adult. As you take this journey, your ideas about life change. You develop new interests. American artists have explored both of these kinds of journeys. Sometimes their art shows connections between them.

Nam June Paik, *Electronic Superhighway: Continental U.S., Alaska, Hawaii* (1995)

Electronic Superhighway: Continental U.S., Alaska, Hawaii by Nam June Paik is a very large work of art. It looks like a giant map. Paik uses 336 televisions, 50 DVDs, and 175 meters (575 ft.) of neon tubing, twisted into different shapes. When you look at the whole map from across a room, all of the TV screens seem to have different pictures. You hear a lot of different voices and noises. It is very loud!



▲ Nam June Paik, *Electronic Superhighway: Continental U.S., Alaska, Hawaii*, 1995, closed-circuit video, approx. 15 x 40 x 4 ft., Smithsonian American Art Museum

But if you move a little closer, you can see that each state has its own story to tell. Paik was one of the first artists to use video in his artwork. He picked out special video or images for each state. These images have something to say about that state's special culture. For example, for the state of Kansas, Paik chose scenes from a movie called *The Wizard of Oz*. In this movie, a girl named Dorothy has taken a journey to a magical place called Oz, but she wants to go home to Kansas.

Paik made his own journey when he was nine years old. He moved from South Korea to the United States. As a boy, Paik loved the big highways in the United States. He could feel the freedom that those open roads promised to people like his family. When he made *Electronic Superhighway*, he wanted to show how big and open the United States is. He also wanted to show how electronic connections, like computers and television, bring the country together. At one time, people could take a trip only by driving on a regular highway. Today, they can turn on a computer and take a trip on an electronic highway called the internet.

Discuss What You Learned

1. In what ways are the open highway and the electronic highway the same? How are they different?
2. What kind of video would you choose for your country? Why?



BIG QUESTION

Would you rather take a journey on the electronic superhighway, or on an open highway in a car or a truck? Explain your answer.



63–64