

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"Black Cowboy, Wild Horses"

Genre: Historical Fiction

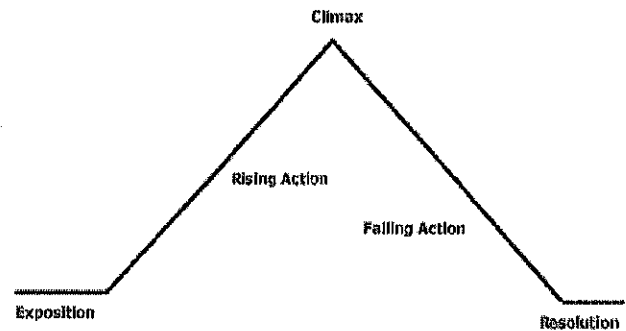
Vocabulary/Word Study Skill:
multiple meaning words

Writing: Research

Grammar: Perfect Verb
Tenses

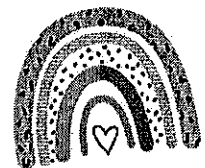
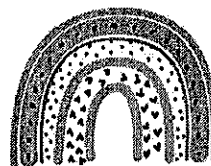
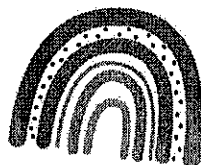
Comprehension:

Elements of Plot



Vocabulary:

- milled: moved around in a confused way
- skittered: moved in a quick way
- quivering: tremble or shake with slight rapid movements



Name: _____

[illegible]

Name:

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Black Cowboy, Wild Horses

Julius Lester

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

1. (a) **Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.**

In paragraph 1 of "Black Cowboy, Wild Horses," the author includes the following simile, or a comparison that uses *like* or *as*, to describe the sky: "The sky was curved as if it were a lap on which the earth lay napping like a curled cat." Identify the meaning of this simile and explain what it shows about how the character Bob Lemmons feels about nature. Consider both the literal, or plain, meaning and the connotations, or emotional associations, of key words such as *napping* and phrases such as *curled cat*.

- (b) **Analyze the impact of a specific word choice on meaning and tone.**

In paragraph 1 of "Black Cowboy, Wild Horses," the author says that the "... land and sky kissed." This phrase is an example of personification, a type of figurative language that gives human characteristics to nonliving things. Explain how the author's choice of the word *kissed* adds to the peaceful tone of the paragraph and helps develop Bob's feelings about nature. Consider the connotations, or emotional associations, of the word *kissed*.



RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. (a) Explain what the text says explicitly.

Reread paragraphs 5 and 6 of “Black Cowboy, Wild Horses.” What special skills does Bob have, and how does he plan to use them? Cite textual evidence to support your response.

(b) Explain an inference you can draw from the text.

What can you infer about the relationship between people and wild mustangs based on details in paragraphs 5 and 6? Support your inference using both details from the paragraphs and your background knowledge.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. (a) Identify a theme of a text and explain how it is conveyed through particular details.

Identify a theme, or central message, of “Black Cowboy, Wild Horses.” Then, use details from the text to explain how this theme is developed.

(b) Write an objective summary.

Write an objective summary of “Black Cowboy, Wild Horses” that includes key events and main ideas but not your personal opinions or judgments. Make sure to include the author and the title.



RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

4. Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of plot.

A key conflict, or problem, in "Black Cowboy, Wild Horses" is Bob's need to get the wild mustangs to accept him. Reread paragraph 16 of "Black Cowboy, Wild Horses." What is the stallion's reaction to Bob's presence in this paragraph, and how does it serve as a turning point in the story? Consider Bob's goal, his actions leading up to this point in the story, and what he does next.



EXTENDED RESPONSE ACTIVITY Plot

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

5. Identify the key events in the plot of "Black Cowboy, Wild Horses." Then, analyze how Bob responds as the plot moves toward its resolution.

Use these guidelines in your writing or discussion.

- Recall that the main parts of a plot include the exposition, rising action, climax, falling action, and resolution. Identify a key event from the story that matches each part of the plot. For example, identify the event that marks the story's climax, the point of greatest tension in the story.
- Explain the relationship between two different parts of the story's plot. For example, how does an event that is part of the rising action lead to the climax of the story? Or how does an event that is part of the falling action lead to the resolution?
- Analyze how Bob responds to events in the story. Does he change from the beginning to the end of the story? Why or why not?

TIP FOR WRITTEN RESPONSE

Add transition words and phrases, such as *therefore* and *as a result*, to show the connection between details and ideas.

TIP FOR DISCUSSION

Encourage everyone to contribute to the discussion.

Name:

Date:

TEXT QUESTIONS

Black Cowboy, Wild Horses

Julius Lester

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. (a) What is Bob looking for as he is riding Warrior in the morning?
(b) **Analyze** Which details in the text show Bob's skill for what he is doing?

2. (a) What are two reasons that Bob does not harm the rattlesnake? (b) **Analyze** What does this show about his personality?

3. **Generalize** What does Bob's horse Warrior want most of all? How do you know?

4. **Make a Judgment** Given Bob's attitude toward nature, his love of animals, and his previous life being enslaved, would it be difficult to justify chasing and capturing wild mustangs? Explain your position.

Name:

Date:

CONCEPT VOCABULARY AND WORD STUDY

Black Cowboy, Wild Horses

Julius Lester

WORD LIST

milled

skittered

quivering

A. **DIRECTIONS:** In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question on the line provided.

1. If you and your friends had *milled* around the school, would that mean you were running and chasing each other? Explain your answer.

2. If a mouse *skittered* across your path, did it move in a hurried manner? Explain your answer.

3. Poor Sally's dog sat *quivering* under the couch when the thunderstorm began. Was Sally's dog calm during the storm? Explain your answer.

B. STALK

WORD STUDY: MULTIPLE-MEANING WORDS Some words have more than one meaning.

For instance, the word *stalk* can either mean "the stem of a plant," or "to pursue stealthily or in secret." Each word below has more than one meaning. Write two sentences for each word, using a different meaning of the word in each sentence.

1. *grazed*

2. *vaulted*

3. *bluff*

Name: _____

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WORD STUDY → MULTIPLE-MEANING WORDS

Some words have more than one meaning. For instance, the word *scale* can refer to the outer covering of a fish, a device used for weighing, or the act of climbing up something. The way in which a word is used in a sentence and context clues can help you determine the meaning of the word.

A. DIRECTIONS: Read each sentence. Then choose the definition that best matches the use of the underlined word. Write the letter of your choice on the line provided.

1. _____ Malcolm took all of his allowance money and deposited it in the bank.
 a. the land alongside a river b. a financial establishment
2. _____ A film covered the day-old gravy.
 a. a thin layer or coating b. a motion picture
3. _____ Violet's mother served punch at her birthday party.
 a. a strike with a fist b. a drink made with fruit juice or soda
4. _____ I thought I was under a magician's spell, but I was actually still dreaming.
 a. a state of enchantment b. a short period

B. DIRECTIONS: Choose the best underlined multiple-meaning word from part A to complete each sentence below. Then write which of the word's meanings is being used.

1. I was tired of chopping wood so I decided to rest for a _____.
 Meaning of Word: _____
2. Khalia thought that *The Godfather* was an excellent _____.
 Meaning of Word: _____
3. The _____ of the river was very steep and we could barely get out.
 Meaning of Word: _____
4. My mom's special holiday _____ includes a teaspoon of nutmeg.
 Meaning of Word: _____

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WORD STUDY > MULTIPLE-MEANING WORDS

A. **DIRECTIONS:** Read each sentence. Then, write the meaning of the underlined word, using a dictionary if needed.

1. My brother likes to sing but most of the time he's off pitch.

Meaning: _____

2. If you lean over, you can see fish swimming in the water below the pier.

Meaning: _____

3. The hill was so long and steep that all I had to do was coast.

Meaning: _____

4. The match ended in a draw, with no winner or loser.

Meaning: _____

B. **DIRECTIONS:** Use each of the words from part A in a new sentence using a different meaning. Use a dictionary if needed.

1. pitch _____

2. lean _____

3. coast _____

4. draw _____

C. **DIRECTIONS:** On the lines below, write three sentences for the multiple-meaning word *play* using a different meaning of the word in each sentence.

Name:

Date:

ANALYZE CRAFT AND STRUCTURE > PLOT

Black Cowboy, Wild Horses

Julius Lester

A **plot** is the sequence of events in a story. Story plots are structured to move the action of the story forward. Here are the basic elements of a story's plot:

- **Exposition:** the introduction of the characters, setting, and basic situation and conflict
- **Conflict:** the central problem or struggle in the story. An external conflict is one between a character and another character or an outside force, such as nature. An internal conflict is a struggle within a character.
- **Rising Action:** the events that increase tension and lead to the story's climax
- **Climax:** the story's high point, or its most exciting or important part. It is also often a turning point in story.
- **Falling Action:** the events that follow the climax and bring the story to a close
- **Resolution:** the story's final outcome. Usually the story's conflict is settled.

DIRECTIONS: Answer the following questions about the plot of "Black Cowboy, Wild Horses." Use textual evidence from the story to support your responses.

1. At what point in the story do the thunderstorm and the death of the colt occur? How do these events build tension in the story?

2. What is the climax or turning point of the story?

3. What happens during the story's falling action?

4. How is the conflict in "Black Cowboy, Wild Horses" resolved?

Name:	Date:
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ANALYZE CRAFT AND STRUCTURE → PLOT

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DIRECTIONS: Read the passage, and then answer the questions.

- 1 Liz lived near the mountains and had always been adventurous. She loved to hike and took every chance she got to trek up steep mountain trails.
- 2 The storm was horrendous. Liz took shelter under a tree. The tree was uprooted with one mighty gust and crashed to the ground. Liz was trapped!
- 3 After being rescued by a rescue team, Liz recovered in the hospital. She would never go hiking alone again.

1. Which plot element does paragraph 1 represent?

2. Which plot element does paragraph 2 represent?

3. Which plot element does paragraph 3 represent?

4. What external conflict does Liz have in this story?

Name:

Date:

ANALYZE CRAFT AND STRUCTURE > PLOT

A. DIRECTIONS: Read the passage. Then answer the questions that follow.

Emily and Sarah are high-school students competing in a contest to design a playground. Emily knows that Sarah is receiving help from her uncle, a landscape architect, but she cannot prove it. Emily is torn between cheating herself or losing to someone who is cheating. In the end, she decides to do her own best work. She loses the competition but maintains her values and self-respect.

1. How would you describe the external conflict in this passage?

2. How would you describe the internal conflict in this passage?

B. DIRECTIONS: Read each short selection. Then answer the questions that follow.

(1) At the beginning of a story, Damon brings home a puppy, Max. (2) Damon's parents tell him he cannot keep Max permanently because he hasn't proven he can take care of a dog. Damon vows he will try to prove that he is responsible. (3) Later in the story, Damon finds that Max has become very sick. He must have an operation if he is to get better. Damon waits in the vet's office, worried as the veterinarian performs the surgery. (4) Damon is afraid that Max won't survive the surgery, but the surgery is successful. (5) For two weeks after the surgery, Damon feeds Max by hand, gives him medicine, and cleans up after him. Max slowly gets healthier, and eventually he completely recovers. Soon Max and Damon are playing in the yard and going for daily walks. (6) Damon has proved to his parents that he is responsible enough to care for Max, and they agree to let Damon keep him.

1. Which plot element does part 1 represent?

2. Which plot element does part 4 represent?

3. Which plot element does part 5 represent?

3. What is the external conflict in the story?

Name: _____

Date: _____

CONVENTIONS > PERFECT TENSES OF VERBS

Black Cowboy, Wild Horses

Julius Lester

The three **perfect tenses** of a verb are used to tell when an action or condition was or will be completed.

- The **present perfect** tense shows an action or condition that began in the past and continues in the present.
- The **past perfect** tense shows a past action or condition that ended before another past action began.
- The **future perfect** tense shows a future action or condition that will have ended before another begins.

PRESENT PERFECT	PAST PERFECT	FUTURE PERFECT
<i>have</i> or <i>has</i> + past participle	<i>had</i> + past participle	<i>will have</i> + past participle
She <i>has biked</i> to school every day this week.	She <i>had biked</i> to school before the bell.	I <i>will have biked</i> to school by the time you arrive.

A. **DIRECTIONS:** The verb in each sentence is underlined. Identify the tense of the verb by writing *present perfect*, *past perfect*, or *future perfect* on the line provided.

- _____ The hawk has flown to its nest.
- _____ The stallion will have run many miles.
- _____ The sky had opened up and there was a storm.
- _____ The storm will have washed away the tracks.
- _____ They have crossed the river.

B. **DIRECTIONS:** Complete each sentence by writing the correct verb tense on the line provided. The hints in parentheses tell you which verb and tense to use.

- (present perfect tense of *walk*) Bob and Warrior _____ into the herd.
- (past perfect tense of *change*) The herd _____ their location earlier the day.
- (future perfect tense of *guide*) By tomorrow, Bob _____ the horses into the corral.
- (present perfect tense of *rest*) The herd _____.

Name:	Date:
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CONVENTIONS > PERFECT TENSES OF VERBS

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PRESENT PERFECT	PAST PERFECT	FUTURE PERFECT
<i>have or has + past participle</i>	<i>had + past participle</i>	<i>will have + past participle</i>
He <i>has washed</i> his dad's car.	He <i>had washed</i> the car by the time his dad returned.	He <i>will have washed</i> the car by the time we leave.

DIRECTIONS: The verb in each sentence is underlined. Identify the tense of the verb by writing *present perfect*, *past perfect*, or *future perfect* on the line provided.

- _____ Luisa has written to the mayor about the smog problem.
- _____ By next year, that shop will have been in business for 100 years.
- _____ By lunchtime I had read almost the entire book.
- _____ Most of the teachers have left already.
- _____ By the time they move in June, the Arman's will have lived in that house for ten years.

Name: _____	Date: _____
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CONVENTIONS → PERFECT TENSES OF VERBS

A. **DIRECTIONS:** Underline the verb in each sentence. Then, identify the tense of the verb by writing *present perfect*, *past perfect*, or *future perfect* on the line provided.

- _____ By Friday, the dance troupe had mastered the routine for their fall recital.
- _____ Elizabeth has spent the past three hours in the library.
- _____ By next Thursday, we will have built the set for the play.
- _____ Some of the climbers had left for the summit too late.
- _____ Pablo has won several awards for his poetry.
- _____ The plumber had completed the job by noon.
- _____ The team will have repaired the damage by next week.

B. **DIRECTIONS:** Complete each sentence by writing the correct verb tense on the line provided. The hints in parentheses tell you which verb and tense to use.

- (present perfect tense of *move*) Jake and Calvin _____ the items they don't have space for into the basement.
- (past perfect tense of *walk*) It seemed as though we _____ at least five miles through the woods.
- (present perfect tense of *predict*) The weather forecaster _____ snow for Friday.
- (future perfect tense of *hatch*) If all goes well, the robin's eggs _____ by then.
- (past perfect tense of *stop*) By the time we got to Pittsburgh, the rain _____
- (future perfect tense of *close*) I am afraid the store _____ by the time we get there.
- (present perfect tense of *help*) Joe and Seth _____ us with our project.

Name:

Date:

SPEAKING AND LISTENING > INFORMATIVE MULTIMEDIA PRESENTATION

Black Cowboy, Wild Horses

Julius Lester

An **informative multimedia presentation** is a presentation that includes a variety of types of media, for example sound, music, photographs, and text. The information in each type of media must highlight the main idea of the presentation. Therefore, each type of media must serve a purpose and have a reason for being included.

DIRECTIONS: Prepare an informative multimedia presentation about another famous black cowboy. After you have completed your research, complete the following chart to organize your presentation and develop a media plan. Some ideas have been filled in as examples.

PARTS OF SCRIPT	IMAGES	GRAPHICS	SOUND	MUSIC
Introduction				
First Point				
Second Point				
Third Point				
Conclusion				

Name:	Date:
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SPEAKING AND LISTENING → INFORMATIVE MULTIMEDIA PRESENTATION

An **informative multimedia presentation** is a presentation that includes a variety of types of media. The information included in each type of media must highlight the main idea of the presentation. Therefore, each type of media must serve a purpose and have a reason for being included.

A. DIRECTIONS: Create and present an informative multimedia presentation on mustang horses. Choose one of the following as a focus for your presentation: the history of the breed, the breed's importance to the Native American tribes, the Adopt-A-Horse program, or species' protections enforced by the federal government. You may also choose a topic of your own. Conduct research on your chosen topic and complete the following chart to note the information you find that you will include in your presentation, and the source from which it came.

Topic: _____

Fact	Source
1.	
2.	
3.	

B. DIRECTIONS: Conduct research to find media to add to your presentation. Do research online or in a library to find photos, videos, and other media about mustangs. Complete the chart to help you organize the media you find.

Media type	Description	Source
Videos		
Photographs and Illustrations		
Music/Sound		
Other		

Name: _____

Date: _____

SPEAKING AND LISTENING INFORMATIVE MULTIMEDIA PRESENTATION

A. DIRECTIONS: Now that you have done research have noted the information and media you will use in your presentation, complete the following outline to help you write the text. Remember to begin with a thesis statement in your introductory paragraph. Choose at least two points you will make, and note evidence that supports those point. Then develop a strong closing statement.

- I. Introductory Statement or Main Idea for script: _____
- II. Body of script:
 - A. Point #1: _____
 1. Evidence: _____
 2. Evidence: _____
 - B. Point #2: _____
 1. Evidence: _____
 2. Evidence: _____
- III. Closing thoughts: _____

B. DIRECTIONS: After you have written the text of your presentation, consider where to include media. The place in the text at which you have chosen to use media is called a cue. Organize your presentation and mark cues in the text. Complete the following chart to help you get started. When you have completed the chart, practice your presentation, and then present it to the class.

TEXT LOCATION	VISUALS	SOUND
1. Introduction:		
2. Point #1:		
3. Point #2:		
4. Conclusion		

Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	