

**How to Ace High-Stakes Tests  
Complementary Subject-Area Texts  
English Language Arts  
Anthropology**

**Was a whaling  
ship a racially  
segregated  
society?**

- A. they were not fully integrated, but people of all races did learn to work together**
- B. yes, because if the races were not separated violence would flare up a great deal**
- C. no, because the men came from so many places it was impossible to know their races**
- D. yes, because segregation was the custom in every place from which the crew hailed**

**KNOWLEDGE STANDARDS: COMPLEMENTARY TEXT GENRES: 1+1=3**

**THE COMMON CORE OVERVIEW (for ELA)**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. **By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.** Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. p. 10 ELA standards

**ONE REASON FOR A COMMON CORE CURRICULUM IN ALL DISCIPLINES**

“Different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science...” [showing of compelling attention in art].

[ALP\_L]

Read both selections:

- 1) **MASTER BEDTIME TALE: DEEP SIX THE OPALS OR MUTINY** (see master document)
- 2) **LIFE ABOARD** from the New Bedford Whaling Museum

*Using both readings, answer the questions that follow.*

STANDARD: TEXTS CAN BE COMPLEMENTARY EVEN (OR EVEN ESPECIALLY WHEN) THEY ARE FROM OF DIFFERENT GENRES (ALP-L)

Which of the following seems to be the most important reason why the crew was able to get their way?

- A. crewmen was used to being violent with one another.
- B. crewman knew that if they made trouble they would get in trouble
- C. the crew had already learned how to work and live together
- D. Captain Chase was not a competent captain

Was a whaling ship a racially segregated society?

- A. they were not fully integrated, but people of all races did learn to work together
- B. yes, because if the races were not separated violence would flare up a great deal
- C. no, because the men came from so many places it was impossible to know their races
- D. yes, because segregation was the custom in every place the crew hailed from

*Please answer the question, below, in no more than three succinct, full sentences.*

Given the conditions of shipboard life, how might you imagine that the word got out?

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STANDARD: TEXTS CAN BE COMPLEMENTARY EVEN (OR EVEN ESPECIALLY WHEN) THEY ARE FROM OF DIFFERENT GENRES (ALP-L)

*Please answer the question, below, in no more than three succinct, full sentences.*  
 Under these particular circumstances, how might the “rigid hierarchy” change?

*Please answer the question, below, in no more than three succinct, full sentences.*  
 Given the conditions of shipboard life, why was the captain less worried about the opals being stolen than about them being known to be on board?

*Compose a coherent [interesting] essay properly using textual evidence in support.*  
 In order to threaten a mutiny and get what they wanted, many things had to happen amongst the crew. Write about some of the ways they lived might have contributed to their ability to pull this off.

STANDARD: TEXTS CAN BE COMPLEMENTARY EVEN (OR EVEN ESPECIALLY WHEN) THEY ARE FROM OF DIFFERENT GENRES (ALP-L)

*Compose a coherent [interesting] essay properly using textual evidence in support.*  
From the texts provided where do see that the threatened mutiny likely was a time when the races of crewmen were not of primary importance to their choices? Using these texts and your own judgment and understanding, for how long do you you think this their working together lasted?