



W.S.E.  
Rising  
Fifth Grade  
Reading  
Packet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## **Bound for a New Life**

By Ruth Spencer Johnson

2006

*Jamestown in Virginia was the first permanent English colony in North America. In this short story, two children describe their experiences living and working in Jamestown. As you read, take notes on the similarities of Robert's and Sarah's experiences in Jamestown.*

*In 1607, 104 English men and boys arrived in North America to start a settlement.<sup>1</sup> The settlement went through many struggles but continued to grow. More laborers were needed to work on the farms and in town, so the Virginia Company<sup>2</sup> brought more people from England. Some went willingly to Virginia. Others were children who were taken against their will—kidnapped or tricked into service. Around 1620, the Lord Mayor of London began sending orphans from London's streets to work in Virginia. Here are the tales two of those children might have told.*



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### **Robert's story**

- [1] By the time I was 12, both my parents were dead. Soon I was living on the streets of London, begging for food. One terrible night, two men grabbed me and told me I was going to Virginia, like it or not.

The men said that children like me were a disgrace<sup>3</sup> to London, that our city was too full of orphans, begging and stealing on the streets. The planters in Virginia needed workers, so we were being rounded up and sent to Jamestown to work for the Virginia Company. That meant that I would be bound to work without pay until I turned 21. His words sent fear through my heart!

The other man explained that I would work in the tobacco fields or learn a trade. Then, after I'd served out my term, I'd be free. He said that hard work would keep me out of trouble!

When I arrived in Jamestown, I worked for the Virginia Company. "If you work hard and serve us well," they said, "we will treat you fairly. But if you are lazy or dishonest, or you try to run away, your life will not be easy."

- [5] Life in Virginia was even harder than I had imagined. I worked from dawn to dark, planting and weeding tobacco. My clothes became ragged,<sup>4</sup> my belly was never full. I existed mostly on corn gruel,<sup>5</sup> peas, and a little bread. Many other servants died from heat and disease, but somehow I survived.

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1. community  
2. a company that created new settlements in Virginia  
3. **Disgrace (noun):** something that causes a loss of respect  
4. **Ragged (adjective):** old and worn; frayed

Today I turn 21. At last, I'm a free man! The company has given me the 50 acres of land they promised me. I am luckier than many. The company worked me hard, but I also learned woodworking skills. Carpenters are in great demand here, so I'm sure to find employment. After nine long years, I finally have hope for my future!

## Sarah's story

In London my family was poor. One day in 1622, when I was 14, a man offered me a chance to sail to America. "America is the land of opportunity for a poor girl like you," he claimed. "Just work a few years in Virginia to pay for your passage on the ship, and then you'll be free to make your own life."

I listened, thought, and finally decided to sign the papers. The agreement was called an indenture. It meant that I was bound to work for seven years in exchange for food and shelter. I was ready for a new life in Virginia.

Some opportunity! I had signed up for a chance to work my fingers to the bone in Jamestown. For seven years, I cleaned and cooked, washed and mended.<sup>6</sup> I tended<sup>7</sup> my master's children and weeded his vegetable garden. His wife was a mean-spirited woman who beat me for the smallest mistake.

[10] Now, at last, my term of service is over. I have married a man who was also indentured. Now we have our own farm near Jamestown. I guess America is a land of opportunity after all!

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5. corn boiled in milk or water, similar to grits or mush

6. **Mend (verb):** to repair

7. **Tend (verb):** to care for or look after

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. What is the main idea of the text?
  - A. Many children who went to work in America tried to return to their home country.
  - B. Children were better paid for their services in American than in their home countries.
  - C. Some children had to work hard for no money before they were free to live in America.
  - D. Children did not find the opportunities they were promised when they came to America.
  
2. Which quote from the text highlights Robert's life in Jamestown as a child?
  - A. "we will treat you fairly." (Paragraph 4)
  - B. "My clothes became ragged; my belly was never full." (Paragraph 5)
  - C. "Many other servants died from heat and disease" (Paragraph 5)
  - D. "The company has given me the 50 acres of land they promised me." (Paragraph 6)
  
3. How does paragraph 7 contribute to Sarah's story?
  - A. It shows that Sarah is not close with her family.
  - B. It suggests that Sarah has visited America before.
  - C. It shows how Sarah was talked into going to America.
  - D. It suggests that the man is going to be a main character.
  
4. What does Sarah mean when she says, "[I] work my fingers to the bone" in paragraph 9?
  - A. She works very hard.
  - B. She has bony fingers.
  - C. She hurt her hands while working.
  - D. She does simple tasks with her hands.
  
5. Which quote supports the idea that "America is a land of opportunity"? (Paragraph 10)
  - A. "if you are lazy or dishonest, or you try to run away, your life will not be easy." (Paragraph 4)
  - B. "The company has given me the 50 acres of land they promised me." (Paragraph 6)
  - C. "It meant that I was bound to work for seven years in exchange for food and shelter." (Paragraph 8)
  - D. "Some opportunity! I had signed up for a chance to work my fingers to the bone in Jamestown." (Paragraph 9)

6. How did life in Virginia compare for Robert and Sarah?
- A. Both of them were educated.
  - B. Both of them agreed to work in America.
  - C. Neither of them was properly cared for.
  - D. Neither of them wanted to go to America.
7. How do both Robert and Sarah feel at the end of their terms of service?
- A. happy for what they have in America
  - B. sad that they had to leave their home country
  - C. angry that they were tricked into going to America
  - D. thankful for the people who helped them in America
8. How is Robert's experience in America different from Sarah's experience? Use details from the text to support your answer.

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## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. Both Sarah and Robert were brought to America when they were young. How do you think Sarah's and Robert's lives were affected when they were brought to America? Do you think they were able to have a normal childhood? Why or why not?
2. Consider the difficult work that Sarah and Robert had to do, as well as how many years they worked. Do you think that this is fair? Is indentured servitude fair, even if someone agrees to it? Why or why not?
3. How have labor laws changed in America? Do you think Robert and Sarah would be allowed to work the same jobs they did in Virginia today? Why or why not?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Emergency on the Mountain

By Kerry McGee

2011

*Kerry McGee has written for Highlights . In this short story, a young girl must act quickly when there is an emergency on the mountain where she lives. As you read, take notes on Ana's actions during the emergency.*

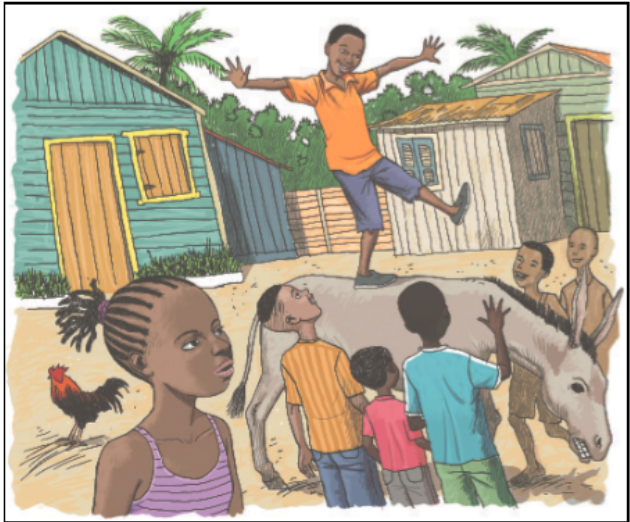
[1] "Ana! *Leche!*" Mama called.

*Milk.* It was Ana's turn to get it. Ana sighed and shut her first-aid book. Her head hurt from reading in the dim morning light, but how else was she going to learn?

The milk pail banged against Ana's shins as she trudged<sup>1</sup> down the steep slope. Green mountains circled the misty valley. Across the valley was the dusty yellow road that connected this village to the next one eight kilometers away.

Ana tethered<sup>2</sup> the cow close to the fence. Somewhere below and out of sight lay Santiago, the second-biggest city in the Dominican Republic. And somewhere in Santiago, Ana knew,

a group of volunteer doctors were gathering right now to teach medical skills to village nurses, or *cooperadoras*.



*"No wonder they don't trust kids. Ana sighed." by Rogerio Sound is used with permission.*

[5] *I should be there,* Ana thought. *Leta should have taken me with her.* Hours ago, Ana had heard the roar of a truck in the darkness and realized that her neighbor Leta was beginning the long drive down the mountain to the meeting.

*But Leta already knows everything,* Ana thought. Leta had been the *cooperadora* since before Ana was born. She'd been delivering babies, pulling teeth, and bandaging wounds in the village for decades.

Fresh milk squirted into the pail. *Leta thinks I'm too young to learn anything important,* Ana thought. *But she's wrong. I am old enough to help.*

Ana lugged the milk back to where Mama was frying eggs in the cooking shelter, then grabbed some bread and wandered up to the road.

Rafi, a village boy, had gotten a donkey, and some kids had gathered around to see it. Rafi was 13, just a little older than Ana, but he was always doing something to get attention. Like now: he was trying to stand on the animal's bare back.

1. **Trudge (verb):** to walk slowly and with heavy steps  
2. to tie an animal with a rope to keep it from moving

[10] *No wonder they don't trust kids with anything important*, Ana thought, sighing.

She had just turned away when she heard a thud and a few screams.

Rafi lay on the ground nearby. The donkey stood several meters away.

"Rafi!" someone cried.

No answer. The donkey swished its tail.

[15] "Get Leta," someone said.

Ana shook her head. "Leta's gone to the city."

The other kids seemed frozen in place.

Ana ran to where Rafi was lying. She dropped to her knees on the dusty road. "Rafi! Can you hear me?"

Rafi moaned and flopped his head back and forth in pain.

[20] Ana saw that one of his legs was crooked, bent a little sideways between the knee and the ankle. A broken leg!

She remembered what the first-aid book had said about broken legs: *If there is no ambulance, stabilize the bone before moving the victim.*

There certainly wouldn't be any ambulance here. Ana looked back up the road. The other kids were still standing there, watching.

"Vin!" Ana called to one of the boys. "Go get Rafi's mama, and find someone with a truck." She turned to the others. "Give me your shirts. We need something to tie his leg with."

As Vin took off running, the others huddled<sup>3</sup> closer.

[25] Rafi whimpered, and Ana said gently, "Rafi, you'll need to go down the mountain for a cast. But first, I'm going to tie your leg so it doesn't move around. Can you wiggle your toes?"

Rafi nodded, his eyes squeezed shut. Ana pulled off his shoe and watched him wiggle his toes.

Ana found a strong, straight stick, which she'd use to keep his leg steady. She carefully wrapped the boys' shirts around his leg and the stick, winding down from his knee to his ankle. Rafi opened his eyes and cringed.

"I know it hurts," Ana said. "But this will hold it still until you get to the hospital."

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3. **Huddle (verb):** to crowd together



When Ana was done, she looked up and saw Rafi's mama watching from a few meters away. Behind her was a neighbor in a pickup truck. When Ana stepped away, Rafi's mama ran over and held Rafi's face in her hands.

[30] "*Gracias*, Ana," she said.

Rafi's mama and neighbor lifted Rafi into the truck, then drove down the dusty hillside toward the hospital.

The next day, Leta came to Ana's home. "I heard what you did," Leta said. "You kept your head in an emergency. That's an important skill."

Ana blushed. "I was afraid..."

Leta shook her head. "It's OK for a *cooperadora* to be afraid, as long as she keeps her head. Now, listen. The volunteer doctors are coming here tomorrow with vaccines.<sup>4</sup> We need some extra hands. Can you help?"

[35] Ana didn't hesitate. "I would love to."

"Come early, then. There is a lot to learn."

Ana smiled. "I'll bring my first-aid book."

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4. something injected into someone to protect them from disease

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What does the word “stabilize” mean as it is used in paragraph 21 of the passage from “Emergency on the Mountain”?
  - A. bend back to the original position
  - B. carry an object very carefully
  - C. relieve incredible pain
  - D. keep something still
  
2. PART B: Which TWO sentences from the passage help the reader understand the meaning of “stabilize”?
  - A. “The other kids were still standing there, watching.” (Paragraph 22)
  - B. “Go get Rafi’s mama, and find someone with a truck.” (Paragraph 23)
  - C. “But first, I’m going to tie your leg so it doesn’t move around.” (Paragraph 25)
  - D. “Ana pulled off his shoe and watched him wiggle his toes.” (Paragraph 26)
  - E. “Ana found a strong, straight stick, which she’d use to keep his leg steady.” (Paragraph 27)
  - F. “When Ana stepped away, Rafi’s mama ran over and held Rafi’s face in her hands.” (Paragraph 29)
  
3. PART A: Which phrase best describes the setting of the passage?
  - A. a quiet town with many doctors and nurses
  - B. a family farm located far from neighbors
  - C. a busy city with a large medical center
  - D. a small community that has no modern hospital
  
4. PART B: Which TWO details from the passage support the answer to Part A?
  - A. “The milk pail banged against Ana’s shins as she trudged down the steep slope.” (Paragraph 3)
  - B. “Green mountains circled the misty valley.” (Paragraph 3)
  - C. “Across the valley was the dusty yellow road that connected this village to the next one eight kilometers away.” (Paragraph 3)
  - D. “Somewhere below and out of sight lay Santiago, the second-biggest city in the Dominican Republic.” (Paragraph 4)
  - E. “She dropped to her knees on the dusty road.” (Paragraph 18)
  - F. “There certainly wouldn’t be any ambulance here.” (Paragraph 20)
  
5. PART A: In “Emergency on the Mountain,” why does Leta most likely invite Ana to help the volunteer doctors?
  - A. Ana has been studying hard.
  - B. Ana was able to stay calm during a crisis.
  - C. Ana is willing to help her family.
  - D. Ana wants to be treated like an adult.

6. PART B: Which detail from the passage best supports the answer to Part A?
- A. "Her head hurt from reading in the dim morning light, but how else was she going to learn?" (Paragraph 2)
  - B. "Ana tethered the cow close to the fence." (Paragraph 4)
  - C. "Leta thinks I'm too young to learn anything important, Ana thought. But she's wrong. I am old enough to help." (Paragraph 7)
  - D. "You kept your head in an emergency. That's an important skill." (Paragraph 32)
7. PART A: Which sentence best describes a theme of the passage?
- A. Studying hard brings positive results during times of crisis.
  - B. Taking turns with family chores teaches responsibility.
  - C. Children need experience before they can be helpful.
  - D. People should never stop discovering new information.
8. PART B: Which detail from the passage supports the answer to Part A?
- A. "Ana lugged the milk back to where Mama was frying eggs in the cooking shelter, then grabbed some bread and wandered up to the road." (Paragraph 8)
  - B. "No wonder they don't trust kids with anything important, Ana thought, sighing." (Paragraph 10)
  - C. "She remembered what the first-aid book had said about broken legs: If there is no ambulance, stabilize the bone before moving the victim." (Paragraph 21)
  - D. "We need some extra hands. Can you help?" (Paragraph 34)

## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. In the short story, the narrator describes how Ana's community isn't near a hospital. Because of this, why are the jobs of village nurses so important? How do the village nurses help support the community?
2. In the context of the story, how do Ana's studies help her in the emergency? Why is it important that Ana continue her education? Describe a time when something that you learned in school was useful outside of school.
3. In the story, Ana feels like kids aren't allowed to do anything important. What does being grown up mean to her? Do you feel like you're treated differently by the adults around you? If so, in what way?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Mountains

By Rukiye Henderson

2012

*In this poem, a speaker describes snow-covered mountains. As you read, take notes on how the speaker feels about nature.*

- [1] Tall and bold like a castle,  
Looming<sup>1</sup> in the dark.  
They rise to a towering height.  
As everything beneath, cowers<sup>2</sup> in fright.
- [5] Covered in a blanket of silvery mist,  
You feel as though kissed,  
By the cold bitter wind as it rushes past.  
The snow peaked tops are like pure, pristine<sup>3</sup>  
crystals, timeless,<sup>4</sup>  
in all their beauty.
- [10] You can smell, feel, taste, and hear all the earth  
around you.  
The sound of birds chirping like music boxes,  
The taste of juicy berries bursting with flavor,  
The smell of fresh pine air,  
And the feeling of pine needles, which, I declare
- [15] Feel great on your sore, blistered<sup>5</sup> feet.



["snow mountain"](#) by Amanshu Raikwar is licensed under CC0

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1. **Loom (verb):** to appear in a large, strange, or frightening form
2. **Cower (verb):** to crouch down in fear
3. in perfect condition
4. **Timeless (adjective):** not affected by the passing of time
5. painful swelling on the surface of something

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Based on lines 1-4 in "Mountains," what does "tall and bold like a castle" mean?
  - A. Mountains are steep and difficult to climb.
  - B. Mountains look beautiful when covered with snow.
  - C. Mountains are threatening because of their size.
  - D. Mountains remain the same over the course of time.
  
2. PART B: Which line from the poem shows how the poet further develops the ideas in the simile in Part A?
  - A. "They rise to a towering height." (Line 3)
  - B. "As everything beneath, cowers in fright." (Line 4)
  - C. "By the cold bitter wind as it rushes past." (Line 7)
  - D. "The snow peaked tops are like pure pristine crystals, timeless" (Line 8)
  
3. PART A: What is the theme of the poem "Mountains"?
  - A. We realize beauty is all around us, but we must take time to notice.
  - B. We should be aware of danger even when we can view magnificent surroundings.
  - C. We can learn about the natural world when we listen carefully.
  - D. We should be prepared for sudden changes in nature.
  
4. PART B: Which line in the poem helps to support the theme?
  - A. Line 1
  - B. Line 3
  - C. Line 7
  - D. Line 10

## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. In the poem, the speaker describes how large the mountains are. Have you ever felt overwhelmed by something's size in nature? Were you afraid of this thing in nature? Why or why not?
2. In the poem, the speaker describes the snow-covered mountains as beautiful. What is something in nature that you find beautiful? Why is it beautiful to you?
3. Do you think you pay attention to the beauty of nature that surrounds you? Why or why not? What can you do to better appreciate all the beauty around you?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## **Our Creek**

*This is the stream that flows near our school. It's called Standing Stone Creek. People walk by it every day without even noticing it. But we think it's pretty special.*

By Celina Seftas and the Standing Stone Creek crew

*Standing Stone Creek is a stream that runs into the Susquehanna River in Pennsylvania. In this informational text, Celina Seftas and the Standing Stone Creek crew discuss the small stream. As you read, takes notes on what the authors study about the stream.*

### **Where Does the Water Come From? Where Is It Going?**

- [1] The water in our creek comes from rain and snow falling on land for miles around. Standing Stone Creek is one of many small streams that all flow into the Susquehanna River. Eventually, all that water empties into the Atlantic Ocean.

Standing Stone Creek may look small, but it's important. It carries water to forests, towns, and farms. Lots of animals, birds, and insects live in the stream and along the banks. It's a fun place for people to boat and fish. And we get our drinking water from it! So it's important to keep it clean and healthy.

Today we're going to get to know it a little better.

### **Along the Banks**

First stop is the woods beside the river. Healthy streams need healthy banks. Trees, grasses, and shrubs soak up pollution, keeping it out of the water. doesn't get too muddy.



"Stream" by Carin Rhoden is licensed under CC BY-NC-ND 2.0

*Plant roots also hold onto soil so the stream*

- [5] Shade from trees keeps the water cool for fish and other water animals. And many bugs, snails, and other small water creatures eat the leaves that fall in the water.



## The Streambed

In streams and rivers, the water is always moving. How fast? We measure this by throwing floats into the water. We count how long it takes them to pass a certain point. We discover it's moving at different speeds! It's faster in the middle and slower near the banks.

The bottom and sides of a stream are called the streambed. It's full of sand and rocks that the rushing water carries along.

Fish and water bugs like rocky riverbeds. They hide out in nooks and crannies<sup>1</sup> between the rocks. Too much sand and mud can clog the living spaces. So a healthy stream needs rocks of different sizes and not too much sticky mud.

## What's in the Water?

The water might look clear, but it's full of lots of stuff. Wouldn't you like to know what? We would! So we're going to do some tests. The first test is just to look. Is the water cloudy or clear? Does it smell funny? A weird smell can be a sign of pollution.<sup>2</sup> Next we do some tests with special kits. Chemicals in each kit change color depending on what's in the water. Each kit checks for something different.

### *Dissolved oxygen*

- [10] The first test measures how much oxygen is in the water. Oxygen is a gas that we breathe in the air. Fish and bugs breathe oxygen too. But the oxygen they breathe is dissolved<sup>3</sup> in the water, sort of like sugar is dissolved in a glass of lemonade. Healthy streams should have plenty of oxygen.

For the oxygen test, we mix drops of different chemicals into a jar of stream water. First eight drops of one, then eight drops of another, then another, then another. First the water goes all thick and cloudy. Then it goes light yellow, and then it turns red! We count how many drops from the last bottle it takes to turn it clear again, and that tells us how much oxygen is in the water.

Good news! Our stream has plenty of oxygen. That might be thanks to the shady trees. Cool water can hold more oxygen than warm water.

### *pH*

The pH test measures how acidic the water is, or how much it wants to dissolve things. A tester strip turns color depending on how acidic the water is. Our water looks good.

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1. small spaces  
2. the presence of harmful substances  
3. to mix into a liquid

## Hardness

Then we measure how much mineral stuff is in the water. As water flows through earth and over rocks, it dissolves some of the rock. That fills the water with minerals, the ingredients of rock. Most are harmless, like calcium and iron. But too many minerals can clog water pipes. Our creek has some, but not too much.

## Nitrates

- [15] Last, we check for nitrates. This is a chemical found in fertilizers. It helps plants grow. That's good on a farm. But in streams, it can poison fish and make too much algae<sup>4</sup> grow. Our stream has barely any — good!

## What Lives in the Water?

Now for our favorite part! What lives in our creek? Stream water is full of living things. Some are tiny swimming things you can only see with a microscope. There are fish, frogs, and salamanders in our creek. We also have snails, crayfish, and freshwater mussels. And lots of bugs and larvae!<sup>5</sup> Some insects, like dragonflies, spend the first part of their lives completely underwater.

Some water creatures are very sensitive. They won't live in polluted water. Others don't mind dirty water. If we find bugs and animals that don't like pollution, that's a sign our stream is healthy.

Healthy streams also have lots of different species, not just a few. So we're doing a bug count. We wade<sup>6</sup> out into the stream with cloth nets. Two people hold the net while one kicks up the mud. Small creatures get caught in the net, while the water flows through.

Then we use a handy chart to identify what we find. We find some stonefly and mayfly larvae. That's good! They only live in very clean water. We count up all the different critters. Each "sensitive" bug gets 3 points. Medium-sensitive kinds are 2 points, and the ones that don't mind pollution get 1 point. Streams with more than 22 points are very healthy. Standing Stone Creek scored 28!

## Finny Friends

- [20] Fish live in the stream too. People care about fish — when a stream isn't healthy enough for fish, people notice. Fish need lots of different water bugs to eat, and cool water with plenty of oxygen. Big rocks, logs, and roots from trees make good places for fish to hide and lay eggs.

We already know a lot about what kinds of fish live in our stream, from what people catch. We aren't going to catch any today. Instead we'll learn about them by making fish prints. We paint rubber models of local fish, then press them on paper.

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4. a type of plants that grows near water that lacks stems, roots, or leaves

5. the stage of an insect before it's an adult and develops wings

6. **Wade (verb):** to walk through water or liquid

## Caring for Your Stream

We've learned a lot about Standing Stone Creek today. It's very healthy, with cool water, lots of rocks for bugs and fish, good oxygen, and not too much pollution. That's great!

We write down all our test results to send to the water scientists. This helps them keep track of how the watershed<sup>7</sup> is doing. It also lets them see the effect of conservation<sup>8</sup> projects, like planting more trees around rivers.

On our way out, we pick up some stray trash. After all, anything that goes into our little stream could eventually end up in the ocean! It's fun to think we can help the whales right from our own backyard.

[25] Do you have a creek near your house or school? What's it like? Could it use a nice friend like you?

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7. an area of land that contains streams and rivers that drain into a large body of water, like the ocean  
8. the protection of the natural environment

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the text?
  - A. Many creeks aren't as healthy as the Standing Stone Creek because humans have polluted them.
  - B. It's important to know how clean the source of your water is because dirty water can make you sick.
  - C. You can determine how healthy a creek is by studying the area around it, the water, and the creatures.
  - D. Scientists need the help of students to determine if a creek is healthy or needs to be cleaned up.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Standing Stone Creek may look small, but it's important. It carries water to forests, towns, and farms." (Paragraph 2)
  - B. "We count how long it takes them to pass a certain point. We discover it's moving at different speeds!" (Paragraph 6)
  - C. "This is a chemical found in fertilizers. It helps plants grow. That's good on a farm. But in streams, it can poison fish and make too much algae grow." (Paragraph 15)
  - D. "We've learned a lot about Standing Stone Creek today. It's very healthy, with cool water, lots of rocks for bugs and fish, good oxygen, and not too much pollution." (Paragraph 22)
  
3. According to the text, what are some causes of pollution in streams?
  - A. humans' overuse of the water from the stream for different reasons
  - B. certain chemicals and trash released by humans
  - C. too many creatures and plants living in the stream
  - D. the different chemicals used to test the health of the stream
  
4. How is the text organized?
  - A. The authors list the harmful substances found in the stream and explains possible causes.
  - B. The authors explain the step-by-step process of testing the health of a stream and what is learned at Standing Stone Creek.
  - C. The authors detail how much humans' overuse of water is impacting different animal and plant communities in the stream.
  - D. The authors provide recommendations for various tests that readers can try in their local stream.

5. How does the text help readers understand the connection between the creek's health and the creatures in it? Use details from the text in your answer.

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## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. In the text, the authors describe how Standing Stone Creek is small, but important. What does Standing Stone Creek do for the people and animals that live around it? What do you think happens when people don't keep their streams and rivers clean?
2. The authors discuss how they do their part to help Standing Stone Creek. Do you live nearby a stream or river? If so, what could you do to help protect it? Even if you don't live by a body of water, what can you do to save water and keep harmful chemicals from getting in water?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# The Long March

By Peggy King Anderson

2002

*In 1838, the Potawatomi Indians were forced to leave their homelands and move far away. This text tells the story of one girl during that terrible event. As you read, take notes on the challenges that Equa-Ke-Sec faces.*

*In 1838 the Potawatomi Indians were forced to leave their homelands and move west.*

- [1] Equa-Ke-Sec tried to calm her fears as the soldier stood in the clearing, ordering her family to leave their home. Even though she was a child, she was about to begin the longest walk of her life, a journey of more than six hundred miles.

Why was this happening?

Thousands of settlers from the east were beginning to move farther west, and they wanted land. President Andrew Jackson had just approved the Indian Removal Act, which called for resettling Native Americans on land west of

the Mississippi River. Over the next several years, many tribes, including the Potawatomi, were forced to leave their homelands.



["Trail of Death Warren County"](#) by Huw Williams is in the public domain.

On that hot September day in 1838, soldiers came to the beautiful Niles Valley in Michigan where Equa-Ke-Sec lived with her mother, father, sister, and other tribal members. The soldiers gave them fifteen minutes to collect what they could carry on their backs and leave. Equa-Ke-Sec and her family were sad and frightened. They were told that if they didn't hurry, their village would be burned.

- [5] Some of the soldiers felt bad about what was being done to the Potawatomi, but others pushed the people along with the butts of their rifles.<sup>1</sup> By the second night of their journey, Equa-Ke-Sec was more tired than she had ever been before.

The soldiers stopped at a place called Mud Creek. Equa-Ke-Sec missed the great lake her family had lived by in Michigan. For hundreds of years, her family had fished for trout in the lake and in the nearby St. Joseph River.

But here there was no sound of running water. Mud Creek was only a trickle, barely enough to quench her thirst.

1. a gun

The soldiers divided the Potawatomi into small groups and gave each a portion of cornmeal. Equa-Ke-Sec's mother stirred this into boiling water to make a kind of mush for dinner. Equa-Ke-Sec was so tired she could barely eat.

By the next day many children and some of the older people were too sick to walk. They were put into baggage wagons and carried along. Equa-Ke-Sec sometimes felt ill, but she was determined not to go into the sick wagon. The wagons were crowded, stuffy, and smelly — the cloth covering held in the heat. And she could hardly bear the sight of the jail wagon where the tribal chiefs were forced to ride. It was almost like a cage.

- [10] They passed through many towns on their journey. Sometimes the townspeople were kind to them. In Rochester, Indiana, people made hoecakes, or corn pancakes, for the hungry Potawatomi. And in Jacksonville, Illinois, the town band played, and the mayor came out to give candy to Equa-Ke-Sec and the other children.

But as the journey continued, the drought that had dried up Mud Creek got worse. Sometimes when the soldiers stopped for the night, Equa-Ke-Sec could not quench her thirst at all. The only water was from stagnant<sup>2</sup> ponds or muddy creeks, which even the horses refused to drink.

Finally, the weather changed. One day as she walked along, it began to pour. Equa-Ke-Sec held her face up to the rain, eagerly drinking fresh cool drops of water.

By now it was late October, and the weather quickly grew colder. One day it snowed. Many of the people were barefoot, their moccasins worn through from the long march. It was almost a week before the soldiers could get shoes for the shivering, footsore tribe.

Finally, on November 4, 1838, after more than six hundred miles of hard travel, Equa-Ke-Sec and her tribe reached Pottawatomie Creek in Kansas, but a short time later moved to their final destination, Sugar Creek. They arrived during a snowstorm. Their friends, the Osage Indians, didn't have enough shelter for them. Equa-Ke-Sec's family hung animal skins from the stone banks along Sugar Creek and huddled under them to stay warm.

- [15] Equa-Ke-Sec had survived the long march. That year she and her sister went to school at the Sugar Creek Mission. Equa-Ke-Sec was now called Theresa Slavin, but she did not forget what had happened. When she grew up, married, and had her own daughter, she told her about the long sad journey of their tribe. Because so many people had died along the way, the Potawatomi called it the Trail of Death.

The story was passed on from mother to child for three generations. Finally, a young girl named Virginia was told the story by her mother. Virginia Pearl, CSJ, a Catholic sister, is the great-granddaughter of Equa-Ke-Sec and a member of the Citizen Band Potawatomi in Oklahoma. She tells Equa-Ke-Sec's story whenever she has the chance. It is her hope that people will always remember that long-ago journey so that such a sad thing will never happen again.

"It helps me to remember Equa-Ke-Sec's courage<sup>3</sup> when hard things happen to me," Sister Pearl says. "May her story help you have courage when anything hard happens to you on your journey."

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2. a body of water that is still and might smell bad

3. **Courage (noun):** bravery





## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main idea of the text?
  - A. When the Potawatomi Indians were forced from their home in 1883, they were able to keep their lifestyle in their new home.
  - B. When the Potawatomi Indians were forced from their home in 1883, they discovered a part of the country that they really loved.
  - C. When the Potawatomi Indians were forced from their home in 1883, they faced terrible challenges on the long march and in their new home.
  - D. When the Potawatomi Indians were forced from their home in 1883, they died from sickness and starvation before they reached their new home.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Thousands of settlers from the east were beginning to move farther west, and they wanted land." (Paragraph 3)
  - B. "The soldiers divided the Potawatomi into small groups and gave each a portion of cornmeal." (Paragraph 8)
  - C. "Sometimes when the soldiers stopped for the night, Equa-Ke-Sec could not quench her thirst at all. The only water was from stagnant ponds or muddy creeks" (Paragraph 11)
  - D. "The story was passed on from mother to child for three generations. Finally, a young girl named Virginia was told the story by her mother." (Paragraph 16)
  
3. Why was Equa-Ke-Sec determined to avoid the wagons?
  - A. She wanted to walk with her family.
  - B. She wanted to feel the rain when it started.
  - C. She saw wagons that looked hot and crowded and were filled with sick people.
  - D. She saw wagons that had space, but she saved those for people who were sicker than she was.
  
4. What effect did the move have on Equa-Ke-Sec?
  - A. She lost her whole family.
  - B. She had to eat a different kind of fish.
  - C. She had to leave her favorite pair of shoes behind.
  - D. She had to change many things, including her name.
  
5. How does the author of the text organize the information?
  - A. She presents a few stories that her great-grandmother told her.
  - B. She presents the stories of several tribes that were forced from their homes.
  - C. She presents details about one girl's experiences being forced from her home.
  - D. She presents a debate about whether it was right to force the Native Americans to move.

6. How does the Trail of Death change Equa-Ke-Sec's life?

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## Discussion Questions

***Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.***

1. How does this story of the Long March make you feel? Why is it important to remember it?
2. How did Equa-Ke-Sec show bravery? When is a time in your life that you showed bravery? When have you overcome challenges in your life?