



**ROBERT L. MERRITT MIDDLE SCHOOL**

# 7<sup>TH</sup> Grade Learn-At-Home Packet

## Reading

Week 2

Read the text. Then answer the questions.

## The Oregon Trail

by Francis Parkman, Jr.

*The book The Oregon Trail tells how Francis Parkman, Jr., and his cousin Quincy Shaw set out on an excursion to see the Rocky Mountains in the spring of 1846. They traveled by train from the East to St. Louis. Then they traveled by steamboat for 500 miles down the Missouri River to Kansas. Upon their arrival, the men were relieved to team up with other adventure seekers on a hunting trip. Unfortunately, as the group approached Fort Leavenworth, Parkman and Shaw began to realize that the hunters were not following the same travel schedule they were.*

The path soon after led inland; and as we crossed an open meadow we saw a cluster of buildings on a rising ground before us, with a crowd of people surrounding them. They were the storehouse, cottage, and stables of the Kickapoo trader's establishment. Just at that moment, as it chanced, he was beset with half the Indians of the settlement. They had tied their wretched, neglected little ponies by dozens along the fences and outhouses, and were either lounging about the place, or crowding into the trading house. Here were faces of various colors; red, green, white, and black, curiously intermingled and disposed over the visage in a variety of patterns. Calico shirts, red and blue blankets, brass ear-rings, wampum necklaces, appeared in profusion. The trader was a blue-eyed open-faced man who neither in his manners nor his appearance betrayed any of the roughness of the frontier; though just at present he was obliged to keep a lynx eye on his suspicious customers, who, men and women, were climbing on his counter and seating themselves among his boxes and bales.

The village itself was not far off, and sufficiently illustrated the condition of its unfortunate and self-abandoned occupants. Fancy to yourself a little swift stream, working its devious way down a woody valley; sometimes wholly hidden under logs and fallen trees, sometimes issuing forth and spreading into a broad, clear pool; and on its banks in little nooks cleared away among the trees, miniature log-houses in utter ruin and neglect. A labyrinth of narrow, obstructed paths connected these habitations one with another. Sometimes we met a stray calf, a pig or a pony, belonging to some of the villagers, who usually lay in the sun in front of their dwellings, and looked on us with cold, suspicious eyes as we approached. Farther on, in place of the log-huts of the Kickapoos, we found the pukwi lodges of their neighbors, the Pottawattamies, whose condition seemed no better than theirs.

**GO ON →**

Growing tired at last, and exhausted by the excessive heat and sultriness of the day, we returned to our friend, the trader. By this time the crowd around him had dispersed, and left him at leisure. He invited us to his cottage, a little white-and-green building, in the style of the old French settlements; and ushered us into a neat, well-furnished room. The blinds were closed, and the heat and glare of the sun excluded; the room was as cool as a cavern. It was neatly carpeted too and furnished in a manner that we hardly expected on the frontier. The sofas, chairs, tables, and a well-filled bookcase would not have disgraced an Eastern city; though there were one or two little tokens that indicated the rather questionable civilization of the region. A pistol, loaded and capped, lay on the mantelpiece; and through the glass of the bookcase, peeping above the works of John Milton glittered the handle of a very mischievous-looking knife.

Our host went out, and returned with iced water, glasses, and a bottle of excellent claret; a refreshment most welcome in the extreme heat of the day; and soon after appeared a merry, laughing woman, who must have been, a year or two before, a very rich and luxuriant specimen of Creole beauty. She came to say that lunch was ready in the next room. Our hostess evidently lived on the sunny side of life, and troubled herself with none of its cares. She sat down and entertained us while we were at table with anecdotes of fishing parties, frolics, and the officers at the fort. Taking leave at length of the hospitable trader and his friend, we rode back to the garrison.

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- 1 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What **best** describes the text structure paragraph 1 uses to describe events?

- (A) cause and effect
- (B) problem and solution
- (C) sequential
- (D) compare and contrast

**Part B:** Which phrases in the paragraph **best** show this structure? Select **two** options.

- (A) "neither in his manners nor his appearance"
- (B) "soon after"
- (C) "either lounging about the place, or crowding into the trading house"
- (D) "just at that moment"
- (E) "in a variety of patterns"

- 2 Read the following sentences from the text.

Just at that moment, as it chanced, he was beset with half the Indians of the settlement. They had tied their wretched, neglected little ponies by dozens along the fences and outhouses, and were either lounging about the place, or crowding into the trading house. Here were faces of various colors; red, green, white, and black, curiously intermingled and disposed over the visage in a variety of patterns.

Based on the context, what is the meaning of visage?

- (A) pony
- (B) outhouse
- (C) face
- (D) fence



- 3** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** In paragraph 2, how does the narrator perceive the Kickapoo village?

- ☐ (A) He thinks it's comfortable.
- ☐ (B) He thinks he'd like to live there.
- ☐ (C) He thinks the residents are happy.
- ☐ (D) He thinks it's in bad shape.

**Part B:** What key details in the paragraph tell you this? Select **two** options.

- ☐ (A) He describes the log-houses as being "in utter ruin and neglect."
- ☐ (B) He references the "unfortunate and self-abandoned occupants."
- ☐ (C) He talks about "a little swift stream, working its devious way down a woody valley."
- ☐ (D) He says the villagers "usually lay in the sun in front of their dwellings."

- 4** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** In paragraph 3, why do the men return to the trader after traveling to the village?

- ☐ (A) They feel threatened by the villagers.
- ☐ (B) They're tired and hot from being outside.
- ☐ (C) They're hoping to see a crowd of people at the trader's.
- ☐ (D) They'd like to see the trader's furnishings.

**Part B:** What sentence in the paragraph tells you this?

- ☐ (A) "Sometimes we met a stray calf, a pig or a pony, belonging to some of the villagers, who usually lay in the sun in front of their dwellings, and looked on us with cold, suspicious eyes as we approached."
- ☐ (B) "Growing tired at last, and exhausted by the excessive heat and sultriness of the day, we returned to our friend, the trader."
- ☐ (C) "By this time the crowd around him had dispersed, and left him at leisure."
- ☐ (D) "He invited us to his cottage, a little white-and-green building, in the style of the old French settlements; and ushered us into a neat, well-furnished room."

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- 5 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the following sentences from the text.

It was neatly carpeted too and furnished in a manner that we hardly expected on the frontier. The sofas, chairs, tables, and a well-filled bookcase would not have disgraced an Eastern city; though there were one or two little tokens that indicated the rather questionable civilization of the region.

What **best** describes the text structure used?

- ☐ (A) sequential
- ☐ (B) compare and contrast
- ☐ (C) cause and effect
- ☐ (D) problem and solution

**Part B:** Which word in the text **best** shows this structure?

- ☐ (A) frontier
- ☐ (B) questionable
- ☐ (C) disgraced
- ☐ (D) though

- 6 Read the following sentence from the text.

The blinds were closed, and the heat and glare of the sun excluded; the room was as cool as a cavern.

Based on the context, what is the meaning of cavern?

- ☐ (A) cave
- ☐ (B) fireplace
- ☐ (C) lake
- ☐ (D) stove

Read the text. Then answer the questions.

## from *Oliver Twist* by Charles Dickens

*In the novel Oliver Twist, a boy named Oliver Twist, who has suffered many misfortunes, runs away from his orphanage to try surviving on the streets of London. Along the way, Oliver meets a questionable character called the Dodger. Exhausted from travel, Oliver accepts the Dodger's offer of a warm meal and a place to sleep. Once Oliver recovers from his journey, he is given the task of cleaning the many handkerchiefs in the Dodger's home. After cleaning for some time, Oliver is asked to join the Dodger and another boy, Master Bates, for a day of "work." On his first day, Oliver discovers why the Dodger has so many handkerchiefs.*

The three boys sallied out; the Dodger with his coat-sleeves tucked up, and his hat cocked, as usual; Master Bates sauntering along with his hands in his pockets; and Oliver between them, wondering where they were going, and what branch of manufacture he would be instructed in, first.

The pace at which they went, was such a very lazy, ill-looking saunter, that Oliver soon began to think his companions were going to deceive the old gentleman [who employed them], by not going to work at all. The Dodger had a vicious propensity, too, of pulling the caps from the heads of small boys and tossing them down areas; while Charley Bates exhibited some very loose notions concerning the rights of property, by pilfering divers apples and onions from the stalls at the kennel sides, and thrusting them into pockets which were so surprisingly capacious, that they seemed to undermine his whole suit of clothes in every direction. These things looked so bad, that Oliver was on the point of declaring his intention of seeking his way back, in the best way he could; when his thoughts were suddenly directed into another channel, by a very mysterious change of behaviour on the part of the Dodger.

They were just emerging from a narrow court not far from the open square in Clerkenwell, which is yet called, by some strange perversion of terms, 'The Green': when the Dodger made a sudden stop; and, laying his finger on his lip, drew his companions back again, with the greatest caution and circumspection.

'What's the matter?' demanded Oliver.

'Hush!' replied the Dodger. 'Do you see that old cove at the bookstall?'

'The old gentleman over the way?' said Oliver. 'Yes, I see him.'



‘He’ll do,’ said the Dodger.

‘A prime plant,’ observed Master Charley Bates.

Oliver looked from one to the other, with the greatest surprise; but he was not permitted to make any inquiries; for the two boys walked stealthily across the road, and slunk close behind the old gentleman towards whom his attention had been directed. Oliver walked a few paces after them; and, not knowing whether to advance or retire, stood looking on in silent amazement.

The old gentleman was a very respectable-looking personage, with a powdered head and gold spectacles. He was dressed in a bottle-green coat with a black velvet collar; wore white trousers; and carried a smart bamboo cane under his arm. He had taken up a book from the stall, and there he stood, reading away, as hard as if he were in his elbow-chair, in his own study. It is very possible that he fancied himself there, indeed; for it was plain, from his abstraction, that he saw not the book-stall, nor the street, nor the boys, nor, in short, anything but the book itself: which he was reading straight through: turning over the leaf when he got to the bottom of a page, beginning at the top line of the next one, and going regularly on, with the greatest interest and eagerness.

What was Oliver’s horror and alarm as he stood a few paces off, looking on with his eyelids as wide open as they would possibly go, to see the Dodger plunge his hand into the old gentleman’s pocket, and draw from thence a handkerchief! To see him hand the same to Charley Bates; and finally to behold them, both running away round the corner at full speed!

In an instant the whole mystery of the handkerchiefs, and the watches, and the jewels . . . rushed upon the boy’s mind.



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- 7 What evidence in paragraph 2 helps you know that the text was written for third-person limited omniscient point of view? Select **two** options.

- Ⓐ The narrator does not reveal the thoughts of any of the characters.
- Ⓑ The narrator uses the pronouns *I*, *me*, and *my* to refer to himself or herself.
- Ⓒ The narrator reveals the thoughts of Oliver, Charley Bates, and the Dodger.
- Ⓓ The narrator uses the pronouns *they*, *his*, and *he* to refer to the characters.
- Ⓔ The narrator reveals Oliver's thoughts but not the thoughts of other characters.

- 8 Read the following sentences from the text.

Oliver looked from one to the other, with the greatest surprise; but he was not permitted to make any inquiries; for the two boys walked stealthily across the road, and slunk close behind the old gentleman towards whom his attention had been directed. Oliver walked a few paces after them; and, not knowing whether to advance or retire, stood looking on in silent amazement.

Based on the context, what is the meaning of stealthily?

- Ⓐ very quickly
- Ⓑ as a group
- Ⓒ in a sneaky way
- Ⓓ making a lot of noise

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- 9 Read the following sentence from the text.

He had taken up a book from the stall, and there he stood, reading away, as hard as if he were in his elbow-chair, in his own study.

What does the author's use of as if he were in his elbow-chair, in his own study tell you about the man?

- (A) He was concentrating hard on his book.
- (B) He had a dog at his feet.
- (C) He was sitting on the ground.
- (D) He was falling asleep while reading.

- 10 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** How do the actions of the other boys affect Oliver?

- (A) He's excited to discover he's working with such hardworking boys.
- (B) He's jealous that he didn't get the handkerchief first.
- (C) He's worried the boys are leaving without him.
- (D) He's shocked to learn the boys are professional thieves.

**Part B:** What theme does this convey?

- (A) People should work hard at their jobs.
- (B) It's sometimes acceptable to steal things.
- (C) People aren't always who they appear to be.
- (D) It's important to have adventures in life.

Read the texts. Then answer the questions.

## Tiny Homes

As the rate of homelessness continues to rise in our country, many organizations are desperately searching for answers to the problem. Though homeless shelters have traditionally been seen as a solution, they are often overcrowded. Also, many homeless people don't feel safe there. As a result several communities have instead begun focusing their efforts on constructing "tiny homes" to alleviate the problem of homelessness. With their ability to provide safety and security at a relatively low cost, tiny homes may just be the best answer yet to the needs of the homeless.

### Small Size, Low Cost

Tiny homes are just that—homes with minimal square footage. They are typically under 500 square feet, and, in many cases, are significantly less than that. Because they are so small, builders can construct tiny homes relatively quickly and cheaply. The homes are often made of low-cost materials, such as recycled shipping containers or prefab products, which also helps keep prices down.

The small size of tiny homes doesn't just make them easy and affordable to build but also to maintain. Because they consist of such minimal square footage, the homes don't require as much heating and cooling as larger-sized houses do.

### Differences in Communities

Communities like Madison, Wisconsin; Ithaca, New York; Austin, Texas; and Portland, Oregon, have either already begun constructing tiny home villages or are preparing to. Though the communities share a similar vision of providing tiny houses for the homeless, some differences exist in their approaches.

In Madison, Wisconsin, the homeless people who live in tiny homes are responsible for helping to build them. This requirement mimics the practice of Habitat for Humanity, another source of housing for the homeless. The idea is that, by helping to build their own houses, people are helping themselves. Residents can take pride in knowing they participated in their home's construction. These tiny homes cost less than \$5,000 apiece to build.

Near Ithaca, New York, a large group of volunteers helped build six small cottages for the homeless on property owned by Carmen Guidi. Guidi is an auto body shop owner who led the effort to collect funds for the houses and plan their construction. The cost of these homes is \$12,000 to \$15,000 each. Guidi hopes eventually to have a total of 18 cottages for homeless men on his property, along with a community center. He then plans to build an additional village for homeless women.

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Launched in August 2014, Austin's tiny-home community consists of a 27-acre plot of land located just outside of the city. In addition to featuring about 150 tiny homes, the community also offers about 100 lots for refurbished recreational vehicles. Residents share shower and laundry facilities and a community garden.

Portland, Oregon, is expected to have its first batch of tiny homes ready by February 2015. In doing so, the city hopes to address the needs of its homeless population, which numbers around 2,000. One architecture firm bidding on the job estimates the cost at about \$20,000 per house.

At the opposite end of the cost spectrum, California artist Gregory Kloehn uses salvaged materials to create small, portable homes that cost less than \$100 each. Kloehn finds his materials—items people are throwing away—on the street. He adds wheels to his structures so that occupants can easily move them.

Though many differences exist in the cost, features, and construction of the different types of tiny homes, one central theme remains: homeless people have homes they can call their own. In communities across the country, tiny homes can provide a permanent solution to a long-standing problem.



Read the text. Then answer the questions.

## Tiny Houses with Big Issues

Many people support the construction of tiny houses for the homeless. But supporters sometimes fail to address serious issues with these houses. Tiny houses frequently violate local housing and health regulations, and tiny-house villages often meet with a lot of resistance from local residents. Until organizers of tiny-house villages better address these issues, communities should resist their construction.

In most—if not all—communities, tiny houses violate zoning and health-code regulations. For example, one Michigan couple voluntarily chose to live in a tiny house with no running water or electricity. After moving in, they discovered that their house was actually illegal. The local health department notified the couple that their house must have running water to comply with healthcode regulations. The couple also found out that their 200-square-foot home was actually considered too small to be a livable home in their township. As a result, they could no longer reside in their tiny home. This couple's experience is one that could potentially occur all across the country if regulations aren't carefully examined, or even altered, beforehand to accommodate tiny-house villages.

Portable tiny houses have their own set of regulatory blockades. Having a house on wheels typically means that the homeowner has to register the house as either a mobile home, an RV, or a semi-trailer. If city officials consider the house a mobile home, then the owner can only park the house in a mobile-home park. If officials consider the home an RV, then the owner typically has to move the house frequently—for example, every 30 days. If officials consider the house a semi-trailer, then the owner cannot live in the house at all.

Another challenge to the tiny-house movement is the need for acceptance within the greater community. Not everyone is fond of the idea of tiny-house villages popping up in their neighborhoods. And the stigma associated with homelessness unfortunately still exists. When seeking to establish tiny-house villages, many groups struggle with residents who question the safety of the village and the mental and physical well-being of its occupants. Residents are also concerned about the effects a tiny-house village will have on their property values. In fact, when one group tried to establish a tiny-house village within the city of Austin, Texas, residents reacted very strongly. The village had to move to a location just outside of the city instead.

Though tiny-house communities might seem like a feasible solution to homelessness, many issues remain unresolved. Proponents of tiny-house villages must better address the concerns of city officials and other residents. Until they do, communities should continue to resist constructing the villages.

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Answer these questions about “Tiny Homes.”

- 11 Read the following sentences from the text.

Though homeless shelters have traditionally been seen as a solution, they are often overcrowded. Also, many homeless people don’t feel safe there. As a result several communities have instead begun focusing their efforts on constructing “tiny homes” to alleviate the problem of homelessness.

Based on the context, what is the meaning of alleviate?

- (A) increase the incidence of
- (B) forget about
- (C) lessen the severity of
- (D) raise awareness about

- 12 According to the article, why are tiny homes affordable to build? Cite details from the text to support your ideas.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 13** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the **best** description of the author's point of view of tiny homes?

- (A)** Tiny homes are too small for people to live in comfortably.
- (B)** Communities can't agree on how to provide tiny homes to the homeless.
- (C)** The materials used to make tiny homes are often of a low quality.
- (D)** Tiny homes are a good solution for ending homelessness.

**Part B:** Which sentences in the text **best** support this view? Select **two** options.

- (A)** "At the opposite end of the cost spectrum, California artist Gregory Kloehn uses salvaged materials to create small, portable homes that cost less than \$100 each."
- (B)** "With their ability to provide safety and security at a relatively low cost, tiny homes may just be the best answer yet to the needs of the homeless."
- (C)** "They are typically under 500 square feet, and, in many cases, are significantly less than that."
- (D)** "Though the communities share a similar vision of providing tiny houses for the homeless, some differences exist in their approaches."
- (E)** "In communities across the country, tiny homes can provide a permanent solution to a longstanding problem."

Answer these questions about "Tiny Houses with Big Issues."

- 14** How does the author use the example of a Michigan couple to support his or her points? Cite details from the text to support your ideas.

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- 15** Read the following sentences from the text.

Another challenge to the tiny-house movement is the need for acceptance within the greater community. Not everyone is fond of the idea of tiny-house villages popping up in their neighborhoods. And the stigma associated with homelessness unfortunately still exists. When seeking to establish tiny-house villages, many groups struggle with residents who question the safety of the village and the mental and physical well-being of its occupants. Residents are also concerned about the effects a tiny-house village will have on their property values.

What does the author's use of stigma tell you about how people perceive homelessness?

- (A)** They see homelessness as a negative quality.
- (B)** They see homelessness as an unfortunate reality.
- (C)** They see homelessness as something that is common.
- (D)** They see homelessness as something to be envied.

- 16** What is the **best** description of the author's point of view of tiny houses?

- (A)** Portable tiny houses are a better alternative to permanent ones because they have simpler regulations.
- (B)** Communities should avoid constructing tiny-house villages until issues with the houses get addressed.
- (C)** Regulatory issues are a small problem that shouldn't prevent the construction of tiny-house villages.
- (D)** Residents are generally accepting of tiny-house villages.





## Narrative Performance Task

### Task

People can improve the lives of others in a lot of different ways. They can provide shelter, food, clothing, and other necessities. They can also volunteer their time to teach and support members of their community. For this task, you will be writing a narrative related to the topic of Jane Addams, a person who devoted her life to helping the needy. Before you write your narrative, you will review two sources that provide biographical information about Jane Addams and tell more about one of her most important achievements. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and read the sources carefully to gain the information you will need to answer the questions and write a narrative.

In Part 2, you will write a narrative related to the sources and told from the perspective of someone who knew Jane Addams.

### Directions for Part 1

You will now read two sources. You can re-examine the sources as often as you like.

### Research Questions

After reading the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your narrative. You may refer to the sources when you think it would be helpful. Take notes while you read. Answer the questions in the space provided.

## Source #1: Jane Addams

Jane Addams was one of the most important American social reformers of the 19th and 20th centuries. During her life Addams worked diligently to promote both human dignity and pacifism throughout the world. In doing so, she left a lasting mark on society.

Addams was born in Illinois in 1860. Her mother died just a couple years later when Jane was only a toddler. Addams's father, an Illinois state senator and a friend of Abraham Lincoln, had a great influence on Jane. His sense of ethics guided her throughout her life.

In 1881, Addams received a degree from Rockford College. That same year, Jane's beloved father died. Addams spent the next few years ill and unsure of what to do with her life. She spent a short time at the Women's Medical College in Philadelphia before traveling to Europe and Baltimore for the next four years. At the end of this time, she still hadn't found a position for herself.

It wasn't until Addams made a trip to London in 1887 that she finally found her calling. Along with her former college roommate, Ellen Gates Starr, Addams visited Toynbee Hall. Toynbee Hall was a settlement house in London's Whitechapel district, a very poor area of the city. The settlement house provided support and assistance to people living in the community. The women's experience became the inspiration for their eventual establishment of Hull House in Chicago. Hull House was a settlement house designed to help the city's newly arrived immigrants in a variety of capacities.

Assisting immigrants wasn't Addams's only contribution to society, however. She also worked hard on behalf of women and workers. Addams took part in the women's suffrage movement, working to secure a woman's right to vote. She also promoted an eight-hour workday for women and served as the chairwoman of the International Congress of Women. In 1920, Addams helped found the American Civil Liberties Union.

Addams also spent a great deal of her life championing the cause of world peace. In 1907, she wrote *Newer Ideals of Peace*. She also founded the Women's Peace Party and later served as the chairwoman of the Women's International League for Peace and Freedom, which had evolved from the Women's Peace Party.

Though Addams's outspoken criticism of World War I resulted in a strong backlash from those who saw it as unpatriotic, Addams eventually was awarded the Nobel Peace Prize in 1931 for her work on behalf of worldwide peace.

Though it may have taken young Jane Addams several years to find her place in life, she more than made up for it. By the time of her death in 1935, Addams had made a profound impact not just on her neighborhood in Chicago but on people throughout the world.



## Source #2: Hull House

When Jane Addams first opened Hull House in Chicago in 1889, she became the first person to establish a settlement house, or social welfare agency, in the city. For over 40 years, Addams lived at Hull House, supporting the neighborhood's working-class immigrant population. In doing so, she provided a vital service to a community that was otherwise generally neglected.

### Early Days of Hull House

When Addams and her friend Ellen Gates Starr first conceived of the idea of Hull House, they had no idea what it would eventually become. At first, the pair merely intended to teach art and literary classes at the settlement house.

However, at the request of neighborhood residents, Hull House expanded its offerings to include classes in English, along with practical skills like sewing and cooking. The settlement house also offered daycare services. Many women in the neighborhood worked in factories, but they couldn't take care of their young children as well as work. As a result the women were forced to leave their children home alone. Hull House's daycare center helped relieve families of some of the struggles related to childcare.

### Hull House Expands

Hull House originally consisted of just one building. Eventually, though, it grew to include 13 buildings and a camp in nearby Wisconsin. As part of this expansion, the settlement house was able to offer a wider variety of services. Hull House consisted of a kindergarten, public baths, a communal kitchen, a playground, a library, an art gallery, and a salon where people could engage in political discussions.

### Social Reform

Hull House not only created an environment in which immigrants could learn and socialize, however. It also served as a place where reformers could gather and put their theories into practice. Addams and her colleagues drew a direct link between poor living conditions and crime. Poverty-stricken children were often hungry or cold. As a result, they would sometimes steal food and coal.

These crimes could lead to harsh jail sentences for the children. To combat such a turn of events, Addams helped establish the first juvenile court in the country. If youths were found guilty of committing a crime, they were either assigned probation officers or sent to a detention facility instead of a prison. In this way, Addams helped keep young people out of jail.

The reformers succeeded in bringing about change at the national level as well as the local level. Besides assisting in the passage of a statewide Illinois law in 1893 that banned child labor, for example, the reformers also helped establish the Federal Children's Bureau in 1912. And in 1916, they got a federal child labor law passed.

When Jane Addams and Ellen Gates Starr first opened the doors to Hull House, they couldn't have imagined the profound impact it would have. Besides teaching the community useful and practical skills, the women also gave its residents two irreplaceable gifts: dignity and hope.

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**18** According to “Jane Addams,” what event helped Jane decide what she wanted to do with her life?

- (A)** She received her degree from Rockford College.
- (B)** She suffered from an illness.
- (C)** She visited Toynbee Hall in London.
- (D)** She wrote *Newer Ideals of Peace*.

**19** How do the authors of “Jane Addams” and “Hull House” emphasize different types of information about Jane Addams? Cite details from **both** texts to support your ideas.

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**20** Which source would be more useful for writing a narrative about the struggles of immigrants in the 19th and 20th centuries? Explain why, and provide at least **two** pieces of evidence from that source to support your ideas.

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**Directions for Part 2**

You will now look at your sources; take notes; and plan, draft, revise, and edit your narrative. You may use your notes and refer to the sources. Now read your assignment and the information about how your narrative will be scored; then begin your work.

**Your Assignment**

Your teacher would like you to write a narrative told from the perspective of someone who knew Jane Addams. You have decided to write a narrative that focuses on Addams' inspiration for and work at Hull House. Write a multi-paragraph narrative that discusses how Jane first thought of the idea to open Hull House and what her experiences were as she worked there. Your narrative will be read by the teacher and students in your class. Remember to tell your narrative from someone who knew Jane and use information taken from both sources to write about her experiences.

**Narrative Scoring**

Your story will be scored using the following:

- 1. Organization/Purpose:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, story, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?
- 2. Development/Elaboration:** How well did you develop your story using description, details, and dialogue? How well did you incorporate sensory and figurative language that is appropriate for your audience and purpose? How well did you use relevant material from the sources in your story?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

**Now begin work on your narrative.** Manage your time carefully so that you can plan, write, revise, and edit the final draft of your story. Write your response on a separate piece of paper.

