

Women of the American Revolution

by Mia Lewis

Men did most of the fighting against the British. Women, young and old, played a part, too. They did many things to help win the war.

Women stopped buying British goods. They made their own cloth. They kept their family farms running when the men were off fighting.

Women gave food and shelter to the troops. They gave the men advice and support. Some women worked as spies. A few even took up arms.

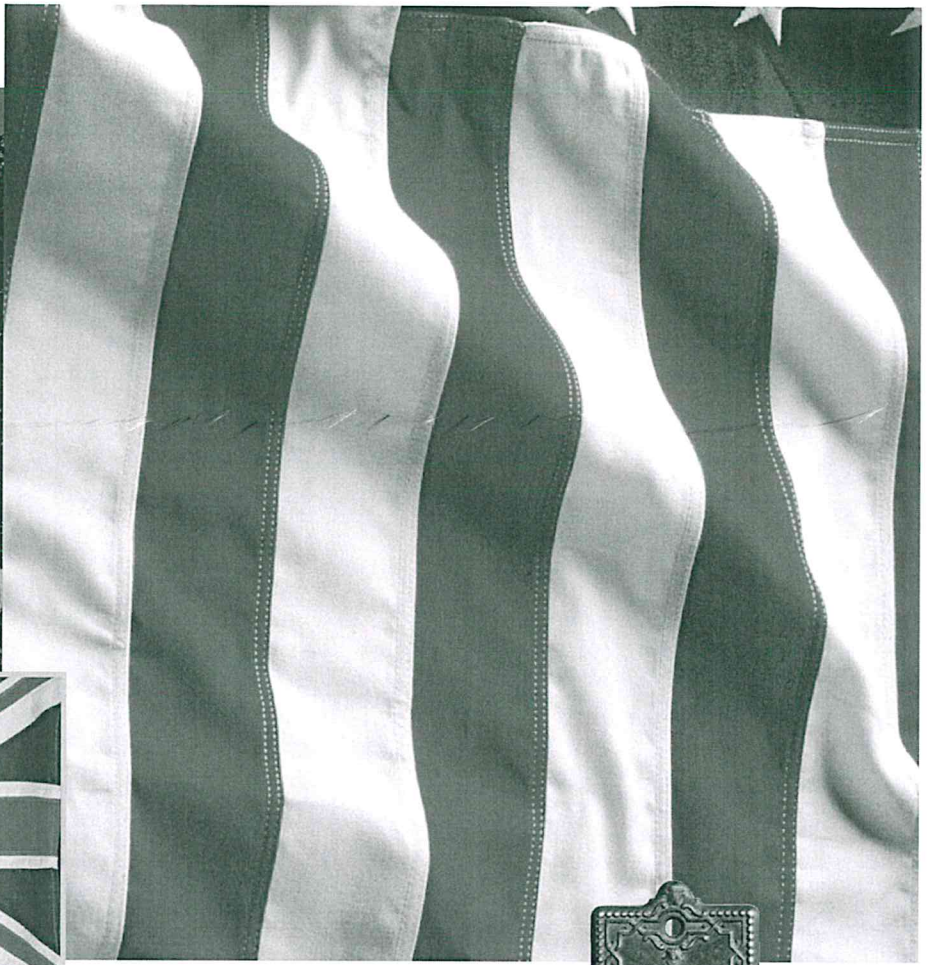
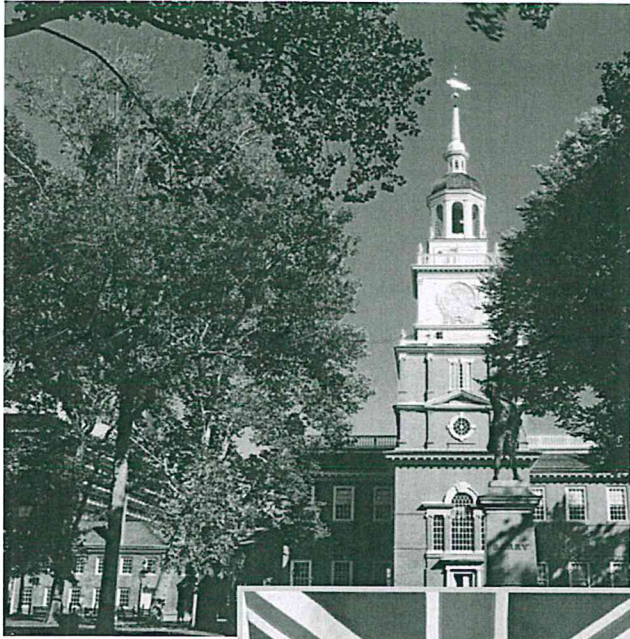


Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Author's Purpose

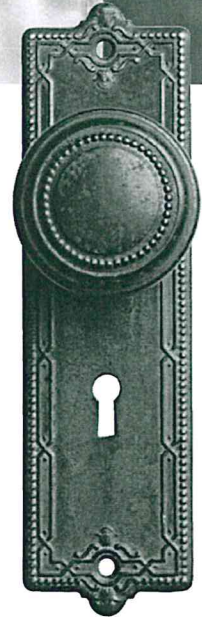
Look at the title. Do you think this text is meant to inform or entertain? Explain.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

Lydia Darragh lived in Philadelphia. The British took control of the city in 1777. Many Patriots fled, but Lydia and her family stayed behind.

General Howe led the British troops. He and his men set up a meeting using the Darraghs' dining room. Lydia and her family were told to go to sleep. Lydia stayed awake, however. She listened at the keyhole and heard the British talk. They were planning a surprise attack on the Patriots!



READ & RESPOND

Central Idea

What details show that Lydia Darragh's story belongs in this text?

Lydia said she needed flour. The British gave her a pass to leave the city. She dropped off her flour sack at the mill and kept walking. She walked until she met her friend Thomas Craig.

Craig was in the colonial army. Lydia told him what she had heard. Then she picked up her flour and went home. Craig passed on the warning.

The Americans were ready for their foes when the British arrived. Howe had to retreat without firing a shot. Lydia had saved the day.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Central Idea

How did Lydia Darragh help the American Revolution?



Copyright © by Houghton Mifflin Harcourt Publishing Company.

Deborah Sampson wanted to fight the British. Women could not join the army, so her strategy was to go to war as a man! She signed up as “Robert Shurtleff.” She dressed as a man, and she fought as a man. No one in the army knew her secret.

Deborah was in several battles. She was wounded more than once. She let the army doctor treat a deep cut on her head. She hid her other wounds, afraid that doctors would find out she was a woman.

READ & RESPOND

Author's Purpose

Why do you think the author included the story of Deborah Sampson in this text?

One day Deborah got really sick. She had a high fever. A doctor treated her and found out her secret. He kept quiet about it. He treated her until she was well again.

“Robert Shurtleff” got an honorable discharge from the army. Deborah put her own clothes back on and went home. She later married and had three children. Deborah asked for a pension for her service. She was the first woman to get an army pension.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

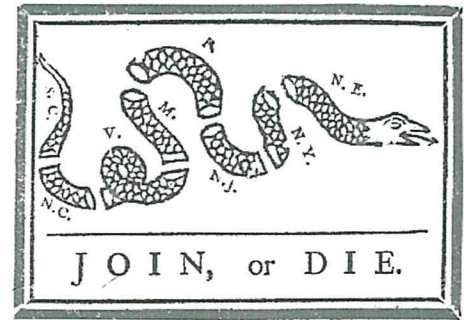
READ & RESPOND

Central Idea

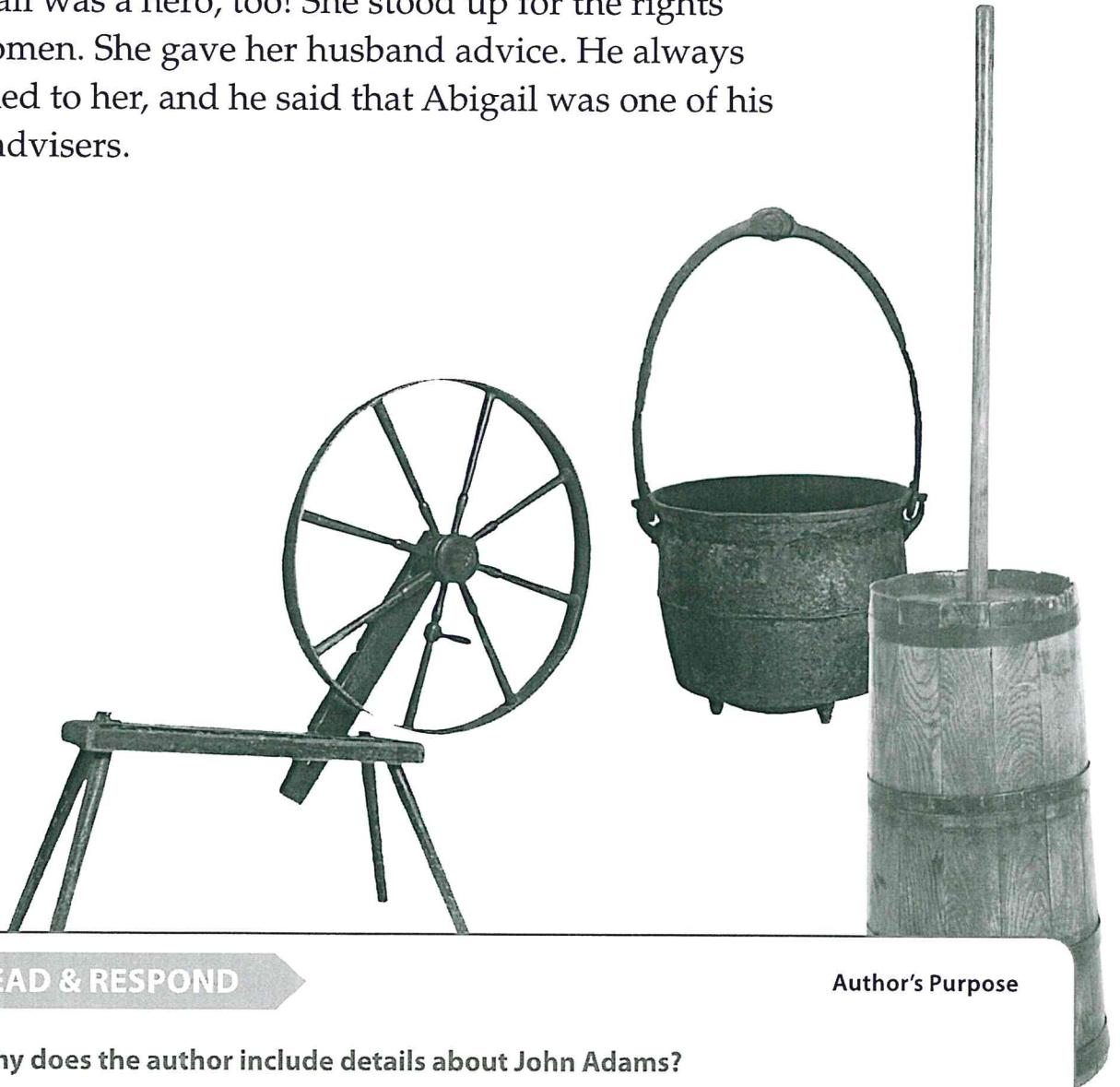
Why is Deborah Sampson considered an important person of the American Revolution?

Abigail Adams was the wife of John Adams. John was an important Founding Father. He went to France to speak for America. He was our first vice president and our second president.

John Adams was a hero. He helped bring about a revolution in America. Abigail was a hero, too! She stood up for the rights of women. She gave her husband advice. He always listened to her, and he said that Abigail was one of his best advisers.



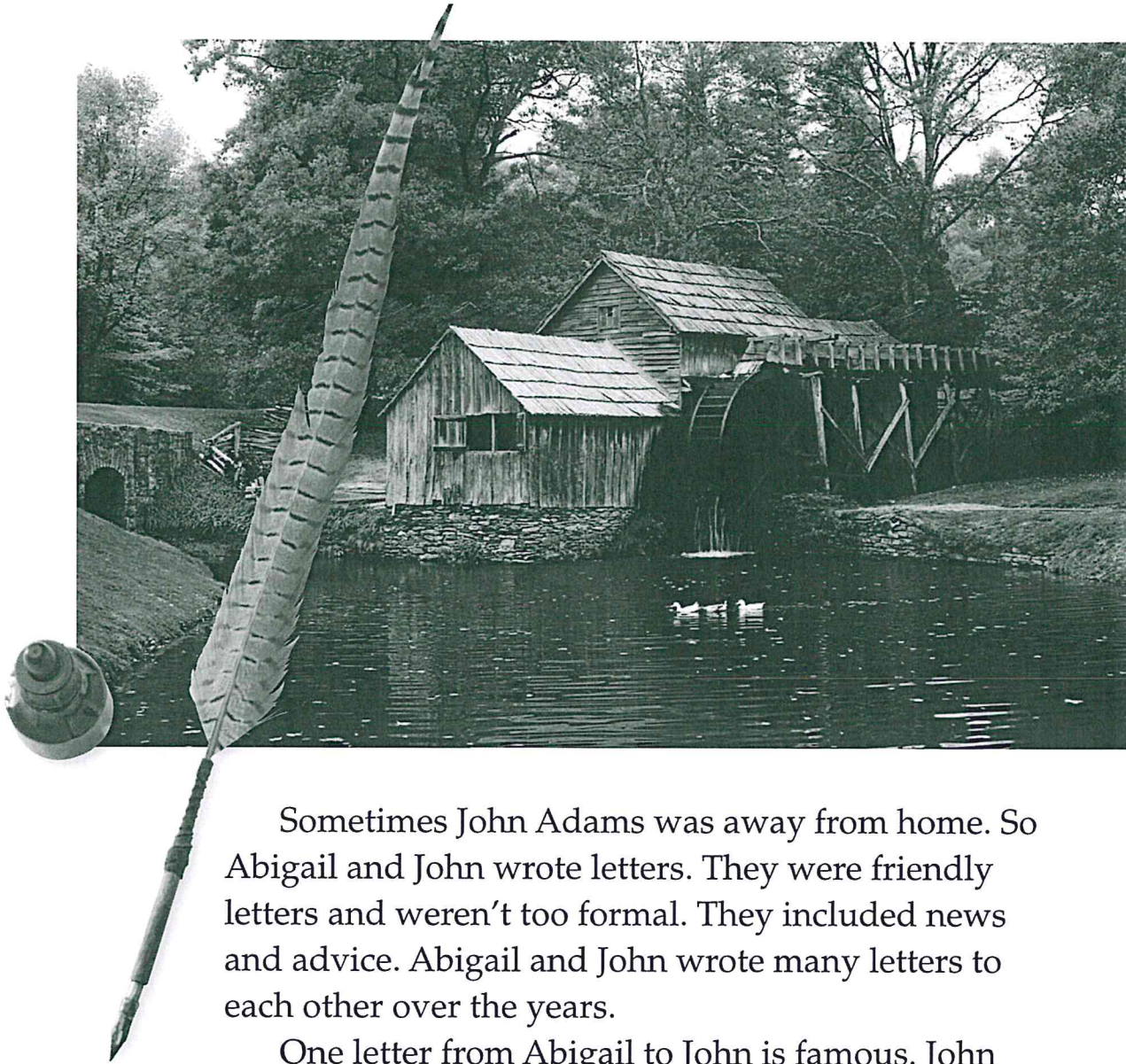
Copyright © by Houghton Mifflin Harcourt Publishing Company.



READ & RESPOND

Author's Purpose

Why does the author include details about John Adams?



Sometimes John Adams was away from home. So Abigail and John wrote letters. They were friendly letters and weren't too formal. They included news and advice. Abigail and John wrote many letters to each other over the years.

One letter from Abigail to John is famous. John was away for a long time, working with the men in Congress. He was planning for the future of the United States. Abigail sent him a letter. It said, "Remember the ladies!"

READ & RESPOND

Central Idea and Author's Purpose

Why do you think the text ends with the quote by Abigail Adams, "Remember the ladies!"

Reread and Respond



1 What is this text mainly about? How can you tell?

Hint

Look for clues on every page.

2 Was Deborah Sampson a brave soldier?

Hint

For clues, see page 5.

3 How did Abigail Adams help her country?

Hint

For clues, see pages 7 and 8.

4 In general, how would you describe Patriot women?

Hint

Look for clues on every page.

Making a Magazine

by Dolores Vasquez

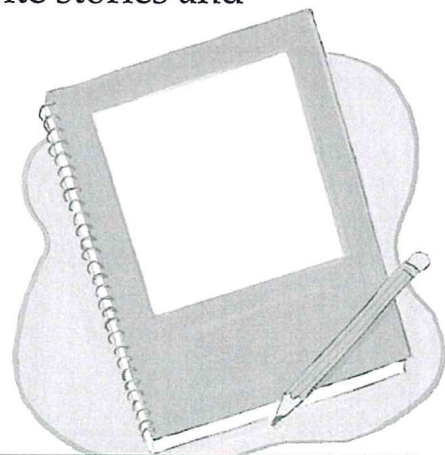


What does it take to make a magazine? Our class was getting ready to find out. We had decided to plan and publish our own magazine.

First, we would learn everything that's required to

make a magazine. We'd need to choose story ideas. Then we'd do research and gather facts. We'd write stories and take photographs to go with them.

To get started, we looked at other magazines for ideas. We read the stories. We studied the pictures. We began to discuss plans for our own magazine. What sort of articles should be in the magazine? How should it look?



Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Text Structure

What transition words give clues about how this text will be structured?

Learning from an Expert

“Students,” said Mr. Gomez, “I’d like to introduce the best magazine writer in the nation. This is Annie Smith. She travels around the world writing about exciting events. Still, when she first started work, she was closer to home.”

Annie told us about her first job. She worked at a magazine in the small town where she grew up. She wrote about interesting people who lived there. Her favorite story was about an old man who ran a bakery. People came from far away to buy his cakes, but they did not know his background. He had once worked as a chef at the White House!

Annie’s story about the old man won a prize. That really helped her career take off.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Monitor and Clarify

How does the picture help you understand how Annie is teaching the class?

Planning Stories

Annie gave us many insights into what makes a good magazine story. Now it was time for us to come up with our own story ideas. We decided to follow Annie's formula. We'd interview interesting people in our own neighborhood.

We talked about people who lived and worked nearby. Everyone suggested ideas. Then we chose our favorites. We picked three people to interview.

The class split up into three teams of writers. Each would interview one person and write a story.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Text Structure

How is this part of the text structured? What words in the text help you to know?



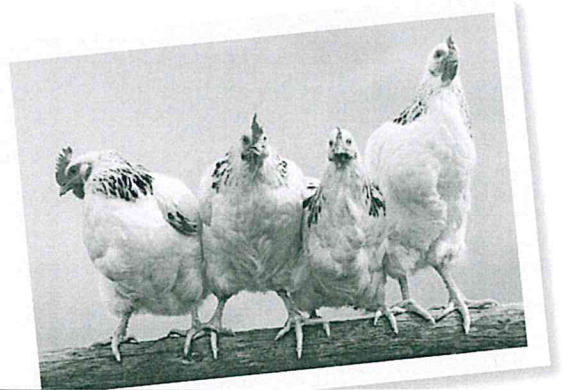
My team had come up with a great idea for the magazine. Although we lived in the city, we would write about activities that usually take place in the country.

Shana knew a family who lived near the park. They kept bees. Paul had an uncle who raised chickens.

“Nobody is interested in chickens,” said Shana.

“Any subject can be interesting if the writer makes it interesting,” said Mr. Gomez. Then he reminded us about the community garden that many of us passed each day on the way to school. How could we find out who had started it? What did people grow there?

“That’s a great idea, Mr. G,” I said.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

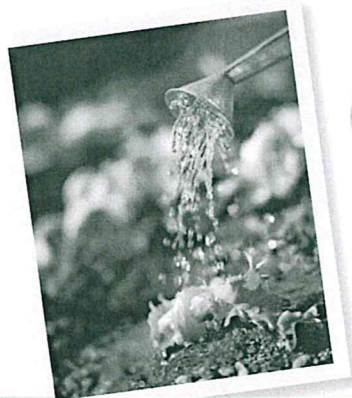
Monitor and Clarify

Do you understand what the team is going to write about? What can you do to help you understand?

Conducting an Interview

My team went to the community garden. We asked around and found that it was started by a woman named Laura Antonio. We searched her out. She told us that the garden used to be an empty lot. Now twenty different families grew food there. Laura grew enough tomatoes to make ten gallons of tomato sauce each summer!

We asked Laura about her background. How did she learn how to grow things? Laura explained that she grew up on a farm in Italy. When she moved to the United States, she missed growing things. She decided to start the community garden. She helped other city families grow vegetables there, too.



READ & RESPOND

Text Structure

What clues on this page show that this section of the text will focus on interviews?

Putting It All Together

The interview with Laura gave us great insights into how a community garden works. We learned why gardens are great for the community.



There was still more work to do. We did research in the library and on the Internet. We learned more facts about community gardens to add to our story. Then we wrote the story. We checked to make sure all the information was correct. Finally, we reread the story and made a few changes to improve it.

We had a lot of photographs, and we couldn't decide which ones to use. So, we showed them to another team. Together, we worked out which ones were best.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Monitor and Clarify

Do you understand why this section is called "Putting It All Together"? What clues in the text help you understand?



Publishing the Magazine

At last, we had all finished our stories. Nobody has ever worked so hard! We were ready to put our words and photographs together on the computer. When we were finished, we printed out one copy of the new magazine. We checked it to make sure there were no mistakes. There were mistakes! We fixed them. Then we printed out lots of copies for our friends, families, and other students at school.

We had published our first magazine! We learned a lot and had fun, too. Maybe some of us will be famous magazine writers some day!

Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Text Structure

Look at the heading on this page. Why do you think the author chose to use headings for this text?

Reread and Respond



- 1 How does the class get started to learn what is required to make a magazine?

Hint

For clues, see page 10.

- 2 What insights about community gardens might Laura give that wouldn't be found in books?

Hint

For clues, see pages 14 and 15.

- 3 Why does the team do more research after they have interviewed Laura?

Hint

For clues, see page 15.

- 4 On page 16, the narrator says, "There were mistakes!" Is the statement a fact or an opinion? Explain.

Hint

Think about the differences between facts and opinions.



A Trip to a Cave

by Mia Lewis

“Welcome to the world of caves!” said Professor Collins. The group of explorers was standing at the mouth of a dark cave. “This is Min. She is a videographer from a nature website. She’ll be filming our trip today.”

“I think your website’s cave exhibit is cool,” said Hadley. He was one of the explorers.

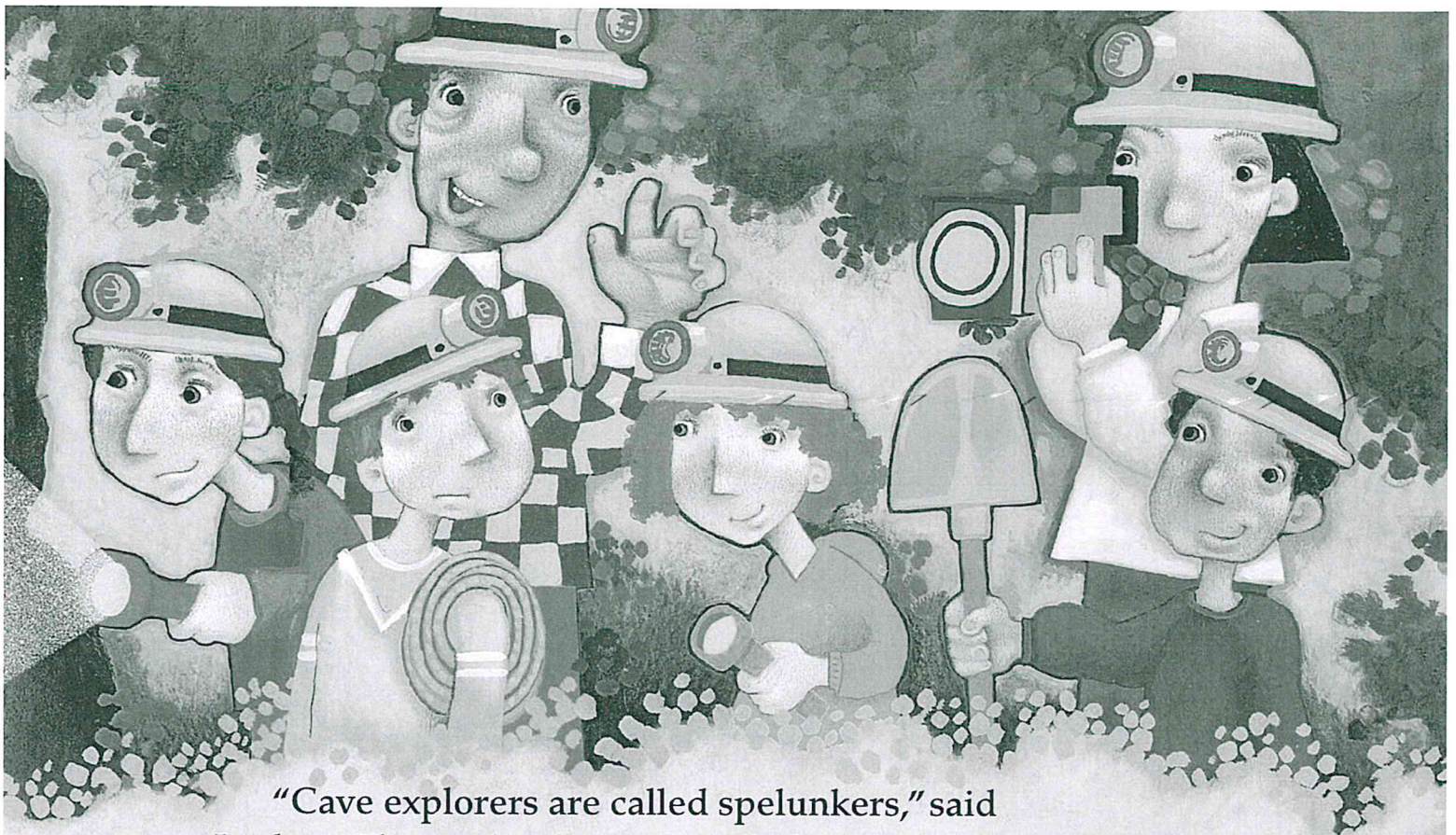
“Hey, thanks, but I didn’t make that exhibit. This is actually my first trip into a cave!” Min said.

“Well, don’t worry,” said Hadley. “You’ll be fine.”

READ & RESPOND

Literary Elements

List the characters introduced on this page.



"Cave explorers are called spelunkers," said Jordan. "The study of caves is called speleology."

"The terrain in these caves can be dangerous," said Professor Collins. "Some areas are not available for visitors to explore. We must be sure to follow the procedure for cave visitors."

"Which way do we go?" asked Lane. "All of the paths resemble each other." He looked nervous.

"Yes, that's why it's easy to get lost," warned the professor. "I know these caves, though. Let's just make sure we all stick together."

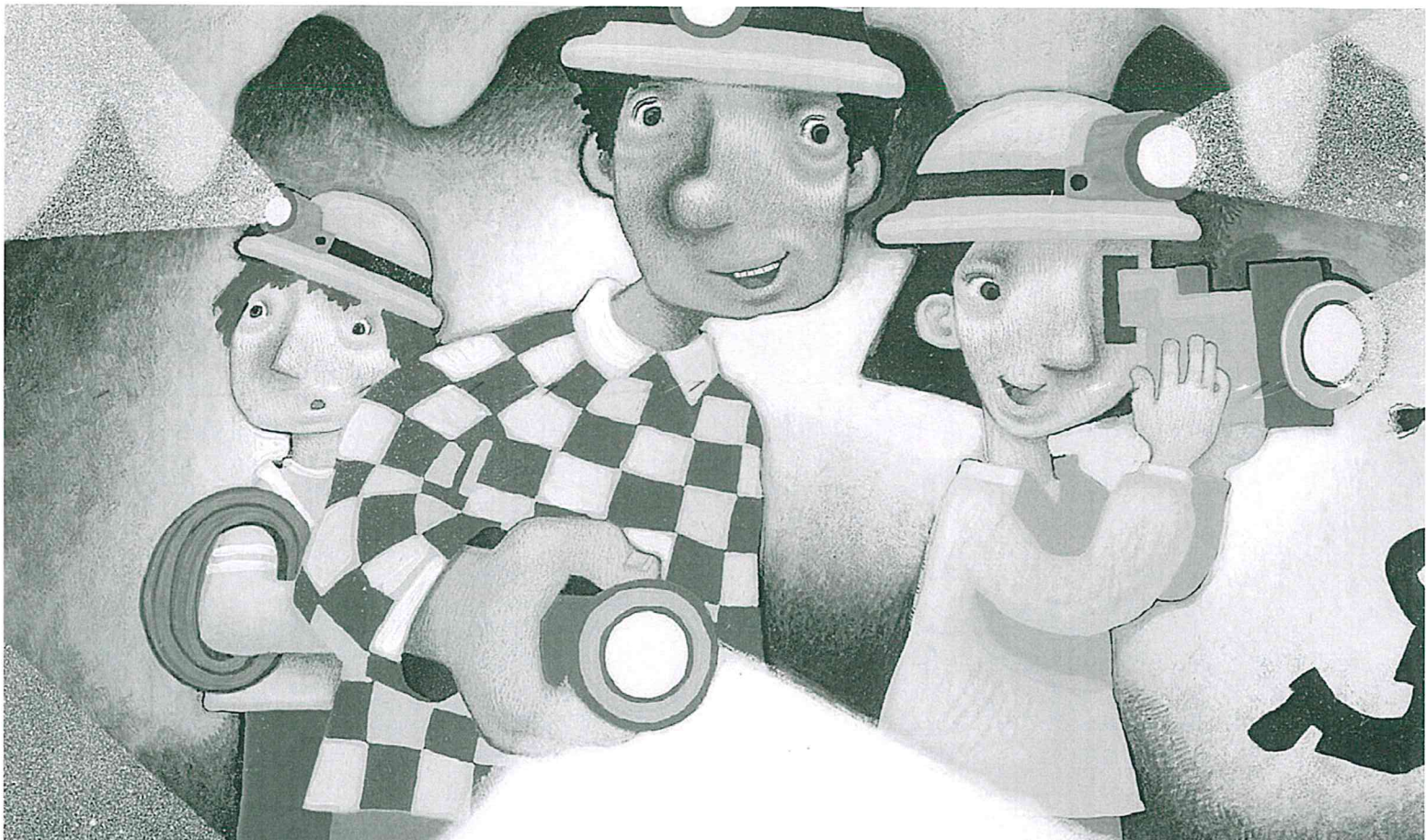
Professor Collins took the lead. The group started down the dark tunnel.

Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Literary Elements

What is the setting of this story?



“Watch your head,” said Hadley to Min.
“Bumping into a stalactite can hurt.”
“What is a stalactite? I’m afraid I don’t know much about caves,” admitted Min.
“A stalactite is like a stone icicle,” Hadley explained. “It hangs from the roof of the cave.”
“It can take thousands of years for a large one to form,” said Carmen.
“Mineral-rich water drips down. It slowly hardens into a slender stone formation,” said Jordan. He sounded as if he were reading from a textbook.

Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Synthesize

Tell one thing you already know about caves.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

“Stalactites can be colored by different minerals,” added the professor. “They can be red, blue, yellow, or other colors.”

“Are these also stalactites on the cave floor?” asked Min.

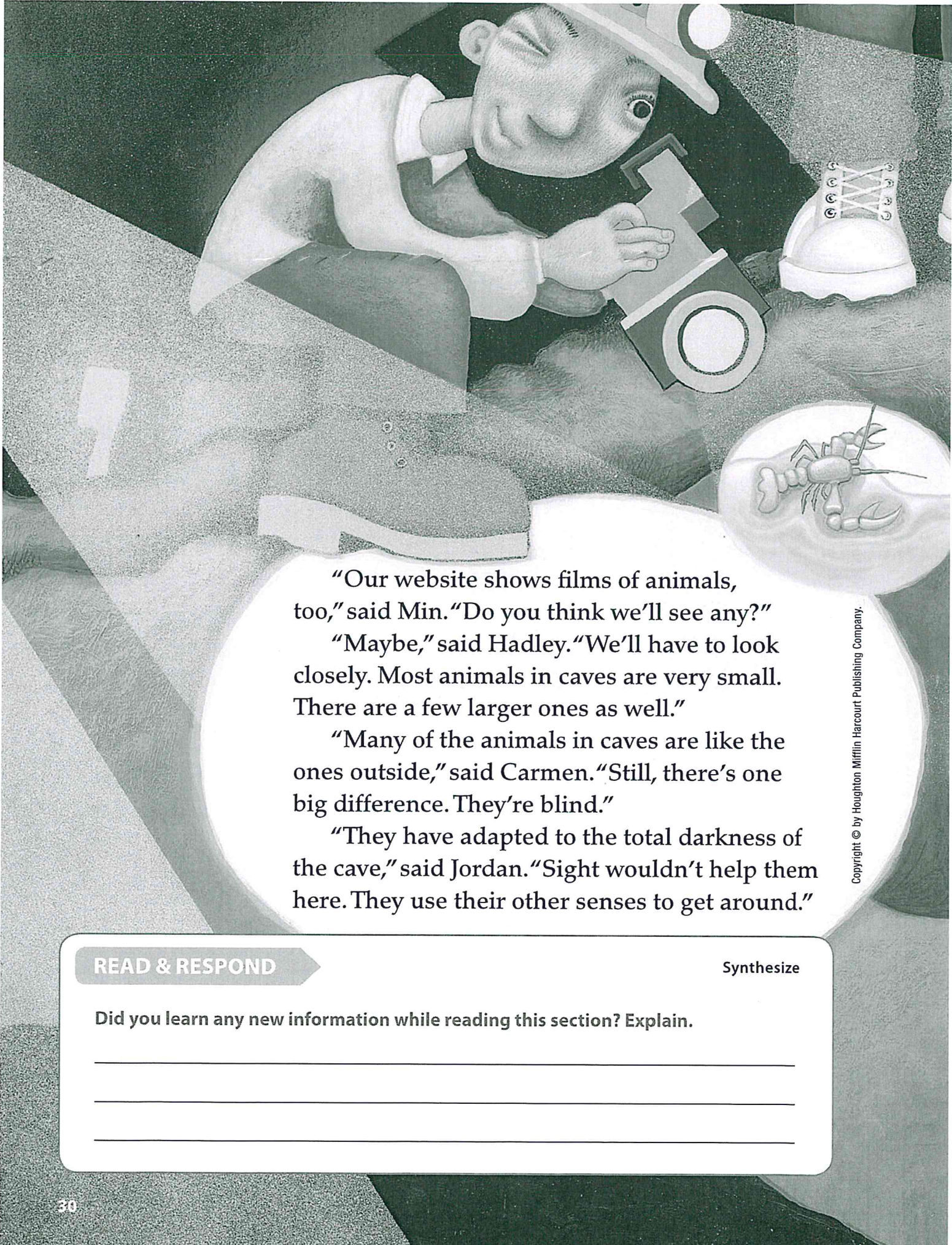
“No! Those are stalagmites,” explained Carmen. “They form from falling water droplets. I love them!”

Professor Collins told them that the rock forms weren’t as strong as they looked. He warned them not to touch anything. Conserving the treasures of the cave was just as important as exploring it. Min got a good shot of the scene.

READ & RESPOND

Main Ideas and Details

Explain the difference between stalactites and stalagmites.



“Our website shows films of animals, too,” said Min. “Do you think we’ll see any?”

“Maybe,” said Hadley. “We’ll have to look closely. Most animals in caves are very small. There are a few larger ones as well.”

“Many of the animals in caves are like the ones outside,” said Carmen. “Still, there’s one big difference. They’re blind.”

“They have adapted to the total darkness of the cave,” said Jordan. “Sight wouldn’t help them here. They use their other senses to get around.”

Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Synthesize

Did you learn any new information while reading this section? Explain.

“Look! A crayfish!” said Carmen. “Cool!”

“Bats also live in caves,” said Jordan. “They aren’t blind, though, whatever people say.”

“Aren’t bats dangerous?” asked Lane. “Don’t they carry diseases?”

“Well, some bats do carry rabies. It’s best to avoid contact with them,” warned Hadley. “Don’t worry. Bats will want to avoid you, too!”

“Bats are helpful in checking the number of insects. They eat thousands every night,” explained Jordan. “One small bat can eat about 600 insects an hour!”

READ & RESPOND

Literary Elements

How would you describe Lane?



“Guys! Shine your flashlights up!” said Carmen.

“What are those furry things up there?”

gasped Lane.

“Hmm. I think those are gray bats,” replied Jordan.

“Wow!” said Min. “Look how many there are! I hope we didn’t disturb them. Do they usually move around so much?”

“Only when they are getting ready for a flight!” said Hadley.

“Quick!” said Carmen. “Everybody, duck! Make way for the bats!”

Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Literary Elements

What happens at the end of this story?

Reread and Respond



1 What do spelunkers do?

Hint

For a clue, see page 27.

2 How much does Min know about caves? Explain.

Hint

For clues, see pages 28 and 29.

3 Write three words to describe Jordan.

Hint

Look for clues throughout the story.

4 Compare Carmen and Lane. Which one is having more fun?

Hint

Look for clues throughout the story.



The Twin Twins

by Justin Shipley

Two best friends, Jamie and Kyle, head to the Little League World Series to see their favorite team, the Topeka Twins, play in the championship game.

Characters: Jamie, Ms. Thompson, Kyle, Ticket Taker, Manager, Chase Conway

Scene I

Setting: The interior of Ms. Thompson's car.

Jamie: Thanks for driving us to the Little League World Series, Ms. Thompson!

Ms. Thompson: No problem, Jamie! I know how much basketball means to you and Kyle.

Kyle: Mom, please! You're embarrassing me! The Little League World Series is not basketball.

READ & RESPOND

Elements of Drama

Where does Scene I take place? What clues in the text help you to know?

Jamie: The Topeka Twins are our favorite baseball team, and Kyle looks exactly like their star pitcher, Chase Conway! (*teasing Kyle*) Now if only you could throw like him.

Kyle: Too bad Chase is hurt. I'd love to see him play!
(*The car comes to a stop outside of a baseball stadium.*)

Ms. Thompson: I'd hate for you to come all the way here only to miss the game. Do you have your tickets?

Kyle: Of course we have our tickets! I'm going to leave my jacket in the car. Doesn't look like rain today.
(*Kyle puts his coat in the car and shuts the door.*)

Jamie: Come on, Chase. It's time for your big game!



READ & RESPOND

Elements of Drama

Write one example of a stage direction found on this page.



Scene II

(Moments later, Jamie and Kyle approach the Ticket Taker.)

Ticket Taker: Tickets, please.

Kyle: Jamie, give him our tickets.

Jamie: *(looking at Kyle in surprise)* I thought you said you would hang on to them.

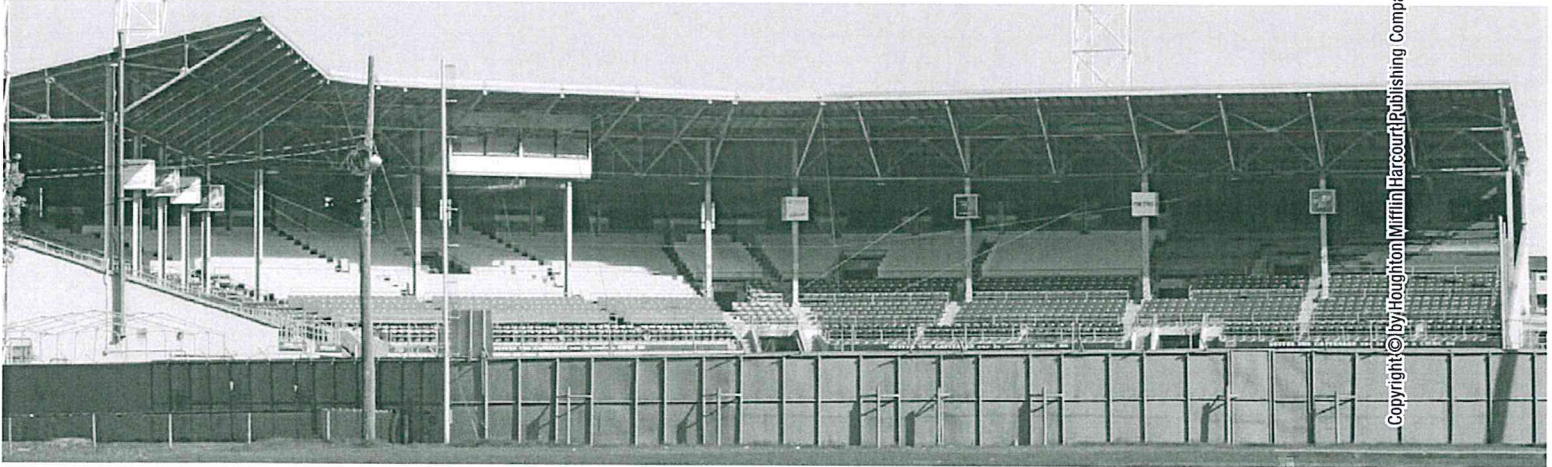
Kyle: Oh, no. I left them in my rain jacket! In the car!

Ticket Taker: Sorry, boys. I can't let you in. The game is sold out.

(Jamie and Kyle step out of line, dejected.)

Kyle: I'm so sorry, Jamie. I can't believe I bungled holding the tickets.

Jamie: Let's see if someone has an extra ticket.



Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Elements of Drama

How do you know who Kyle and Jamie are talking to?



(Kyle and Jamie circle the stadium looking for an extra ticket, with no luck.)

Kyle: Oh, man. We're going to miss the game.

(The Topeka Twins Manager appears from inside the stadium and waves to Kyle.)

Manager: Chase! Over here!

Jamie: Huh? He's not . . . *(Kyle covers Jamie's mouth and turns him around.)*

Kyle: He thinks I'm Chase Conway! If I pretend to be Chase, I could get us into the game!

Jamie: But that's a lie. And you can't throw like Chase.

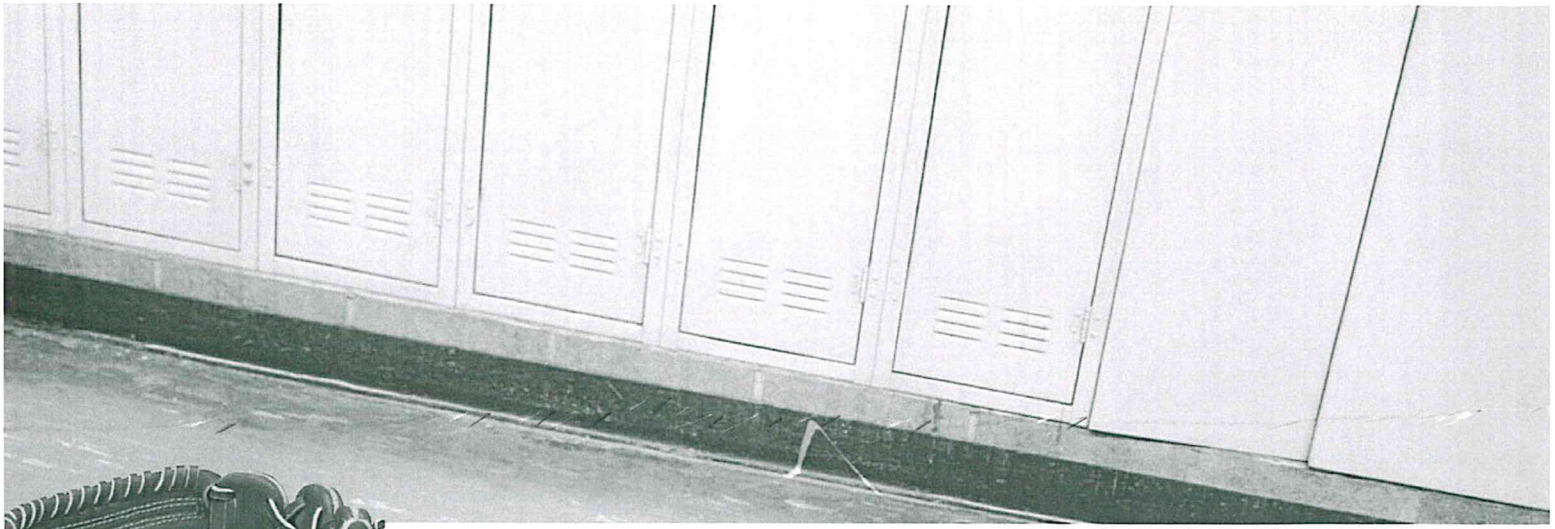
Kyle: I wouldn't have to throw like Chase. He's injured, remember? Just follow my lead. *(to the manager)* Yeah, it's me, Chase! I'm coming!

Copyright © by Houghton Mifflin Harcourt Publishing Company.

READ & RESPOND

Elements of Drama

Explain how the dialogue on this page shows that the manager thinks Kyle is Chase Conway.



Scene III

Setting: Inside the Topeka Twins' locker room.

Kyle: *(looking around)* Whoa! Cool!

Jamie: Quit fooling, Chase! *(Jamie elbows Kyle, reminding him to keep up his performance.)*

Manager: *(points to Jamie)* Who's your friend, Chase?

Kyle: Him? That's my, uh . . . my new trainer, Jamie!

Manager: So this is the new trainer! *(shaking Jamie's hand)* Thank you for preparing Chase for today's game. We're glad he'll be able to play without any discomfort!

Kyle: *(shocked)* What? I'm playing?

Manager: Nobody told you? You're starting today.
(The Manager leaves. Kyle and Jamie look worried.)

READ & RESPOND

Main Idea and Details

Why are Kyle and Jamie worried?

Kyle: Jamie, I can't play like Chase.

Jamie: I guess you'll have to just tell him the truth.

Kyle: But I've already lied. And then we won't be able to see the game.

(The Manager returns.)

Manager: Okay, Chase, ready to go?

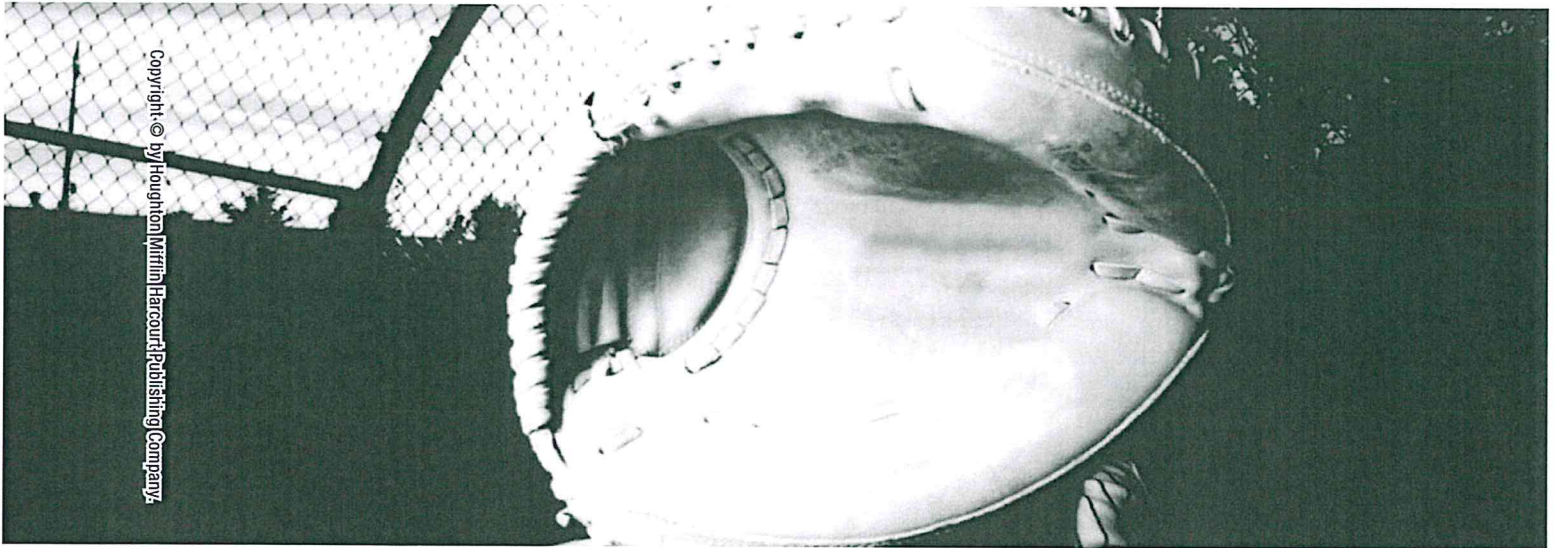
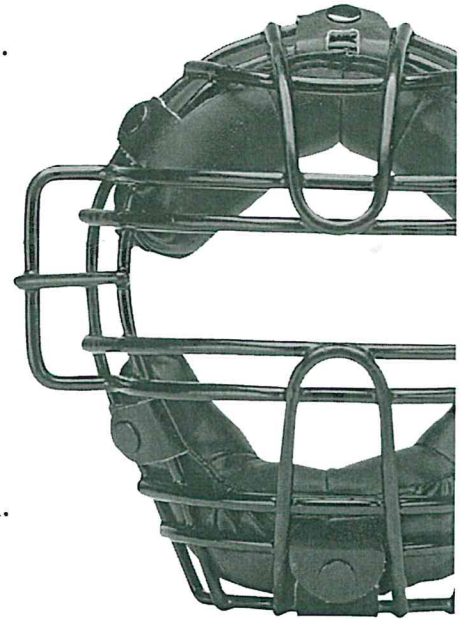
Kyle: Uh, sir, I'm not Chase Conway.

Manager: Come on, Chase. Stop playing around.

Kyle: No, I'm really not Chase. I just look like him.

Manager: What? You're not Chase? Who are you?

Kyle: We figured if you thought I was Chase, you'd let us into the game.



READ & RESPOND

Elements of Drama

How does the dialogue on this page help you understand how the manager feels?



Manager: I see. Well, boys, I'm afraid I'm going to have to ask you to leave.

Chase: That won't be necessary.

(All three turn around to see Chase Conway enter.)

Kyle & Jamie: Chase Conway!

Manager: Chase, one of these kids tried to impersonate you.

Chase: Then they must be pretty big fans. Besides, it takes guts to tell the truth. I'd be honored if they sat in my own personal fan section.

(Chase extends his hands, brandishing two tickets.)

Kyle & Jamie: Thanks, Chase!

Chase: *(to Kyle)* Say, we do look alike. Are you sure you don't want to play for me today?

Kyle: *(smiling)* No, thanks. I think I'll just be Kyle.

READ & RESPOND

Elements of Drama

Who enters for the first time on this page? Why is this character important?

Reread and Respond



1 How does Ms. Thompson embarrass Kyle?

Hint

For a clue, see page 34.

2 What happened to Kyle and Jamie's tickets?

Hint

For a clue, see page 36.

3 How do Kyle and Jamie feel after the Manager tells Kyle he'll be playing in the big game?

Hint

For clues, see pages 38 and 39.

4 What does Kyle learn by revealing to the Manager that he is not Chase?

Hint

For a clue, see page 40.