



common core

Performance Coach



Sample Lesson

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CONTENTS

Letter to the Student iv

STRAND 1: WORKING WITH LITERATURE 1

Lesson 1 Fiction 2

Lesson 2 Poetry 16

Lesson 3 Drama 28

Lesson 4 Analyze Literature 42

Strand 1 Review 56

Performance Task 65

STRAND 2: WORKING WITH INFORMATIONAL TEXTS 67

Lesson 5 Articles 68

Lesson 6 Persuasive Texts 82

Lesson 7 Historical Texts 98

Lesson 8 Scientific and Technical Texts 112

Lesson 9 Analyze Informational Texts 126

Lesson 10 Analyze Texts Across Genres 138

Strand 2 Review 152

Performance Task 161

Standards

RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5,
RL.8.6, L.8.4.a

RL.8.1, RL.8.4, RL.8.5, RL.8.6, L.8.5.a,
L.8.5.c

RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5,
RL.8.6, L.8.4, L.8.5.a

RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.9,
L.8.4.a–b, L.8.5.b

RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.6,
L.8.4.b, RST.6–8.7

RI.8.4, RI.8.5, RI.8.6, RI.8.8, RH.6–8.8,
RST.6–8.8

RI.8.4, RI.8.5, RI.8.6, RI.8.7, L.8.6,
RH.6–8.1, RH.6–8.2, RH.6–8.3,
RH.6–8.4, RH.6–8.5, RH.6–8.6,
RH.6–8.7, RH.6–8.9

RI.8.4, RI.8.5, RI.8.6, RI.8.7, L.8.6,
RST.6–8.1, RST.6–8.2, RST.6–8.3,
RST.6–8.4, RST.6–8.5, RST.6–8.6,
RST.6–8.7, RST.6–8.8, RST.6–8.9,
RST.6–8.10

RI.8.2, RI.8.3, RI.8.4, RI.8.8, RI.8.9,
L.8.6, RST.6–8.8

RL.8.5, L.8.5.b

Standards

STRAND 3: WRITING	163	
Lesson 11 Writing Foundations	164	W.8.1.a, W.8.1.c–e, W.8.2.a–f, W.8.3.a–e, W.8.4, W.8.5, L.8.1.a, L.8.3.a
Lesson 12 Write a Response to Literature	180	W.8.9, L.8.2.b
Lesson 13 Write a Narrative	196	W.8.3.a–e, L.8.2.a
Lesson 14 Research Skills	214	W.8.7, W.8.8, W.8.9, L.8.2
Lesson 15 Write an Informative or Explanatory Text . .	234	W.8.2.a–f, L.8.1.b, L.8.3.a
Lesson 16 Write an Argument	248	W.8.1.a–e, L.8.1.c, L.8.1.d, L.8.3.a
Lesson 17 Revise and Edit	264	W.8.5, L.8.1, L.8.2, L.8.3
Strand 3 Review	282	
Performance Task	290	
STRAND 4: LISTENING	293	
Lesson 18 Listen to Informational Presentations.	294	SL.8.2, SL.8.3, L.8.4.c, L.8.4.d
Lesson 19 Listen to Persuasive Presentations.	306	RI.8.3, RI.8.4, SL.8.2, SL.8.3
Strand 4 Review	318	
Performance Task	325	
Glossary	327	

Analyze Texts Across Genres

Student Edition pages 134–151

LESSON OVERVIEW

Objectives

Students will:

- demonstrate their understanding of the differences between fiction and nonfiction.
- compare and contrast two texts on the same subject.
- cite the text evidence that most strongly supports an analysis.
- explain how the differing structures of two texts contribute to each text's meaning and style.
- understand word relationships.

Discussion Questions

- ▶ Why do people read fiction? Why do they read nonfiction?
- ▶ What elements are common to all types of writing?
- ▶ Why might someone read two texts on the same topic?

Differentiation

Lesson Support Have students who struggle with identifying text structures read each passage twice. On the second read, suggest that they take notes in a simple graphic organizer or outline to help them clarify the text structure.

Students who have trouble finding commonalities in the two passages can skim "Persephone and the Seasons" and highlight information that they know is the same as in real life. Then they can compare just that information to the content of "Why Does Earth Have Seasons?"

Standards

RL.8.5, W.8.2.a, L.8.5.b

Key Terms

antonym

autobiography

biography

chronological

order

flashback

heading

historical fiction

literary

nonfiction

memoir

science fiction

synonym

Lesson Extension As a creative writing activity, have students make up their own *pourquoi* story that explains a natural phenomenon, such as the apparent movement of the sun across the sky. Ask them to identify elements in their stories that are based in fact and elements that are fanciful.

1 GETTING THE IDEA

Analyze Texts Across Genres

In this lesson, students will be asked to compare, contrast, and synthesize information from two texts, one literary and one informational. As you review this lesson, help students break down any analysis or synthesis tasks into manageable steps, emphasizing the topic, organization, and author's purpose.

Have students identify as many traits of fiction and nonfiction as they can. Record their answers on the board, and review the similarities and differences between genres. Then, choose a story the class has read together, and have students identify a nonfiction text that covers the same material.

► Fiction vs. Nonfiction

After students review the chart on Student Edition page 138 to identify the features that fiction and nonfiction have in common, explain that there are several types of texts that fall into a gray area between fiction and nonfiction. It might be more difficult to determine the exact genre of these texts. Understanding the purposes and features will help students know what to look for.

Tell students that the *Little House on the Prairie* series is an example of **historical fiction**, and ask them to name others. Discuss elements that are based on historical fact. Repeat for **science fiction**, citing examples that students are familiar with, such as *I, Robot* and *Ender's Game*. Discuss examples of **literary nonfiction (biographies, autobiographies, and memoirs)** and have students explain what those types of nonfiction have in common with fiction.

▲ **ELL Support** For English language learners who have difficulty with this lesson's academic vocabulary, display books or articles in different genres one at a time. Ask them to repeat after you: "This book is a [biography]. This is a [science article]."

► Analyze Subject Matter

Ask students to read the short passages on Student Edition page 139 and underline details about the subject matter that are similar (*women, female, soldier, and Union*). Students should write down the ways in which these passages are different. Ask for volunteers to give their answers, and compile a list of differences on the board. ("The Secret History...": factual overview, no opinions, broad third-person point of view, knowledgeable writer; "Susannah...": fictional soldier, third-person limited point of view, expresses emotion, sensory language)

Use students' responses to the Student Edition prompts to discuss how the nonfiction and fiction passages relate. Ask, "How does reading the first passage help you understand the second passage?" and vice versa. (For the nonfiction passage, a reader may wonder what it was like to be a female Civil War soldier. The fiction passage tells what one author envisioned. A reader of the fiction passage may wonder about other women who were secret soldiers and can find out by reading the nonfiction passage.)

Finally, have students consider the question at the bottom of Student Edition page 139: "How might [the passage] be different if it were written as a memoir from Sarah Edmonds's point of view?" (Students should suggest that it would read more like "Susannah Steps Up," revealing Edmonds's thoughts and feelings. It would give a more personal perspective.)

► Analyze Organization

After discussing the information on Student Edition page 140 with students, ask them to describe typical text structures for nonfiction and fiction. Record their responses on the board. Discuss how each structure contributes to a text's meaning and purpose. (Fiction is often told in **chronological order** so readers can follow the events. Sometimes **flashbacks** tell about the past. Nonfiction can use text and graphic features, such as **headings** and charts, to organize information.)

▲ **Common Errors** The text structure of a nonfiction passage may not be easily identifiable for students, especially if the author has used different organizational methods throughout the passage. Remind students to think about the purpose of the writing to help them determine its structure. They should select the most dominant structure. For example, an article that compares two animals will probably have a compare-and-contrast structure.

► Further Your Understanding

Students might find it challenging to analyze two different texts. Remind them to break down each text into manageable parts. This will aid in comprehension. Explain that analyzing multiple texts can give readers a more thorough understanding of the topic, since each text can provide new ideas and additional information. Encourage students to seek out additional sources for clarification.

▲ **Journal Prompt** When we are young, we believe many stories we later find out are fiction. Write a paragraph that retells a story you knew growing up. Then write a nonfiction paragraph revealing the truth behind that story.

Language Spotlight • Synonyms and Antonyms

Have students read the paragraph. Tell them to circle a **synonym** (*blazing*) and draw a box around an **antonym** for *sizzling* (*frigid*).

Remind students that when good readers come across an unfamiliar word, they look for synonyms and antonyms in the text to use as clues to the word's meaning. For example: *Sizzling* is an adjective that describes *heat* in the sentence. The word *frigid* describes cold, so we know that *frigid* and *sizzling* have opposite meanings. The word *blazing* is mentioned in contrast to the *frigid* night, so it is probably a synonym for *sizzling*. So *sizzling* means "blazing" or "very hot."

Standards Focus

Integrate Multimedia and Visuals To support standard **W.8.2.a**, suggest that students integrate multimedia and visual displays into their essays about "Why Does Earth Have Seasons?" and "Persephone and the Seasons." Have them do Web searches to find appropriate visuals and interactive displays, such as a video of the myth or an animation of Earth's orbit through the seasons. Students can use presentation software to publish their essays and embed these interactive elements to illustrate their comparisons.

2 COACHED EXAMPLE

Using the Passage

Students will read a nonfiction article about how the rotation and tilt of Earth cause the four seasons. Encourage students to draw on what they learned in **Getting the Idea** to analyze a text before comparing and contrasting it with a text in a different genre.



Text Complexity Details "Why Does Earth Have Seasons?"

Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Implied purpose, but easy to identify based on context; largely explicit connections between ideas; generally follows the conventions of the genre; text and graphic features enhance the reader's understanding of content; somewhat complex language that is occasionally domain-specific

Quantitative 870L

Reader-Text-Task The scientific topic and language may be difficult for some students to visualize, though some definitions and context are provided. The text has a clear structure and text and graphic features that clarify the content. Students will analyze the passage in preparation for comparing and contrasting this text with a Greek myth on the same topic.

Answers

1. This item has two parts. Students will identify the text structure used for the paragraph and to find textual evidence to support their choice.

Part A A

The first two sentences tell what people thought for thousands of years. The last two sentences tell what changed in the early 1540s.

Part B A, D, F

The paragraph uses time-order words throughout, including "for thousands of years," "Then, in the early 1540s," and "first step."

2. Students will circle the word in the paragraph that means the same as *rotates*.

Correct answer: Students should circle *spins*. This word is also a present-tense verb that tells how Earth turns on its axis.

3. This item has two parts. Students will identify the main idea of the paragraph and then explain how the supporting details develop the main idea.

Part A D

Students should look at both the first and last sentences of the paragraph.

Part B

Possible response: The supporting details explain that winter occurs because of Earth’s tilt. They tell how fewer of the sun’s rays can hit Earth’s surface and also that days are shorter. These reasons explain why winter is cooler than other seasons.

- Students will identify the author’s purpose, citing text evidence.

Possible response: The author’s purpose is to inform readers about the four seasons of the

year. The passage has many scientific facts and details to explain why the seasons occur. The author explains that “the seasons occur because of Earth’s tilt as it rotates and its motion as it revolves around the sun.” The areas of the Earth that are tilted toward the sun experience summer, while the parts of Earth tilted away from the sun experience winter. The author also describes how different scientists made important discoveries that helped to explain this phenomenon.

3 LESSON PRACTICE

Using the Passage

Students will complete the **Lesson Practice** independently. The **Reading Guide** helps students monitor their comprehension while they read. Students can take notes in the margins, mark up the text, or think about key ideas.

Text Complexity Details “Persephone and the Seasons”

Qualitative

LOW MIDDLE LOW **MIDDLE HIGH** HIGH

Layers of complex meaning; dense and complex language; requires moderate cultural/literary knowledge

Quantitative 1120L

Reader-Text-Task Some students may be familiar with this Greek myth, but others may find this myth’s setting, character names, and vocabulary challenging. Students will compare and contrast this text with a science text on the same topic.

Answers

- B
- B, D, F
- Part A** Students should underline the second sentence: “Eventually, Demeter’s sadness became so great that all the plants died for the winter, only coming back to life as she grew hopeful for Persephone’s spring return.”

Part B Possible response: “Why Does Earth Have Seasons?” explains that it is winter in the hemisphere of Earth that is tilted away from the sun.

- Possible response: The first sentence would be a better fit for “Persephone and the Seasons” because it uses figurative language and a metaphor to describe the seasons. The second sentence would be a better fit for “Why Does Earth Have Seasons?” because it uses scientific language.
- Part A** Students should complete the graphic organizer with “Persephone and the Seasons.”
Part B Possible response: “Persephone and the Seasons” features the characters Persephone, Demeter, and Hades. The plot opens in the middle of the action, when we learn that Demeter is distraught over her daughter’s disappearance. Then the story flashes back to when Hades stole Persephone and took her down to the underworld. From there on, suspense and tension build due to the conflict between Hades and Persephone and Hades and Demeter.
- Responses will vary. Refer to the scoring rubric on page xxiv. Top-scoring student responses should:
 - compare and contrast how each passage addresses the topic of the four seasons.
 - summarize each passage, explaining its purpose, genre, main idea, and theme.
 - discuss the language and structure of each passage.
 - include support from both passages.
 - follow a logical pattern of organization.
 - express ideas clearly and concisely.
 - use correct spelling, grammar, capitalization, and punctuation.

Analyze Texts Across Genres

1 GETTING THE IDEA

Authors may present information about a single topic in many different ways. Think about the topic of space travel. One author may write an informational text to give facts and details about the International Space Station. Another may write a science fiction story to tell a humorous tale about a family's vacation in outer space.

Fiction vs. Nonfiction

You already know that fiction can be completely made up, while nonfiction presents facts about the world. But fiction and nonfiction also have certain things in common. Here are some similarities and differences you may find.

Fiction	Both	Nonfiction
<ul style="list-style-type: none"> tells a story that is completely or partly made up by the author does not have to be based on facts 	<ul style="list-style-type: none"> may present information in the form of a story told from a certain point of view can include facts 	<ul style="list-style-type: none"> presents facts to support a main idea may tell a true story may be broken into informational sections separated by headings

Some types of fiction and nonfiction that resemble each other include the following.

- Historical fiction** tells a story based on a real event from the past or set in a real time or place from the past. It often includes both historical facts and made-up or exaggerated details.
- Science fiction** tells a story often set in the future, in space, or on another planet. It may include real-life details about science and technology.
- Literary nonfiction** includes **biographies**, **autobiographies**, and **memoirs** that tell true stories about real-life events or subjects. Authors use storytelling techniques like plot development, suspense, and conflict to engage the reader.

Analyze Subject Matter

Authors may use factual details from informational texts as a basis for their stories. What distinguishes a text as fiction are the additional made-up details an author adds to the underlying facts. In a fictional text, an author may embellish, or exaggerate, details to make a story more interesting.

Read each passage below. One is nonfiction, and one is historical fiction. Pay attention to the setting, topics, writing style, points of view, and people involved in both. Underline any similarities you notice.

The Secret History of Female Civil War Soldiers

Technically, women were not allowed to fight in the Civil War. But that didn't stop an estimated four hundred to one thousand from trying. These brave women disguised themselves as men to work as scouts, spies, and soldiers in active combat. Many remained undetected as they fought alongside men in major Civil War battles.

Sarah Edmonds was one of these soldiers. She took on the name Franklin Thompson and fought on the Union side. She was known to ride a horse through battlefields for up to twelve hours, delivering messages to Union generals.

Susannah Steps Up

This morning, getting ready to leave home was quite different for Susannah. She hid her newly cut hair in a slouch hat and rubbed dirt on her pale cheeks. She pulled her legs, which were used to stockings, skirts, and petticoats, into rough wool breeches. She looked in the mirror and let out a shaky breath.

"Be strong," she whispered to her reflection. "Know who you are."

From now on, she would be known as Nathaniel. Today she would join the Union Army to fight for her country as a secret female soldier.

Now think about how the two passages are different. For example, which passage *tells* more and which one *shows* more? How might the author of the fiction piece have used details from an article such as the first one to write the story? On a separate piece of paper, write down any differences you noticed about how these passages are written and the point of view from which they are told.

Finally, think about another way this subject may have been presented. How might it be different if it were written as a memoir from Sarah Edmonds's point of view?

Analyze Organization

Nonfiction and fiction texts may be organized, or structured, differently. But both try to present their text in a way that a reader can follow and understand.

In fiction texts, text is organized in a way that will best tell a story.

- It may be broken up into chapters that tell different parts of the plot.
- It may be told in **chronological**, or time, order. It may also use **flashbacks** to tell you about a character's past.

In nonfiction texts, text is organized in a way that will best inform a reader.

- Shorter nonfiction texts may be broken up into chunks with subtitles or **headings**, which are titles that summarize the material to follow in a section.
- Longer nonfiction texts may be broken up into chapters that give different types of information or tell different parts of a true story or event.
- A text may include graphics, charts, or lists to help present information. For example, a text about the Civil War might include a timeline of Civil War events.

Further Your Understanding

When you read two or more texts that are related, gather relevant details from each text and notice how they build on or expand the ideas in the other texts. For example, if you are reading about the invention of the telephone, you may learn details about how the telephone worked from a nonfiction text. Then, a fictional account of the events may expand on the facts by showing how people felt when they first used a telephone. Synthesizing information across the related texts can help you form a better understanding of the topic.

Language Spotlight • Synonyms and Antonyms

Synonyms are words with almost the same meaning. **Antonyms** are words with opposite meanings. Authors may include synonyms and antonyms in a section of text to emphasize important concepts or details for the reader.

Read the paragraph below. Circle a synonym and draw a box around an antonym for the underlined word.

The afternoon's sizzling heat was a distant memory as the campers shivered in the frigid desert night air. They huddled around a campfire waiting for the blazing sun to return.

How is the desert different at night? How do the synonyms and antonyms in these sentences emphasize this point?

Read the passage.

Why Does Earth Have Seasons?

Most people have a favorite season in the year. Some enjoy the colorful buds of spring and others prefer the changing leaves of fall. Some would rather bask in the heat of summer than shiver in the chill of winter. Yet, did you ever wonder what causes the seasons, or how different places on Earth can experience opposite seasons at the same time?

The Four Seasons

The four seasons—winter, spring, summer, and fall—are the four divisions of the year. Each one has its own characteristics of weather, temperature, ecology, and number of daylight hours. There is no such thing as a typical season though. The properties depend a lot on location. Summer in Alaska, for example, can be colder than winter in Florida.

Talkin' About Revolution

For thousands of years, people saw the sun rising and setting. That motion made them think that the sun orbited, or revolved around, Earth. Then, in the early 1540s, a Polish astronomer and mathematician named Copernicus published papers that showed that Earth really revolved around the sun. This discovery was the first step toward understanding the seasons.

Turn, Turn, Turn

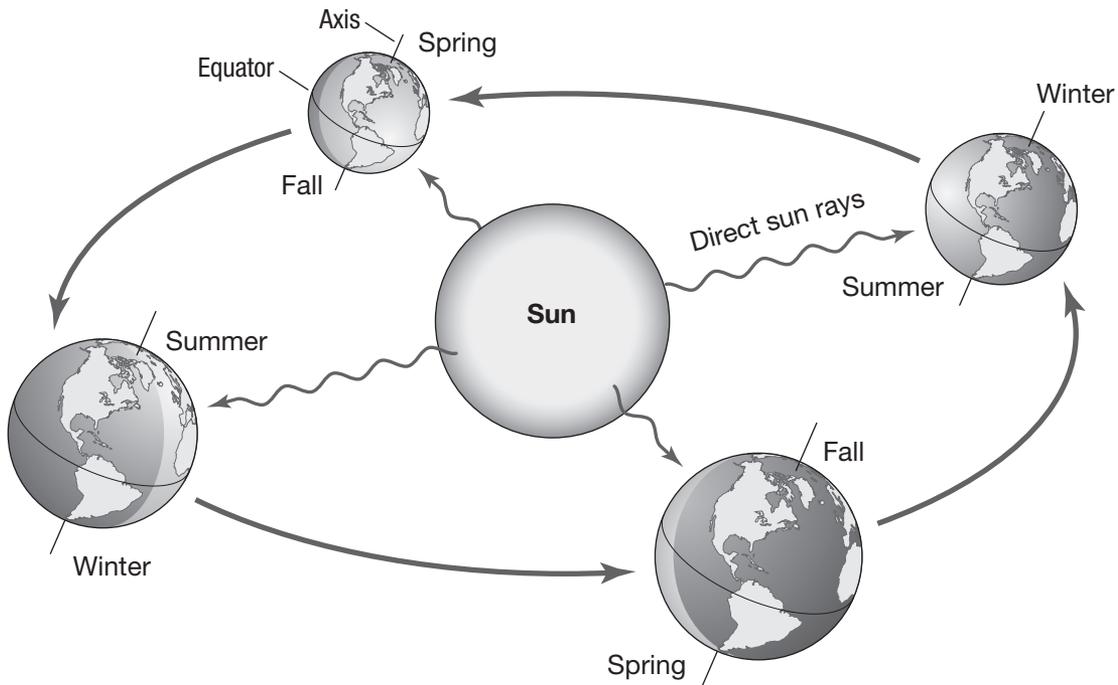
The other key discovery that explains the seasons is that Earth is tilted. Earth revolves around the sun along a flat plane, like a marble rolling around on a tabletop. If Earth were not tilted, the axis—the imaginary line around which Earth rotates—would point straight up from that plane. Instead, Earth looks tipped over a bit. Earth spins around a celestial pole that points 23.5° away from a line perpendicular to the plane.

Astronomer Johannes Kepler is credited with first understanding Earth's tilt. In 1609, he figured out three key laws describing planetary motion. His laws explain how Earth moves, including its tilt.

Seasons in the Sun

The seasons occur because of Earth's tilt as it rotates and its motion as it revolves around the sun. On the part of Earth that tilts toward the sun, it is summer. In those places, sunlight travels more directly toward the surface, like a flashlight shining from directly overhead. Days are longer. More heat reaches the surface, so temperatures are higher.

Winter occurs on the side that is tilted away from the sun. Sunlight beams onto Earth's surface at a flatter angle. More rays scatter and don't reach the surface. Days are shorter. These factors mean that less energy from the sun reaches Earth's surface in winter. Therefore, it is cooler.



This diagram shows Earth's tilt as it rotates and revolves around the sun. Earth's hemispheres experience opposite seasons. When it is summer in the Northern Hemisphere, it is winter in the Southern Hemisphere.

All or Nothing

There are no seasons at the equator. Every day there, sunlight hits Earth at pretty much the same angle and for the same number of hours. Things get more extreme farther away from the equator. At the poles, it is dark all winter. The pole that is tilted away from the sun receives no sunlight at all. In summer, however, the sun never sets!

Answer the following questions.

- 1** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Reread the section “Talkin’ About Revolution.” Which choice **best** describes how the paragraph is organized?

- A. chronological order
- B. main idea and detail
- C. problem and solution
- D. part to whole

Part B

Which words from the section help the reader identify that structure? Select **all** that apply.

- A. For thousands of years
- B. rising and setting
- C. the sun orbited, or revolved around, Earth
- D. Then, in the early 1540s
- E. This discovery
- F. first step

Hint Reread this paragraph in the passage, looking for transition words that indicate structure.

- 2** Circle the word in the paragraph that is a synonym for rotates.

The other key discovery that explains the seasons is that Earth is tilted. Earth revolves around the sun along a flat plane, like a marble rolling around on a tabletop. If Earth were not tilted, the axis—the imaginary line around which Earth rotates—would point straight up from that plane. Instead, Earth looks tipped over a bit. Earth spins around a celestial pole that points 23.5° away from a line perpendicular to the plane.

Hint Synonyms are words with similar meanings. Since *rotates* is a present-tense verb, its synonym will also be a present-tense verb.

3 Read this paragraph and all parts of the question before responding.

Winter occurs on the side that is tilted away from the sun. Sunlight beams onto Earth's surface at a flatter angle. More rays scatter and don't reach the surface. Days are shorter. These factors mean that less energy from the sun reaches Earth's surface in winter. Therefore, it is cooler.

Part A

What is this paragraph **mainly** about?

- A. why Earth has a tilt
- B. why winter is different from summer
- C. why winter days are shorter
- D. why it is cooler in winter

Part B

Explain how the other sentences in this paragraph develop the main idea.

Hint Though the term *main idea* may refer to the most important idea in an entire passage, it may also refer to the most significant idea in a paragraph.

4 What is the author's purpose for writing this passage? Use details from the text to support your response.

Hint Consider what the author wants readers to gain from reading this text. Is the main purpose of the passage to entertain, describe, inform, or persuade?

Use the Reading Guide to help you understand the passage.

Persephone and the Seasons

adapted from The Iliad

Reading Guide

What is the first setting mentioned in the story?

What is the second setting, and how is it different from the first?

The story is a retelling of a Greek myth about how the four seasons came to be. This myth was most likely first told in the seventh century BCE and reflects beliefs about seasons from that time period.

Demeter, goddess of the harvest, was distraught. Her beloved daughter, who knew all the flowers by name, and whose laughter once rang through the valleys like the twinkle of distant bells, had disappeared.

It had happened on a dazzlingly sunny day—back then, every day was warm, and Earth had never experienced frost, sleet, or snow. All the flowers in the world were always in full bloom, and the fruit trees were always heavy with apples, figs, and plums. Demeter’s grown daughter, Persephone, had been picking flowers in the meadow. As she pulled a lone daisy from the earth, the ground began to rumble and shake. A rift appeared, then widened, and out of it sprang a sleek, horse-drawn carriage commandeered by Hades, god of the underworld. Demeter watched in horror as her daughter was snatched from the valley and carried deep into the dark depths of the world below Earth. As Persephone disappeared, crying out for her mother, the ground sealed itself as if it had never been split.

Down in the underworld, Hades immediately professed his love for Persephone, but his confession was met with silence, and then tears. Longing to see her smile, or to hear just one second of her famous laughter, he showered her with gold forged in the fires of the underworld, while begging her to be queen of his vast kingdom. But Persephone, in her sorrow, couldn’t bear to listen. She was heartsick for her mother and the bright, blooming Earth she had left behind.

Reading Guide

Why does Persephone stare at the fire?

What do the fields and the plants look like after Demeter stops doing her job?

Notice how each character's traits influence the events of the plot.

How many seeds does Persephone eat? What could these seeds signify?

Nothing could grow in the depths of the underworld, whose darkness was interrupted only by lamplight and fire. With eyes hungry for color, Persephone spent entire days staring at the red and yellow flames, remembering the fields above that burst with poppies and daffodils. Despite Hades' begging, she refused to eat, for legend told that if one ate in the underworld, one would be doomed to remain there forever.

Each day more desperate to win her heart, Hades journeyed up to Earth to bring back some of the flowers that Persephone loved so much. But what he found there shocked him. There were no flowers to be seen, and no colors either. The trees had shriveled and hardened into rock; the plants were as gray as ashes.

Ever since Persephone had disappeared, Demeter, in her deep depression, neglected her work of keeping the world's greenery alive. Instead, she donned black robes and roamed the countryside in the guise of a human, moaning her sorrow to anyone who would listen. Meanwhile, the barley fields grew as dry as the throat of a desert wanderer. The grapes, once plump and brilliantly violet, now fell from their vines each time Demeter shed a tear.

Seeing the destruction, Hades called upon his brother Zeus, the all-powerful king of the gods. Since Persephone had disappeared, Zeus had watched the beautiful fields of his kingdom turn from green to brown, while the people who tended them grew hungrier and hungrier.

"You must allow Persephone to return to our world," Zeus demanded, "Demeter is miserable and our people will soon starve."

But the thought of losing Persephone was a poison arrow to Hades' heart.

"Never," he bellowed, boarding his chariot once more and descending through the ground into his kingdom.

When Hades arrived, all the ghosts of the underworld ran up to meet him.

"She has eaten," they cried, pointing to a blood-red pomegranate that Persephone had broken open, "Now she must stay forever and keep us company."

"Please," Persephone cried, "I only ate four seeds because I was so thirsty. It was so little—I ate just what I needed to stay alive. Please let me go back to my world, if only to say goodbye to my mother."

Reading Guide

What explanation does the story give for why there are four seasons?

How do Demeter's moods relate to the features of spring, summer, winter, and fall?

She grasped Hades' hand as her tearful eyes implored him to understand. And at that moment, for the first time, Hades truly understood how unhappy she would be if she had to spend all her days in the underworld. He promised that he would talk to Zeus that day.

Up on Earth, Hades, Zeus, and Demeter discussed a deal: they decided that Persephone would spend half the year above ground and then return to the underworld for the other half. Everyone agreed that Demeter would be happy to have her daughter back, while the ghosts of the underworld would be grateful for Persephone's sunny laughter in their dark and dreary home.

To symbolize the four pomegranate seeds Persephone had eaten, Earth would now have four seasons, called winter, spring, summer, and fall. Persephone would spend spring and summer on Earth with her mother, as the flowers bloomed and plant life flourished. In fall, she would return to the underworld, and remain there through the winter.

Though overjoyed to have her daughter back for spring and summer, Demeter grew sorrowful each fall. As she missed Persephone more and more, the leaves on the trees took on the fiery red and orange hues of the underworld's flames before finally falling one by one. Eventually, Demeter's sadness became so great that all the plants died for the winter, only coming back to life as she grew hopeful for Persephone's spring return.

Answer the following question.

- 1 Read the sentence from the passage and the question that follows.

With eyes hungry for color, Persephone spent entire days staring at the red and yellow flames, remembering the fields above that burst with poppies and daffodils.

What does the phrase “hungry for color” tell you about Persephone’s state of mind?

- A. She knows that the people on Earth have been hungry since she disappeared.
- B. She misses the bright surroundings of her home and is unhappy in the underworld.
- C. The four pomegranate seeds she ate weren’t enough to fill her.
- D. She likes only flowers that are yellow and orange.

Answer the following questions about both passages in this lesson.

- 2 Which of these statements are true of **both** “Why Does Earth Have Seasons?” and “Persephone and the Seasons”? Circle **all** that apply.
- A. Both are broken into sections that contain different scientific facts.
 - B. Both give an explanation of why the seasons occur.
 - C. Both agree that in the beginning of the world, there were no seasons.
 - D. Both discuss four seasons—winter, spring, summer, and fall.
 - E. Both use similes to help readers imagine what fall looks like.
 - F. Both give readers an idea of people’s beliefs about seasons in different time periods.
 - G. Both discuss the sun’s role in the changing seasons.

- 3 Read all parts of the question before responding.

Part A

Read the sentences from “Persephone and the Seasons” below. Underline the sentence that gives an explanation of why winter occurs.

As [Demeter] missed Persephone more and more, the leaves on the trees took on the fiery red and orange hues of the underworld’s flames before finally falling one by one. Eventually, Demeter’s sadness became so great that all the plants died for the winter, only coming back to life as she grew hopeful for Persephone’s spring return.

Part B

How does this explanation differ from the explanation of why winter occurs in “Why Does Earth Have Seasons?” Write your answer on the lines below.

- 4 Read the sentences below and the directions that follow. As you read, pay attention to the type of language each sentence uses.

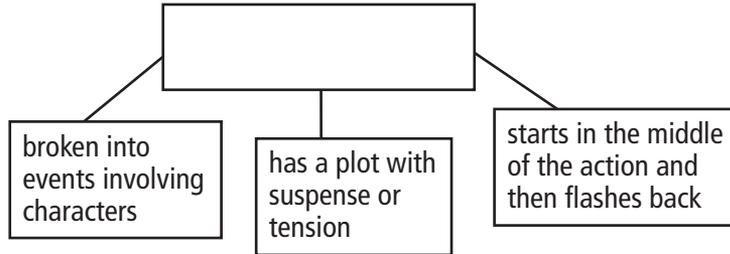
- 1. Soon, the icy breath of winter would arrive, sending shivers through the balding trees.**
- 2. While the orbit of Earth has little effect on the seasons, the tilt of Earth does.**

Based on the type of language in each sentence, which would be a better fit for “Why Does Earth Have Seasons?” and which would be a better fit for “Persephone and the Seasons”? Explain your reasoning on the lines below.

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

Part A

The graphic organizer below describes the structure of one of the passages you read: “Why Does Earth Have Seasons?” or “Persephone and the Seasons.” Read the descriptions, and fill in the name of the passage whose structure they describe.



Part B

How does the passage you chose in Part A fit the structure described in the graphic organizer? Use details from the passage to support your response.

Write your answer on the lines below.
