

**ELA 6th Grade Directions for All Home Assignments Given by:**  
**Mr. Ayers, Ms. Payne, Mrs. Watson**

**Objectives:**

- Cite text evidence to support analysis of what the article says.
- Determine a central idea of an article.
- Analyze how key ideas are introduced and explained in an article.
- Analyze how a particular sentence, paragraph, or section fits into the structure of the article.
- Determine the author's point-of-view or purpose in an article.

**Directions:**

1. Write your full name, your teacher's name, and the class period on the top of each article you receive.
2. Number the paragraphs in each article. Begin with the first paragraph. Do not number the article's headings as paragraphs.
3. Read the title of the article, the captions (words under the pictures,) and read the article all the way through one time; be sure to read the footnotes as you read the article.
4. Reread the article a second time, and highlight the main idea of each paragraph. You may also use a colored pencil to underline the main idea if you do not have a highlighter.
5. Circle each word you do not know as you read.
6. On a sheet of loose-leaf paper, write your name, teacher's name, and class period. Write each word you circled in the article, and write a definition for that word next to it. If you have a dictionary you may use it to define the word, but be sure to find the correct definition based on how the word is used in the article. If you do not have a dictionary, define the word based on what you think it means from the context of the article.
7. Answer the Text-Dependent Questions: There will be three types of questions: multiple choice questions, short answer questions, and discussion questions.
8. Be sure to use evidence from the text in your short answer questions. Each of your answers should be a minimum of 5 grammatically correct sentences. Use quotation marks and cite the paragraph in which you found your evidence.
9. For the Discussion Questions, answer the questions in the space provided on the sheet. If you need more space, continue your answer on a separate sheet of paper.
10. Be sure to revise and edit all of your written work; you may want to ask a parent/guardian to check your work after you've revised and edited.



**Schedule for the week: Look back at the directions above if you get confused.**

**Monday:** Read all of the directions above. Number the paragraphs, and read the article. Be sure to read all titles, headings, and captions. As you read, circle all the words you don't know.

**Tuesday:** Reread the article one paragraph at a time. Highlight, or underline with colored pencils, the main idea in each paragraph.

**Wednesday:** Using a piece of loose-leaf paper, write down each word you circled in the article. Then, write a definition for each word; you may use a dictionary, or context clues to define each word.

**Thursday:** Answer the multiple choice questions, and at least one of the short answer questions. Remember to use evidence from the text for your short answer questions. Be sure to go back to the text to check that your answers are correct.

**Friday:** Finally, finish this week's article by answering any other short answer questions included with the article packet. Again, remember that each answer should be a minimum of 5 grammatically correct sentences.

**Staple all of your work together in the upper left hand corner of the article's title page. Do this for each of the articles you receive. If you don't have a stapler, just keep all of the sheets together for each article.**

**Your first article is titled "Meet the Coyote Next Door"**

**Your second article is titled "Chocolate from Children" mailed next**

**Your third article is titled "Math Isn't Just for Boys" mailed later**

**Each of your teachers misses you, and hopes you are staying safe and healthy while at home. We also hope that you are continuing to read for pleasure while at home. We think it's a good idea to read at least 20 minutes a day. We look forward to seeing you all in school again soon!**

Save these directions for next week! 😊

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Chocolate from Children

By Deb Dunn  
2013

*While many people enjoy chocolate as a tasty treat, few fully understand the work that goes into making chocolate, specifically the work done by children. In this informational text, Deb Dunn discuss the children in West African who pick the cocoa beans that chocolate is made from. As you read, take notes on the lives of the children who pick cocoa beans.*

- [1] Have you had some chocolate recently? Most Americans eat about 12 pounds of it each year! But many people don't know that children in West Africa pick most of the world's cocoa beans. (Cocoa is the main ingredient in chocolate.) People who buy chocolate are becoming more and more worried about child labor.<sup>1</sup>



*"Untitled" by Charisse Kenion is licensed under CCO*

Imagine this. Ten-year-old Sametta lives in Cote d'Ivoire (or Ivory Coast), a country in West Africa. She wakes up at 4:00 a.m., eats millet porridge, and then walks two miles to her family's cocoa bean field. For the next 12 hours, she picks cocoa pods and then breaks them open. She scoops out the 30 to 50 seeds, or "beans," that are inside the pods. (About 400 beans are needed to make one pound of chocolate.) Sametta does not have time to go to school. Her family needs her to work in order for them to survive. Her health is also at risk. The cocoa pods are sprayed with poisonous pesticides.<sup>2</sup> She also uses a knife with a long, sharp blade when she works.

This is not a story from long ago. This is happening right now. Every day in Ivory Coast, Ghana, Nigeria, and Cameroon, about 300,000 children pick cocoa beans that will be sold to big chocolate companies. Most of the children work on their families' farms. They need to sell every bean to make money for their families to survive. School is out of the question. Worse, about 6,000 of these children are slaves. They sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped.

Why is this happening? The reason is money. Extremely poor countries send children to work in other countries where cocoa beans grow. In exchange, their government is paid. Also, families who own the cocoa bean farms are very poor. They depend on growing and selling cocoa beans to survive. Without help from their children, the farmers would not be able to buy food. Big chocolate companies pay farmers a very low price for their cocoa beans. Most farmers earn only between \$30 and \$100 a year — total.

- [5] In 2001, the U.S. government created an international agreement with major chocolate companies. It said that chocolate companies should help eliminate child slavery and child labor by July 2005. So far, however, the agreement has not ended child slavery and child labor.

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1. the illegal work that children take part in  
2. chemicals used to kill insects that are harmful to plants

Still, there is hope, as organizations around the world work to eliminate child labor. For example, a group of farms in Africa and South America are called Fair Trade Certified. Companies that buy cocoa beans from these farmers sign an agreement. They promise to pay the farmers a Fair Trade price. This is enough for them to buy food and clothing for their families and send their children to school. There are about 45,000 farmers in this program. Any chocolate made from these farmers' beans is labeled Fair Trade.

The Rainforest Alliance is also working to improve life for farmers, teaching them ways to protect soils, waterways, and wildlife while increasing their yields,<sup>3</sup> ensuring that their children go to school and eliminating child labor. Farms that meet strict standards designed to protect the environment and ensure the well-being of farm families, workers, and their communities can earn the Rainforest Alliance Certified seal.

You can help eliminate child labor too by looking for the Rainforest Alliance's green frog seal and the FairTrade trustmark when you shop for chocolate.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
  - A. Children work for cocoa farmers because they think that it will be safe and fun.
  - B. Children are paid well for the dangerous work they do picking cocoa beans for chocolate.
  - C. Children are forced to pick cocoa beans for chocolate because adults cannot do the work.
  - D. Children work in unsafe environments for little or no money to pick cocoa beans for chocolate.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Have you had some chocolate recently? Most Americans eat about 12 pounds of it each year!" (Paragraph 1)
  - B. "They sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped." (Paragraph 3)
  - C. "Without help from their children, the farmers would not be able to buy food." (Paragraph 4)
  - D. "The Rainforest Alliance is also working to improve life for farmers, teaching them ways to protect soils, waterways, and wildlife while increasing their yields" (Paragraph 7)
  
3. How do child laborers compare to child slaves?
  - A. Child laborers are paid fairly, while child slaves are paid little.
  - B. Child laborers are paid a small amount, while child slaves are not paid.
  - C. Child laborers are treated kindly, while child slaves are often overworked.
  - D. Child laborers are free to work and go to school, while child slaves can only work.
  
4. What is the meaning of "eliminate" in paragraph 5?
  - A. to lessen
  - B. to punish
  - C. to get rid of
  - D. to make better
  
5. How did the U.S. government respond to the use of child labor to make chocolate?
  - A. They attempted to hide the fact that chocolate companies were using child labor.
  - B. They created an agreement with chocolate companies to help end child labor.
  - C. They ignored the evidence that chocolate companies were using child labor.
  - D. They shut down companies that they confirmed used child labor.

6. What is the author's overall purpose in the text?
- A. to make readers feel bad about eating chocolate
  - B. to suggest that America uses child labor to produce chocolate
  - C. to inform readers about where their chocolate likely comes from
  - D. to teach readers about where different types of chocolate come from

7. How does Sametta's story in paragraph 2 contribute to the text?

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