**Critical Skills Assignment Answer Key**

**Critical Reading and Writing an Opinion (A)**

Starter feedback for correct and incorrect answers is in blue. Use or adapt the feedback in this answer key as you grade each student assignment. Many answers will vary. The model answers demonstrate what a complete student response should include, but they do not represent the only correct response to most questions.

Read the story. Then answer the questions.

**The Juggling Act**

(1) I'm waiting for Mom in front of the baseball field. She's running late because she has to drop my sister, Ava, off at ballet lessons before coming to get me. From here, I have to go to a half-hour piano lesson. But then I have to wait for Mom to come back to get me after she picks Ava up from ballet. I'm so hungry I could eat a dozen hamburgers right now. But, as usual, there's no time to stop for something to eat. I'm hoping there are some crackers left in the box in the car, unless Ava ate them all.

(2) When I get home after piano, I'll eat dinner quickly because I totally forgot to do my peer review of Simon's paper, which is due tomorrow. It takes time going through someone else's work, and I want to be thorough. I thought I only had to finish my own draft, and I still have to revise it after I get feedback from my reviewer. This has set me back a couple of hours that I had planned to use reading the chapter I missed for my discussion group tomorrow morning. I'll be too tired to read it after I finish the peer review, and I won't have time to read it in the morning because I have to do my paper route. I just got the job, so I don’t want to be late. I need to earn money to buy a new pair of cleats for baseball since my old ones are so worn out, plus my feet have grown. A new mitt would be good, too. I have to get up at 5 a.m. to bundle my papers and be ready by 6 a.m. to start delivering them. When I come home, I have house chores to do. I have to put the trash out for pickup. Then I have to walk and feed the dog. After that I have my discussion group. I hope I can grab about 15 minutes beforehand to at least scan the chapter I missed.

(3) Tomorrow is Friday, and I’m planning on spending some time in the afternoon with my friends playing basketball. Caleb asked if I could spend the night and go to the game from his house, but I have my paper route in the morning, and I do need that money. And Mom reminded me that I had promised to help Dad move furniture in Ava’s room when I get back from delivering papers and before I leave for the game. Dad is going to start painting Ava’s room before the game and hopes to finish it afterwards. I told him I’d help, but he said, “Josh, I’d like you to wash Mom’s car instead.” Then we're having dinner at Grandma’s Saturday night since it’s Mom's birthday. Oh, wow, I forgot to get Mom’s gift. So now I’ll have to find time between the game and Grandma’s to go to the store or make her something.
(4) Weekends are supposed to be a time when you can relax, but not in my world. I get tired just thinking about everything I have to do. I wish I could just sleep. Who knows? Maybe Sunday after I get back from delivering papers? I'll pencil it in.
Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

1. Answer the questions about the story.
   (a) Which phrase best explains why Josh got a paper route?
   - A. so he can learn how to be responsible
   - B. to buy things he needs for baseball
   - C. to help his parents with expenses
   - D. so he can buy his mother a birthday gift
   Teacher feedback: (The correct answer is B.)

   (b) Which sentence from the passage best supports the answer in Part (a)?
   - A. I told him I’d help, but he said, “Josh, I’d like you to wash Mom’s car instead.” (Paragraph 3)
   - B. I need to earn money to buy a new pair of cleats for baseball since my old ones are so worn out, plus my feet have grown. (Paragraph 2)
   - C. I’m so hungry I could eat a dozen hamburgers right now. (Paragraph 1)
   - D. And Mom reminded me that I had promised to help Dad move furniture in Ava’s room when I get back from delivering papers and before I leave for the game. (Paragraph 3)
   Teacher feedback: (The correct answer is B.)

   Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

2. Answer the questions about the story.
   (a) Which statement best describes a theme of “The Juggling Act”?
   - A. Hard work and dedication lead to success.
   - B. One should have pride in one’s accomplishments.
   - C. Working too hard can lead to an unbalanced life.
   - D. New experiences can aid in overcoming fears.
   Teacher feedback: (The correct answer is C.)
(b) Which detail in the story best helps the reader determine this theme?

☐ A. Tomorrow is Friday, and I’m planning on spending some time in the afternoon with my friends playing basketball. (Paragraph 3)

☐ B. I’m hoping there are some crackers left in the box in the car, unless Ava ate them all. (Paragraph 1)

☒ C. Weekends are supposed to be a time when you can relax, but not in my world. (Paragraph 4)

☐ D. I’m waiting for Mom in front of the baseball field. (Paragraph 1)

Teacher feedback: (The correct answer is C.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

3. What is the narrator’s point of view in the story? How does the point of view influence the way the events are described?

Use evidence from the story to support your answer.

Model Answer

The narrator tells the story from a first-person point of view. In first person, the reader gets a chance to experience Josh’s busy life firsthand. Readers know his feelings. For example, while he is waiting for his mother after baseball practice, the reader feels his hunger because Josh explains that he could eat a dozen hamburgers but hopes that his sister hasn’t eaten all of the crackers in the box in the car.

Josh then explains that when he gets home after his piano lesson, he’ll have to eat dinner quickly because he has so many things to do before he goes to bed. Josh feels rushed, so his description of his tasks sounds like a long, unending list of things. When he says he’ll be too tired to read after he finishes the peer review, the reader understands just how tired Josh feels. The next day is just as busy with delivering papers, household chores, his discussion group, and then a basketball game with friends. The following day, a Saturday, is just as busy. So, it is easy for readers to understand when Josh says that he just wishes he could sleep.

Award points for specific answers as shown below (for a total of 0–2 points).

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<tbody>
<tr>
<td>1</td>
<td>The answer identifies the narrator’s point of view in the story, and uses evidence from the story to support it.</td>
<td>Your answer should identify the narrator’s point of view in the story, and use evidence from the story to support it.</td>
</tr>
<tr>
<td>1</td>
<td>The answer describes how the point of view influences the way the events are described and uses evidence from the story to support it.</td>
<td>Your answer should describe how the point of view influences the way the events are described and use evidence from the story to support it.</td>
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Feedback for completely correct answer:

Your answer identifies the narrator’s point of view in the story. Your answer also describes how the point of view influences the way the story’s events are described. Your answer uses evidence from the story to support it.

4. Why does Josh say he will “pencil in” sleep on Sunday after he delivers the newspapers?

Use evidence from the story to support your answer.

Model Answer

Josh says he will “pencil in” sleep because he probably won’t have time to get extra sleep on Sunday. Throughout the story, Josh describes all the things he has to do in a day, including delivering newspapers, going to baseball practice and piano lessons, doing his schoolwork, and helping around the house. Josh is behind on his schoolwork, and his Saturday is already full with a baseball game, shopping for his Mom’s present, and dinner at his grandmother’s house. More than likely, Josh will spend time on Sunday catching up on schoolwork that he didn’t get to finish because of his other commitments during the week. And he may also do chores around the house to help his parents.

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<td>The answer explains why Josh says he will “pencil in” sleep on Sunday after he delivers the newspapers. The answer uses evidence from the story to support it. (1 point for explanation, 1 point for evidence)</td>
<td>Your answer should explain why Josh says he will “pencil in” sleep on Sunday after he delivers the newspapers. Your answer should use evidence from the story to support it.</td>
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Feedback for completely correct answer:

Your answer explains why Josh says he will “pencil in” sleep on Sunday after he delivers the newspapers. Your answer uses evidence from the story to support it.
Read the passage. Then answer the questions.

**Where Do You Work? When Kids Had Adult Jobs**

1. Imagine dragging yourself out of bed on a cold, dark morning before the sun has even risen. You dress quickly because you’re running late. But instead of a day filled with schoolwork, soccer practice, and a few chores around the house, you head over to the town’s mill where you will spend the next 10 to 12 hours. That’s what life was like for about 18 percent of American children ages 10 to 15 in the early twentieth century. Instead of going to school, they went to work.

2. From the early days of America until the late 1930s, there were few laws protecting children from work. In colonial times, children often worked alongside their parents. Girls worked with their mothers, cooking, sewing, gardening, and milking cows. They were expected to act like adults and even dressed like them. Boys worked on their fathers’ farms or in their shops. Sometimes, farmers lent their sons to other farmers for pay when an extra hand was needed. Boys from the ages of 10 to 14 often became apprentices. They worked under the care and direction of master craftsmen. In both farming and apprenticeships, children learned the skills of a job from beginning to end. Those in apprenticeships not only learned a trade from their masters, they were also taught basic arithmetic and how to read and write. Plus they were given a place to live and a wage.

3. By the time of the Civil War in the 1860s, however, the apprenticeship system had fallen by the wayside. The country was becoming more industrialized. After the Civil War, the United States became the world’s top industrial power. Children were often hired to work in factories because factory owners found children easy to manage. They could be paid less than adults and were less likely to go on strike. An added benefit was their small size: children could easily move in tight spaces around machinery.

4. Children worked to help support their families. They usually worked 60 to 70 hours a week, during the day and at night. Their jobs were menial. Unlike those in an apprenticeship, factory workers generally learned one repetitive job. Despite their age, children sometimes worked in hazardous conditions. The noise from the machines could be deafening. They worked in cotton mills in New England and in the South. The windows of the mills were kept shut. This was to keep the cotton moist and warm so it wouldn’t break. Child workers would be covered in cotton lint and it would fill their lungs. Towns grew around the mills. Families lived in houses owned by the mills. The mills provided a school. But the children usually didn’t have time to attend. A study done in the early twentieth century revealed that half the children under age 14 could not read or write.
In the early 1900s, children also worked in glass factories in West Virginia and New Jersey. They worked in canneries in Maine, Mississippi, and Maryland. In Massachusetts they worked in cranberry bogs and in sugar beet fields in Wisconsin and Colorado. They went to work in the mines in Pennsylvania or West Virginia as a “trap boy” or a “breaker boy.” A trap boy sat alone in a dark mine, waiting for mules loaded with coal. His job was to open the door to let the mules pass through, and then close the door. He worked 14 hours and earned 60 cents for the day. Breaker boys sat crouched over a coal chute. Their job was to pick out pieces of slate and rock as the coal rushed past them. The air was thick with coal dust and many of the boys suffered from respiratory illnesses because of it. They earned 60 cents for a 10-hour shift of backbreaking work.
(6) Many Americans wanted to end child labor. They felt it was child slavery. One person was Mother Jones, an American labor and community organizer. During a strike at a textile mill in Pennsylvania, in 1903, she fought for the rights of 10,000 children who worked there. She asked local newspapers to publish facts about the children working in the mills. They refused because the mill owners had stock in their papers. So, Mother Jones marched from Pennsylvania to New York with a band of striking children to draw the public’s attention. They marched all the way to President Theodore Roosevelt’s home to ask for support for child labor laws. But the president refused to see them.

(7) In 1904, a group of reformers founded the National Child Labor Committee (NCLC) to abolish child labor. This committee hired investigators to gather evidence for their cause. One person they hired was Lewis Wickes Hine. Hine was a former teacher and photographer. He took pictures of children wherever they worked.

(8) From 1908 to 1912, Hine snapped pictures of children at work. He would hide his camera and trick factory bosses into letting him get inside. Hine wrote notes on a pad hidden inside his pocket. He wanted to accurately describe what he saw without being caught. His photographs showed children working in coal mines, sweatshops, mills, and on farms. When many of Hine’s photographs were published, the public was shocked.

(9) Soon many states passed laws protecting children in the workplace. But despite these laws, children still worked hard. The NCLC pushed for a federal law for child workers. In 1916 and 1918, laws were passed. But those laws were overturned by the Supreme Court as being unconstitutional. In 1924, Congress passed an amendment to the Constitution. But not enough states ratified it, so it didn’t become law. In 1938, the Fair Labor Standards Act was passed. It set a national minimum wage and maximum hours to be worked in a day. More important, it set limitations on child labor.
(10) Today, children are protected by child labor laws. The federal government has set the minimum working age at 14 for jobs other than babysitting or delivering newspapers. In some states the minimum working age may be higher. Children’s lives are much easier today than they were more than a century ago.
Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

5. Read this sentence from Paragraph 3:

   By the time of the Civil War in the 1860s, however, the apprenticeship system had fallen by the wayside.

Which statement best explains the meaning of the idiom “fallen by the wayside”?

- A. Apprenticeships were no longer being done.
- B. Apprenticeships created a shortage of soldiers.
- C. Apprentices left their jobs to go to war.
- D. Many apprentices were being injured.

Teacher feedback: (The correct answer is A.)

Score: (1 point)

6. Answer the questions about the passage.

(a) Which statements tell the main ideas of “Where Do You Work? When Kids Had Adult Jobs”?

Choose all answers that are correct.

- A. Cotton mills provided housing and schools for workers.
- B. Children worked long hours in dangerous jobs.
- C. Many people fought to end child labor.
- D. Children were easy employees to manage.

Teacher feedback: (The correct answers are B and C.)
(b) Which sentences from the passage support the answer in Part (a)?

Choose all answers that are correct.

- A. Despite their age, children sometimes worked in hazardous conditions. (Paragraph 4)
- C. In 1904, a group of reformers founded the National Child Labor Committee (NCLC) to abolish child labor. (Paragraph 7)

Teacher feedback: (The correct answers are A and C.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

7. How did the work of Mother Jones, the National Child Labor Committee (NCLC), and Lewis Wickes Hine lead to child labor laws?

Use details from the passage to support your answer.

Model Answer

Mother Jones was an American labor and community organizer. She fought for the rights of 10,000 children during a strike at a textile mill in Pennsylvania in 1903. When local newspapers refused to publish facts about the children working in the mills, she organized a march. Mother Jones and a band of striking children marched from Pennsylvania to President Theodore Roosevelt's home in New York. This drew the public's attention.

In 1904, the National Child Labor Committee (NCLC) hired investigators to gather evidence to help abolish child labor. One of these people was Lewis Wickes Hine, a photographer. Hine took pictures of children wherever they worked. He would sneak his camera into factories, coal mines, mills, farms, and sweatshops and take pictures of children working. When his photographs were published, the public was shocked.

Through the efforts of the NCLC, Mother Jones, and Lewis Hine, many states passed laws protecting children. But it didn't help, since many children still worked hard. The NCLC pushed for a federal law for child workers. After several laws, which were overturned as being unconstitutional, the Fair Labor Standards Act was passed in 1938.
Award points for specific answers as shown below (for a total of 0–3 points).

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<td>3</td>
<td>The answer explains how the work of Mother Jones (1 point), the National Child Labor Committee (NCLC) (1 point), and Lewis Wickes Hine (1 point) led to child labor laws. The answer uses details from the passage to support each explanation.</td>
<td>Your answer should explain how the work of Mother Jones, the National Child Labor Committee (NCLC), and Lewis Wickes Hine led to child labor laws. Your answer should use details from the passage to support it.</td>
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Feedback for completely correct answer:

Your answer explains how the work of Mother Jones, the National Child Labor Committee (NCLC), and Lewis Wickes Hine led to child labor laws. Your answer uses details from the passage to support it.

8. How does the author support the idea that child labor laws were necessary?

Use evidence from the text to support your answer.

Model Answer

The author explains that instead of going to school, children worked long hours in dangerous conditions.

At the beginning of the article, the author states that about 18 percent of American children ages 10 to 15 in the early twentieth century went to work. Many worked to support their families and often worked 60 to 70 hours a week, both during the day and at night. This made it difficult for them to attend school. The author cites one study from the early twentieth century showing that half the children under age 14 could not read or write.

Children worked menial, repetitive jobs that took very little skill. They often worked in hazardous conditions in factories, coal mines, mills, and canneries and were paid less than adults. Many suffered from illnesses brought on by their work environments, such as respiratory illnesses from coal dust in the coal mines. There were very few laws that protected child workers.

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<td>The answer explains how the author supports the idea that child labor laws were necessary. The answer uses evidence from the text to support it. (1 point for explanation, 1 point for evidence)</td>
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Feedback for completely correct answer:

Your answer explains how the author supports the idea that child labor laws were necessary. Your answer uses evidence from the text to support it.
Read the passage. Then answer the questions.

**Why Do Chores and What Chores Should You Be Doing?**

(1) When parents ask their children to help around the house, the children sometimes grumble or refuse to help. They may finally agree but then make excuses as to why they haven’t completed the task yet. Children sometimes feel as though their parents are nagging them to do things that aren’t really necessary. Some children might wonder, *Why should I make my bed when I’m going to sleep in it again tonight?* This battle of wills between parents and children can lead to frustration on both sides.

**Why Johnny Won’t Make His Bed**

(2) There are several reasons why children resist doing chores. Most children don’t realize what it takes to run a household. They don’t understand that dishes need to be washed after each meal. It takes time to plan meals, shop for groceries, prepare food for the whole family, and clean up afterwards. Children may not realize that before anyone can dust and vacuum, the space needs to be free of clutter. So picking up after oneself is a big help.

(3) Chores are generally not at the top of anyone’s list of fun things to do. But being aware of others and taking on responsibility takes maturity, thoughtfulness, and consideration. Children develop these traits as they grow up. And it is a parent’s job to teach these traits to their children by giving them age-appropriate responsibilities.

**The Benefits of Chores**

(4) Kids may not realize it, but there is a benefit to children when they help around the house. They develop a greater feeling of self-esteem. When children finish a household chore, no matter how small, it gives them a feeling of accomplishment and pride. It also makes them feel that they are competent, or capable of completing a task successfully. In addition, they are learning to put aside instant gratification by doing chores first before playing. This helps them to become more responsible. Learning to juggle chores, schoolwork, and outside activities helps children learn valuable time-management skills. It also teaches them basic life skills. By helping with the family’s laundry, they learn how to wash their own clothes. This is a skill they will need when they’re out on their own. By learning to keep things neat and tidy in their rooms and in other areas of the home, children develop an appreciation for order and cleanliness. Children learn the importance of routine by doing chores consistently. It also helps them to develop a strong work ethic. This will lead them to become hardworking, industrious adults. By working with other family members, children learn the value of teamwork.

**Age-Appropriate Chores**

(5) Children can begin doing chores as young as age two or three. Toddlers can put their toys away and stack books and magazines. They can also put clothes in the hamper and dust. As children grow older, they can do those tasks and more. Five- and six-year-olds can make their beds and empty wastebaskets. They can also clear the table, vacuum...
up crumbs, and wash plastic dishes in the sink. At ages six and seven, children can sort laundry, sweep the floor, set the table, and keep their rooms neat. Eight and nine-year-olds can load the dishwasher and put away groceries. They can also vacuum, mop the floor, and put away their own laundry. By the time a child is 10 or 11, he or she can do all of those things plus more. These older children can unload the dishwasher, clean the bathroom, and change the sheets. They can wash windows and the family car and babysit younger siblings. They may even cook a simple dinner with adult supervision.

(6) So the next time your parents ask you to help around the house, lend them a hand. Think of all the skills you’ll be learning that will help you later in life. And you’ll appreciate living in a clean and tidy house even more because you’ve helped to make it that way.
Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

9. Answer the questions about the passage.

(a) Which statements tell the main ideas of “Why Do Chores and What Chores Should You Be Doing?”

Choose all answers that are correct.

☐ A. Children should learn to do their own laundry for later in life.

☒ B. Children benefit from doing chores around the house.

☐ C. Children don’t understand what it takes to plan a meal.

☒ D. Children of all ages can do age-appropriate chores.

Teacher feedback: (The correct answers are B and D.)

(b) Which sentences from the passage support the answer in Part (a)?

Choose all answers that are correct.

☐ A. Chores are generally not at the top of anyone’s list of fun things to do. (Paragraph 3)

☒ B. When children finish a household chore, no matter how small, it gives them a feeling of accomplishment and pride. (Paragraph 4)

☒ C. Children can begin doing chores as young as age two or three. (Paragraph 5)

☐ D. Children sometimes feel as though their parents are nagging them to do things that aren’t really necessary. (Paragraph 1)

Teacher feedback: (The correct answers are B and C.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

10. Answer the questions about the passage.

(a) Why is it important for children to do chores?

☐ A. so their parents won’t nag them

☒ B. so they learn responsibility

☐ C. so they realize what their parents do

☐ D. so their rooms aren’t a mess

Teacher feedback: (The correct answer is B.)
(b) Which sentence from the passage best supports the answer in Part (a)?

- A. This battle of wills between parents and children can lead to frustration on both sides. (Paragraph 1)
- B. They can also put clothes in the hamper and dust. (Paragraph 5)
- C. This will lead them to become hardworking, industrious adults. (Paragraph 4)
- D. They may finally agree but then make excuses as to why they haven’t completed the task yet. (Paragraph 1)

Teacher feedback: (The correct answer is C.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

11. How does the structure used in “The Juggling Act” differ from that in “Why Do Chores and What Chores Should You Be Doing”?

Support your answer with at least one detail from each passage.

Model Answer

“The Juggling Act” is a fictional story told in the first person by Josh. The narrative is structured as a long list of the activities and commitments this young boy has on his plate. The passage “Why Do Chores and What Chores Should You Be Doing?” on the other hand is a nonfiction article that gives opinions about kids doing chores and provides information about age-appropriate chores.

In “The Juggling Act,” Josh explains that after a busy day, he still has a peer review to complete before he can go to bed and will not have time to read a chapter for a discussion group the next morning. In “Why Do Chores and What Chores Should You Be Doing” the author explains that by completing a household chore, children learn responsibility and develop a feeling of accomplishment and pride in themselves.

Award points for specific answers as shown below (for a total of 0–2 points).

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<td>The answer describes how the structure used in “The Juggling Act” differs from that in “Why Do Chores and What Chores Should You Be Doing,” and uses at least one detail from each passage to support it. (1 point for explanation, 1 point for details from each passage)</td>
<td>Your answer should describe how the structure used in “The Juggling Act” differs from that in “Why Do Chores and What Chores Should You Be Doing,” and should use at least one detail from each passage to support it.</td>
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Feedback for completely correct answer:

Your answer describes how the structure used in “The Juggling Act” differs from that in “Why Do Chores and What Chores Should You Be Doing,” and uses at least one detail from each passage to support it.
12. How are the children described in “Why Do Chores and What Chores Should You Be Doing?” similar to those described in “Where Do You Work? When Kids Had Adult Jobs”? How are they different? How do the authors’ presentations of information about children’s lives show the authors’ opinions?

Use evidence from the passages to support your answers.

Model Answer

The children in both “Why Do Chores and What Chores Should You Be Doing?” and “Where Do You Work? When Kids Had Adult Jobs” are described as being able to take on responsibility. Another similarity is that both passages discuss how children can help their families by taking on these responsibilities.

There are differences in the kinds of responsibilities the children take on in each of these passages. In “Why Do Chores and What Chores Should You Be Doing?” the author discusses how children should be given chores to do around the house. By doing chores, children learn responsibility and a good work ethic. In “Where Do You Work? When Kids Had Adult Jobs,” the author discusses how children from the early days of America to the 1930s had a lot of responsibility placed on them. Many children worked full-time jobs to help support their families.

In “Why Do Chores and What Chores Should You Be Doing?” it is clear that the author thinks today’s children have it very easy. The author suggests that children need to be taught to contribute to the cleaning and maintaining of their home and not leave everything up to their parents. Information on appropriate chores for children of different ages is included.

In “Where Do You Work? When Kids Had Adult Jobs,” it is clear that this author thinks children who worked on farms and in factories, mills, and coal mines led very hard lives. The author appears sympathetic to them and what they had to endure. Information on the steps it took to enact federal child labor laws to protect children from being abused in the workplace is presented.

Award points for specific answers as shown below (for a total of 0–3 points).

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<td>Your answer should explain how the children described in “Why Do Chores and What Chores Should You Be Doing?” are similar to those described in “Where Do You Work? When Kids Had Adult Jobs.” Your answer should use evidence from both passages to support it.</td>
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Feedback for completely correct answer:

Your answer explains how the children described in “Why Do Chores and What Chores Should You Be Doing?” are similar to and different from those described in “Where Do You Work? When Kids Had Adult Jobs.” Your answer also analyzes how each author’s presentation of information about children’s lives shows the authors’ opinions. Your answer uses evidence from both passages to support it.

13. Read what Robin wrote about her friend Cassandra.

Cassandra’s room is always a mess. To get into her room, I always have to climb over stuff on the floor. There’s dust everywhere. The other day, I went to Cassandra’s house, and her room was clean! I think it’s the first time I’ve ever seen the floor of her room! Cassandra told me her mother made her organize dust and vacuum her room.

Which revision of the last sentence is punctuated correctly?

☐ A. Cassandra told me her mother made her, organize, dust and vacuum her room.

☐ B. Cassandra told me her mother made her organize, dust, and vacuum, her room.

☐ C. Cassandra told me, her mother made her organize dust, and vacuum her room.

☒ D. Cassandra told me her mother made her organize, dust, and vacuum her room.

Teacher feedback: (The correct answer is D.)

Score: (1 point)
14. Read what Colin wrote about what he did this past weekend.

When we moved into our house two years ago, my room was painted dark green and had old shaggy orange carpet that had a weird smell. We didn’t have time or the money to change it. But with the money I earned mowing lawns all summer, I bought some paint. This past weekend I painted my room and pulled up the old carpet. I thought the color was too light at first. But I liked the color much better after I painted a second coat on the walls.

Which sentence is the best revision of the last sentence?

- A. But I liked the color much better after I had painted a second coat on the walls.
- B. But I liked the color much better after I have painted a second coat on the walls.
- C. But I liked the color much better after I will have painted a second coat on the walls.
- D. But I liked the color much better after I shall have painted a second coat on the walls.

Teacher feedback: (The correct answer is A.)

Score: (1 point)

15. Read this paragraph Sophie wrote about a book she is reading.

My mother told me that her grandfather worked in a coal mine in West Virginia when he was a boy. She said he was a breaker boy. He started when he was only eight years old. After hearing stories of his life as a coal miner, I decided to go to the library and find a book about it. The book is called Growing Up in Coal Country.

Which revision of the last sentence is punctuated correctly?

- A. The book is called “Growing Up in Coal Country.”
- B. The book “is called Growing Up in Coal Country.”
- C. The book is called Growing Up in Coal Country.
- D. The book is called Growing Up in Coal Country.

Teacher feedback: (The correct answer is C.)

Score: (1 point)
16. Read about what Jonathan did over the weekend.

Last weekend was super busy. We had a game on Friday night and another one Saturday morning. After the game, I had to mow the lawn and trim the bushes. Then Dad asked me to help put a new bookcase together for my sister. On Sunday, we went for a family bike ride, and then we eat dinner at my grandmother’s house.

Which sentence is the best revision of the last sentence?

- A. On Sunday, we gone for a family bike ride, and then we ate dinner at my grandmother’s house.
- B. On Sunday, we went for a family bike ride, and then we ate dinner at my grandmother’s house.
- C. On Sunday, we went for a family bike ride, and then we had eaten dinner at my grandmother’s house.
- D. On Sunday, we go for a family bike ride, and then we will have eaten dinner at my grandmother’s house.

Teacher feedback: (The correct answer is B.)

Score: (1 point)

17. Read what Sam told his friend about his new chores.

The other night, my parents told my twin brother and me that we needed to start helping around the house. With schoolwork, sports, and our band, it’s hard to do chores. But our parents told us neither we start doing chores or we can’t get new guitars.

Which sentence is the best revision of the last sentence?

- A. But our parents told us either we start doing chores nor we can’t get new guitars.
- B. But our parents told us we start doing chores nor we can’t get new guitars.
- C. But our parents told us neither we start doing chores nor we can’t get new guitars.
- D. But our parents told us either we start doing chores or we can’t get new guitars.

Teacher feedback: (The correct answer is D.)

Score: (1 point)
18. You have read a story and two articles about responsibilities of children in the past and in modern times. What do you believe children your age should be responsible for doing in their homes or in their communities (outside world)? Write a persuasive essay of at least three paragraphs stating your opinion about the appropriate amount of responsibility for children your age and explain why you feel it is appropriate. Use evidence from the readings as well as your own knowledge to support your opinion.

(a) Write a cohesive argument of at least three paragraphs.

(b) Take a stand on the appropriate amount of responsibility for children your age.

(c) Use relevant evidence from the texts you have read as well as your own ideas to introduce your opinion and acknowledge alternate or opposing opinions.

(d) Give at least three important reasons for your opinion, and support them with evidence from the texts and your own ideas.

(e) Organize facts and ideas logically in support of your opinion.

(f) Use appropriate transitions between sentences and paragraphs to create cohesion and clarify the relationships among ideas and concepts.

(g) Use precise language to explain your stand.

(h) Provide a strong concluding statement to your essay.

Score: Use the rubric to evaluate the student’s writing. Award points for each category as shown below (for a total of 12–20 points). Students who do not respond should be given a 0.

Teacher feedback: Provide feedback about the student’s writing in each category.
<table>
<thead>
<tr>
<th>Category</th>
<th>Level 3 (5 points)</th>
<th>Level 2 (4 points)</th>
<th>Level 1 (3 points)</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose and Content</strong></td>
<td>The essay is entirely a persuasive argument (opinion essay) that takes a stand on what responsibilities adolescents should have in their homes or communities. An explanation of the appropriate amount of responsibility children should have is presented and supported with relevant quotations and examples. The reasons why the amount is appropriate are also addressed. Evidence from the texts has been effectively used to support the student’s position. The student includes a counterargument but convincingly demonstrates why that opposing viewpoint is incorrect. All sentences in the essay are purposeful and related to the topic. There is no tangential or irrelevant information.</td>
<td>The essay is mostly a persuasive argument (opinion essay) that takes a stand on what responsibilities adolescents should have in their homes or communities. An explanation of the appropriate amount of responsibility children should have is presented and supported with mostly relevant quotations and examples. The reasons why the amount is appropriate are addressed but may not be thoroughly supported. Some evidence from the texts has been used, and it is mostly relevant to the development of the argument. The student mentions a counterargument and tries to explain why that opposing viewpoint is incorrect. Most of the sentences in the essay are purposeful and related to the topic. There may be some tangential or irrelevant information.</td>
<td>The essay may not be a persuasive argument (opinion essay) and may not take a stand on what responsibilities adolescents should have in their homes or communities. An explanation of the appropriate amount of responsibility children should have may not be presented and may not be supported with relevant quotations and examples. The reasons why the amount is appropriate may not be addressed. Evidence from all the texts may not have been used or the evidence used may be irrelevant to the development of the argument. The student may fail to include a counterargument or fail to explain why an opposing viewpoint is incorrect. All sentences in the essay may not be purposeful or related to the topic. There may be much tangential or irrelevant information.</td>
</tr>
<tr>
<td><strong>Structure and</strong></td>
<td>The essay is a focused argument or opinion essay and follows this form consistently. The essay is consistently written from the same point of view. It is consistently focused on the topic. The essay is at least three paragraphs long. It is consistently organized by order of importance, or with logical order. There is a strong statement of the student’s position at the beginning. The rest of the argument advances the</td>
<td>The essay is mostly an argument or opinion essay and mostly follows this form. The essay is mostly written from a consistent point of view. The essay is at least two paragraphs long. It is mostly organized in order of importance, or with logical order. There is a statement of the student’s position at the beginning. The rest of the argument mostly advances this position; it mostly flows smoothly, and there is some use of details</td>
<td>The essay may not take the form of an argument or opinion essay or may not follow this form consistently. The essay may not be from the same point of view. It may lack focus. The essay is less than two paragraphs long. It may not be organized or it may lack a clear organizational pattern. There may be no statement of the student’s position, or the rest of the essay may not advance the thesis. The essay may not flow</td>
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<tr>
<td><strong>Organization</strong></td>
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<td>position, flows smoothly, and contains details and explanations. The essay</td>
<td>and explanations. There is a conclusion to the essay.</td>
<td>smoothly, or it may not include sufficient details or explanations. There may be no clear conclusion.</td>
</tr>
<tr>
<td>Language and</td>
<td>The essay has a consistent tone and is appropriate for the subject matter and</td>
<td>The essay has a mostly consistent tone and is mostly appropriate for the subject</td>
<td>The essay may not have a consistent tone or the tone may be inappropriate for the</td>
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<tr>
<td>Word Choice</td>
<td>audience. The writing uses precise language and the correct connotations of</td>
<td>matter and audience. The writing mostly uses precise language and the correct</td>
<td>subject matter. The writing may not use precise language and there may be</td>
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<td>words when making an appeal and stating a position. The writing consistently</td>
<td>connotations of words when making an appeal and stating a position. The writing</td>
<td>evidence that the connotation of words was not considered when making an appeal or</td>
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<td>uses connecting words between ideas and paragraphs.</td>
<td>mostly uses connecting words between ideas and paragraphs.</td>
<td>stating a position. The writing may not use connecting words between ideas and</td>
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<td>paragraphs, if there are paragraphs.</td>
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<tr>
<td>Grammar,</td>
<td>The writing is in standard English. The writing has no errors in grammar, usage,</td>
<td>The writing is mostly in standard English. The writing may contain a few errors</td>
<td>The writing may not be in standard English. The writing may contain many errors</td>
</tr>
<tr>
<td>Usage, and</td>
<td>or mechanics. The writing has no errors in punctuation or spelling.</td>
<td>in grammar, usage, or mechanics. The writing may contain some errors in</td>
<td>in grammar, usage, or mechanics. The writing may contain many errors in</td>
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<tr>
<td>Mechanics</td>
<td></td>
<td>punctuation or spelling. The errors do not interfere with the reader’s</td>
<td>punctuation or spelling. The errors may make it difficult to follow or understand</td>
</tr>
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<td></td>
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<td>understanding.</td>
<td>the writing.</td>
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Final Assignment Score: ( /50)