

Cafe Maschio's Menu

Week 3 (Sep 6 to Sep 9)

Bonjour! Welcome loyal patrons to *Cafe Maschio*. This week, our menu is *DELISH!* Spend \$25 on main courses by the end of class Friday (9-9-16) and receive a week's worth of headphone/music privileges for next week!

MAIN COURSES (\$5 each)



Writing... Thesis Sentence Practice Worksheet



Word Skill.. Making Inferences..."Who Am I?" Worksheet



Fiction/Lit... Alone in the Universe Q's (cite evidence for MC Q's)



Non-Fiction/Lit... Speak Up- 5 Speeches that Made History article Q's

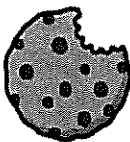


Poetry... NONE THIS WEEK!



Frontier Session 1____mins Session 2____mins Session 3 (Fri) ____mins

Desserts (\$2 each)



Reading Steps: Start_____ Stop_____...Start_____ Stop_____

Thesis Statement Practice

A **thesis statement** is one or two sentences which express the main idea of your paper.

A **thesis statement**:

1. provides author with a direction to write his or her paper; and
2. provides the reader with an idea as to what the paper will be about.

In the activities that follow, construct a thesis statement for each of the topic questions. For each question,

1. write a declaration (you opinion on the topic),
2. three reasons to support your declaration,
3. one reason to oppose your declaration,
4. and a thesis statement for each.

The first example has been completed for you. Follow this example **closely** for the remaining four topic questions.

Topic Question	Should high school students have a curfew?
Declaration/ Opinion on the Topic	High school students should have an enforced curfew.
Three Reasons to Support your Opinion	<ol style="list-style-type: none"> 1. Students are less likely to get into trouble if they are home. 2. Students need their rest for school. 3. Being behind the wheel of a vehicle during the early morning hours increases their chances of accidents.
One Reason to Oppose your Opinion	<ol style="list-style-type: none"> 1. The police officers have more important things to worry about than whether or not a high school student is out after curfew.
Thesis Statement	Even though police officers have more important things to worry about, high school students should have an enforced curfew because students need their rest for school, they are less likely to get into trouble, and have a lower risk of accidents if the curfew is enforced.

Topic Question	Should students be allowed to use iPods throughout the school day?
Declaration/ Opinion on the Topic	
Three Reasons to Support your Opinion	1. 2. 3.
One Reason to Oppose your Opinion	1.
Thesis Statement	

Topic Question	Should parents have access to their child's Facebook/Myspace page?
Declaration/ Opinion on the Topic	
Three Reasons to Support your Opinion	1. 2. 3.
One Reason to Oppose your Opinion	1.
Thesis Statement	

Topic Question	Should students have to attend school all year long?
Declaration/ Opinion on the Topic	
Three Reasons to Support your Opinion	1. 2. 3.
One Reason to Oppose your Opinion	1.
Thesis Statement	

Topic Question	Should students be allowed to leave campus at lunch?
Declaration/ Opinion on the Topic	
Three Reasons to Support your Opinion	1. 2. 3.
One Reason to Oppose your Opinion	1.
Thesis Statement	

Inference Practice:

Name: _____

Who Am I?

Read each passage below. Write who the person is in the passage and explain your answer.

1. I had finally gotten used to being weightless. It became a comfortable feeling. I especially liked floating by the window to see the planet Earth below.

2. My father did not like to wear his crown. He said it was heavy and made his head hurt. While I did not have a crown, my parents made sure I had a silk dress with gold thread to wear for the coronation.

3. The crowd began to roar as I made a few practice swings with the bat. The umpire called to me sharply to hurry. I was not in any hurry to face the most famous pitcher in history.

4. I often work in the early morning when the light is best. The canvas has had time to dry over night. When I start, I make sure all of my brushes are clean.

5. I liked walking next to the covered wagon more than riding in it with my sisters. If I got tired, sometimes my father would let me ride horseback behind him. In the evening, Pa, my brothers and I would sleep under the wagon, while Ma and my sisters slept in the wagon. I hoped we would reach the West soon.



SPEAK UP!

Five speeches that made history

"Speech is power," American author and philosopher Ralph Waldo Emerson told a Boston audience in 1864. "Speech is to persuade, to convert, to compel. It is to bring another out of his bad sense into your good sense."

Indeed, when written and delivered well, speeches can change minds, stir people to action (both positive and negative), and even alter the course of history. Here are excerpts from five of America's most important speeches—ones that mattered in their time, and still resonate today.

1 "We Now Demand Our Right to Vote"

ELIZABETH CADY STANTON

July 19, 1848

For women, the right to vote was a long time coming. It wasn't guaranteed until the 19th Amendment was ratified in 1920—129 years after the Bill of Rights was added to the U.S. Constitution. In many ways, the road to American women's suffrage began in 1848 at the Women's Rights Convention in Seneca Falls, New York, with a speech by activist Elizabeth Cady Stanton.

"We have met here today to discuss our rights and wrongs; civil and political. . . . We are assembled to protest against a form of government existing without the consent of the governed—to declare our right to be free as man is free, [and] to be represented in the government which we are taxed to support. [We seek] to have such disgraceful laws as give man the power to chastise and imprison his wife, to take the wages which she earns, the property which she inherits, and, in case of separation, the children of her love. . . . and to have [the laws], if possible, forever erased from our statute books, deeming them a shame and a disgrace to a Christian republic in the 19th century. . . . And, strange as it may seem to many, we now demand our right to vote according to the declaration of the government under which we live. . . . The right is ours. The question now is, how shall we get possession of what rightfully belongs to us."



ABRAHAM LINCOLN

June 16, 1858

In 1858, an Illinois lawyer named Abraham Lincoln was running for the U.S. Senate. Slavery had been a topic of national debate since before the American Revolution (1775-1783). But in 1858, the big question was whether western territories joining the Union should enter as slave states or free states. Lincoln's opponent supported the Kansas-Nebraska Act of 1854, which let each new state decide for itself. In a campaign speech, Lincoln predicted that the policy would eventually split the nation. He lost the Senate race, but when he won the presidency two years later, Southerners remembered his speech. It fed their fear that he would ban slavery nationwide—a fear that led to the outbreak of the Civil War (1861-1865).

"We are now far into the fifth year since [the Kansas-Nebraska Act] was initiated with the avowed

object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed.

A house divided against itself cannot stand. I believe this government cannot endure, permanently, half slave and half free.

I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South." →

3 "I Will Fight No More Forever"

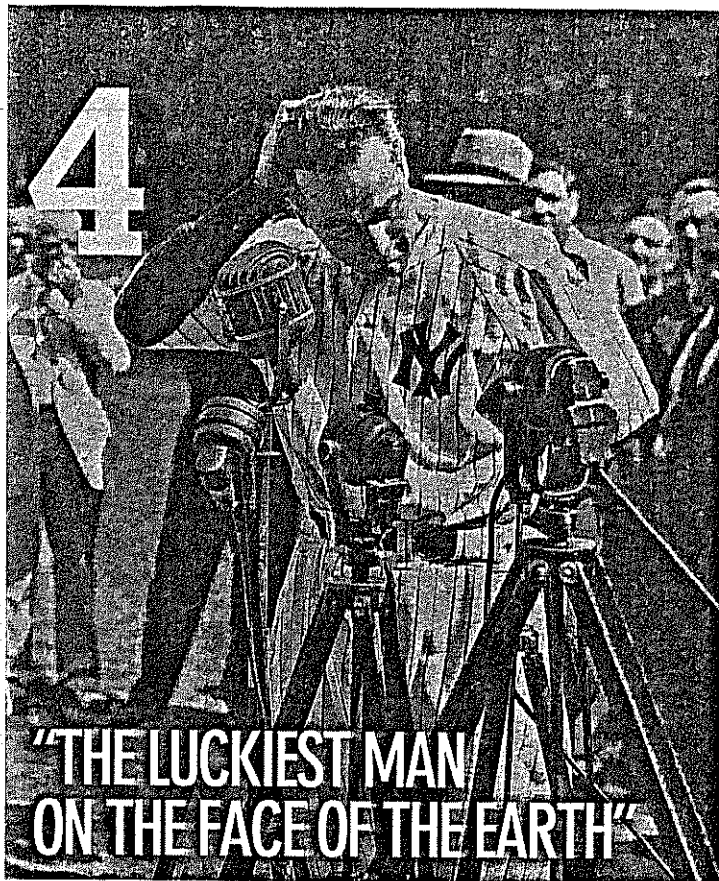
CHIEF JOSEPH

October 5, 1877

In 1860, gold was discovered on Nez Perce lands in Oregon. White prospectors and settlers began pouring into the area. In May 1877, the U.S. government ordered the Native Americans to relocate to Idaho. Enraged at being forced off their land, a group of Nez Perce killed some white settlers, and the U.S. Army was sent after the entire tribe. Outnumbered and hoping to escape across the border into Canada, a small band of Nez Perce led by Chief Joseph fled north. For more than three months, they eluded capture, even winning a few skirmishes with the Army. But on September 30, 1877, the Nez Perce were cornered in

Montana. Chief Joseph, who'd long hoped his people could remain in peace on their own land, gave a surrender speech that has come to represent the futility of Indians' struggle to keep their North American lands.

“I am tired of fighting. Our chiefs are killed. . . . The old men are all dead. . . . It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food. No one knows where they are—perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs! I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever.”



4 "THE LUCKIEST MAN ON THE FACE OF THE EARTH"

LOU GEHRIG

July 4, 1939

Lou Gehrig played for the New York Yankees from 1923 to 1939. (He played in a then-record 2,130 consecutive games.) In 1939, the beloved first baseman was diagnosed with a rare disease called amyotrophic lateral sclerosis (ALS), also known as Lou Gehrig's disease. (Last year's Ice Bucket Challenge raised funds for ALS research.) The illness forced him to retire. At a farewell ceremony at Yankee Stadium, Gehrig gave one of the most famous speeches in sports history. He died two years later, at age 37.

“Fans, for the past two weeks you have been reading about the bad break I got. Yet today I consider myself the luckiest man

on the face of the earth. . . . When the New York Giants, a team you would give your right arm to beat . . . sends you a gift—that's something. When everybody down to the groundskeepers and those boys in white coats remember you with trophies—that's something. . . . When you have a father and a mother who work all their lives so you can have an education and build your body—it's a blessing. When you have a wife who has been a tower of strength and shown more courage than you dreamed existed—that's the finest I know.

So I close in saying that I might have been given a bad break, but I've got an awful lot to live for.”

5 "I HAVE A DREAM"

MARTIN LUTHER KING JR.

August 28, 1963

In 1955, a young Baptist minister came to the nation's attention during a boycott against segregated city buses in Montgomery, Alabama. By 1963, the minister, Martin Luther King Jr., had become the foremost leader of the U.S. civil rights movement. That summer, civil rights protests against discrimination in the South were growing in size and gaining national attention. In August, the largest peaceful protest Americans had ever seen—the March on Washington for Jobs and Freedom—took place in the nation's capital. Nearly 250,000 people on the National Mall heard King deliver what may be the most famous speech in American history.

“I say to you today, my friends . . . even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a

dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists . . . one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today! ”



PAGE 28: CHRISTIE'S IMAGES/CORBIS (LEFT); JOSEPH BETHMAN/CORBIS (MID); REHAB PAGE 21: FRANCIS HALLON/THE LIFE PICTURE COLLECTION/GETTY IMAGES (MARTIN LUTHER KING JR.)



What elements help make a speech great? Which of these speeches would you pick as the most powerful? Why?



Watch a video about Lou Gehrig's speech at scholastic.com/js.

Non-Fiction: Speak Up- 5 Speeches that Made History

Please answer with COMPLETE SENTENCES to receive full credit.

1. Explain what "speech is power" means.

2. What year did women get the right to vote? _____
3. How were women contributing to government even though they did not have the right to vote? Since they were doing this, it was especially unfair that they were not given the right to vote.

4. What was the biggest political debate going on in 1858 just before Lincoln took office? Do not just say slavery...

5. What did the Kansas-Nebraska Act say?

6. What does Lincoln mean when he says "a house divided cannot stand."

7. What did Chief Joseph surrender from?

8. How is Lou Gehrig "the luckiest man on the face of the earth" even though he was diagnosed with ALS?

9. Why did MLK cite the red hills of Georgia to make his argument? What point is he trying to make?

10. What part of his speech do you find to be the most powerful? WHY?

Alone in the Universe

By Jesse Kohn

Tell yourself as much as you want to that you don't believe in aliens, UFOs, or extraterrestrials, but until you've spent one night camping out in the desert near the airfield outside of Roswell, New Mexico, sleeping under an open sky so immense and glittering that the ground beneath you seems like little more than a speck of dust drifting through an auditorium, I won't believe you.

I certainly wasn't a 'believer.' I was in fifth grade, and our teacher took our whole class camping. Where he got the idea of Roswell, I'll never know. I knew this and that about Roswell, and considering what I knew, I wouldn't have opted to camp there if it was up to me.

My classmate Dillon, of course, disagreed. "The government doesn't want us to know," he whispered, "because the aliens want to give us special powers, and if we got special powers, well then, the government wouldn't be able to control our brains." We were in the back seat of the school bus, heading south.

"That's a bunch of bunk," said Dylan from the seat across the aisle.

Yes, there were two boys in my class with names that sounded the same, Dillon and Dylan. They were also both the best at playing sports and the two biggest boys in our class, and they both considered me, small as I was, a best friend. Strange as it was, that's just how it was with Dillon and Dylan and me.

Dillon said, "I bet you're just scared."

Dylan said, "I bet you're just gullible. There aren't any such things as aliens."

I remembered a TV show Dillon had once told me about. It was about a little girl who had woken up one night to find a ray of light brighter than the sun streaming through her window. She tried to scream, but she couldn't move her lips—her entire body was paralyzed. The ray of light lifted her right up out her bed, floated her through her window, and carried her into a flying saucer circling soundlessly outside her house. I didn't sleep for at least a week after Dillon told me that.

"Jesse?" said Dillon.

"Jesse?" said Dylan. "Hello? Earth to Jesse."

"Huh?" I said.

"Well, what do you think?" said both Dillon and Dylan at once.

"Aliens?" I said. "No way. I'm too old to believe in that kind of stuff."

We hiked the whole afternoon and cooked a big chili stew over a bonfire for dinner.

After dinner, Dillon, Dylan, and I climbed up on top of a ridge to watch the sun set while the rest of our class remained down below, digesting dinner. Along with the fading sunlight



faded my good humor. Night arrived, and with it my mounting terror of whatever might materialize in the expansive and star-speckled emptiness above us.

“How can you look out at all of that,” asked Dillon, “and honestly believe that there’s nothing out there that could still surprise us?”

“Not aliens again!” said Dylan.

I swallowed and said, “Are either of you scared by the idea of it at all?”

“Scared?” said both Dillon and Dylan at once. “Why would we be—?”

But neither Dillon nor Dylan finished that sentence—something was approaching from over the mountains. Though at first it was just a tiny speck of flashing light, no bigger than the stars around it, in a matter of seconds it was nearly right above us: a round disk, with orange and green lights rotating around it. I looked at Dillon and Dillon looked at Dylan and Dylan looked at me, and I’d never, in the seven years I’d known both of them, seen either of them looking so scared.

In that moment, I knew that we weren’t alone in the universe. When the UFO got closer, we all realized it was just a regular old airplane about to land in the nearby airfield. Well, even then I still knew we weren’t alone, and neither Dillon, Dylan, nor I—I can guarantee it—slept more than a moment during that long and memorable night.

Name: _____ Date: _____

1. Who claims that he “certainly wasn’t a ‘believer’” at the beginning of the story?

- A) Jesse, the narrator
- B) Dillon, one of Jesse’s friends
- C) Jesse’s fifth-grade teacher
- D) a pilot flying to an airfield near Roswell, New Mexico

2. What are the two main settings in this story?

- A) a school bus and an airfield near Roswell, New Mexico
- B) a school bus and the desert near Roswell, New Mexico
- C) the desert near Roswell, New Mexico, and Jesse’s house
- D) Jesse’s house and an airfield near Roswell, New Mexico

3. While on the bus to the campsite, Jesse recalls that he didn’t sleep for a week after hearing about a TV show in which aliens kidnap a little girl. But he tells his friends that he’s too old to believe in aliens.

What conclusion can you draw from this information?

- A) Jesse definitely believes aliens exist.
- B) Jesse doesn’t think he should believe in aliens.
- C) Jesse doesn’t believe in aliens at all.
- D) Jesse thinks everyone should believe in aliens.

4. Before Jesse and his friends see anything unusual while camping, how does Jesse feel about the idea of aliens?

- A) disbelieving and bored
- B) curious and excited
- C) confident and interested
- D) uncertain and scared

5. What is the main idea of this story?

- A) A boy goes camping near Roswell, New Mexico, with his classmates.
- B) A boy tries to convince his friends that aliens and UFOs exist.
- C) A boy becomes convinced that aliens, UFOs, and extraterrestrials are real.
- D) A gullible boy thinks a regular airplane is actually a UFO.

6. The passage begins with the following paragraph:

“Tell yourself as much as you want to that you don’t believe in aliens, UFOs, or extraterrestrials, but until you’ve spent one night camping out in the desert near the airfield outside of Roswell, New Mexico, sleeping under an open sky so immense and glittering that the ground beneath you seems like little more than a speck of dust drifting through an auditorium, I won’t believe you.”

Why might the author have started the story in this way?

- A) to express that the narrator of the story doesn’t trust the reader
- B) to give the reader a hint about what might happen later in the story
- C) to force the reader to think about the dust in auditoriums
- D) to convince the reader to go camping in the desert near Roswell, New Mexico

7. Choose the answer that best completes the sentence below.

Dillon firmly believes in aliens. _____, Dylan doesn’t believe in aliens at all.

- A) In contrast
- B) Similiarly
- C) Even though
- D) For example

8. Describe what Jesse, Dillon, and Dylan see approaching from over the mountains. Include at least two details from the story.

9. How does Jesse feel after he realizes that he has just seen a regular old airplane? Cite evidence from the text to support your answer.
