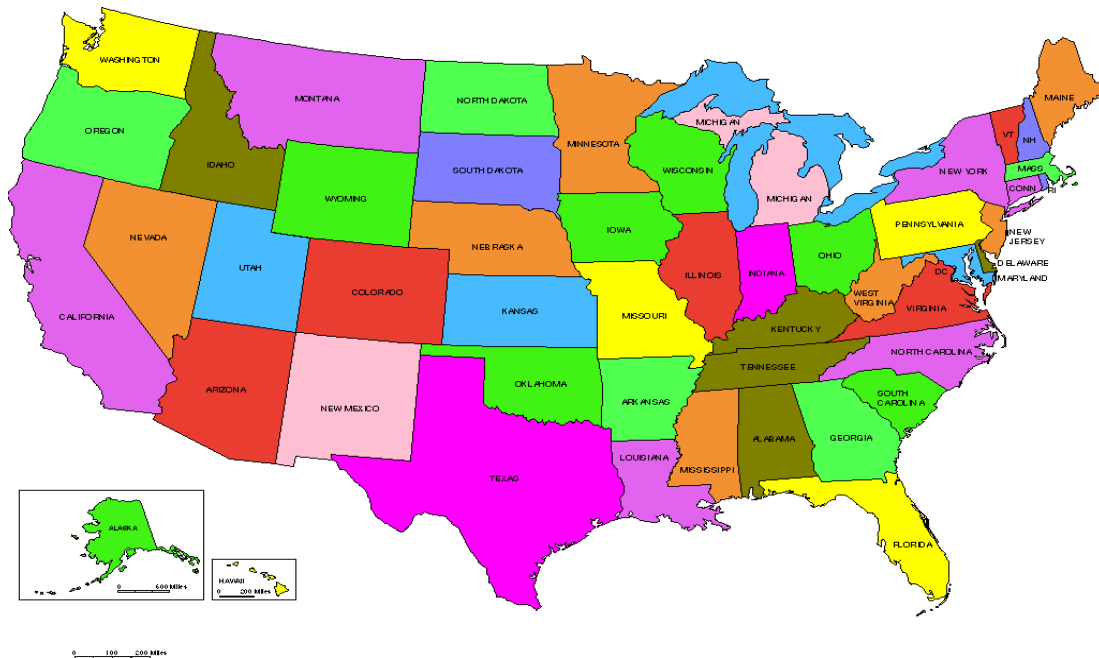


Grades 3-5 Social Studies for May 11-21



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

NOTICE

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Be sure to indicate subject and title of assignment. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work. Grades for the semester are being entered on May 21.

If you need additional resources to support virtual learning, please visit:
<https://www.slps.org/extendedresources>



St. Louis Public Schools

Continuous Learning Plans

Grades 3-5 Social Studies Plans

WEEK 8	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Instructional Activities <i>What needs to be done in order to learn the material?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Assessment / Assignment* <i>How will you show your teacher that you learned the material?</i>
Monday May 11	Students will be able to identify Missouri citizens who have made contributions to our state and country and describe the historical significance of their contributions.	1. Read the passage. 2. Using the information, fill in the answers on the document with questions.	George Washington Carver	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
Tuesday May 12	Students will be able to identify Missouri citizens who have made contributions to our state and country and describe the historical significance of their contributions.	1. Read the passage. 2. Using the information, fill in the answers on the answer sheet.	Tennessee Williams	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
Wednesday May 13	The student will identify and explain the major purposes of the U.S. Constitution	1. Read the passage. 2. Using the information, fill in the answers on the answer sheet.	The Declaration of Independence	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
Thursday May 14	The student will be able to identify the political, economic, and social reasons that created change after the Civil War and Reconstruction.	1. Read the passage. 2. Using the information, fill in the answers on the answer sheet.	Slavery, the Civil War and Reconstruction	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
Friday May 15	Students will explain the impact of settlement by Europeans on Native Americans.	1. Read the passage. 2. Using the information, fill in the answers on the answer sheet.	They Call Them Apaches	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.

For questions related to this instructional plan, please contact:

Glenn Barnes
Social Studies Curriculum Specialist
glenn.barnes@slps.org

**Please be prepared to submit these assignments to your teacher upon returning to school.*



St. Louis Public Schools Alternate Instructional Plans 3-5 Social Studies Plans

WEEK 9	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Instructional Activities <i>What needs to be done in order to learn the material?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Assessment / Assignment* <i>How will you show your teacher that you learned the material?</i>
Monday May 18	Students will identify the role immigrants play in our society.	1. Read the passage. 2. Using the information, fill in the answers on the answer sheet.	Immigration	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
Tuesday May 19	Students will explain how the role of women has shifted since our founding.	1. Read the passage. 2. Using the information, fill in the answers on the answer sheet.	The Role of Women	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
Wednesday May 20	Students will identify the impact of World War 1 and The Depression had on our history.	1. Read the passage. 2. Using the information, fill in the answers on the answer sheet.	World War I and The Great Depression	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
Thursday May 21	Students will identify the impact of the bombing of Pearl Harbor.	1. Read the passage. 2. Using the information, fill in the answers on the answer sheet.	Day of Infamy	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.

**Please be prepared to submit these assignments to your teacher upon returning to school.*

For questions related to this instructional plan, please contact:

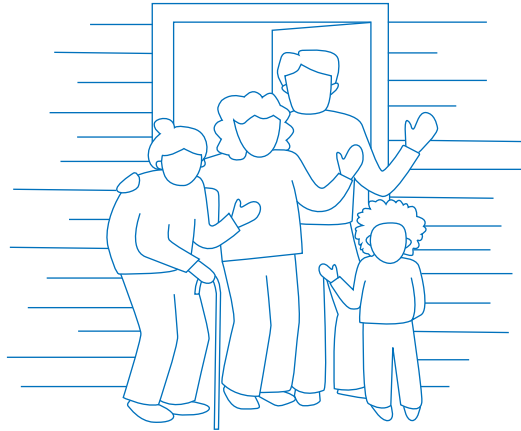
Glenn Barnes
Social Studies Curriculum Specialist
glenn.barnes@slps.org

CENSUS 101: WHAT YOU NEED TO KNOW

The 2020 Census is closer than you think!
Here's a quick refresher of what it is and why it's essential that everyone is counted.

Everyone counts.

The census counts every person living in the U.S. once, only once, and in the right place.

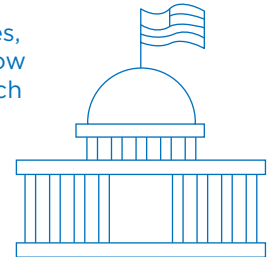


It's in the constitution.

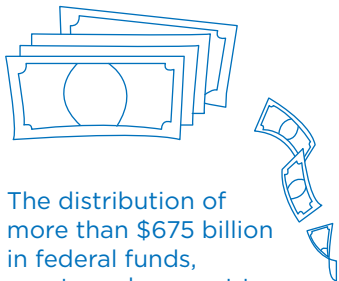
The U.S. Constitution mandates that everyone in the country be counted every 10 years. The first census was in 1790.

It's about fair representation.

Every 10 years, the results of the census are used to reapportion the House of Representatives, determining how many seats each state gets.

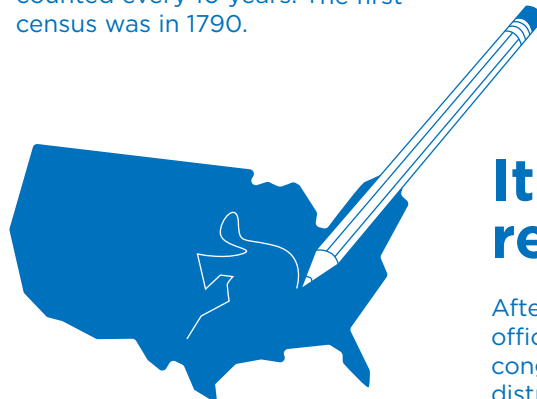


It's about \$675 billion.



The distribution of more than \$675 billion in federal funds, grants and support to states, counties and communities are based on census data.

That money is spent on schools, hospitals, roads, public works and other vital programs.

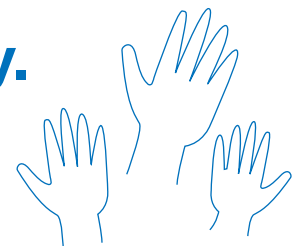


It's about redistricting.

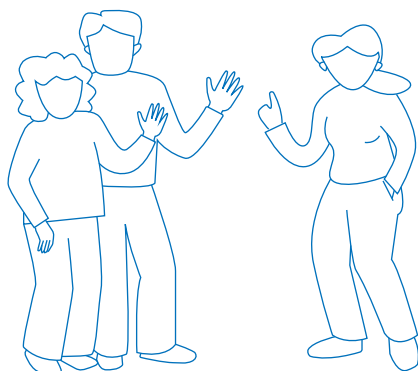
After each decade's census, state officials redraw the boundaries of the congressional and state legislative districts in their states to account for population shifts.

Taking part is your civic duty.

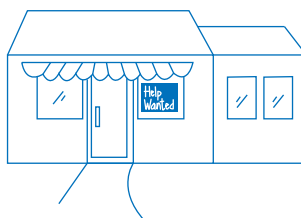
Completing the census is mandatory: it's a way to participate in our democracy and say "I COUNT!"



Census data are being used all around you.

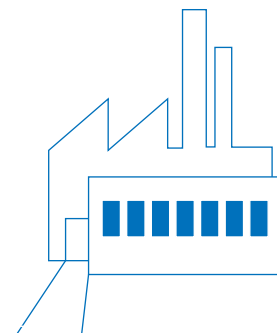
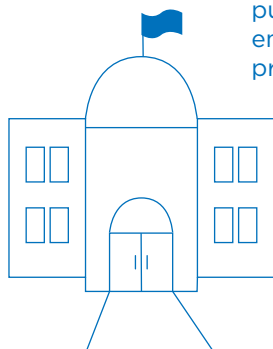


Residents use the census to support community initiatives involving legislation, quality-of-life and consumer advocacy.



Businesses use census data to decide where to build factories, offices and stores, which create jobs.

Local governments use the census for public safety and emergency preparedness.



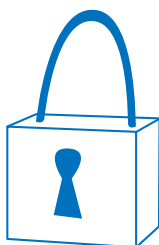
Real estate developers use the census to build new homes and revitalize old neighborhoods.



Your privacy is protected.

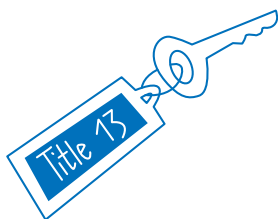
It's against the law for the Census Bureau to publicly release your responses in any way that could identify you or your household.

By law, your responses cannot be used against you and can only be used to produce statistics.



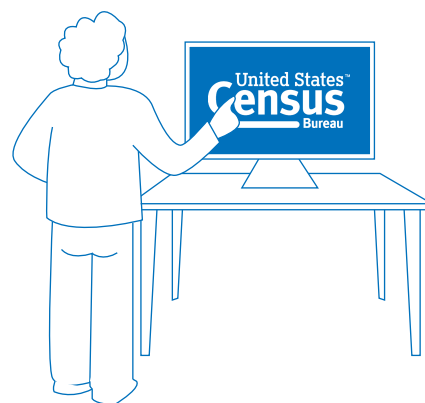
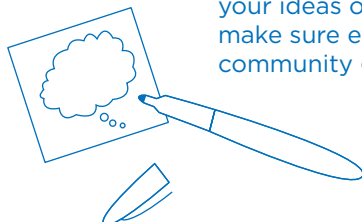
2020 will be easier than ever.

In 2020, you will be able to respond to the census online.



You can help.

You are the expert—we need your ideas on the best way to make sure everyone in your community gets counted.



Famous African Americans - George Washington Carver

by ReadWorks



George Washington Carver was a distinguished African-American scientist, inventor, and researcher. He is best known for the many uses he came up with for the peanut. George Washington Carver performed scientific experiments on peanuts and made many useful products from them, including dyes, shampoo, and soap.

George Washington Carver was born a slave during the Civil War. He never knew his parents. When he was very young, Carver was freed from slavery. He wanted to get an education. He decided to work at lots of jobs so he could afford school. He worked as a cook and a janitor. He even took in laundry, washing clothes to make money.

In 1894, Carver received a degree in agriculture from Iowa State University. He was very talented in his field. He became a professor at the Tuskegee Institute in Alabama. There, he was a leading expert in agriculture. He conducted lots of experiments. He also worked hard to improve race relations. Today, he is remembered as an important inventor and educator.

Name: _____ Date: _____

1. George Washington Carver is most famous for working with

- A. cotton.
- B. peaches.
- C. peanuts.
- D. tobacco.

2. What did Carver do so he could afford to get an education?

- A. He invented peanut butter so he could sell it.
- B. He worked many jobs like cooking and laundry.
- C. He conducted scientific experiments.
- D. He became a professor at the Tuskegee Institute.

3. Based on the text, what can be concluded about what Carver thought about getting an education?

- A. Carver thought getting an education would have no impact on his life.
- B. Carver thought getting an education was going to be harmful to him.
- C. Carver thought getting an education was very important.
- D. Carver did not think getting an education was very important.

4. Read the sentences: "He became a professor at the Tuskegee Institute in Alabama. There, he was a leading expert in agriculture."

The word **leading** means

- A. very important
- B. starting to struggle
- C. as an assistant
- D. becoming forgotten

5. This passage is mostly about

- A. why peanuts were interesting to Carver
- B. Carver's life and accomplishments
- C. the different sciences that Carver studied
- D. Carver's different scientific experiments

6. Where did George Washington Carver become a professor?

7. Based on information in the text, describe George Washington Carver's character. Use information from the text to support your answer.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Carver worked many jobs _____ he could afford to go to school

- A. since
- B. so
- C. though
- D. because

Tennessee Williams

by ReadWorks



Photograph of Tennessee Williams

Tennessee Williams was born on March 26, 1911, in Columbus, Mississippi. Tennessee's father was frequently absent due to his job as a salesman, but his mother was extremely supportive. Overall, Williams loved growing up in the country and has described those early days as very happy and simple. After moving to St. Louis, Missouri, however, everything changed for him. Tennessee did not like the busy city lifestyle and he desperately missed the slower lifestyle of his previous home. His parent's marriage was also tumultuous, which only increased his nostalgia for the old days. To make matters worse, Tennessee's father pushed him into a sales career that he absolutely despised. Tennessee eventually suffered a nervous breakdown in his early 20s.

After recovering from his nervous breakdown, Tennessee attended the University of Iowa and ended up graduating in 1937. Soon after, Tennessee moved south to New Orleans, where he

began to write more seriously. He drew inspiration from his childhood, his family life, and the bustling city around him. One of his most famous plays, *The Glass Menagerie*, seems to parallel some aspects of Tennessee's youth and young adulthood. Like Tennessee, the protagonist works in a factory job that he hates while harboring the hope that he will one day be a writer.



Photograph of a Broadway production of The Glass Menagerie

Tennessee's plays have received many awards and have been adapted for the motion pictures. His most successful play, *A Streetcar Named Desire*, earned him a Pulitzer Prize, the highest award for creative writing.



Photograph of cast from A Streetcar Named Desire film

Name: _____ Date: _____

1. What was Tennessee Williams famous for?

- A. talking about his childhood
- B. improving factory life
- C. being a great salesman
- D. writing plays

2. What does this text describe?

- A. Tennessee Williams' childhood and his journey towards becoming a famous playwright.
- B. Tennessee Williams' most successful play, *A Streetcar Named Desire*, and the prize that it won.
- C. Tennessee Williams' horrible career as a salesman.
- D. Tennessee Williams' parents' tumultuous relationship.

3. Read these sentences from the text.

"Tennessee's father was frequently absent due to his job as a salesman, but his mother was extremely supportive."

[. . .]

"His parent's marriage was also tumultuous, which only increased his nostalgia for the old days. To make matters worse, Tennessee's father pushed him into a sales career that he absolutely despised."

What conclusion does this information support?

- A. Tennessee had a great relationship with both his mother and father.
- B. Tennessee's mother was more supportive than his father.
- C. Tennessee hated his mother.
- D. Tennessee never spoke to either of his parents.

4. What best describes the way Tennessee felt during his early 20s?

- A. comfortable
- B. joyful
- C. unhappy
- D. successful

5. What is the main idea of this text?

- A. Tennessee Williams' most successful play was *A Streetcar Named Desire*, which earned him a Pulitzer Prize, or the highest award for creative writing.
- B. Tennessee Williams had a rough childhood, however, later on in life he became an award winning writer for writing plays inspired by his rough childhood, family life, and the city around him.
- C. Tennessee Williams desperately missed the slower lifestyle of his childhood when he worked as a salesman in St. Louis Missouri. He ended up suffering a nervous breakdown in his early 20s.
- D. Tennessee loved living in the countryside much more than living in the busy city because the countryside was happy and simple.

Colonization & Revolutionary War - The Declaration of Independence

by ReadWorks



During the years right before the Revolutionary War, more and more colonists wanted independence. Patriots gave speeches urging the colonists to take up arms and fight the British tyrants. Patrick Henry, a patriot from Virginia, gave a famous speech to the legislature of his state. Patrick Henry proclaimed: "I know not what course others may take; but as for me, give me liberty or give me death!"

As fighting from the war spread, many more colonists became convinced they needed to cut ties with Britain. They still considered themselves British, but the king was not respecting their rights. They stood together as colonists to defend themselves and their interests. Before long they would call themselves Americans.

On May 10, 1775, representatives from every colony met at the Second Continental Congress in Philadelphia. They gathered in response to the battles of Lexington and Concord. The representatives agreed the time for negotiating with Britain was over. They decided that the Congress should rule the colonies and they should declare independence. The Continental Army was formed, and George Washington was named its leader. Washington came up with a plan to battle the British troops.

Thomas Jefferson drafted the Declaration of Independence. It took him a little more than two weeks. Although he was only 33 years old, Jefferson eloquently wrote why the colonists did not want British rule. He listed all of the rights that every man deserved. He wrote that Britain was denying the colonists these rights. The Declaration of Independence clarified the values of the colonists. The war was not just about taxes. It was about freedom. It was about the relationship of any government to its people. Finally, the war was about the responsibility of the government to protect the rights of the people.

Name: _____ Date: _____

1. How long did it take Thomas Jefferson to write the Declaration of Independence?
 - A. It took him seven days.
 - B. It took him two weeks exactly.
 - C. It took him a little more than two weeks.
 - D. It took him a month.

2. What caused representatives to meet at the Second Continental Congress?
 - A. The battles of Lexington and Concord, Massachusetts
 - B. They wanted to negotiate with the British
 - C. They wanted to write the Declaration of Independence
 - D. The need to clarify the colonists' relationship with England

3. Why does the author most likely say, "the time for negotiating with Britain was over"?
 - A. The sides would have to fight rather than talk.
 - B. The war for independence was coming to an end.
 - C. The British had run out of time and lost control.
 - D. The Americans no longer wanted to gain independence.

4. Read the following sentences: "The Declaration of Independence clarified the values of the colonists. The war was not just about taxes. It was about freedom."

The word **clarified** means

- A. changed
- B. made improvements to
- C. drew pictures of
- D. made easier to understand

5. The passage "The Declaration of Independence" is mostly about

- A. famous declarations of independence throughout history and how the United States' was different.
- B. the Second Continental Congress and the states that were there.
- C. what led up to the Declaration of Independence being written and what it was about.
- D. the process of writing the Declaration of Independence and the people who were involved.

6. What did the representatives agree to at the Second Continental Congress?

7. Based on the passage, explain why Patrick Henry said, "give me liberty or give me death!"

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The Americans needed to explain their reasons, _____ Thomas Jefferson wrote the Declaration of Independence.

- A. because
- B. after
- C. so
- D. although

Slavery, the Civil War, and Reconstruction: Slavery in the Territories

by ReadWorks



political map of the United States, 1856

Before the Civil War, the nation was already divided. The country was divided over the issue of slavery. In the North, there were fewer slaves than in the South. There were mostly shops and industries that did not need slave labor in the North. In the South, large plantation owners kept many slaves to work the fields and even serve in the houses. So why couldn't the North and the South just agree to be different?

Slavery became a moral issue. More and more Northerners were against the idea of owning people as if they were property. At first they let slavery continue in the South. But in 1860 America was growing. People were moving west to new territories. As the territories gained more and more people, they could ask to be an official state of the United States of America. Would these new states allow slavery? In answer to this question, Northerners yelled "NO!" But Southerners yelled, "YES!"

There were many fights in Congress about slavery in the territories. At first, Congress made a compromise (the Missouri Compromise of 1820). They decided to keep a balance. All territories below the line of latitude 36°30' would be slave states, like the southern states that were their neighbors. All states above 36°30' would be free. No slavery would be allowed in these states.

But the compromise did not work for long. Senators needed another idea to keep the balance of slave states and free states. They decided to let people in the territories vote to decide for themselves whether or not they would be free. The voting idea was a disaster. On the night before the vote that would determine whether Kansas would be a free state or a slave state, thousands of men from Missouri spent the night in Kansas. These men wanted Kansas to have slavery, so they sneaked in to vote. Northerners called these men "border ruffians." The next day, they voted. They did not really live there, so their votes should not have counted. When the results came back, Kansas was voted a slave state.

The United States government did nothing to stop the madness, but there was a new fight over slavery in the United States Senate. One day a Senator from Massachusetts, Charles Sumner, stood on the Senate floor and gave a long, heated speech about the morality of the North and the evil injustice of the South. He said that Southerners were all horrible and devilish. He was especially mad at southern Senators, including Andrew Butler from South Carolina. Two days later Senator Butler's cousin showed up in the Senate. His name was Preston Brooks. Brooks took his cane and started beating Charles Sumner over the head! A fight had broken out on the Senate floor! Sumner was badly hurt. Northerners called him a hero. But Southerners were proud of the way Brooks defended their ideas. The division had already begun. It was only a matter of time before the southern Senators would leave Washington, D.C., and make their own country in the South.

Name: _____ Date: _____

1. Where did many slaves work in the South?

- A. building ships
- B. on large plantations
- C. in the Senate
- D. in clothing factories

2. What problem did the Missouri Compromise try to solve?

- A. whether Missouri would become a state
- B. whether new states would have slavery or not
- C. whether Missouri would join the Confederacy
- D. whether the North would begin having slavery

3. Allowing territories to vote on whether they would be free or slave states was a disaster. What evidence from the passage supports this conclusion?

- A. Charles Sumner was physically attacked on the Senate floor.
- B. "Border ruffians" sneaked into states to influence the vote.
- C. States below the line of latitude 36°30' became slave states.
- D. There were many fights in Congress over slavery in the territories.

4. How might some northern Senators have felt after Charles Sumner was physically attacked in the Senate?

- A. pleased and proud
- B. tired and defeated
- C. upset and concerned
- D. amused and victorious

5. What is this passage mostly about?

- A. slavery outside of what is now the United States.
- B. how much land people had to own in order to own slaves.
- C. fights in Congress throughout United States history.
- D. the issue of slavery in new territories before the Civil War

6. Read the following sentences: "Slavery became a moral issue. More and more Northerners were against the idea of owning people as if they were property."

What does the word "**moral**" mean?

- A. related to war and fighting
- B. mathematical in nature
- C. related to money and business
- D. concerning right and wrong

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

Congress had many fights about slavery in the territories, _____ they made a compromise.

- A. but
- B. because
- C. while
- D. so

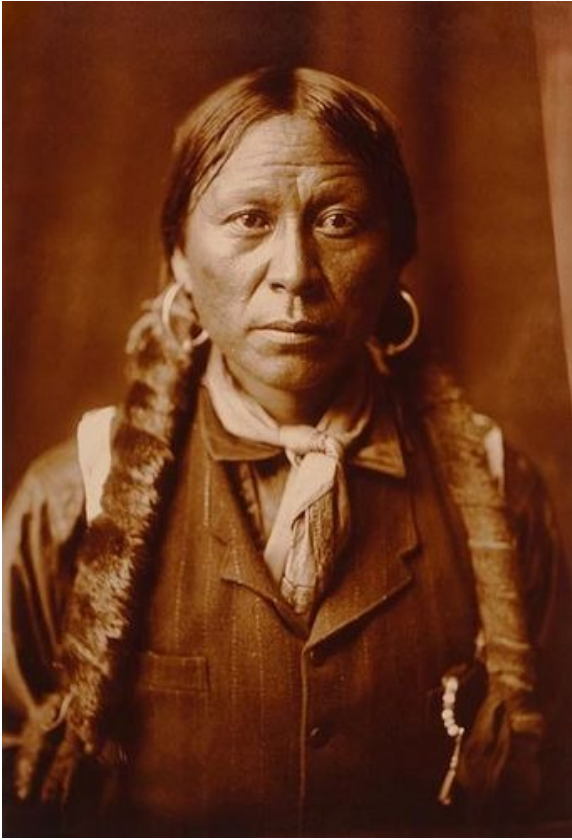
8. What did the Missouri Compromise state?

9. When the Missouri Compromise failed to maintain balance between slave states and free states, what did U.S. senators decide to do?

10. Explain whether voting was a successful solution to the problem of maintaining balance between slave and free states. Support your answer using information from the passage.

They Call Them Apaches

by W.M. Akers



The Apaches, one of the most famous Native American groups, have lived in North America for more than 600 years.

Apache is pronounced "uh-PAH-chee," and it isn't the only name for these remarkable people. In fact, it isn't even from the Apache language! There are different theories of where the term originated. According to some, it comes from a word meaning "enemy" in the language of the Zuni, a neighboring tribe. The Apache originally called themselves Ndee, which means "The People." Today, however, most Apache people refer to themselves as Apaches.

The Apache first came to what is now the southwestern part of the United States sometime between 1000 and 1400 AD-which means they had been living in the region for at least 100 years before Spanish explorers first reached the area. By the 19th century, theirs was one of the most interesting cultures in North America.

What Was It Like To Be An Apache?

In the 19th century, the Apache did not spend much time on their feet. They were among the greatest horse riders in the country, and they rode horses every chance they got. Unlike European settlers, the Apache did not bother with saddles. Instead, they rode bareback.

Instead of staying in one place and building cities, the Apache were nomadic and liked to move around. As the seasons changed, the Apache would go with them. They would go one place to hunt and another to look for fruits and nuts to eat. They would go one place for the summer and another for the winter. Although they never stayed in one place for very long, the Apache had a great connection to the land.

Where Did They Sleep?

There were three different kinds of Apache houses: the teepee, the wickiup, and the hogan. Teepees are cone-shaped tents that could be taken down and moved whenever it was time to go from one place to another. These were used by Apache living on the plains.

Wickiups and hogans were more permanent than teepees. Wickiups were 8-foot-tall wooden frames covered in brush. Hogans were made of mud or clay. They were used for shelter during the winter, when it was cold. The thick earthen walls would keep Apache warm when it was too cold for life on the plains.

What Is Apache Life Like Today?

In the late 1800s, the Apache fought a series of wars against the United States Army. Led by great warriors like Geronimo and Cochise, they fought for years to protect their way of life. But the United States Army was too strong for them and gradually forced the Apache onto reservations in New Mexico and Arizona.

Today, Apache people on those reservations work to maintain their ancient culture. Though they are proud of their past, they lead modern lives. There are Apache all over the country, from New York to Los Angeles. After hundreds of years in the United States, Apache culture remains as exciting as ever.

Name: _____ Date: _____

1. Who are the Apaches?

- A. a Native American group that has lived in North America for more than 600 years
- B. a Native American group that has lived in the Northeast United States for fewer than 500 years
- C. the descendants of a group of German people who moved to the United States in the 1800s
- D. the descendants of a group of English people who moved to the United States between 1650 and 1750

2. What does this passage describe?

- A. This passage describes the Zuni tribe and its history.
- B. This passage describes Apache life in the past and present.
- C. This passage describes life in New York and Los Angeles during the 19th century.
- D. This passage describes the journey of a European settler coming to the United States.

3. Read these sentences: "Teepees are cone-shaped tents that could be taken down and moved whenever it was time to go from one place to another. These were used by Apache living on the plains."

What conclusion do these sentences support?

- A. The Apache were great horse riders.
- B. The Apache were defeated by the United States Army.
- C. The Apache spent their whole lives in the same place.
- D. The Apache moved around a lot.

4. Based on the passage, what was the relationship like between the Apache and the United States in the 1800s?

- A. kind and friendly
- B. violent and unfriendly
- C. respectful and admiring
- D. quiet and peaceful

5. What is this passage mostly about?

- A. the lives of Geronimo and Cochise
- B. plants found in the southwest United States
- C. the Apache people and their past
- D. European settlers in the United States

6. Read this sentence: "Instead of staying in one place and building cities, the Apache were **nomadic** and liked to move around."

What does the word "**nomadic**" mean?

- A. moving from place to place
- B. living in one place for a long time
- C. eating only meat and fish
- D. raising plants and animals for food

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

The Apaches lived in three different kinds of houses, _____ the teepee, the wickiup, and the hogan.

- A. before
- B. after
- C. namely
- D. instead

8. What did the Apache do as the seasons changed?

9. Where do Apaches live today?

10. How is Apache life today similar to Apache life of the past? Support your answer with evidence from the passage.

Immigration

by ReadWorks



The United States of America has long been the world's chief receiving nation for immigrants. An immigrant is a person who leaves his or her country to settle and live in another country. Over the years, many millions of people have uprooted and left family and friends to move to America. Some felt forced to leave because they feared for their lives due to dangers present in their home countries. For example, many immigrants left countries that were at war or that didn't give them the freedom to practice their faith. Immigrants also left their native lands if they couldn't find work or enough food to live. Whatever the reason, immigrants usually have had to sacrifice a life that is familiar for one that is unknown.

The United States was founded by immigrants. From the 1600s through 1775, European colonists settled in the land that is now the United States. Most of these immigrants were from England. Others arrived from France, Germany, Ireland, Scotland, and Spain. Many of these colonists came here looking for economic opportunity. They wanted better land to farm or better work. Others came to escape religious persecution. Some were even convicts brought over from English jails. West Africans also immigrated to the American colonies, but they came against their will. They were captured, sold into slavery, and shipped to the colonies.

Since the United States was established in the late 1700s, it has seen three waves of

immigration. The first wave of American immigration took place from 1820 to 1870. Over seven million people made the voyage to America, mostly from northern and western Europe. About a third of these immigrants were Irish people trying to escape a famine that plagued Ireland in the mid-1840s. Another third of the immigrants from this wave were German. The Chinese also began to immigrate to America during this time. They got word of the Gold Rush in California. They came to work in the mines and get rich.

This flood of immigrants wasn't always welcome by those already in America. Some feared these newcomers would take away their jobs. Others didn't like the politics, customs, and/or religions the new immigrants brought with them. For example, many Irish people were discriminated against for being Roman Catholic. The Chinese also suffered greatly from discrimination.

The next wave of U.S. immigration was by far the greatest. It started in 1881 and ended in 1920. Over 23 million people immigrated to the United States during this period, most of whom came from southern and eastern Europe. But by this time, anti-immigration sentiments had become so strong that a growing number of people demanded laws to make it harder for foreigners to become American citizens. In 1875, Congress passed its first immigration law intended to limit immigration. It kept people who were viewed as undesirable out, including convicts. In 1882, Congress also passed the Chinese Exclusion Act. It prohibited Chinese workers from coming to the United States. A few years later, other laws were passed. One required adult immigrants to have literacy skills. Another limited the number of immigrants from countries outside the Western Hemisphere. However, one of the greatest blows to immigration was the Great Depression of the 1930s. Immigration sharply declined. In fact, there were more people leaving America than coming to America during this time.

The third wave of immigration began in 1965 and continues today. Most immigrants in this wave have come from Asian countries as well as South American countries, Caribbean countries, and Mexico. A large number of these immigrants have settled in the East and Midwest. However, many others have moved to California.

Most immigrants have come to America with the hope of building a better life. However, they were sometimes met with hatred by the people already living in the country who feared the economic and cultural impacts of these newcomers. While this discrimination and the economic downfall of the Great Depression had a negative effect on immigration, American immigration has managed to survive.

Name: _____ Date: _____

1. How many waves of immigration to the United States does the text describe?

- A. two
- B. three
- C. four
- D. five

2. According to the text, there were strong anti-immigration sentiments in America by the late 1800s. One cause of this was that people already living in America feared the newcomers would take away their jobs. What was one effect of this anti-immigration sentiment?

- A. United States immigration increased.
- B. The United States government passed laws making it easier for immigrants to become American citizens.
- C. The United States government passed laws intended to limit immigration.
- D. The economy became very bad and the Great Depression started.

3. Sometimes there were cultural differences between the people already living in America and immigrants who had moved to America. What information from the text best supports this information?

- A. Some immigrants left their native lands if they couldn't find work or enough food to live.
- B. Some people in America didn't like the politics, customs, and/or religions the new immigrants brought with them.
- C. Over seven million people came to America during its first wave of immigration.
- D. One of the greatest blows to immigration was the Great Depression of the 1930s.

4. How can the United States' attitude toward immigrants during the late 1800's best be described?

- A. accepting
- B. unfriendly
- C. ambivalent
- D. tolerant

5. What is the text mainly about?

- A. the waves of immigration to America
- B. how views on immigration have changed in America
- C. the impact of immigration on the economy and culture of America
- D. discrimination against immigrants in America

6. Read the following sentences from the text:

"In 1875, Congress passed its first immigration law intended to **limit** immigration. It kept people who were viewed as undesirable out, including convicts. In 1882, Congress also passed the Chinese Exclusion Act. It prohibited Chinese workers from coming to the United States."

Based on the text, what does "**limit**" most nearly mean?

- A. spike
- B. increase
- C. restrict
- D. widen

7. Choose the answer that best completes the sentence.

In the late 1800s, America passed laws intended to keep certain people from coming into the United States. _____, Congress passed a law in 1882 preventing Chinese workers from coming to the United States.

- A. However
- B. Although
- C. As a result
- D. For example

8. According to the text, what might be one reason an immigrant would move to the United States?

9. Describe two of the laws mentioned in the text. Make sure to address why these laws were passed.

10. Explain at least one factor that influenced the American people's opinion about immigration in the late 1800s. Use information from the text to support your answer.

World War I & the Great Depression - Robert Lindsay Mackay's First World War Diary

by ReadWorks



recruiting poster for Argyll & Sutherland Highlanders, 1914

These passages are selections from the First World War Diary of Robert Lindsay Mackay. Mackay was from Scotland, an American ally. He was an officer, or leader, with the 11th Battalion of the Argyll and Sutherland Highlanders from 1915 until the end of the war.

THIRD BATTLE OF YPRES. BEGUN 31ST JULY 1917

30th. July. My 21st. birthday. Champagne Dinner at night. Had to go away at 11.30 p.m. with my 50 Argyll stretcher-bearers. Got them on the move and moved up towards the 'show' which would begin in a few hours time. Another officer and 50 men of the 13th. Royal Scots now joined my party so I had 100 men.

Got to Bivouac Camp. We were now all ready for the show. Felt things strange of course. Although I had by this time begun to dread this corner of the earth I did not feel the least bit afraid. In previous shows I had gone into action feeling that I would come out again. This time I had no such feeling. Felt, almost knew, that I would not come out again. Did not, however, leave any addresses or messages behind because I believed it unlucky....

As we marched along, I felt quite cheerful, in spite of this somewhat melancholy reflection, and would not consciously have wished myself anywhere else. Soon, I became so engrossed, that I lost every outside thought, and could only think of the present business. No regrets for the past, and no fears for the future worried me....

THE ECOLE, YPRES. 1ST. AUGUST 1917

Wed. 1st. Aug. My H.Q. are in the Ecole. The men are in a cellar, indescribably filthy, with an awful odour and three inches deep in water. Here they have to rest, sleep and eat if they can. I should be down with them but preferred risking it above ground in a tin hut (which was constantly being bombed) behind a broken down wall. A pip-squeak could have finished it and me.

I've read so many descriptions in newspapers of the ruin and desolation caused in this war. Famous literary men have tried their powers of description and all (with the possible exception of Gilbert Frankau) have failed to convey the repulsiveness and awfulness of the scene. The Ecole was one of these places - That's all!

STRETCHER BEARING

Began work at 3.15 a.m. - a cheerless hour. It was raining I think. Moved up. Searched ground up to Blue Line. Terrific rain, heavy and prolonged. Ground churned up. We could scarcely move one foot after the other. Our job was to carry down wounded. This is my first job as a bearer. I hope to goodness it is my last - prefer going over the top.

Heard about the Battalion. MacCallum killed. I'll have to write to his girl. Also Leitch and D.R.Cameron, Gray and Robinson and Sinclair wounded.

RLM War Diary - Arras (2) 1917-18

21st. Our casualties were 15 killed and 20 wounded, including the five officers. Very expensive this, for a day's outing. Relief completed in hopeless confusion. Back to Bn. H.Q. at 3.30 a.m. Arras at 4.45 with Stark. Bed at 6 a.m. Really tired.

Name: _____ **Date:** _____

1. According to the text, where was Robert Lindsay Mackay from?

- A. Bivouac Camp
- B. Argyll
- C. America
- D. Scotland

2. How are the passages in the text ordered?

- A. from a later time to an earlier time
- B. from an early time to a later time
- C. from night to morning
- D. from morning to night

3. Read these sentences from one of Mackay's diary entries.

Heard about the Battalion. MacCallum killed. I'll have to write to his girl. Also Leitch and D.R.Cameron, Gray and Robinson and Sinclair wounded.

What conclusion can you draw from this evidence?

- A. Mackay's main job was to the loved ones of people who died or were injured in battle.
- B. Mackay probably knew several of the people who were injured or died in battle.
- C. MacCallum was the only soldier killed that day, although many others were injured.
- D. Gary, Robinson, and Sinclair will all recover quickly from their wounds.

4. Based on the text, what might Robert Lindsay Mackay think about war?

- A. Conditions in war are better than most people think.
- B. No good authors tried writing about war.
- C. It is difficult to describe what war is really like.
- D. Getting enough sleep is easy on the front lines.

5. What is this text mostly about?

- A. how Scottish military was unique in World War I
- B. one person's experience serving in World War I
- C. how Mackay became one of the great heroes of World War I
- D. the different jobs that soldiers had in World War I

6. Read this sentence from the text.

Our **casualties** were 15 killed and 20 wounded, including the five officers.

As used in the sentence, what does the word "**casualties**" mean?

- A. civilian clothing
- B. people hurt or killed
- C. food supplies
- D. plans of attack

7. Choose the answer that best completes the sentence.

Mackay did not want to be anywhere else _____ it was a melancholy occasion.

- A. so
- B. for example
- C. above all
- D. even though

8. Based on the passages in the text, describe the cellars where the men had to rest, sleep, and eat.

9. Explain why the author thought it was unlucky to leave behind addresses or messages when going into battle. Use evidence from the text to support your answer.

Day of Infamy

by Carissa Lee



photo from a Japanese plane shortly after the Pearl Harbor attack began

Carissa Lee
Central Elementary School
Jerome, Idaho

World War II, which had been raging in Europe since 1939, hit home for many Americans when the Japanese launched a sneak attack on Pearl Harbor on Dec. 7, 1941.

Richard Hansing joined the U.S. Navy in 1939, when he was 19 years old. Richard always knew he would enlist in the Navy. His grandfather, who had fought in the Civil War, had joined when he was 16.

Richard served with the Pacific Fleet based in Pearl Harbor, Hawaii. He served on the battleship USS *Nevada*. Richard's job was to "jump the burners," which meant that he had to heat the oil before it could be used in the ship's engine.

Richard was stationed on the *Nevada* when the Japanese attacked Pearl Harbor on Dec. 7, 1941. When the bombs started falling just before 8 a.m., Richard was below decks on the

Nevada.

A group of Japanese planes had orders to bomb the *Nevada*, which was docked at the northern end of Battleship Row, east of Ford Island. The *Nevada* was docked near the USS *Arizona*, which was heavily damaged in the attack.

Japanese bombers tried to hit the *Nevada* but had a hard time seeing the ship because of all the smoke coming from the sinking *Arizona*. The Japanese launched 21 bombs, eight of which hit the *Nevada*. The remaining 13 went into the water. A torpedo also hit the *Nevada*, opening a large hole in the ship's *port*, or left, side. The *Nevada*'s crew fought many fires. Although the ship was badly damaged, it managed to steam down the channel toward the open sea. The slow-moving *Nevada* was an attractive target for the Japanese planes.

The planes dropped bombs on the moving battleship, hoping to sink it in the channel to block the entrance to Pearl Harbor. The commander of the *Nevada* beached the ship at Hospital Point, keeping the channel clear.

Although he was never injured in the war, Richard said Pearl Harbor was the worst day of the conflict. Of the *Nevada*'s crew of about 1,500 men, 50 were killed. Richard's friend Glen Shape was killed.

On Nov. 30, 1942, at 11:25 p.m., two enemy torpedoes hit Richard's new ship, the USS *North Hampton*. The crew abandoned the sinking ship on December 1 at 3 a.m. The water was smooth and warm. There were no sharks in the area. He was in the water for about one and a half hours. Eleven hundred men were picked up and taken back to Pearl Harbor. Once there, Richard came home on the USS *Bernet*.

Name: _____ Date: _____

1. According to the text, which of the following ships did Richard serve on first?

- A. USS *Nevada*
- B. USS *North Hampton*
- C. USS *Bernet*
- D. USS *Arizona*

2. According to the description in the text, how many men were saved after torpedoes hit the USS *North Hampton*?

- A. 50 men
- B. 1,500 men
- C. 1,100 men
- D. 1,125 men

3. When the Japanese bombed Pearl Harbor, Americans experienced the war differently than before.

What evidence from the text supports this conclusion?

- A. "The planes dropped bombs on the moving battleship, hoping to sink it in the channel to block the entrance to Pearl Harbor."
- B. "On Nov. 30, 1942, at 11:25 p.m., two enemy torpedoes hit Richard's new ship, the USS *North Hampton*. The crew abandoned the sinking ship on December 1 at 3 a.m."
- C. "A group of Japanese planes had orders to bomb the *Nevada*, which was docked at the northern end of Battleship Row, east of Ford Island."
- D. "World War II, which had been raging in Europe since 1939, hit home for many Americans when the Japanese launched a sneak attack on Pearl Harbor on Dec. 7, 1941."

4. What can be inferred from the text?

- A. Richard could not swim.
- B. Being in the Navy was an easy job.
- C. Richard always wanted to join the Navy.
- D. Richard was unsure about joining the army.

5. What is this text mainly about?

- A. how to survive a ship that is sinking
- B. why Richard Hansing joined the U.S. Navy
- C. Japanese attacks on Pearl Harbor during World War II
- D. the types of ships in the Navy during World War II

6. Read this sentence from the text.

The Nevada was docked near the USS *Arizona* , which was heavily **damaged** in the attack.

As used in this sentence, what does the word "**damaged**" mean?

- A. armed
- B. floating
- C. injured
- D. hidden

7. Choose the word that best completes the sentence.

Japanese planes dropped bombs on the U.S. ships _____ they wanted to sink them.

- A. because
- B. but
- C. after
- D. although

8. What ships did Richard Hansing serve on while in the U.S. Navy?

9. Explain whether or not the Japanese were able to see the U.S.S. *Nevada* clearly when they were attacking. Use evidence from the text to support your answer.

The Roles of Women

Grade 4

The following question is based on the accompanying documents (1 - 6). Some of these have been edited for the purpose of this task. This question is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the document and the author's point of view.

Directions:

- ◆ Write a well organized essay that includes an introduction with a topic sentence that answers the essay question (or thesis statement), a body with several paragraphs explaining and supporting your answer and a conclusion.
- ◆ Analyze the documents
- ◆ Use evidence from documents to support your answer
- ◆ Include specific related outside information.

Historic Background:

The role of women has changed greatly since colonial times. Women did not receive the same treatment and opportunities as men.

Task:

For Part A, read **each** document carefully and answer the question or questions after each document. Then read the directions for Part B and write your essay.

For Part B, use your answers from Part A, information from the documents, and your knowledge of social studies to write a well organized essay. In the essay you should:

Tell how the role of women has changed since colonial times?

Document 1:

Women in colonial times were expected to be mothers and homemakers. This woman was made fun of when she tried to take on the male job of being a soldier.



Those Remarkable Women of the American Revolution – Karen Zeinert

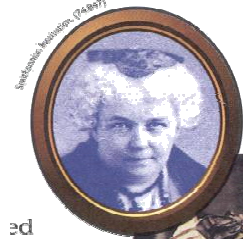
1. According to the picture how did people in colonial times feel about women in the army?

Document 2:

The Struggle for Women's Rights

Elizabeth Cady Stanton grew up in Johnstown, New York. Later in life, she remembered how hard she worked in school. She hoped “some day to hear my father say: “Well, a girl is as good as a boy, after all.” But he never said it. “This only made Stanton more determined to study. Yet she was not allowed to go to college because she was a girl.

people.



ed
tion
state-
and
ual.”

uld
-
to
all
ould
i
a

formed an organization for women's suffrage in 1869. Women finally got the right to vote more than 50 years later, in 1920.



Elizabeth Cady Stanton (top left) and Susan B. Anthony (right) led the fight for women's suffrage. In May 1912, women in New York City (above) marched for the right to vote.



New York Adventures in Time and Place

1. How have opportunities in education changed for women?

World War I & the Great Depression - Robert Lindsay Mackay's First World War Diary

by ReadWorks



recruiting poster for Argyll & Sutherland Highlanders, 1914

These passages are selections from the First World War Diary of Robert Lindsay Mackay. Mackay was from Scotland, an American ally. He was an officer, or leader, with the 11th Battalion of the Argyll and Sutherland Highlanders from 1915 until the end of the war.

THIRD BATTLE OF YPRES. BEGUN 31ST JULY 1917

30th. July. My 21st. birthday. Champagne Dinner at night. Had to go away at 11.30 p.m. with my 50 Argyll stretcher-bearers. Got them on the move and moved up towards the 'show' which would begin in a few hours time. Another officer and 50 men of the 13th. Royal Scots now joined my party so I had 100 men.

Got to Bivouac Camp. We were now all ready for the show. Felt things strange of course. Although I had by this time begun to dread this corner of the earth I did not feel the least bit afraid. In previous shows I had gone into action feeling that I would come out again. This time I had no such feeling. Felt, almost knew, that I would not come out again. Did not, however, leave any addresses or messages behind because I believed it unlucky....

As we marched along, I felt quite cheerful, in spite of this somewhat melancholy reflection, and would not consciously have wished myself anywhere else. Soon, I became so engrossed, that I lost every outside thought, and could only think of the present business. No regrets for the past, and no fears for the future worried me....

THE ECOLE, YPRES. 1ST. AUGUST 1917

Wed. 1st. Aug. My H.Q. are in the Ecole. The men are in a cellar, indescribably filthy, with an awful odour and three inches deep in water. Here they have to rest, sleep and eat if they can. I should be down with them but preferred risking it above ground in a tin hut (which was constantly being bombed) behind a broken down wall. A pip-squeak could have finished it and me.

I've read so many descriptions in newspapers of the ruin and desolation caused in this war. Famous literary men have tried their powers of description and all (with the possible exception of Gilbert Frankau) have failed to convey the repulsiveness and awfulness of the scene. The Ecole was one of these places - That's all!

STRETCHER BEARING

Began work at 3.15 a.m. - a cheerless hour. It was raining I think. Moved up. Searched ground up to Blue Line. Terrific rain, heavy and prolonged. Ground churned up. We could scarcely move one foot after the other. Our job was to carry down wounded. This is my first job as a bearer. I hope to goodness it is my last - prefer going over the top.

Heard about the Battalion. MacCallum killed. I'll have to write to his girl. Also Leitch and D.R.Cameron, Gray and Robinson and Sinclair wounded.

RLM War Diary - Arras (2) 1917-18

21st. Our casualties were 15 killed and 20 wounded, including the five officers. Very expensive this, for a day's outing. Relief completed in hopeless confusion. Back to Bn. H.Q. at 3.30 a.m. Arras at 4.45 with Stark. Bed at 6 a.m. Really tired.

Name: _____ **Date:** _____

1. According to the text, where was Robert Lindsay Mackay from?

- A. Bivouac Camp
- B. Argyll
- C. America
- D. Scotland

2. How are the passages in the text ordered?

- A. from a later time to an earlier time
- B. from an early time to a later time
- C. from night to morning
- D. from morning to night

3. Read these sentences from one of Mackay's diary entries.

Heard about the Battalion. MacCallum killed. I'll have to write to his girl. Also Leitch and D.R.Cameron, Gray and Robinson and Sinclair wounded.

What conclusion can you draw from this evidence?

- A. Mackay's main job was to the loved ones of people who died or were injured in battle.
- B. Mackay probably knew several of the people who were injured or died in battle.
- C. MacCallum was the only soldier killed that day, although many others were injured.
- D. Gary, Robinson, and Sinclair will all recover quickly from their wounds.

4. Based on the text, what might Robert Lindsay Mackay think about war?

- A. Conditions in war are better than most people think.
- B. No good authors tried writing about war.
- C. It is difficult to describe what war is really like.
- D. Getting enough sleep is easy on the front lines.

5. What is this text mostly about?

- A. how Scottish military was unique in World War I
- B. one person's experience serving in World War I
- C. how Mackay became one of the great heroes of World War I
- D. the different jobs that soldiers had in World War I

6. Read this sentence from the text.

Our **casualties** were 15 killed and 20 wounded, including the five officers.

As used in the sentence, what does the word "**casualties**" mean?

- A. civilian clothing
- B. people hurt or killed
- C. food supplies
- D. plans of attack

7. Choose the answer that best completes the sentence.

Mackay did not want to be anywhere else _____ it was a melancholy occasion.

- A. so
- B. for example
- C. above all
- D. even though

8. Based on the passages in the text, describe the cellars where the men had to rest, sleep, and eat.

9. Explain why the author thought it was unlucky to leave behind addresses or messages when going into battle. Use evidence from the text to support your answer.

Day of Infamy

by Carissa Lee



photo from a Japanese plane shortly after the Pearl Harbor attack began

Carissa Lee
Central Elementary School
Jerome, Idaho

World War II, which had been raging in Europe since 1939, hit home for many Americans when the Japanese launched a sneak attack on Pearl Harbor on Dec. 7, 1941.

Richard Hansing joined the U.S. Navy in 1939, when he was 19 years old. Richard always knew he would enlist in the Navy. His grandfather, who had fought in the Civil War, had joined when he was 16.

Richard served with the Pacific Fleet based in Pearl Harbor, Hawaii. He served on the battleship USS *Nevada*. Richard's job was to "jump the burners," which meant that he had to heat the oil before it could be used in the ship's engine.

Richard was stationed on the *Nevada* when the Japanese attacked Pearl Harbor on Dec. 7, 1941. When the bombs started falling just before 8 a.m., Richard was below decks on the

Nevada.

A group of Japanese planes had orders to bomb the *Nevada*, which was docked at the northern end of Battleship Row, east of Ford Island. The *Nevada* was docked near the USS *Arizona*, which was heavily damaged in the attack.

Japanese bombers tried to hit the *Nevada* but had a hard time seeing the ship because of all the smoke coming from the sinking *Arizona*. The Japanese launched 21 bombs, eight of which hit the *Nevada*. The remaining 13 went into the water. A torpedo also hit the *Nevada*, opening a large hole in the ship's *port*, or left, side. The *Nevada*'s crew fought many fires. Although the ship was badly damaged, it managed to steam down the channel toward the open sea. The slow-moving *Nevada* was an attractive target for the Japanese planes.

The planes dropped bombs on the moving battleship, hoping to sink it in the channel to block the entrance to Pearl Harbor. The commander of the *Nevada* beached the ship at Hospital Point, keeping the channel clear.

Although he was never injured in the war, Richard said Pearl Harbor was the worst day of the conflict. Of the *Nevada*'s crew of about 1,500 men, 50 were killed. Richard's friend Glen Shape was killed.

On Nov. 30, 1942, at 11:25 p.m., two enemy torpedoes hit Richard's new ship, the USS *North Hampton*. The crew abandoned the sinking ship on December 1 at 3 a.m. The water was smooth and warm. There were no sharks in the area. He was in the water for about one and a half hours. Eleven hundred men were picked up and taken back to Pearl Harbor. Once there, Richard came home on the USS *Bernet*.

Name: _____ Date: _____

1. According to the text, which of the following ships did Richard serve on first?

- A. USS *Nevada*
- B. USS *North Hampton*
- C. USS *Bernet*
- D. USS *Arizona*

2. According to the description in the text, how many men were saved after torpedoes hit the USS *North Hampton*?

- A. 50 men
- B. 1,500 men
- C. 1,100 men
- D. 1,125 men

3. When the Japanese bombed Pearl Harbor, Americans experienced the war differently than before.

What evidence from the text supports this conclusion?

- A. "The planes dropped bombs on the moving battleship, hoping to sink it in the channel to block the entrance to Pearl Harbor."
- B. "On Nov. 30, 1942, at 11:25 p.m., two enemy torpedoes hit Richard's new ship, the USS *North Hampton*. The crew abandoned the sinking ship on December 1 at 3 a.m."
- C. "A group of Japanese planes had orders to bomb the *Nevada*, which was docked at the northern end of Battleship Row, east of Ford Island."
- D. "World War II, which had been raging in Europe since 1939, hit home for many Americans when the Japanese launched a sneak attack on Pearl Harbor on Dec. 7, 1941."

4. What can be inferred from the text?

- A. Richard could not swim.
- B. Being in the Navy was an easy job.
- C. Richard always wanted to join the Navy.
- D. Richard was unsure about joining the army.

5. What is this text mainly about?

- A. how to survive a ship that is sinking
- B. why Richard Hansing joined the U.S. Navy
- C. Japanese attacks on Pearl Harbor during World War II
- D. the types of ships in the Navy during World War II

6. Read this sentence from the text.

The Nevada was docked near the USS *Arizona* , which was heavily **damaged** in the attack.

As used in this sentence, what does the word "**damaged**" mean?

- A. armed
- B. floating
- C. injured
- D. hidden

7. Choose the word that best completes the sentence.

Japanese planes dropped bombs on the U.S. ships _____ they wanted to sink them.

- A. because
- B. but
- C. after
- D. although

8. What ships did Richard Hansing serve on while in the U.S. Navy?

9. Explain whether or not the Japanese were able to see the U.S.S. *Nevada* clearly when they were attacking. Use evidence from the text to support your answer.

Document 3:

In recent years, major changes have taken place in the status of American women. Only about 30 percent of American women were working outside of the home in 1950. By 1980, 53 percent were part of the paid work force.



Source: Land of Liberty – A United States History, Holt, Rinehart, Winston

1. According to the document how is a women's role changing in the work force?

Document 4:

“The American History Herald - August 27, 1920

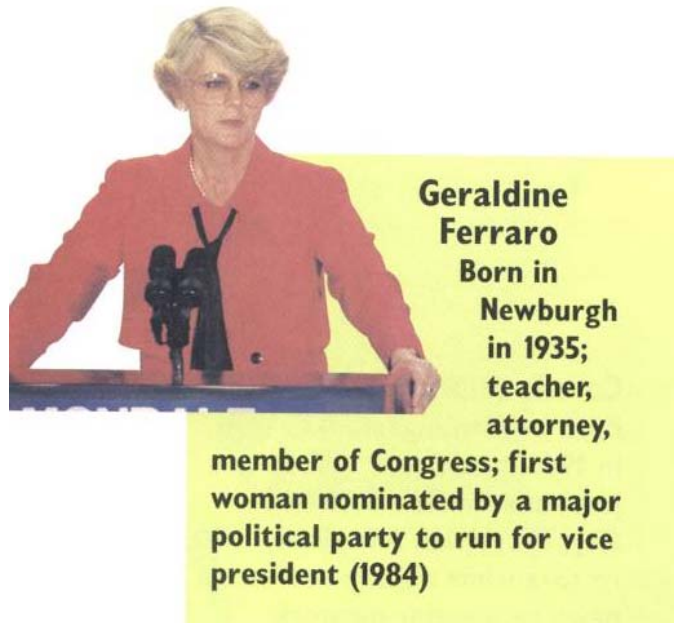


“The American History Herald”

1. According to the document, what important right did all women in the United States gain in 1920's?

Document 5:

Geraldine Ferraro



New York Adventures in Time and Place

1. In the twentieth century what was Geraldine Ferraro able to accomplish?

Part B:

Directions: Using the documents, the answers to the questions in Part A, and your knowledge of social studies, write a well-organized essay about the role of women.

In your essay, remember to:

- ◆ Tell how the role of women has changed since colonial times?
- ◆ Include an introduction, body and a conclusion
- ◆ Include details, examples, or reasons to develop your ideas
- ◆ Use the information from the documents in your answer.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]