

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"Monkey Master"

Genre: essay

Writing: Research with
reliable sources

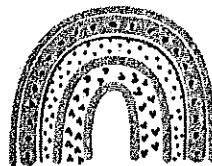
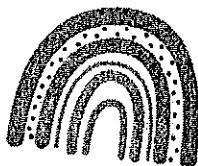
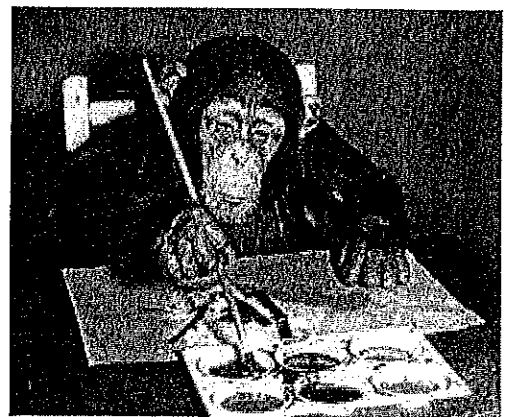
Vocabulary/Word Study Skill:

Greek Suffix: -ist

= person who does,
makes, practices, is skilled in,
or believes in

Vocabulary:

- purist: someone who is strict about following traditional ways
- aesthetic: having to do with beauty or art
- abstract: expressed in a way that is not specific or realistic



Name: _____

[illegible]

Name:

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Monkey Master

Waldemar Januszczak

SHORT-RESPONSE QUESTIONS

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

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

1. (a) Analyze how a key idea is introduced in a text.

A key idea in “Monkey Master” is that Congo, a chimpanzee, has rare or special artistic abilities that other primates, such as monkeys, gorillas, and orangutans, do not. Reread paragraphs 3–5 of the text. How do the details in these paragraphs introduce the key idea that Congo’s artistic ability is special?

(b) Analyze how a key idea is illustrated and elaborated in a text.

Reread paragraphs 7–9 of “Monkey Master,” focusing on the details the author gives about the way Congo draws and paints. How do these details illustrate, or show, and expand on the key idea that Congo’s artistic ability is special?



RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

2. (a) Determine the meaning of words as they are used in a text.

In paragraphs 12 and 13, the author describes the exhibition of Congo's work and refers to the gallery's "charmless presentation." Based on details in the text, what is the meaning of the word *charmless*?

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

In paragraph 13 of "Monkey Master," the author includes a simile, or a comparison that uses *like* or *as*, to describe Congo's work. He writes that Congo's best pictures "... shine off the walls like stained glass." What is the literal, or actual, meaning of this simile, and what does it suggest about Congo's paintings? Consider the connotations, or emotional associations, of the phrase "stained glass."

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed.

3. Determine an author's purpose in a text and explain how it is conveyed.

What is the author's purpose, or reason for writing, "Monkey Master"? Did he write to inform, persuade, describe, entertain, or a combination of these? Identify the author's purpose. Then, explain how details, such as information about Congo's life and development as an artist and the author's descriptions of Congo's paintings, reveal that purpose.



EXTENDED-RESPONSE ACTIVITY Varied Media Formats

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

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

4. Reread paragraph 17 of “Monkey Master.” Explain what the author says about Congo’s painting technique, or method. Then, examine the image of Congo’s painting that is above paragraph 19. Explain how the painting supports the information in paragraph 17. Also, explain what paragraph 17 and the image of the painting help you understand about the decisions Congo made as he worked.

Use these guidelines in your writing or discussion.

- After rereading paragraph 17, explain what you have learned about how Congo created a painting. What does the author say about the colors Congo preferred to use? What does he say about the way in which Congo balanced color?
- Then, look closely at the photo of Congo’s painting above paragraph 19. Be sure to read the caption. Describe the painting, including where different colors appear and whether the colors are clear.
- Compare the painting to the information in paragraph 17. Then, explain how the painting illustrates the information in paragraph 17.
- Also explain what the information in paragraph 17 and the painting help you understand about decisions that Congo made as he painted.

TIP FOR WRITTEN RESPONSE

If you use quotations from the text in your writing, check to be sure that the quotations are accurate.

TIP FOR DISCUSSION

How will you capture your ideas? Consider asking a member of your group to take notes.

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TEXT QUESTIONS

Monkey Master

Waldemar Januszczak

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

1. **Draw Conclusions** What details from the text tell you that Congo took his painting seriously?

2. (a) What example does the author give of the care with which Congo painted? (b) **Analyze** What is surprising about this level of care?

3. **Speculate** Why might the author find it unsettling that a monkey could be so good at minimalist art?

4. **Interpret** What does the author mean by the final sentence of the selection?

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CONCEPT VOCABULARY AND WORD STUDY

Monkey Master

Waldemar Januszczak

WORD LIST

purist

aesthetic

abstract

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

1. If you were to consider the *aesthetic* elements of a building, would you be interested in how it looks? Explain.

2. An artist has painted a man riding a motorcycle. Would you say that this painting was *abstract*? Explain.

3. Would a *purist* when it comes to playing chess be okay with rule changes? Explain.

B. WORD STUDY: Greek Suffix -ist The Greek suffix *-ist* means "person who does, makes, practices, is skilled in, or believes in." For example, a *soloist* is one who performs a solo. Below, add the suffix *-ist* to each word to form a new word. Then use the word in a sentence. Use a dictionary to help you.

1. final _____
2. journal _____
3. art _____
4. conform _____

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WORD STUDY → GREEK SUFFIX *-IST*

The Greek Suffix *-ist* means “a person who does, makes, practices, is skilled in, or believes in.” For example, a *finalist* is a person or team who is in the final or finals of a competition or event.

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then answer the question. Use a dictionary if necessary.

1. True or false: If you are listening to a *soloist* sing, there are many people singing at the same time.
Explain. _____
2. Your friend likes to tell you about the magical things that happen to her. Would you say she is a *realist*? Explain. _____
3. If your friend was an *artist*, would you be surprised to see a painting he did in his house? Explain. _____
4. True or false: You would be surprised to find a *violinist* at a music school. Explain. _____
5. If you lived in Washington, D.C., would expect to see *tourists* visiting your city? Explain. _____

B. DIRECTIONS: Write each italicized word from Part A next to its meaning.

1. _____ people who are traveling or visiting a place for pleasure
2. _____ a singer or musician who performs by himself or herself
3. _____ a person who performs on the violin
4. _____ a person who creates or produces art such as paintings, drawings, sculptures, etc.
5. _____ a person who accepts a situation as it is and deals with it

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WORD STUDY → GREEK SUFFIX **-IST****A. DIRECTIONS:** Highlight or underline the correct word to complete each sentence

1. My dentist office has the greatest (violinist/hygienist), my teeth always feel so clean when I leave.
2. During the American Revolution, people who wanted the British to win were called (Loyalist/Idealist).
3. Carolyn was a (tourist/finalist) in the 400 meter race last week.
4. Mrs. Brown is the school (specialist/journalist) who helps students with learning disabilities.
5. To be a (lobbyist/cartoonist), you need to be able to draw clear pictures and think of appropriate jokes.

B. DIRECTIONS: Use each of the following words in a complete sentence. Consult a dictionary to help you define the words if necessary

1. pacifist _____
2. environmentalist _____
3. colonist _____
4. cellist _____
5. chemist _____

C. DIRECTIONS: Write a short story using the words *journalist*, *artist*, and *humorist*. Consult a dictionary to help you define the words if necessary.

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RESEARCH AND DISCUSS → Group Discussion

Monkey Master

Waldemar Januszczak

An assignment to participate in a **group discussion** asks you to search for information in reliable sources and to talk about your findings. In assignments such as these, your school librarian is a valuable asset in directing you to reliable sources on the Internet or collections of information within the library.

DIRECTIONS: Once you have chosen between the two topics and taken notes on your research, you will discuss the topic in class. Participating in a group discussion requires more than just presenting information on a topic. You must listen attentively, respond appropriately, and ask questions that are relevant and contribute to the conversation. Use the chart below to jot down questions and comments you may have about your classmates' research. You might also note the most important points made during the discussion so that you can help summarize them.

Questions	
Comments/Ideas to Add to Classmates' Research	
Major Points	

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RESEARCH AND DISCUSS GROUP DISCUSSION

As a group, brainstorm some ideas about how animals help people. Narrow down your ideas and then prepare to participate in a group discussion. You will need to gather research to support your ideas during the discussion. You may want to ask your school librarian or community librarian to help you.

Use some or all the following questions to organize your research.

- **Research question:** What do you want to find out about your topic?
- **Research hypothesis:** What do you expect to find out from your research? How can you prove your hypothesis to be true or false?
- **Research sources:** What are some possible sources of information to use in your research? Remember that Websites that end in *.gov* or *.edu* tend to be the most reliable. However, Websites that end in *.org* or *.com* may be reliable, you need to be more careful. Print resources are also very useful.
- **Research information:** What are some fact and information that support your hypothesis? Having facts accessible make it easier to use them during your group discussion.

DIRECTIONS: Complete the following chart to make plans for your group discussion.

Research question	
Research hypothesis	
Research sources	
Research information	

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RESEARCH AND DISCUSS → GROUP DISCUSSION

DIRECTIONS: As you participate in the group discussion, you need to listen others as well as share what you have learned. Taking notes while others are talking makes it easier to remember what they say and what you want to say. Use the chart below to record questions you want to ask, points of clarification, and comments you may want to make. In addition, you should keep track of important points or information to help you summarize the discussion.

Questions	
Points of Clarification:	
Comments or Ideas to Add to Discussion	
Important Points:	
Notes for Summary:	

Unit 1 Independent Reading Log

Reading Time	Title and Author	What's 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