Speaking of Soap

The paired texts “The Dirty History of Soap” and “Lending a Cleaning Hand” include a number of challenging words. You’ll learn about them here.

**Directions:** Read the definitions below, then complete each sentence in a way that makes sense.

1. **ancient:** from a time long ago
   
   **Sentence:** Elijah realized that the house was ancient once he noticed _____________________________________________.

2. **cleansers:** substances that are used for cleaning
   
   **Sentence:** After dinner, my sister clears the table and uses cleansers to _________________________________.

3. **donated:** gave something (such as money, food, or clothes) to a person or organization in need of help
   
   **Sentence:** After a fire damaged the neighbors’ house, Jordan’s family donated _________________________________.

4. **disinfect:** clean something with a chemical that kills germs
   
   **Sentence:** Kara disinfected her water bottle after _____________________________________________.

5. **harsh:** too strong or powerful; having an unpleasant or harmful effect
   
   **Sentence:** The harsh smell of the new paint made Aidan _____________________________________________.

6. **ingredients:** parts of a mixture
   
   **Sentence:** The chef’s famous soup included ingredients like _____________________________________________.

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7. **luxury**: something that is expensive or hard to get

   **Sentence**: Valeria planned a luxury vacation where she would ____________________________
                        _______________________________________________________________________.

8. **regularly**: very often; at the same time every day, week, month, etc.

   **Sentence**: The dentist told Abby that brushing her teeth regularly after meals would ______________
                      ________________________________________________________________________.
Close Reading & Critical Thinking
“The Dirty History of Soap”
September 2020

Name: ____________________________________________   Date: ________________

Think About It!

Close-Reading Questions: After reading the paired texts “The Dirty History of Soap” and “Lending a Clean Hand” go back and reread sections to answer the questions below.

1. Read the first section of “The Dirty History of Soap.” What is Abigail Foote mixing together? Why? Why do you think the author starts with this description?
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2. Based on the section “Greasy, Itchy, and Stinky,” why didn’t people use soap on their bodies in ancient times? What were other ways people kept clean?
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3. Reread “Smelly = Safe.” In Abigail Foote’s time, why did many people avoid bathing?
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4. Reread “Invisible Enemies.” How did the Civil War help change the way people think about keeping clean? What did scientists discover that added to this thinking?

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5. How has what we’ve learned about soap and handwashing affected our lives today?

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6. In “Lending a Clean Hand,” Jayden Perez realized that many of his classmates and others in his community had a problem. What was it? How did he help solve it?

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7. What is the difference between hand sanitizer and soap? What is useful about each product?

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Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of both articles.

8. Since soap was first invented about 5,000 years ago, how has the way people keep clean changed? Use information from both articles in your answer.

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9. How did Jayden Perez’s donation of hand sanitizer support people in his community, aside from helping them keep clean? What can we learn from his actions?

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Think About It!

**Directions:** After reading the paired texts “The Dirty History of Soap” and “Lending a Clean Hand,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

**Close-Reading Questions:**

1. Read the first section of “The Dirty History of Soap.” What is Abigail Foote mixing together? Why? Why do you think the author starts with this description?

2. Based on the section “Greasy, Itchy, and Stinky,” why didn’t people use soap on their bodies in ancient times? What were other ways people kept clean?

3. Reread “Smelly = Safe.” In Abigail Foote’s time, why did many people avoid bathing?

4. Reread “Invisible Enemies.” How did the Civil War help change the way people think about keeping clean? What did scientists discover that added to this thinking?

5. How has what we’ve learned about soap and handwashing affected our lives today?

6. In “Lending a Clean Hand,” Jayden Perez realized that many of his classmates and others in his community had a problem. What was it? How did he help solve it?

7. What is the difference between hand sanitizer and soap? What is useful about each product?

**Critical-Thinking Questions:**

8. Since soap was first invented about 5,000 years ago, how has the way people keep clean changed? Use information from both articles in your answer.

9. How did Jayden Perez’s donation of hand sanitizer support people in his community, aside from helping them keep clean? What can we learn from his actions?
Think About It!

Close-Reading Questions: Read “The Dirty History of Soap” and “Lending a Clean Hand.” Then go back and reread sections of the articles to answer the questions below. We’ve started the first two answers for you.

1. What is Abigail Foote mixing together in the first section of “The Dirty History of Soap”? Why?

Abigail Foote is mixing

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2. At the time Abigail was making soap, what did people think about bathing?

At that time, in 1775, people thought

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3. What did soldiers in the Civil War realize about keeping clean? How did this affect what other people did?

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4. In the 1860s, what did scientists discover about what makes people sick? How could soap help prevent illness?

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5. How does soap today compare with soap long ago?

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6. In the second article, what did Jayden Perez do with the 1,500 hand sanitizers he got online? What does this tell you about him?

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Critical-Thinking Question (big question about the whole story):

7. How have the ways people keep clean changed over time? Explain using details from the articles.

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### Learning From Two Articles

**Directions:** To synthesize means to combine parts from different sources. Answer the questions below to synthesize information from the article “The Dirty History of Soap” (DHS) and the article “Lending a Clean Hand” (LCH). We’ve shown where you can find each answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Before the 1860s, why did people think bathing was unhealthy?</td>
<td>DHS</td>
</tr>
<tr>
<td>2. During the Civil War, what did soldiers learn about bathing with soap and water?</td>
<td>DHS</td>
</tr>
<tr>
<td>3. What did scientists discover in the 1860s?</td>
<td>DHS</td>
</tr>
<tr>
<td>4. What did Jayden Perez collect last February? Who did he donate it to? Why?</td>
<td>LCH</td>
</tr>
<tr>
<td>5. How did Jayden’s actions help people?</td>
<td>LCH</td>
</tr>
<tr>
<td>6. Why do health experts say cleaning your hands is important?</td>
<td>Both texts</td>
</tr>
<tr>
<td>7. Why do people need to clean their hands during the spread of Covid-19?</td>
<td>Both texts</td>
</tr>
</tbody>
</table>

**Write Now!** Use your answers above to help you respond to the writing prompt at the end of the article: Why did Jayden Perez donate hand sanitizer to people in his community? What do you think he knows about the importance of handwashing that people long ago didn't know? Answer using details from both articles.
Exploring Text Features

Directions: Answer the questions below to help you explore the photos, captions, illustrations, and other text features in the paired texts “The Dirty History of Soap” and “Lending a Clean Hand.”

1. Look at the title, subtitle, and images on page 15. How do these text features help you get interested in reading the article?

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2. Read the subheads on pages 16 and 17: “Greasy, Itchy, and Stinky,” “Smelly = Safe,” and “Invisible Enemies.” What do these subheads tell you about the tone, or mood, of the article?

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3. Look at the timeline “Clean Time Machine” at the bottom of pages 16–18. Pick two of the items in it and explain what they tell you about soap or how people have kept clean at different times in history.

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4. How does the photo of the bottle of hand sanitizer on page 19 help connect the two articles?

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Continued on next page >
5. On page 19, the title “Lending a Clean Hand” is a twist on the saying “lending a hand,” which means to help. What are two reasons this title fits the article?

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6. How do the photo and caption at the top of page 19 help you understand information in the article?

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Storyworks S-T-R-E-T-C-H: Imagine you are creating a poster to promote handwashing. What title and images would you use to attract people’s attention and show that clean hands are important?

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"The Dirty History of Soap" Quiz

Directions: Read the articles “The Dirty History of Soap” and “Lending a Clean Hand” in the September 2020 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. In 1775, what was Abigail Foote making when she boiled fat and ashes together?
   A) bacon
   B) medicine
   C) perfume
   D) soap

2. The sentence “Not surprisingly, most ancient peoples didn’t bathe with it,” tells you about people who . . .
   A) lived in Connecticut.
   B) lived very long ago.
   C) lived in the 1860s.
   D) lived in Europe.

3. What did many Native Americans use to make cleansers?
   A) rice water
   B) oil and sand
   C) crushed plants
   D) grease and salt

4. In 1775, many people thought bathing was _____.
   A) calming
   B) dangerous
   C) healthy
   D) wasteful

5. Which sentence supports the correct answer to question 4?
   A) “Humans began making soap this way nearly 5,000 years ago.”
   B) “Bathers in Japan soaked in rice water.”
   C) “Most people couldn't afford such a luxury.”
   D) “Scrubbing clean, they thought, could actually make you sick.”

6. In “Lending a Clean Hand,” what did Jayden Perez collect and donate?
   A) paper hearts
   B) library books
   C) hand sanitizer
   D) soap and water

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the articles.

7. How do you think Jayden in “Lending a Clean Hand” feels about his community? Support your answer with details from the text.

8. Based on both articles, why is it important for people to keep their hands clean?
"The Dirty History of Soap" Quiz

Directions: Read the articles “The Dirty History of Soap” and “Lending a Clean Hand” in the September 2020 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. In 1775, what TWO things did Abigail Foote boil together to make soap?
   - [ ] L55037 ashes
   - [ ] L55039 perfume
   - [ ] L55038 fat
   - [ ] L63443 salt

2. Only rich people used the first sweet-smelling European soaps because they were _____.
   - [ ] L55037 expensive
   - [ ] L55039 harsh
   - [ ] L55038 greasy
   - [ ] L63443 slippery

3. In 1775, many people thought bathing was _____.
   - [ ] L55037 calming
   - [ ] L55039 healthy
   - [ ] L55038 dangerous
   - [ ] L63443 wasteful

4. Which sentence supports the correct answer to question 3?
   - [ ] L55037 “Humans began making soap this way nearly 5,000 years ago.”
   - [ ] L55038 “They used olive oil instead of animal fats.”
   - [ ] L55039 “Rich ladies dabbed them on their face and hands, more to make themselves smell nice than to get clean.”
   - [ ] L63443 “They believed that dirt helped block diseases from entering the body.”

5. Where was the first bar of soap created?
   - [ ] L55037 Connecticut
   - [ ] L55039 Aleppo, Syria
   - [ ] L55038 ancient Rome
   - [ ] L63443 French factories

6. Which sentence best expresses the main idea of “The Dirty History of Soap”?
   - [ ] L55037 People tried many different ingredients over time before finding the best ones to make soap.
   - [ ] L55038 People started washing themselves more often after the Civil War.
   - [ ] L55039 People used to work for hours to make soap, but now they can easily buy hand sanitizer.
   - [ ] L63443 People once thought bathing made them sick, but over time they learned that soap and water washes away germs that cause disease.

7. In the sentence “Jayden donated them—to emergency workers, his neighbors . . .” what does donated mean?
   - [ ] L55037 gave
   - [ ] L55039 traded
   - [ ] L55038 sold
   - [ ] L63443 asked for

8. What are TWO reasons Jayden Perez collected and distributed hand sanitizer?
   - [ ] L55037 to help people keep their hands clean
   - [ ] L55038 to show he could do important things
   - [ ] L55039 to spread kindness during a hard time
   - [ ] L63443 to cause others to notice his community

9. How did the Civil War help change people’s ideas about keeping clean?

10. Based on both articles, why is it important for people to keep their hands clean?
"The Dirty History of Soap"

To the teacher: We suggest using these questions with the lower-Lexile version of the texts, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

Yes/No Questions
These questions allow students who are new to English to show their understanding with a simple answer.
1. Have people always used soap? (No, they haven’t.)
2. Was soap once made of fat and ashes? (Yes, it was.)
3. Did people used to believe that dirty bodies were more healthy than clean bodies? (Yes, they did.)
4. When scientists discovered germs, did more people start using soap? (Yes, they did.)
5. Was hand sanitizer invented in the 1980s? (Yes, it was.)

Either/Or Questions
These questions allow slightly more-advanced students to use language from the question in their answer.
1. Did rich people or poor people use sweet-smelling soap in the 1100s? (Rich people used it.)
2. Who was more likely to survive in the Civil War: a soldier who used soap, or a soldier who didn’t use soap? (A soldier who used soap was more likely to survive.)
3. In “Lending a Helping Hand,” did Jayden charge money for his hand sanitizer or give it away for free? (He gave it away for free.)
4. Which removes more germs: hand sanitizer or soap and water? (Soap and water removes more germs.)

Vocabulary Questions
1. What’s a synonym for (word that means the same as) soap, found in a caption on page 17? (suds)
2. In the sentence “The floating bar became an instant hit” in a caption on page 17, what does hit mean? (a popular item/a thing that many people like)
3. What does sanitizer mean, based on pages 18-19? (Answers might include: liquid with alcohol in it that kills germs but doesn’t remove them.)
4. How is using hand sanitizer convenient? (You can use it anywhere.)