Standards Focus

Objectives

Students will

- understand and analyze tone, mood, and setting
- read aloud

Motivate

What Do You Think?/QuickTalk

Tell students to discuss, with partners, a time they had to give up something because of another obligation.

Academic Vocabulary

Look for opportunities to use the Academic Vocabulary words.

- **distinctive, *adj.*:** special; different
- **establish, *v.*:** bring about; set up
- **impact, *n.*:** strong or forceful effect

Analyzing Visuals

Use the online textbook to project this image for viewing.

Activity Explain that the people in the picture are farm workers. Have students analyze the picture and describe what it might be like to work in the fields. ***Possible response:*** *The work is physically demanding. The workers are bundled up; they may be protecting themselves from the sun, or cold, or dust.*

SHORT STORY

Preparing to Read

The Circuit

by **Francisco Jiménez**



Farmworkers picking strawberries.

What Do You Think? When must you give up what you *want* to do for what you *have* to do?

QuickTalk Military families, migrant workers, and show-business professionals, among others, must move frequently for their jobs. How might such moves affect children in the family? Discuss your ideas with a partner.

SKILLS FOCUS pp. 404–415

Literary Skills
- Understand and analyze tone, mood, and setting.

Reading Skills
- Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.

Vocabulary Skills
- Recognize the origins and meanings of frequently used foreign words.
- Use academic vocabulary appropriately.

Grammar Skills
- Classify sentences by purpose.
- Identify declarative, interrogative, imperative, and exclamatory sentences.

Writing Skills
- Maintain consistent, appropriate tone and mood.
- Write a problem-solution essay.

Selection Readability	
Easily Accessible **Accessible** Challenging	clear language and narrative; relatable narrator
Lexile	**730**

Selection Summary

The narrator and his family are migrant farm workers who move frequently for work. The narrator attends school in November, months after the start of the year. His teacher helps him catch up, but soon he and his family need to move again.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Literary Focus

Tone and Mood **Tone** refers to a writer's attitude about a place, event, or character. Tone is revealed through the writer's use of language. In describing a setting, for example, a writer might use words that reveal his love for the twisting streets of his neighborhood. Words such as *loving*, *sarcastic*, and *angry* describe tone. A writer's word choice also determines a story's **mood,** the overall feeling that a work of literature creates in a reader. Words such as "gloomy," "cheerful," and "eerie" describe mood.

Reading Focus

Reading Aloud If you are having difficulty determining the tone in "The Circuit," try reading a few passages aloud. Fill in a chart like the one below as you read aloud.

Story Passage	Language and Tone
"When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work." (page 408)	The narrator's words are simple but meaningful. The tone is sad and reflective.
"The garage was worn out by the years . . . The dirt floor, populated by earthworms, looked like a gray road map." (page 409)	

Writing Focus

Think as a Reader/Writer

Find It in Your Reading As you read, note in your *Reader/Writer Notebook* the words Jiménez uses to describe the places in the story. When you have finished the story, read the words you listed. Then, decide on a word that best sums up how Jiménez feels about each place he describes.

Vocabulary

circuit (SUR kiht) *n.*: regular route of a job. *The family picked crops on a circuit.*

detect (dih TEHKT) *v.*: discover; notice. *He didn't detect any problems with the car.*

populated (PAHP yuh layt ihd) *v.* used as *adj.*: lived in. *The dirt floor, populated by worms, was badly in need of cleaning.*

drone (drohn) *n.*: continuous buzzing sound. *The insects' drone made the day seem hot.*

instinctively (ihn STIHNGK tihv lee) *adv.*: automatically. *Panchito instinctively hid when he saw the school bus.*

Language Coach

Related Words Some words have meanings that give you a clue to the meanings of other words. For example, the word *populated* is related to the word *popular*. Which word on the list above is related to the word *circle*? Use a dictionary to find related words for some of the other Vocabulary words.

Learn It Online

Use Word Watch to improve your vocabulary at:

go.hrw.com L8-405 Go

Selection Resources

Collection 4 Resources, on-level practice and assessment, p. 18

Teacher One Stop™, on-level lesson plans and all print resources

Holt Audio Library

Holt Audio Library: Selections and Summaries in Spanish

Supporting Instruction in Six Languages, selection summary

Analyzing Visuals Transparencies, p. 28

ThinkCentral Online Assessment, Selection Test

ThinkCentral Online Remediation

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students choose the Vocabulary word that best completes each sentence below.

1. I heard the _____ of helicopters in the distance. [*drone*]
2. The pond is _____ by frogs and small fish. [*populated*]
3. The postal carrier's _____ covers ten blocks. [*circuit*]
4. He _____ reached up to catch the ball. [*instinctively*]
5. The doctor did not _____ a fracture, only a sprain. [*detect*]

Language Coach

Use **Language Coach** to help English-language learners acquire word knowledge. ***Answer:*** circuit

Literary Focus

As you read and discuss the selection with students, have them note text that reveals the tone or mood of the story.

Reading Focus

Give students a copy of the Reading Focus graphic organizer. Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

In their **Reader/Writer Notebooks**, have students record words the author uses to describe places in the story. Students can use their notes to complete the Writing Focus activity.

Learn It Online

Send students to **Word Watch** for audio pronunciations, synonyms and antonyms, and brief histories of word origins. Preview at **go.hrw.com**.

go.hrw.com L8-405 Go

Selection Introduction

More About the Writer

Francisco Jiménez was the second of nine children. His parents were illiterate in both Spanish and English. As a family, they earned a total of $15 per day picking crops. The "circuit" refers to the places to which they would travel at certain times each year to pick specific crops. It also refers to the cycle of poverty from which there seemed to be no escape for the family. Eventually, Jiménez learned enough from his sporadic attendance at school to be able to continue educating himself on his own by reading books he picked up at the public dump. When their father could no longer work in the fields, Jiménez and his older brother took jobs as janitors and Jiménez was able to attend school regularly.

Think About the Writer

Ask students questions such as the following: How do you think having parents who could not read or write affected Jiménez? How did it affect his family's income? How could it have affected Jiménez in his struggle to learn to read?

For Independent Reading

- If students are interested in stories about migrant workers, suggest John Steinbeck's *The Grapes of Wrath*, a story with great personal meaning to Jiménez himself.
- If students want to read more stories about children in the workplace, you may wish to recommend *January 1905*, Katharine Boling's story of a family working in a mill town a century ago.

MEET THE WRITER

Francisco Jiménez

(1943–)

Growing Up in the Fields

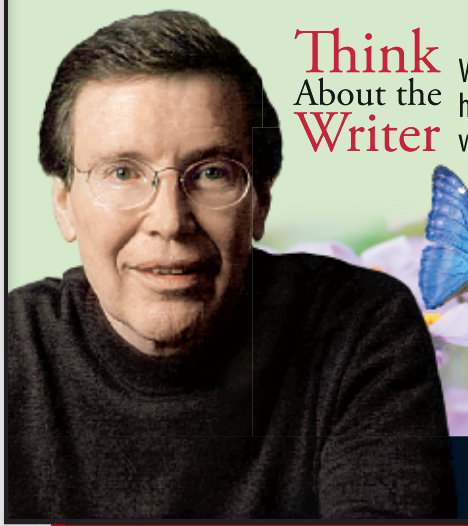
Francisco Jiménez was born in Mexico and came to the United States when he was four years old. At the age of six he started working in the fields. Because he did not know English, he not only failed to pass first grade but also was mistakenly labeled mentally impaired. Later, in the eighth grade, he and his family were deported.

Before he could read English, Jiménez loved looking at books with pictures of butterflies and longed to learn more about them.

> "I knew information was in the words written underneath each picture. . . . I could close my eyes and see the words, but I could not understand what they meant."

Getting an Education

Soon his family was able to return to the United States legally. Jiménez returned to high school and did so well that he earned three college scholarships. He graduated from college with honors and later earned a doctoral degree in Latin American literature. Jiménez, a university professor, has won several awards for his short stories.



Think About the Writer What obstacles did Jiménez have to overcome to get to where he is today?

Build Background

It was once common for young children to work at difficult, dangerous jobs. In the late 1800s, an international movement to end child labor began. An important step toward restricting child labor in the United States was the Fair Labor Standards Act of 1938. This law made it illegal for children under sixteen to work during school hours in interstate commerce. Despite this and other laws, an estimated 300,000 children still plant, weed, and pick crops on commercial farms in the United States.

Preview the Selection

In this story a young boy named **Panchito** has to make sacrifices in order to help his family survive.

Differentiating Instruction

English-Language Learners

Students who are not fluent in English may have trouble identifying tone and mood. Pair students learning English with fluent students to perform the read-aloud activity. Tell the fluent student to read passages aloud with appropriate emphasis. Have the two students work together to identify tone and mood.

Readers Gaining Proficiency

To help students recognize the tone or mood of a passage, model reading passages aloud. Tell students that it is sometimes easier to recognize a passage's tone or mood when it is heard out loud. Model reading the paragraph on p. 407 beginning with "As we drove home. . ." Read carefully, with appropriate emphasis. Have students describe the tone of the paragraph. Tell students to identify the words and phrases that convey the somber mood. [*silent, closed, dust*]

Read with a Purpose Read to discover what effect migrant farm work has on a boy and his family.



The Circuit
CAJAS DE CARTÓN[1]

by **Francisco Jiménez**

It was that time of year again. Ito, the strawberry sharecropper, did not smile. It was natural. The peak of the strawberry season was over, and the last few days the workers, most of them braceros,[2] were not picking as many boxes as they had during the months of June and July.

As the last days of August disappeared, so did the number of braceros. Sunday, only one—the best picker—came to work. I liked him. Sometimes we talked during our half-hour lunch break. That is how I found out he was from Jalisco,[3] the same state in Mexico my family was from. That Sunday was the last time I saw him.

When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. "Ya esora,"[4] he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

As we drove home, Papá did not say a word. With both hands on the wheel, he stared at the dirt road. My older brother, Roberto, was also silent. He leaned his head back and closed his eyes. Once in a while he cleared from his throat the dust that blew in from outside. A

1. **Cajas de Cartón** (KAH hahs day kar TOHN): Cardboard Boxes. This is the original title of the story, which Jiménez wrote first in Spanish and later translated into English.
2. **braceros** (bruh SAIR ohs): Mexican farm laborers brought into the United States for limited time periods to harvest crops. *Bracero* comes from the Spanish word *brazo,* meaning "arm."
3. **Jalisco** (hah LEES koh).
4. **Ya esora** (ya ehs OH rah): Spanish for "It's time."



A **Literary Focus** **Mood** What mood is evoked in this paragraph? What words create this mood?

Vocabulary **circuit** (SUR kiht) *n.:* regular route of a job.

Direct Teach

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Explain that migrant workers move from place to place throughout the year. Ask how this could affect children. ***Possible response:*** *The children might have to miss school or at least would have to change schools frequently. It would be hard for them to make friends and keep up with their studies.*

Analysis

A Literary Focus

Possible response: *The mood in this paragraph is melancholy. Words like "stared," "silent," "leaned," "closed," and "dust" help create this mood.*

? Extend the Discussion

Character The narrator explains that he waits all day to hear the words telling him that it is time to go home. Why do you think the thought of not hearing those words again saddens him? ***Possible response:*** *Although he is glad to be done with the work at the end of each day, he knows that after today his family will be moving on and he will no longer hear the words in that place.*

Advanced Learners

Acceleration After students determine the tone and mood of this story, challenge them to portray this mood in another creative form—for example, in a drawing, painting, or poem. Students should explore the same topic as the story does—the experiences of migrant workers—but may focus on a small part of the experience or may tell a different story than the one in "The Circuit." Have students display their works.

Learners with Diverse Needs

Have students compare their schedules to Panchito's schedule. Ask them to note information given in the text about time spent working, e.g., "twelve hours a day, every day, seven days a week." Point out that Panchito waits 2 hours after his father and brother leave for work before the school bus comes. Discuss how long students spend at school, or doing other activities with friends.

Guided Practice

Model and Apply

- Remind students that **mood** is the atmosphere or overall feeling a work of literature creates in a reader. Tell students that mood is created by the writer's word choice.
- Read aloud for students the paragraph on the next page beginning with, "When we got there . . ." Point out the excited mood the paragraph conveys through phrases like "clasped her hands," "hurried back," and "gasping and pointing."
- **Turn-and-Talk** Have students read the next paragraph in pairs. Ask them what mood is conveyed by that paragraph, and what words or phrases help create that mood. Have volunteers share their responses with the class.

Think as a Reader/Writer

Find It in Your Reading Ask students to locate the references to Fresno and read what the narrator says about it.

Use It in Your Writing Have students write a sentence as if they were the narrator describing how he feels about the move.

Yes, it was that time of year. When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down on a box. The thought of having to move to Fresno and knowing what was in store for me there brought tears to my eyes. B

That night I could not sleep. I lay in bed thinking about how much I hated this move.

A little before five o'clock in the morning, Papá woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sisters, for whom the move was a great adventure, broke the silence of dawn. Shortly, the barking of the dogs accompanied them.

While we packed the breakfast dishes, Papá went outside to start the "Carcanchita." That was the name Papá gave his old '38 black Plymouth. He bought it in a used-car lot in Santa Rosa in the winter of 1949. Papá was very proud of his little jalopy. He had a right to be proud of it. He spent a lot of time looking at other cars before buying this one. When he finally chose the Carcanchita, he checked it thoroughly before driving it out of the car lot. He examined every inch of the car. He listened to the motor, tilting his head from side to side like a parrot, trying to detect any noises that spelled car trouble. After being satisfied with the looks and sounds of the car, Papá then insisted on knowing who the original owner was. He never did find out from the car salesman, but he bought the car anyway. Papá figured the original owner must have been an important man, because behind the rear seat of the car he found a blue necktie. C

Papá parked the car out in front and left the motor running. "Listo,"[5] he yelled. Without saying a word, Roberto and I began to carry the boxes out to the car. Roberto carried the two big boxes and I carried the two smaller ones. Papá then threw the mattress on top of the car roof and tied it with ropes to the front and rear bumpers.

Everything was packed except Mamá's pot. It was an old, large galvanized pot[6] she had picked up at an army surplus store in Santa María the year I was born. The pot had many dents and nicks, and the more dents and nicks it acquired the more Mamá liked it. "Mi olla,"[7] she used to say proudly.

I held the front door open as Mamá carefully carried out her pot by both handles, making sure not to spill the cooked beans. When she got to the car, Papá reached out to help her with it. Roberto opened the rear car door and Papá gently placed it on the floor behind the front seat. All of us then climbed in. Papá sighed, wiped the sweat off his forehead with his sleeve, and said wearily: "Es todo."[8]

5. **listo** (LEES toh): Spanish for "ready."
6. **galvanized pot:** metal pot plated with zinc.
7. **mi olla** (mee OH yah): Spanish for "my pot."
8. **Es todo** (ehs TOH doh): Spanish for "That's all."

B **Read and Discuss** What does this detail tell us about the narrator?

C **Literary Focus** **Tone** What does this description of the car reveal about the writer's feelings for his father?

Vocabulary **detect** (dih TEHKT) *v.*: discover; notice.

Developing Oral Fluency

Have students practice capturing the tone and mood by reading these pages. First have students read the pages independently. Tell students to clarify any words they do not know how to pronounce, making notes to help themselves as necessary.

You may wish to play the **Holt Audio Library** of this selection before the activity.

Group activity

- Read aloud the paragraph beginning "A little before five o'clock . . . " Read slowly and clearly.
- Have a fluent reader read the next paragraph. (You may wish to assign the paragraphs in advance so each student can practice his or her assignment.) Remind students to read slowly and clearly.
- Assign each paragraph in turn to a different student. (Give longer paragraphs to more fluent readers.) Ask students to concentrate on creating a unified tone throughout the reading.
- Discuss the tone of the story with students.

As we drove away, I felt a lump in my throat. I turned around and looked at our little shack for the last time.

At sunset we drove into a labor camp near Fresno. Since Papá did not speak English, Mamá asked the camp foreman if he needed any more workers. "We don't need no more," said the foreman, scratching his head. "Check with Sullivan down the road. Can't miss him. He lives in a big white house with a fence around it."

When we got there, Mamá walked up to the house. She went through a white gate, past a row of rosebushes, up the stairs to the front door. She rang the doorbell. The porch light went on and a tall, husky man came out. They exchanged a few words. After the man went in, Mamá clasped her hands and hurried back to the car. "We have work! Mr. Sullivan said we can stay there the whole season," she said, gasping and pointing to an old garage near the stables.

The garage was worn out by the years. It had no windows. The walls, eaten by termites, strained to support the roof, full of holes. The dirt floor, populated by earthworms, looked like a gray road map.

That night, by the light of a kerosene lamp, we unpacked and cleaned our new home. Roberto swept away the loose dirt, leaving the hard ground. Papá plugged the holes in the walls with old newspapers and tin can tops. Mamá fed my little brothers and sisters. Papá and Roberto then brought in the mattress and placed it on the far corner of the garage. "Mamá, you and the little ones sleep on the mattress. Roberto,

Vocabulary **populated** (PAHP yuh layt ihd) *v.* used as *adj.:* lived in.

SOCIAL STUDIES LINK



Harvesting grapes.

Migrant Farmworkers

Today when we think of farm work, we often think of machinery. Although machines such as tractors have made farm work easier, over 85 percent of fruits and vegetables still have to be cared for or picked by hand. The bins of apples, peaches, and broccoli at your grocery store would be empty if migrant farmworkers hadn't carefully picked each one of them.

Who are the people picking your food? Most migrant farmworkers or their families come to the United States from Spanish-speaking countries. Every year, as soon as the first crop is ready to harvest, they leave their homes and go to work. When that crop is harvested, they move on to the crop that ripens next. Harvesting is hard and dangerous work, and most migrant farmworkers earn less than $7,500 a year. Today some states, governmental agencies, and other organizations are trying to address the needs of migrant farmworkers.

Ask Yourself

Why does the narrator dread the many moves his family's work demands?

Think About/Talk About

Comprehension

B Read and Discuss

Possible response: *The detail tells us that the narrator has moved often enough to know what the boxes mean.*

Analysis

C Literary Focus

Possible response: *The description tells us that the writer pays attention to his father's interests. He may see his father as a role model.*

Extend the Discussion

Interpreting Based on the description of the family's reaction to the garage, how do you think they feel about their new home? ***Possible response:*** *They recognize that it is dirty but they seem happy to have the space and not to have to move again soon.*

Social Studies Link

Migrant Farm Workers

Migrant workers fill an important labor need. Farmers rely on them because a harvest requires many workers for a few weeks for any given crop. Farmers supplement this workforce with local people, such as students, who are willing to take short-term jobs.

Ask Yourself

Possible responses: *He may have to continue doing low-paid work; as a result, his own children might not be able to attend school.*

Cross-Curricular Connection

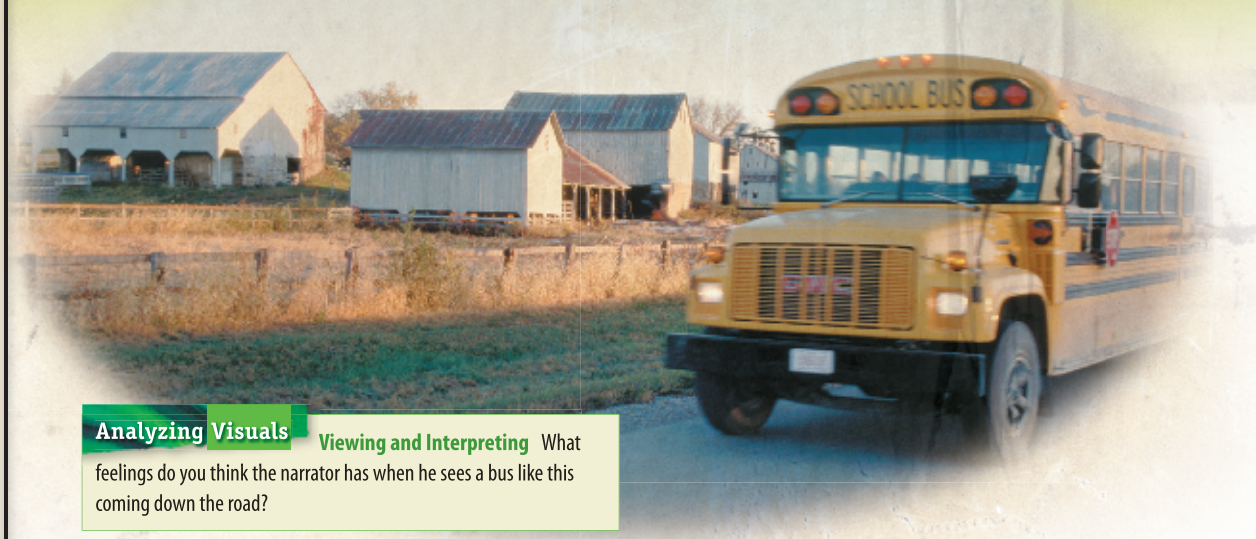
HISTORY: Migrant Workers' Rights

- The struggle for migrant farm workers' rights has been particularly tough because workers are temporary employees. Workers are unlikely to complain about poor conditions or low pay because they need work.
- Many nations utilize foreign workers. In general, low wage foreign workers work in agriculture, construction, manufacturing, and the food industry.
- In 1962, former farm worker Cesar Chavez (1927–1993) began organizing farm workers into a union called the United Farm Workers, or UFW.
- Grape pickers began a strike and boycott in 1965. Consumers supported the boycott, but farmers resisted giving in to worker demands for many years. Eventually, new laws in California guaranteed workers certain rights. The initial grape boycott ended in 1978, but boycotts continue to be declared when rights are threatened.

Guided Practice

Model and Apply

- Read aloud for students the paragraph on the next page beginning with "When we arrived home . . ."
- Point out that the **mood** conveyed by the paragraph is one of contentment, and that phrases like "cold shower," "special meal," and "favorite dish" help to create this mood.
- Have students read the next paragraph and then identify the mood conveyed by it. Ask students what words or phrases convey this mood. ***Possible response:*** *The paragraph conveys a mood of fatigue, created through phrases such as "could hardly move," "ached all over," and "little control."*



Analyzing Visuals **Viewing and Interpreting** What feelings do you think the narrator has when he sees a bus like this coming down the road?

Panchito, and I will sleep outside under the trees," Papá said. (D)

Early next morning Mr. Sullivan showed us where his crop was, and after breakfast, Papá, Roberto, and I headed for the vineyard to pick.

Around nine o'clock the temperature had risen to almost one hundred degrees. I was completely soaked in sweat and my mouth felt as if I had been chewing on a handkerchief. I walked over to the end of the row, picked up the jug of water we had brought, and began drinking. "Don't drink too much; you'll get sick," Roberto shouted. No sooner had he said that than I felt sick to my stomach. I dropped to my knees and let the jug roll off my hands. I remained motionless with my eyes glued on the hot sandy ground. All I could hear was the drone of insects. Slowly I began to recover. I poured water over my face and neck and watched the dirty water run down my arms to the ground.

I still felt a little dizzy when we took a break to eat lunch. It was past two o'clock, and we sat underneath a large walnut tree that was on the side of the road. While we ate, Papá jotted down the number of boxes we had picked. Roberto drew designs on the ground with a stick. Suddenly I noticed Papá's face turn pale as he looked down the road. "Here comes the school bus," he whispered loudly in alarm. Instinctively, Roberto and I ran and hid in the vineyards. We did not want to get in trouble for not going to school. The neatly dressed boys about my age got off. They carried books under their arms. After they crossed the street, the bus drove away. Roberto and I came out from hiding and joined Papá. "Tienen que tener cuidado,"[9] he warned us.

After lunch we went back to work. The sun kept beating down. The buzzing insects,

9. **Tienen que tener cuidado** (tee EH nehn kay teh NAYR kwee DAH doh): Spanish for "You have to be careful."

(D) **Read and Discuss** How is the family doing now?

Vocabulary **drone** (drohn) *n.:* continuous buzzing sound. **instinctively** (ihn STIHNGK tihv lee) *adv.:* automatically.

Word-Attack Skills Mini-Lesson

Words with *c*

Write the following list of words from the selection on the board:

circuit
sharecropper
cardboard
detect
fence
agencies
corner
recover
difficult
acid
principal
introduced
scared
recess
voice

Have students work in pairs to determine the correct pronunciation of each word. They should refer to a dictionary if necessary. Then, have students work independently to list the words in two groups: words

the wet sweat, and the hot, dry dust made the afternoon seem to last forever. Finally the mountains around the valley reached out and swallowed the sun. Within an hour it was too dark to continue picking. The vines blanketed the grapes, making it difficult to see the bunches. E

"Vámonos,"[10] said Papá, signaling to us that it was time to quit work. Papá then took out a pencil and began to figure out how much we had earned our first day. He wrote down numbers, crossed some out, wrote down some more. "Quince,"[11] he murmured.

When we arrived home, we took a cold shower underneath a water hose. We then sat down to eat dinner around some wooden crates that served as a table. Mamá had cooked a special meal for us. We had rice and tortillas with carne con chile, my favorite dish.

The next morning I could hardly move. My body ached all over. I felt little control over my arms and legs. This feeling went on every morning for days until my muscles finally got used to the work. F

It was Monday, the first week of November. The grape season was over and I could now go to school. I woke up early that morning and lay in bed, looking at the stars and savoring[12] the thought of not going to work and of starting sixth grade for the first time that year. Since I could not sleep, I decided to get up and join Papá and Roberto at breakfast. I sat at the table across from Roberto, but I kept my head down. I did not want to look up and face him. I knew he was sad. He was not going to school today. He was not going tomorrow, or next week, or next month. He would not go until the cotton season was over, and that was sometime in February. I rubbed my hands together and watched the dry, acid-stained skin fall to the floor in little rolls.

When Papá and Roberto left for work, I felt relief. I walked to the top of a small grade[13] next to the shack and watched the Carcanchita disappear in the distance in a cloud of dust.

Two hours later, around eight o'clock, I stood by the side of the road waiting for school bus number twenty. When it arrived, I climbed in. Everyone was busy either talking or yelling. I sat in an empty seat in the back.

When the bus stopped in front of the school, I felt very nervous. I looked out the bus window and saw boys and girls carrying books under their arms. I put my hands in my pant pockets and walked to the principal's office. When I entered, I heard a woman's voice say: "May I help you?" I was startled. I had not heard English for months. For a few seconds I remained speechless. I looked at the lady, who waited for an answer. My first instinct was to answer her in Spanish, but I held back. Finally, after struggling for English words, I managed to tell her that I wanted to enroll

10. **Vámonos** (VAH moh nohs): Spanish for "Let's go."
11. **quince** (KEEN say): Spanish for "fifteen."
12. **savoring** (SAY vuhr ihng): enjoying, as if tasting something delicious.
13. **grade:** here, hill.

E **Reading Focus** **Reading Aloud** What is the mood of the paragraph? Read aloud to see, hear, and feel the vineyard.

F **Read and Discuss** What does the narrator reveal about the first day of work at the Sullivans' vineyard?

Think About/Talk About

Comprehension

D Read and Discuss

Possible response: *There was no work near Fresno, but the family got a job and a place to stay.*

E Reading Focus

Possible response: *The mood is one of fatigue. The descriptions of the hot sun, dry dust, and long day add to this mood.*

F Read and Discuss

Possible response: *The narrator is showing us that the work is physically demanding.*

Extend the Discussion

Motivation Why does Panchito wake up so early before his first day of school? ***Possible responses:*** *He may have been too excited to sleep. He is also used to waking up much earlier to start work than he will have to wake up for school.*

Analyzing Visuals

Viewing and Interpreting: *He is probably excited to go to school instead of spending the day working, although he may be nervous to start at a new school with children he doesn't know.*

in which the *c* sounds like /k/, and words in which the *c* sounds like /s/.

Answers:

- */k/ pronunciation: circuit (second c), sharecropper, cardboard, detect, corner, recover, difficult, scared*
- */s/ pronunciation: circuit (first c), fence, agencies, acid, principal, introduced, recess, voice*
- *Note: circuit has two c's, the first is pronounced /s/, the second is pronounced /k/.*
- Tell students to look at their lists and then formulate a rule to explain when *c* is pronounced */k/* and when it is pronounced */s/*. Have students share their ideas.
- Have students help you write a clear and succinct statement that explains the rule. ***Possible response:*** *C is pronounced like /k/ unless it is followed by* i *or* e*; then it is pronounced like /s/.*
- Have students name additional words that fit the rule. ***Possible responses:*** *cotton, music, circle, celebrate*

Think About/Talk About

Comprehension

G Reading Focus

Possible response: *The narrator sees that Mr. Lema is kind and understands his nervousness.*

H Read and Discuss

Possible response: *Just when he has the chance to learn to play the trumpet, the family needs to move.*

Extend the Discussion

Speculating Do you think the narrator is as excited to be moving again as his brothers and sisters are? Why or why not? ***Possible response:*** *He is not as excited because he finally is catching up at school and has the chance to learn to play the trumpet.*

Finding Details What happens to Panchito at school that makes him wish he was with his father and brother, picking cotton? ***Possible response:*** *His teacher, Mr. Lema, introduces him to the class and all the students look at him.*

Check for Understanding

Monitor Students' Progress Guide the class in answering these comprehension questions.

1. What do migrant farm workers do? *[They travel from place to place picking crops.]*
2. When can Roberto go to school? *[Roberto can go to school when the cotton crop has been picked, in February.]*
3. How do Panchito's siblings act when it's time to move again? *[They are excited.]*

in the sixth grade. After answering many questions, I was led to my classroom.

Mr. Lema, the sixth-grade teacher, greeted me and assigned me a desk. He then introduced me to the class. I was so nervous and scared at that moment when everyone's eyes were on me that I wished I were with Papá and Roberto picking cotton. After taking roll, Mr. Lema gave the class the assignment for the first hour. "The first thing we have to do this morning is finish reading the story we began yesterday," he said enthusiastically. He walked up to me, handed me an English book, and asked me to read. "We are on page 125," he said politely. When I heard this, I felt my blood rush to my head; I felt dizzy. "Would you like to read?" he asked hesitantly. I opened the book to page 125. My mouth was dry. My eyes began to water. I could not begin. "You can read later," Mr. Lema said understandingly. G



For the rest of the reading period I kept getting angrier and angrier with myself. *I should have read,* I thought to myself.

During recess I went into the restroom and opened my English book to page 125. I began to read in a low voice, pretending I was in class. There were many words I did not know. I closed the book and headed back to the classroom.

Mr. Lema was sitting at his desk correcting papers. When I entered he looked up at me and smiled. I felt better. I walked up to him and asked if he could help me with the new words. "Gladly," he said.

The rest of the month I spent my lunch hours working on English with Mr. Lema, my best friend at school.

One Friday, during lunch hour, Mr. Lema asked me to take a walk with him to the music room. "Do you like music?" he asked me as we entered the building.

"Yes, I like corridos,"[14] I answered. He then picked up a trumpet, blew on it, and handed it to me. The sound gave me goose bumps. I knew that sound. I had heard it in many corridos. "How would you like to learn how to play it?" he asked. He must have read my face because before I could answer, he added: "I'll teach you how to play it during our lunch hours."

That day I could hardly wait to get home to tell Papá and Mamá the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes. H

14. **corridos** (kor REE dohs): Mexican folk ballads.

G **Reading Focus** **Reading Aloud** Read this paragraph aloud, with expression. How do you think the writer feels about Mr. Lema?

H **Read and Discuss** What has changed for the narrator?

SKILLS FOCUS pp. 413–415

Literary Skills
- Analyze tone, mood, and setting.

Reading Skills
- Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.

Vocabulary Skills
- Recognize the origins and meanings of frequently used foreign words.
- Use academic vocabulary appropriately.

Grammar Skills
- Classify sentences by purpose.
- Identify declarative, interrogative, imperative, and exclamatory sentences.

Writing Skills
- Write a problem-solution essay.
- Maintain consistent, appropriate tone and mood.

Applying Your Skills

The Circuit

Respond and Think Critically

Reading Focus

Quick Check

1. Why does the family leave the shack near Ito's farm?
2. Why does the narrator, Panchito, consider Mr. Lema his best friend?
3. Why won't Panchito learn to play the trumpet?

Read with a Purpose

4. How do you think Panchito will cope with having to move yet again?

Reading Skills: Reading Aloud

5. Review the notes you took while you read aloud. Then, add a row to the bottom of your chart to describe the story's overall mood. Refer to this chart as you answer questions 10 and 11.

Story Passage	Language and Tone
"When I opened the front door to the shack, I stopped. . . ."	The narrator's words are simple but meaningful. . . .

Overall mood of the story:

Literary Focus

Literary Analysis

6. **Infer** What can you infer from the story about the family's income and level of education?
7. **Draw Conclusions** What difficulties faced by migrant parents and their children does the text touch on?
8. **Interpret** Is "The Circuit" an effective title? Explain. What idea about life does the title establish and reinforce?
9. **Evaluate** Why do you think Jiménez ends the story so abruptly? Do you think this is an effective choice? Why or why not?

Literary Skills: Tone and Mood

10. **Analyze** What is the story's overall tone? What impact does it have on the story? What other tone might the author have chosen?
11. **Identify** What mood did you sense throughout the story? What words help set the mood?

Literary Skills Review: Setting

12. **Draw Conclusions** Although it is usually defined as the time and place of a story, the **setting** can include other information. What do you learn about migrant workers' customs, foods, and lifestyle from the story's setting?

Writing Focus

Think as a Reader/Writer

Use It in Your Writing In "The Circuit," Jiménez chooses his words carefully to achieve a certain tone. Look back at your answer to question 10. Choose one of the other possible tones you identified, and rewrite a paragraph from the story using that tone.

What Do You Think Now? Do you think it was more important for Panchito to get an education or to help support his family? Explain.

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Some students may struggle with tone while rewriting a paragraph from the story. Let them use any tone they choose instead of only those from the story.

What Do You Think Now?

Tell students that Panchito's education will enable him to provide for his family better in the future. However, it will not allow him the time to help provide for his family now. Tell students to think about whether Panchito's family could benefit more from his help now or in the future.

Review

Independent Practice

Reading Focus

Answers:

1. *There are no more strawberries to pick there.*
2. *Panchito spends his lunch hour catching up on his education with Mr. Lema instead of making other friends.*
3. *The day that Mr. Lema offers to teach Panchito to play the trumpet, Panchito learns that he will be moving away.*
4. *Panchito will be sad, but will accept his circumstances, as he is probably used to moving frequently.*
5. *The overall mood is resigned.*

Literary Focus

Possible Responses:

6. *Their income and education level are both very low.*
7. *The work is physically demanding, the income is low, and the children often have to miss school.*
8. *The title is effective. It helps us understand that the family's moves will continue, and that others go through the same thing.*
9. *The ending is effective. It mirrors Panchito's plans, which also abruptly come to a halt.*
10. *The tone is matter-of-fact or sad resignation. He could have used a tone of complaint or grievance instead.*
11. *The mood is calm, but somewhat tired and resigned.*
12. *You learn that migrants work in hot, dry conditions, live in cramped, dirty, sparsely furnished quarters, and travel long distances for work. Family is important, as people do not have time to get to know anyone else. The lifestyle revolves around work.*

Independent Practice

Vocabulary Development

Vocabulary Check

1. *A mail carrier goes from address to address, day after day, in the same order, completing a circuit.*
2. *He has discovered them.*
3. *No; it is dirty, has holes in the walls, and is very small.*
4. *It sounds like a buzz. The sounds of helicopters or power lines, or other low, constant sounds could be described as droning.*
5. *They are acting automatically.*

Your Turn

Colorado: colored

Florida: flowered

Los Angeles: the angels

San Francisco: St. Francis

Fresno: ash

Language Coach

Remind students that cognates are closely related words, so they will bear a strong resemblance to each other. ***Possible responses:*** *migrant—migrate, immigrate; labor—laborious, laboratory; circuit—circuitous, circle*

Academic Vocabulary

Possible response: *The children of farmworkers would probably be motivated to get an education and would have a strong work ethic. To help these children, schools with more flexible curriculum should be established and transportation to school should be provided.*

Applying Your Skills

The Circuit

Vocabulary Development

Vocabulary Check

circuit
detect
populated
drone
instinctively

Answer the following questions.

1. Why might a mail carrier's job be said to follow a **circuit**?
2. If Papá **detects** noises in the car's engine, has he discovered noises or has he repaired them?
3. Is Mr. Sullivan's garage nice enough to be **populated** by a family? Why or why not?
4. What does the **drone** of insects sound like?
5. If people act **instinctively,** are they acting automatically or thoughtfully?

Vocabulary Skills: Spanish and English Words

English is made up of words from different languages. Some of these words became part of English long ago, and others have entered the language recently. Thousands of Spanish words have become part of English. Some of them have changed from the original Spanish form. For instance, *rancho* has become *ranch,* and *la reata* has become *lariat.* Other words, such as *patio* and *plaza,* have undergone slight changes in pronunciation, but not in spelling.

In addition to common nouns, Spanish has also contributed numerous proper nouns. In the sixteenth and seventeenth centuries, Spanish explorers gave Spanish names to mountains, rivers, lakes, and new settlements in North America. If you live in the Southwest, chances are good that some of the place names near you came from Spanish. Many of these names describe distinctive geographical features. For example, if Spanish explorers crossed a very cold river, they might have named it *Frío,* or "Cold."

Your Turn

Copy this chart, and fill in the meanings of the Spanish names. Use a dictionary for reference.

Spanish Name	Meaning
Colorado	
Florida	
Los Angeles	
San Francisco	
Fresno	

Language Coach

Related Words Understanding related words can help you expand your vocabulary. Use a dictionary to find related words for the following words: *migrant, labor,* and *circuit.* Write the related words and their meanings in your *Reader/Writer Notebook.*

Academic Vocabulary

Talk About . . .

In a small group, discuss the impact of hard work and a lack of education on the children of farmworkers. Then, brainstorm a list of services you think might be established to help these children. Present your ideas to the class.

Differentiating Instruction: Grammar Link

English-Language Learners

Help students review purposes, or types of sentences.

- *Declarative* is related to *declare*, which means "say." A declarative sentence simply says something, and ends with a period.
- *Interrogative* is related to *interrogate* or *interrogation*. In TV dramas, during an interrogation, a suspect is asked questions about his involvement in a crime. An interrogative sentence is a question, and ends with a question mark.
- When something is *imperative*, it is necessary. An imperative sentence is a command. It may end with a period or exclamation mark.
- When we exclaim, we speak loudly or yell. An *exclamatory* sentence is therefore stated loudly. This is expressed by an exclamation point.

Grammar Link

Types of Sentences

There is no such thing as an all-purpose sentence. Each sentence is meant to give specific information and provoke a specific response. Sentences are classified according to the following four purposes:

- A **declarative sentence** makes a statement. It is followed by a period.
  Panchito has to work to help feed his family.
- An **interrogative sentence** asks a question. It is followed by a question mark.
  Why can't the family settle in one place?
- An **imperative sentence** gives a command or makes a request. It is followed by a period or an exclamation point.
  Hand me the cardboard box.
- An **exclamatory sentence** shows excitement or expresses strong feeling. It is followed by an exclamation point.
  I can't believe we're moving again!

You can always identify an interrogative sentence by the question mark at the end. End punctuation, however, is not a reliable way to identify other sentence types.

Your Turn

Label each of the following sentences *declarative, interrogative, imperative,* or *exclamatory.*

1. Don't drink too much water.
2. Would you like to learn to play the trumpet?
3. At last we've found work!
4. Migrant farmworkers have a hard life.

Writing Applications Create your own example of each type of sentence.

CHOICES

As you respond to the Choices, use these **Academic Vocabulary** words as appropriate: distinctive, establish, impact, impression.

REVIEW

Rewrite a Passage

Choose a short passage from "The Circuit" and identify its tone. Then, rewrite the passage using a different tone. If the original is sad or nostalgic, for example, you might make it cheerful or humorous. When you have finished, describe the types of changes you had to make in order to change the tone.

CONNECT

Propose a Solution

Timed Writing In the story, Panchito and his siblings do not have the same opportunities for education as most other children in the United States do. Write a brief essay in which you offer a solution to this problem. Support your ideas with details.

EXTEND

Research a Topic

Group Project Panchito has a deep desire for an education. What keeps some children from gaining an education? What percentage of children have to work instead of study? What impact does the limited education of some children have on a country? With a small group of classmates, research one of these issues, and share your findings with the class.

Learn It Online
Expand your view with these Internet links:
go.hrw.com L8-415 Go

Grammar Link Mini-Lesson

Remind students that both **imperative** and **exclamatory sentences** can end with an exclamation point, but imperative sentences must give a command or make a request, while exclamatory sentences simply make a statement. Write the following examples on the board:

- Give me your hand!
- I can't wait for summer!

While both sentences end with an exclamation point, only the first one gives a command. This first sentence is an imperative sentence. The second sentence simply makes a statement in a strong way, without requesting or commanding anything. This sentence is an exclamatory sentence.

Your Turn

1. *imperative*
2. *interrogative*
3. *exclamatory*
4. *declarative*

Language Handbook Worksheets, p. 102

Independent Practice

Choices

Review: Homework
Rewrite a Passage

- Students will select a passage and tone.
- Students will describe the changes they made to the passage.

Connect: Timed Writing
40-50 minutes

Students will propose a solution to the educational problems of the children of migrant workers.

Extend: Homework
Research a Topic

- Topic chosen should be relevant.
- Report should be clear, accurate, with factual support from research.

Assess

Collection 4 Resources, Selection Test, p. 21

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

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