

# APPENDIXES

**A** **Through** **G**

*(The appendix pages may be printed from [www.stenhouse.com/revision-decisions](http://www.stenhouse.com/revision-decisions).)*

**Appendixes A through E support the sample lesson described in Chapter 3.  
Appendixes F and G are charts referred to in various lesson sets.**



## APPENDIX

## A

## Chapter 3: The Context

Flames shot up, igniting the line of hanging paper patterns.

Flames shot up into the air.

The flames ignited paper patterns that were hanging.

The patterns were on a line that hung across the room.

Excerpt from Albert Marrin's *Flesh and Blood So Cheap* (2011).

APPENDIX

**B**

Chapter 3: The Demonstration

The invention of the sprinkler  
created possibilities.

It was possible to drown a fire.

It would take only seconds.

## APPENDIX

## C

## Chapter 3: The Practice

Heat rose from the fire.

The heat triggered the fuses.

The fuses automatically  
released a deluge of water.

The water had been stored in  
overhead sprinkler pipes.

## APPENDIX

**D**

## Chapter 3: The Collaboration

*Cluster 1*

It took minutes.

146 workers died.

They ended up broken on the sidewalk.

Others were suffocated by smoke.

Many were burnt in the flames.

*Cluster 2*

Most were young women.

They were ages fourteen to twenty-three.

Nearly all were recent immigrants.

They were mostly Italians and Russian Jews.

*Cluster 3*

It was dubbed the “Triangle Fire.”

It held the record for New York’s  
deadliest workplace fire.

It held the record for ninety years.

*Cluster 4*

Only the September 11, 2001, terrorist  
attacks took more lives.

Those attacks were on the World Trade  
Center.

## APPENDIX

## E

Chapter 3: Excerpt from *Flesh and Blood So Cheap* by Albert Marrin (2011).

Within minutes, 146 workers died, broken on the sidewalk, suffocated by smoke, or burnt in the flames. Most were young women ages fourteen to twenty-three, nearly all recent immigrants, Italians and Russian Jews. Dubbed the “Triangle Fire,” for ninety years it held the record as New York’s deadliest workplace fire. Only the September 11, 2001, terrorist attacks on the World Trade Center took more lives.

# APPENDIX **F** Charting Connections

<p align="center"><b>Prepositions</b></p> <p align="center">What do they do? <i>Show time and place as well as introduce examples, contrasts, or comparisons.</i></p>			<p align="center"><b>Subordinating Conjunctions (AAWWUBBIS)</b></p> <p align="center"><i>Although After While When Until Because Before If Since</i></p> <p align="center">What do they do? <i>Show relationships, sometimes making one idea more or less important.</i></p>	
<b>Function</b>	<b>Example</b>		<b>Function</b>	<b>Example</b>
Time	<i>at, in, on</i>		Time	<i>after, before, during, since, until, when, whenever, while</i>
Extended Time	<i>since, for, by, from, to, until, during, with(in)</i>		Cause-Effect	<i>as, because, since, so</i>
Direction	<i>to, toward, on, onto, in, into</i>		Opposition	<i>although, even though, though, while, whatever</i>
Location	<i>above, across, against, ahead of, along, among, around, at, by, behind, below, beside, beneath, between, from, in, inside, on, off, out of, over, near, through, toward, under, within</i>		Condition	<i>as long as, if, in order to, unless, until, whatever</i>
Introduce Examples and Comparisons or Contrasts	<i>as, despite, except, for, like, of, per, than, with, without</i>		<p align="center"><b>Coordinating Conjunctions (FANBOYS)</b></p> <p align="center"><i>For And Nor But Or Yet So</i></p> <p align="center">What do they do? <i>Make connections that are equal to each other. They join sentences (compound) and they can also show a relationship between a pair or a list.</i></p>	
<p align="center"><b>Relative Pronouns</b></p> <p align="center">What do they do? <i>Introduce and link additional information to the noun before it.</i></p>			<b>Function</b>	<b>Example</b>
<b>Function</b>	<b>Example</b>		Time	<i>after, before, during, since, until, when, whenever, while</i>
Link <b>ideas and things</b> to more detail	<i>that, what, which</i>		Cause-Effect	<i>as, because, since, so</i>
Link <b>people</b> to more detail	<i>who, whoever, whose, whom</i>		Opposition	<i>although, even though, though, while, whatever</i>
<p align="center"><b>Connector Punctuation</b></p> <p align="center">What do they do? <i>Combine, introduce, and enclose information.</i></p>			Condition	<i>as long as, if, in order to, unless, until, whatever</i>
<b>Combines</b>	<b>Introduces</b>	<b>Encloses</b>	<p align="center"><b>Coordinating Conjunctions (FANBOYS)</b></p> <p align="center"><i>For And Nor But Or Yet So</i></p> <p align="center">What do they do? <i>Make connections that are equal to each other. They join sentences (compound) and they can also show a relationship between a pair or a list.</i></p>	
Comma ,		Comma ,	<b>Function</b>	<b>Example</b>
Dash —	Dash —	Dash —	Combine	<i>and</i>
Semicolon ;	Colon :	Parentheses ( )	Opposition	<i>but, yet, nor</i>
		Quotation Marks “ ”	Cause-Effect	<i>so, for</i>
			Choice	<i>or</i>

## APPENDIX

## G

## Decisions Writers Make

Revision Decisions		
DRAFT	Revision	Decision
<b>D</b>	<b>Delete</b> unnecessary and repeated words	Is there any needless repetition or words that don't add anything?
<b>R</b>	<b>Rearrange</b> words, phrases, or clauses	Should anything be moved around or rearranged?
<b>A</b>	<b>Add</b> connectors	Can I communicate more directly or economically if I add a new word(s) or punctuation to show relationships?
<b>F</b>	<b>Form</b> new verb endings	Could I change the form of any verbs to make my sentence smoother and more compact?
<b>T</b>	<b>Talk</b> it out	How do various versions and changes sound when I talk them out? Does it sound right? Is it smooth?



# APPENDIXES

for

Lesson

Sets

1

Through

10

*(The appendix pages may be printed from [www.stenhouse.com/revision-decisions](http://www.stenhouse.com/revision-decisions).)*

**Appendixes 1.1 through 10.4 provide four print or display resources (context, practice, collaboration, and the relevant literature excerpt) for each of the ten lesson sets.**

## APPENDIX

## 1.1

## Lesson Set 1: The Context

Honeybees create hives, **labyrinths of wax honeycomb in which they store honey and raise their young.**

A rat can collapse its skeleton, **allowing it to wriggle through a hole as narrow as three-quarters of an inch.**

Bees, wasps, and ants belong to an order of insects called Hymenoptera, **which means “membranous wings.”**

Excerpts from Jim Arnosky's *Creep and Flutter: The Secret World of Insects and Spiders* (2012) and from Albert Marrin's *Oh, Rats! The Story of Rats and People* (2006).

APPENDIX

1.2

Lesson Set 1: The Practice

He looked around the café.

It was deserted.

The 7UP clock ticked.

It was loud and lonely.

It was on the far wall.

## APPENDIX

## 1.3

## Lesson Set 1: The Collaboration

- 1.1 It was before dawn and still dark.  
It was August 26, 1929.  
A boy was in the back of a small house.  
It was in Torrance, California.  
The boy was twelve years old.  
He sat up in bed.  
He listened.
- 1.2 There was a sound.  
It was coming from outside.  
The sound was growing.  
It grew ever louder.
- 1.3 It was huge.  
It was a rush.  
The rush was heavy.  
It suggested immensity.  
It suggested a great parting of air.
- 1.4 It was coming from directly above the house.  
The boy swung his legs.  
He swung them off his bed.  
He raced down the stairs.  
He slapped open the back door.  
He loped onto the grass.
- 1.5 The yard was otherworldly.  
The yard was smothered in darkness.  
The darkness was unnatural.  
The yard was shivering with sound.
- 1.6 The boy stood on the lawn.  
He was beside his brother.  
His brother was older.  
His head was thrown back.  
He was spellbound.

## APPENDIX

## 1.4

Lesson Set 1: Excerpt from Laura Hillenbrand's *Unbroken: A World War II Story of Survival, Resilience, and Redemption* (2010).

In the predawn darkness of August 26, 1929, in the back of a small house in Torrance, California, a twelve-year-old boy sat up in bed, listening. There was a sound coming from outside, growing ever louder. It was a huge, heavy rush, suggesting immensity, a great parting of air. It was coming from directly above the house. The boy swung his legs off his bed, raced down the stairs, slapped open the back door, and loped onto the grass. The yard was otherworldly, smothered in unnatural darkness, shivering with sound. The boy stood on the lawn beside his older brother, head thrown back, spellbound.

## APPENDIX

## 2.1

## Lesson Set 2: The Context

Many people overlook the benefits that insects bring. Useful products are derived from insects. Honey and silk are derived from insects. Waxes are too. Oils are also derived from insects. In addition, natural medicines are derived from insects. Dyes are made from insects too.

Many people overlook the benefits that insects bring. Useful products derived from insects range from honey and silk to waxes, oils, natural medicines, and dyes.

Excerpt from George C. McGavin's *Smithsonian Handbooks: Insects* (2002).

APPENDIX

2.2

Lesson Set 2: The Practice

Beetles are found in many shapes.

Beetles are found in many sizes.

Beetles are also found in many colors.

There is an amazing range of shapes, sizes, and colors.

Beetles all share the same basic design.

## APPENDIX

## 2.3

## Lesson Set 2: The Collaboration

- 2.1 The lizard menu stretches.  
The menu stretches longer than a roll of toilet paper.  
The roll of toilet paper is unraveled.
- 2.2 They dine on a variety of dishes.  
The variety of dishes is wide.  
The variety includes plant dishes and animal dishes.
- 2.3 Other lizards are vegetarian.  
Vegetarians eat vegetation.  
The vegetation they eat is mainly leaves.  
The vegetation they eat is mainly flowers.  
The vegetation they eat is mainly fruit.
- 2.4 However, it is a fact that is true that most other lizard species have a diet.  
The diet is something they stick to.  
The diet is lively.
- 2.5 Anoles are an example or instance.  
Anoles provide pest-control services.  
Their pest control services are top-notch.  
They devour insects.
- 2.6 Other lizards eat almost anything that runs, crawls, flies, or breathes.  
They eat birds.  
They eat rodents.  
They eat worms.  
They eat deer.  
They eat other reptiles.



## APPENDIX

## 2.4

Lesson Set 2: Excerpt from Sneed B. Collard III's *Most Fun Book Ever About Lizards* (2012).

The lizard menu stretches longer than an unraveled roll of toilet paper. Some lizards, such as the bearded dragon, are omnivores. They dine on a wide variety of plant and animal dishes. Other lizards, such as the common iguana, are vegetarian and eat mainly leaves, flowers, and fruit. However, most other lizard species stick to a lively diet. Anoles, for instance, provide top-notch pest-control services by devouring insects. Other lizards eat birds, rodents, worms, deer, other reptiles—almost anything that runs, crawls, flies, or breathes.

## APPENDIX

## 3.1

## Lesson Set 3: The Context

It is important to understand that there are not two worlds: the world of humans and a separate world of plants and animals. There isn't a "natural world" and a "man-made world." We all live on the same planet and live in the same natural order.

Excerpt from Mark Kurlansky's *World Without Fish* (2011).

APPENDIX

3.2

Lesson Set 3: The Practice

Electric wires were torn free.

They were broken.

They sizzled.

They sparked.

They were on the ground.

## APPENDIX

## 3.3

## Lesson Set 3: The Collaboration

- 3.1 Train cars toppled.  
They toppled off the rails.  
Wagons overturned.  
The horses that had pulled them lay dead.  
They were still in their harnesses.
- 3.2 The wave cracked things.  
It cracked the hulls of ships.
- 3.3 It smashed things.  
It smashed decks.  
The smashing came from flying debris.
- 3.4 Some things happened in Dartmouth.  
The rope factory was little more than a pile.  
The beer brewery was little more than a pile.  
The piles were of brick.
- 3.5 Some things happened throughout both cities.  
Windows were shattered.  
The windows were in homes.  
The windows were in stores.  
The windows were in offices.  
The windows were in schools.  
All of the shattered windows made a blizzard.  
The blizzard was of glass.  
The blizzard was deadly.

## APPENDIX

## 3.4

Lesson Set 3: Excerpt from Sally Walker's *Blizzard of Glass: The Halifax Explosion of 1917* (2011).

The shock wave snapped telegraph poles and trees in two as easily as if they'd been twigs. Electric wires, torn free and broken, sizzled and sparked on the ground. Train cars toppled off the rails, wagons overturned, and the horses that had pulled them lay dead in their harnesses. The wave cracked the hulls of ships and smashed the decks with flying debris. In Dartmouth, the rope factory and beer brewery were little more than piles of brick. Throughout both cities, the windows in homes and stores and offices and schools shattered in a deadly blizzard of glass.

## APPENDIX

## 4.1

## Lesson Set 4: The Context

Human hair mites get all they need from their hosts—us. They are tiny relatives of spiders, about one-tenth of a millimeter long (smaller than a grain of salt), with bodies like miniature salamis and four pairs of stumpy legs. They live in the roots of hair (usually eyelashes or eyebrows), where they munch on dead skin and sebum (the oily stuff that keeps hair shiny). The only time they wander is when young mites search for a hair of their own, when they may find their way onto another body.

Excerpt from Nicola Davies's *What's Eating You?* (2009).

APPENDIX

4.2

Lesson Set 4: The Practice

Dry pet foods caught on during World War II.

The dry pet foods were cereal-based.

Tin-rationing put a stop to canning.

Tin-rationing included the canning of dog food.

The dog food was made from horse meat.

There was an abundance around the time Americans embraced the automobile.

They began selling their mounts to the knackers.

## APPENDIX

## 4.3

## Lesson Set 4: The Collaboration

- 4.1 Rodents are not like cats.  
Rodents are controlled by sweetness.  
Cats are not controlled by sweetness.  
One could say that rodents are slaves to sweetness.
- 4.2 Rats have been known to die.  
They die from not getting enough nutrition.  
A lack of nutrition is called malnutrition.  
Rather than step away from a drip of sugar water,  
rats die of malnutrition.
- 4.3 This was shown in a study.  
The study was about obesity.  
The study was from the 1970s.  
Rats were fed a supermarket diet.  
The diet was all you can eat.  
The diet included marshmallows.  
It also included milk chocolate and chocolate-chip  
cookies.  
The rats gained 269 percent more weight than rats  
fed standard laboratory fare.
- 4.4 There are strains of mice.  
Some strains will consume their own body weight.  
They will consume their body weight in diet soda.  
They will do this over the course of a day.  
You do not want the job of changing their bedding.



## APPENDIX

## 4.4

Lesson Set 4: Excerpt from Mary Roach's *Gulp: Adventures on the Alimentary Canal* (2013).

Rodents, on the other hand, are slaves to sweetness. They have been known to die of malnutrition rather than step away from a sugar-water drip. In an obesity study from the 1970s, rats fed an all-you-can-eat “supermarket” diet that included marshmallows, milk chocolate, and chocolate-chip cookies gained 269 percent more weight than rats fed standard laboratory fare. There are strains of mice that will, over the course of a day, consume their own body weight in diet soda, and you do not want the job of changing their bedding.

## APPENDIX

## 5.1

## Lesson Set 5: The Context

Fats Domino was another singer.

He sang rock and roll.

He put the sound of New Orleans in his music.

Fats Domino, another early rock & roll singer, put the sound of New Orleans in his music.

Excerpt from Holly George-Warren's *Shake, Rattle & Roll: The Founders of Rock and Roll* (2001).

APPENDIX

5.2

Lesson Set 5: The Practice

One day something happened.

It happened when Albert was sick.

He was sick in bed.

The happening was that his father brought him something.

It was a compass.

A compass was a small case.

It was a round case.

Inside was a magnetic needle.

## APPENDIX

## 5.3

## Lesson Set 5: The Collaboration

- 5.1 Something didn't matter.  
It didn't matter which way Albert turned the  
compass.  
The needle always pointed north.  
It was as if it were held.  
The holding was by an invisible hand.
- 5.2 Albert was so amazed.  
His amazement made his body tremble.
- 5.3 Suddenly he knew something.  
He knew there were mysteries.  
The mysteries were in the world.  
The mysteries were hidden.  
The mysteries were silent.  
The mysteries were unknown.  
The mysteries were unseen.
- 5.4 He wanted something.  
He wanted it more than anything.  
He wanted to understand those mysteries.

## APPENDIX

## 5.4

Lesson Set 5: Excerpt from Jennifer Berne's *On a Beam of Light: A Story of Albert Einstein* (2013).

One day, when Albert was sick in bed, his father brought him a compass—a small round case with a magnetic needle inside. No matter which way Albert turned the compass, the needle always pointed north, as if held by an invisible hand. Albert was so amazed his body trembled. Suddenly he knew there were mysteries in the world—hidden and silent, unknown and unseen. He wanted, more than anything, to understand those mysteries.

## APPENDIX

## 6.1

## Lesson Set 6: The Context

The man stood very still.

The man was looking at us.

The man tried to focus his eyes in the sudden light.

The man stood there very still, looking at us, trying to focus his eyes in the sudden light.

Excerpt from Adina Rishe Gerwitz's *Zebra Forest* (2013).

APPENDIX

6.2

Lesson Set 6: The Practice

The front feet are wide.

They show in bear tracks.

They show completely.

The hind feet are large.

They show in bear tracks.

They show completely.

## APPENDIX

## 6.3

## Lesson Set 6: The Collaboration

- 6.1 The front feet show up.  
They show up in the tracks.  
The front portion of the hind feet show up.  
They show up in the tracks.  
They show up when the bear is running.
- 6.2 A bear is a heavy animal.  
The heaviness makes something happen.  
Its tracks are pressed.  
They are pressed deeply.  
They are pressed often.  
They create defined footprints.  
The definition is perfect.
- 6.3 An experienced tracker can estimate.  
A tracker uses a set of footprints.  
A perfect set of footprints is two front and two hind.  
A tracker can estimate the size of the bear.  
The size is the size of the one that made the tracks.  
A tracker can estimate the weight of the bear.
- 6.4 A bear's toes spread apart.  
They do this on slippery surfaces.  
They do it for better traction.  
The spreading presses footprints.  
The footprints are large.  
They are larger than the bear's actual feet.



## APPENDIX

## 6.4

Lesson Set 6: Excerpt from Jim Arnosky's  
*Wild Tracks!* (2008)

Bears walk flat footed, placing the entire foot on the ground with each step. The wide front feet and the large hind feet show completely in bear tracks. When running, the front feet and the front portion of the hind feet show up in the tracks. Because a bear is a heavy animal, its tracks are often pressed deeply, creating perfectly defined footprints. With a perfect set of four bear footprints (two front and two hind), an experienced animal tracker is able to accurately estimate the size and weight of the bear that made them. On slippery surfaces, a bear's toes spread apart for better traction, pressing in footprints that are much larger than the bear's feet. Such splayed footprints can fool a tracker into imagining the bear that left them is much larger than its actual size.

## APPENDIX

## 7.1

## Lesson Set 7: The Context

Scientists in the late 1930s engaged in a frantic race. They were breaking atoms and working in secret facilities because they were trying to gain world dominance.

Scientists in the late 1930s engaged in a frantic race, breaking atoms, working in secret facilities, trying to gain world dominance.

Excerpt from Steve Sheinkin's *Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon* (2012).

APPENDIX

7.2

Lesson Set 7: The Practice

He made notes.

He did this as he watched.

He watched the birds.

He wrote.

He wrote what the birds did.

He wrote how they behaved.

## APPENDIX

## 7.3

## Lesson Set 7: The Collaboration

- 7.1 And he was like many.  
He was like young boys.  
He was a collector.
- 7.2 He collected things.  
He collected shells.  
He collected seals.  
He collected coins.  
He collected minerals.
- 7.3 He studied what he collected.  
He organized them by kind.  
His organization was in a tradition.  
The tradition was of natural historians.
- 7.4 His great love was hunting.  
Another great love was shooting.  
These loves came as he got older.
- 7.5 He shuddered.  
He shuddered later in life.  
He shuddered at something.  
The something was how many animals he had killed.
- 7.6 He quivered.  
He quivered with joy.  
He quivered with excitement.  
His quivering was before picking up a gun.  
His quivering was at the time of his youth.

## APPENDIX

## 7.4

Lesson Set 7: Excerpt from Deborah Heiligman's *Charles and Emma: The Darwins' Leap of Faith* (2009).

Charles could entertain himself for hours just by thinking, or by observing birds, or watching sticks and leaves float down a stream. He made notes as he watched the birds, writing down what they did, how they behaved. And like many young boys, he was a collector. He collected shells, seals, coins, and minerals. He studied them and organized them by kind—in the tradition of natural historians. As he got older, his great love was hunting and shooting. Later in life he shuddered at how many animals he had killed. But at the time he quivered with joy and excitement before picking up a gun.

## APPENDIX

## 8.1

## Lesson Set 8: The Context

I just stood there, clutching the basketball tightly. A wild October wind whipped, rattling the windows.

I just stood there on the free-throw line, in the shadow of that big orange sign above the scoreboard, clutching the basketball tight to my chest. Outside, a wild October wind whipped through town, rattling the windows high above the bleachers in the gym.

Excerpt from L.D. Harkrader's *Airball: My Life in Briefs* (2008).

APPENDIX

8.2

Lesson Set 8: The Practice

The only thing in the room is a table.

It's a folding table.

The table has metal legs.

The legs are spindly.

## APPENDIX

## 8.3

## Lesson Set 8: The Collaboration

When I think of all the work Dad put into our house it's pretty sad. But mostly I feel sorry for myself, because the coolest thing about it was my room.

- 8.1 Dad took apart a fire escape a long time ago.  
The fire escape was real.  
The fire escape was from a building that his office was demolishing.  
He rebuilt the bottom level of it.  
He rebuilt it inside my bedroom.
- 8.2 He bolted it to a wall.  
He attached a ladder to it.  
The ladder was the original ladder.
- 8.3 I had a bed up there.  
He made me cubbies.  
These cubbies were built in.  
The cubbies were for all of my stuff.
- 8.4 I had the most excellent room.  
It was the best room of any kid I know.  
We had to leave it behind.

Excerpt based on Rebecca Stead's *Liar & Spy* (2013)



## APPENDIX

## 8.4

Lesson Set 8: Excerpt from Rebecca Stead's *Liar & Spy* (2013).

When I think of all the work Dad put into our house it's pretty sad. But mostly I feel sorry for myself, because the coolest thing about it was my room. A long time ago, Dad took apart a fire escape—a real fire escape, from a building that his office was demolishing—and he rebuilt the bottom level of it inside my bedroom. He bolted it to the wall, and even attached the original ladder. I had a bed up there, and he made me these built-in cubbies for all my stuff. I had the most excellent room of any kid I know, and we had to leave it behind.

## APPENDIX

## 9.1

## Lesson Set 9: The Context

I heard the story of the Pilgrims, many times from my grandparents and teachers, before I realized that the Pilgrims had shown up, in New England, without food or shelter six weeks, before winter.

I heard the story of the Pilgrims many times from my grandparents and teachers before I realized that the Pilgrims had shown up in New England without food or shelter six weeks before winter.

Excerpt from Charles C. Mann's *Before Columbus: The Americas of 1491* (2009).

APPENDIX **9.2** Lesson Set 9: The Practice

*Cluster 1*

Scientists use the term *zoonotic disease*.

Zoonotic disease means an illness.

The illness can travel from animals to humans.

A lot of diseases travel from animals to humans.

*Cluster 2*

Influenza is one zoonotic disease.

Influenza is well known.

*Cluster 3*

It can start in birds.

Then it can migrate to people.

It can become an epidemic.

The epidemic can be “bird flu.”

## APPENDIX

## 9.3

## Lesson Set 9: The Collaboration

- 9.1 Things occurred to Benjamin.  
His farm could function even more efficiently.  
Putting things on a schedule would be efficient.  
He could use the schedule of a clock.  
He could schedule the day's waking, hauling, rinsing,  
rolling, and baking on this schedule.
- 9.2 Clocks weren't common.  
Not everybody had one in the 1700s.  
This was especially true for regular folks.  
Folks such as farmers were regular folks.  
But Benjamin's way of approaching the world was far  
from regular.
- 9.3 (Try starting with *Though*.)  
He had never seen a timepiece.  
He didn't know how a clock worked.  
He set out to build one.  
He would be using wood pieces  
The pieces were from Stout's timber shed.
- 9.4 He borrowed a watch.  
The watch was a pocket watch.  
He studied its innards.  
He got to work.
- 9.5 The man was math-happy.  
He drew plans for clocks.  
He carved cogs.  
He fashioned the clock's face.  
He fashioned the hands of the clock.  
He added a bell.

## APPENDIX

## 9.4

Lesson Set 9: Excerpt from Andrea Pinkney's *Hand in Hand: Ten Black Men Who Changed America* (2012).

It occurred to Benjamin that his farm could function even more efficiently by putting the day's waking, hauling, rinsing, rolling, and baking on a clock's schedule. Clocks weren't common in the 1700s, especially for regular folk such as farmers. But Benjamin's way of approaching the world was far from regular. Though he had never seen a timepiece and didn't know how a clock worked, he set out to build one using wood pieces from Stout's timber shed. He borrowed a pocket watch, studied its innards, and got to work. The math-happy man drew clock plans, carved cogs, fashioned the clock's face and hands, and added a bell.

## APPENDIX

## 10.1

## Lesson Set 10: The Context

**Bugs have affected the outcome of nearly every war ever fought**, because bugs carry diseases, including typhus, plague, cholera, yellow fever, malaria, typhoid, and dysentery.

Because bugs carry diseases, including typhus, plague, cholera, yellow fever, malaria, typhoid, and dysentery, **bugs have affected the outcome of nearly every war ever fought.**

Excerpt from Sarah Albee's *Bugged: How Insects Changed History* (2014).

**APPENDIX**

**10.2**

**Lesson Set 10: The Practice**

Something happened for many years.

They attacked ships.

They looted ships.

The ships sailed off the coast.

The coast was by their settlement.

The settlement was called the Barbary States.

## APPENDIX

## 10.3

## Lesson Set 10: The Collaboration

- 10.1 These people were known.  
They were known as the Barbary Pirates.  
The Barbary Pirates were famous.
- 10.2 Something happened five hundred years ago.  
Spain discovered fine goods and treasures.  
The fine goods and treasures were of the New World.  
Pirates became a danger.  
They became a special danger.
- 10.3 The news spread among the pirates.  
The news was of Spanish treasure ships.  
The ships were carrying emeralds.  
The ships were carrying gold.  
The ships were carrying silver.  
The ships were carrying pearls.  
The ships were carrying other cargo.  
The ships were carrying these treasures back to Europe.
- 10.4 The Spanish traders sailed ships.  
The ships were large.  
The ships were armed.  
The ships were called galleons.
- 10.5 The pirates watched for the galleons.  
They watched for returning galleons.  
They especially watched for ships coming from major trading ports.  
The major trading ports were Havana, Cartagena, and Porto Bello.



## APPENDIX

## 10.4

Lesson Set 10: Excerpt from Gail Gibbons's *Pirates: Robbers of the High Seas* (1993).

Around 1300, bands of ruthless pirates set up settlements along the North African coast. For many years they attacked and looted ships that sailed off the coast of their settlement, the Barbary States. These people were known as the famous Barbary pirates. About five hundred years ago, when Spain discovered the fine goods and treasures of the New World, pirates became a special danger. The news of Spanish treasure ships carrying emeralds, gold, silver, pearls, and other cargo back to Europe spread among the pirates. The Spanish traders sailed large armed ships called galleons. The pirates watched for the returning galleons, especially those coming from the major trading ports of Havana, Cartagena, and Porto Bello.