**5th Grade**

**Unit 3: Clues to a Culture**

**Reading Informational Summative Evaluation**

**ESSENTIAL QUESTIONS**

***What do good researchers do?***

***How do authors use point of view to develop topics?***

This test assesses the following Common Core Standards and is based on a short reading passage:

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Answer Key & Standards Assessed:**

*Part 1*

**Part A:** D; C RI.5.2 RI.5.1

**Part B:** C; A RI.5.2 RI.5.1

**Part C:** A; D RI.5.2 RI.5.1

**Part D:** RI.5.1&2

Check the following to assist in scoring:

1. Main Idea 1 was accurate and relevant to the passage.
2. Main Idea 2 was accurate and relevant to the passage.
3. Both quotes substantiate main idea 1.
4. Both quotes substantiate main idea 2.

*Part 2*

This test assesses the following Common Core Standards and is based on notes and stories read throughout the unit:

**Part E & F:**

RI.5.1 RI.5.2 RI.5.9

Open Response

**Part 1**

**Today you will read “Talking Leaves,” a short non-fiction text about a man named Sequoyah. You will determine some main ideas from the text and make some inferences based on what you read. As you read, you will gather evidence to support your answers to the questions that follow.**

**“Talking Leaves”**

**By ReadWorks**

Can you imagine a world without a writing system for your language? It may be hard to picture now, but in the year 1809, a man named Sequoyah lived in such a world. Sequoyah was a member of a Native American tribe, the Cherokee. The Cherokee people speak their own language, but for hundreds of years they did not have a system of writing. This meant that Cherokee business owners could not keep written records. Cherokee soldiers fighting far from home could not write letters to their families. Without a writing system, the Cherokee had no newspapers or books.

Sequoyah was probably born around the year 1770, though no one knows for sure. He lived with his mother in a small village in the mountains of Tennessee. He did not go to school. Instead, he helped his mother work in the garden and tend cattle.

Even though Sequoyah did not go to school, he was very smart. As an adult, Sequoyah taught himself how to make jewelry out of silver. He also became a blacksmith using heat to shape metal into arrow points, knives, and shovels. He sold the things he made and became a well-known businessman in his town.

People came from all over to buy the beautiful objects Sequoyah made. Sometimes, English-speaking people came to his shop. Sequoyah noticed that these people had a special way of communicating with one another: they used marks on paper to record their thoughts and ideas. Sequoyah called these pieces of paper “talking leaves.” He began to wonder why people who spoke Cherokee did not have a way to write down their words.

In 1809, Sequoyah decided he would invent a way to write the Cherokee language. His friends and family thought he was crazy. They said that it could not be done. They said it was a waste of time. Many people believed the Cherokee language did not need to be written down. The Cherokee tribe had grown strong and powerful without the use of writing—why did they need it now? But Sequoyah did not listen. He was determined to give the Cherokee their own “talking leaves.”

Sequoyah set out to create a new writing system for the Cherokee language. At first Sequoyah tried to create a different symbol for every word in the Cherokee language—and there are thousands of words! He soon realized it would be too hard for people to remember so many symbols. Sequoyah came up with a new idea: he would make a picture to represent each syllable. After much hard work, Sequoyah had created 85 symbols, one for each syllable in the Cherokee language. His work was complete.

Now that Sequoyah had invented a way to write the Cherokee language, he needed to see if it worked. He helped his daughter Ayoka learn each symbol. Together they practiced saying words to each other and writing them down. Even though she was only 6 years old, Ayoka learned to read and write very quickly. Sequoyah’s invention was a success!

From www.readworks.org

Sequoyah was excited to teach other Cherokee people how to read and write. He traveled from town to town offering to teach anyone who was interested. Sequoyah was disappointed to find that almost nobody wanted to learn to read or write. He had to come up with a new plan.

Sequoyah brought Ayoka with him to a nearby village and met with the local leaders. He told Ayoka to leave the room, then asked each person to say one word. He wrote all their words down and called Ayoka back into the room. When she read each word perfectly, the local leaders were convinced that it was possible to write their language. They decided to let Sequoyah teach reading and writing to the people of their village.

Before long, Sequoyah’s writing system had spread far and wide. Cherokee people living in all different parts of the country learned to read and write. They published books and newspapers. They wrote down speeches and laws. In 1825, Cherokee leaders made Sequoyah’s system the official written language of the Cherokee people. Sequoyah was given a medal in recognition for all his hard work.

To this day, Cherokee speakers still use Sequoyah’s writing system. In some parts of the United States, you can see street signs and billboards written in both English and Cherokee. Sequoyah will always be remembered for his important contribution to the Cherokee people.

From www.readworks.org

**Part A**

“The Cherokee tribe had grown strong and powerful without the use of writing—why did they need it now?” Whose point of view is represented in this sentence?

1. English-speaking people
2. Sequoyah’s daughter
3. Sequoyah
4. Many of the Cherokee

Which of the following quotes from the text could best be used to support your answer?

1. Sometimes, English-speaking people came to his shop. Sequoyah noticed that these people had a special way of communicating with one another: they used marks on paper to record their thoughts and ideas.
2. He soon realized it would be too hard for people to remember so many symbols.
3. His friends and family thought he was crazy. They said that it could not be done. They said it was a waste of time. Many people believed the Cherokee language did not need to be written down.
4. Even though she was only 6 years old, Ayoka learned to read and write very quickly.

**Part B**

Why did Sequoyah abandon his initial idea of creating a symbol for every word in the Cherokee language?

1. It would be too challenging to teach his daughter all of the necessary symbols.
2. Most Cherokees did not see the need for a written language.
3. He knew that most people would be unable to remember the large amount of symbols required for the Cherokee vocabulary.
4. Friends and family members did not support his ideas.

Which of the following quotes from the text could best be used to support your answer?

1. . . . There are thousands of words! He soon realized it would be too hard for people to remember so many symbols.
2. He helped his daughter Ayoka learn each symbol. Together they practiced saying words to each other and writing them down.
3. His friends and family thought he was crazy. They said that it could not be done. They said it was a waste of time.
4. Many people believed the Cherokee language did not need to be written down. The Cherokee tribe had grown strong and powerful without the use of writing . . . .

**Part C**

Which word most accurately describes a quality displayed by Sequoyah throughout the text?

1. Perseverance
2. Frustration
3. Ambition
4. Innovation

Which of the following quotes from the text could best be used to support your answer?

1. Even though Sequoyah did not go to school, he was very smart.
2. Sequoyah was given a medal in recognition for all his hard work.
3. He soon realized it would be too hard for people to remember so many symbols.
4. But Sequoyah did not listen. He was determined to give the Cherokee their own “talking leaves.”

**Answer the questions using the article, “Talking Leaves.”**

**Answer Part C using the poem “Little Red Riding Hood and** **the Wolf” and the passage from *Bud, Not Buddy*.**

**Part D**

List two main ideas from the passage?

|  |  |
| --- | --- |
| Main Idea 1 | Main Idea 2 |

List 2 quotes from the passage to support each main idea (4 quotes total).

|  |
| --- |
| MI 1 Support: |
| MI 1 Support: |
| MI 2 Support: |
| MI 2 Support: |

**Part 2**

**Answer Part E using both passages (“Talking Leaves” & “Making Words”)**

**Excerpt from “Making Words,”**

**From *A History of Us: The New Nation (1789-1850)***

**By Joy Hakim**



The Indian whose name was Sequoyah had talent. When he was small, he was able to draw amazing pictures of birds and horses and people. When he grew to manhood he became a silversmith and made fine jewelry: earring, bracelets, and necklaces for the Indian men and women, and sturdy silver pieces to hang around the necks of their horses.

We don’t know if he was happy as a silversmith; we do know that—once he saw something the white men could do—he became a different man. What he saw seemed too astounding to be believed.

A white man would take words, turn them into shapes, and scratch them on a slate or draw them on a piece of paper. Then another man could look at those shapes and say the first man’s words. Was it magic?

**Sequoyah said about finding a way to write down the Cherokee language: “I thought that would be like catching a wild animal and taming it.”**

Sequoyah was a Cherokee, a member of a proud nation of hunters, warriors, and farmers who seemed to do everything well. But no Cherokee could write his own language, because reading and writing were unknown to the Indian tribes. Indian stories and speeches were remembered and retold by orators, or storytellers, or singers. Sequoyah knew that often in retelling, words are changed. He thought the words of some of the great Indian leaders needed to be remembered just as they were first said. Would the white man’s idea work with Indian words?

Sequoyah, being a Cherokee, had confidence. He believed he could find a way to write his people’s words. But how was it to be done?

Suppose you didn’t know how to read or write English or any other language; how would you begin to create a written language? Sequoyah thought up a logical system. He made marks stand for sentences. Soon he had so many marks and so many sentences he was lost. He knew he could never remember them all. Then he tried making marks for words. Then there were too many word marks to remember. Finally he made marks for sounds—and he knew he had a good system. He came up with 86 Cherokee syllables and a system of 86 symbols to stand for them. That sounds like a lot of characters to learn, compared to the English alphabet of 26 letters. But it works very well for Cherokee.

Now figuring all this out took him a long time. His wife, Sarah, was angry because he wasn’t making his beautiful silver jewelry. His family was becoming poor. His friends told him he was being foolish; some thought the symbols were dangerous witchcraft. They tried to get Sequoyah to stop. This is what Sequoyah said:

From *A History of Us: The New Nation* (pp.124-126)

*If our people think I am making a fool of myself, you may tell our people that what I am doing will not make fools of them. They did not cause me to begin and they shall not cause me to give up.*

 Sequoyah was a determined man who knew he had something important to accomplish. If his friends couldn’t understand that, well, he was sorry, but he wouldn’t give up. But some Cherokees were so frightened they destroyed all his work. He had to start again. It took him 12 years to develop his written Cherokee language.

When his system was finished, in 1821, he taught it to his daughter. She was six. Then he invited his friends to visit. He sent his daughter across a field, beyond shouting distance. Then he asked a visitor to say some words—any words—and he made marks on a slate. The visitor took the slate to the child: she said the words!

***. . . the Cherokee Phoenix, the first bilingual newspaper in any Indian language. Almost all Cherokees became literate in a few years. Even those living far from cities stayed informed of events in the larger world. For most Cherokees, unfortunately, the news was not good.***

The Indians tried it over and over again. Each time the child said the exact words.

Could it be trickery? Or witchcraft? Some Cherokees were still fearful. Sequoyah taught his nephew and other children. Try as they might, the visitors could never fool the children.

Now people were convinced. His wife was proud of him. The chiefs wanted to write the speeches of the great leaders—and Sequoyah did that. Then they learned they could “speak at a distance,” by writing letters. They called the letters “talking leaves.” Soon the Cherokees were printing a newspaper.

From *A History of Us: The New Nation* (pp.124-126)

From *A History of Us: The New Nation* (pp.124-126)

**Answer Part E by using support from both passages, “Talking Leaves” and “Making Words.”**

**Determination is the quality that allows a person to keep trying to do something, even though it is difficult. Explain how Sequoyah showed determination and commitment while inventing a written language system for the Cherokee language. Support your answer using information from the passages.**

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