

Grade 6

# Solo Activities



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These Solos represent a print format version of the Solos in the corresponding digital Lessons.  
Certain digital Lessons do not have Solos, and others do not have Solos that can be re-created in a print format.

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Unit 6A, Sub-Unit 2

Solos for

# Get Started



LESSON 1

Write 3–4 sentences about one moment that you noticed on your way home from school.

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## LESSON 2

**Write 3–5 sentences about a moment that grabbed your attention at home.  
Remember to use precise details.**

**Types of Details:**

- What something looks like
- What something sounds like
- Smells and tastes
- Physical action
- Quote of what someone says/dialogue
- What something feels like

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LESSON 3

- 1. Get focused!
- 2. Choose one of the four moments from the paragraph below and write it on the lines.
- 3. Add two more sentences using precise details to focus on the moment.

This morning I slept through my alarm and didn't wake up until my sister yelled in my ear. Then, my brother spilled his milk all over my math homework. I had to run down the street to catch up with the school bus. The windshield of the bus was covered with dead mosquitos.

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LESSON 4

- 1. Practice Showing!
- 2. Read the Telling sentence below. Write 3–5 sentences using details to describe what this boy did and looked like when he was tired.

The boy was tired.

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LESSON 5

Dahl wrote about one moment when he saw something that stuck in his memory. Think of one moment when you saw something curious or ridiculous or astounding. Write five sentences to describe this moment.

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## LESSON 6

1. Choose one person in the photo below. Identify her by name.
2. Write her emotion based on the expression in the photo.
3. Write two or three sentences to show what the girl is thinking or saying that helps show her emotion.



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LESSON 7

- 1. Read the unfocused writing.
- 2. Focus on one moment from this writing. Copy that sentence onto the lines below, then write 3–5 more sentences with precise, vivid details that really develop the moment.

In gym class we had to do 100 jumping jacks. Then I had to run through the halls to make sure I made it back to science on time. In science, we were studying the effect on the heart after doing 20 push-ups. Boy am I tired!

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LESSON 8

- 1. Read the student writing sample.
- 2. Write 3–5 more sentences to develop this moment with precise, vivid details and to show what the writer is feeling.

I couldn't believe that my locker was stuck again. I would be in big trouble if I didn't have my math homework in class. I tried my special technique, but it only ended up hurting my hand.

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LESSON 9

- 1. Read the sample student writing. Look for details in the second paragraph that show you that this student feels happy when he or she hears practice is canceled.
- 2. Imagine the student feels sad that practice is canceled. Rewrite the second paragraph, using precise details to describe what the student says and does that shows he or she feels sad.

I walked toward the locker room, eager for practice, but worried about the essay I had to write before tomorrow. I paused to read the sign posted on the door. “Due to the weather, soccer practice has been canceled today.”

*I blinked and read the sign on the gym door again. “Yes!” I cheered as I fist-pumped the air. Suddenly, my backpack felt lighter, I lifted my head up, and yelled, “Hey Mike, you wanna walk home with me today? No soccer practice!!” I practically skipped toward the door to go home.*

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# LESSON 10

- 1. Think of a place that you find comfortable or uncomfortable.**
  - Maybe it's a place where you don't feel right or you have a hard time relaxing.
  - Maybe it's a place where you know where everything is and it's just like being in your own home.
- 2. Write 5–7 sentences to describe this place, using details to show why it makes you feel comfortable or uncomfortable.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

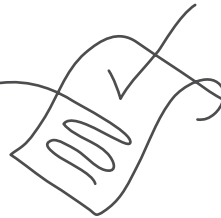


Unit 6A, Sub-Unit 3

Solos for

# Boy: Tales of Childhood

*by Roald Dahl*



## LESSON 1

Read “The bicycle and the sweet-shop.”

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

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**1. Place the correct candy name next to the description that Dahl provides.**

“enormous hard round balls the size of small tomatoes” (16) \_\_\_\_\_

“a hard brown lozenge” (19) \_\_\_\_\_

“a yellow cardboard tube filled with sherbet powder” (15) \_\_\_\_\_

“They smelled of nail-varnish and they froze the back of your throat” (18)

\_\_\_\_\_

“a flat black tape about half an inch wide” (14) \_\_\_\_\_

- a. Tonsil Ticklers
- b. Pear Drops
- c. Gobstoppers
- d. Liquorice Bootlaces
- e. Sherbert Suckers

**2. What was it about Pear Drops that made the boys want to eat them “more than ever”?**

- a. The changing colors
- b. The terrible odor
- c. The dangerous taste
- d. The warning against eating them

**3. Why do you think this would cause the boys to want to eat them “more than ever”?**

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**4. What is chloroform used for, according to Thwaites?**

- a. Cleaning swimming pools
- b. Performing medical operations
- c. Helping people sleep better
- d. Producing candies and desserts

**5. The \_\_\_\_\_ of the Gobstoppers made Dahl and his friends curious.**

- a. colors
- b. size
- c. shape
- d. order

## LESSON 1

**6. What did they want to know about the Gobstoppers?**

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**7. Which sentence describes the trick the boys would play with Sherbet Suckers?**

**a.** Sherbet Suckers were also two a penny. **b.** Each Sucker consisted of a yellow cardboard tube filled with sherbet powder, and there was a hollow liquorice straw sticking out of it. **c.** Rat's blood again, young Thwaites would warn us, pointing at the liquorice straw. **d.** You sucked the sherbet up through the straw and when it was finished you ate the liquorice. **e.** They were delicious, those Sherbet Suckers. **f.** The sherbet fizzed in your mouth, and if you knew how to do it, you could make white froth come out of your nostrils and pretend you were throwing a fit. (15)

**8. Which of the candies would you like most? Number the list in order from most appealing to least appealing.**

- a.** Gobstoppers \_\_\_\_\_
- b.** Tonsil Ticklers \_\_\_\_\_
- c.** Sherbet Suckers \_\_\_\_\_
- d.** Pear Drops \_\_\_\_\_
- e.** Liquorice Bootlaces \_\_\_\_\_

**9. Explain your response.**

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## LESSON 2

Reread “The bicycle and the sweet-shop.”

Note two places in your reading that grabbed your attention and describe what you noticed or thought about this place in the text.

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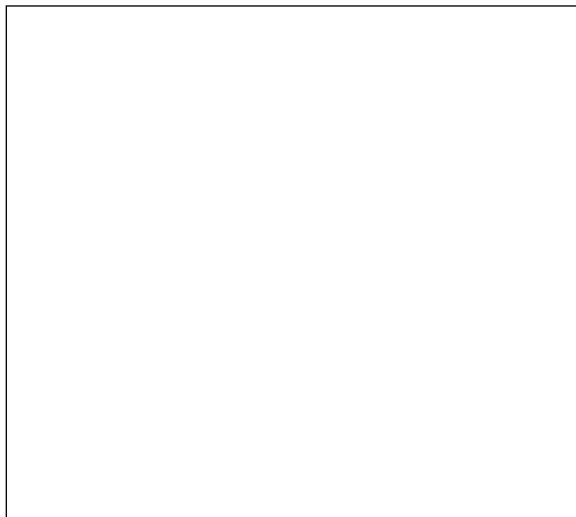
Write your own 3–5 sentence description of a candy you have had before or one that you make up. Be creative and use precise details. Will your reader think your candy sounds appealing or repulsive?

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**Optional: Draw a picture of your candy on paper to include with your description.**



**1. This question has two parts.**

**Part 1: Read paragraph 24 from “The bicycle and the sweet-shop,” then choose the correct answer to complete the sentence.**

Roald \_\_\_\_\_ for Mrs. Pratchett.

- a. feels bad
- b. does not feel bad

**Part 2: Why do you think so?**

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**2. What does Dahl show the reader about Mrs. Pratchett?**

- a. The way she looks
- b. The way she talks
- c. The way she acts
- d. All of the above

**3. What was Mrs. Pratchett like? Write at least one quote from the text to answer each question.**

How does Mrs. Pratchett look? \_\_\_\_\_

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How does Mrs. Pratchett talk? \_\_\_\_\_

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How does Mrs. Pratchett act? \_\_\_\_\_

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## LESSON 2

### 4. This question has two parts.

#### Part 1: What was Mrs. Pratchett's attitude toward the boys?

- a. She tolerated them only because they were a source of money.
- b. She welcomed them as valued customers.
- c. She treated them as if they were her own kids.
- d. She liked them but did not have the energy to socialize.

#### Part 2: Which portion of the text BEST supports your answer in the previous question?

- a. "She never smiled." (25)
- b. "She never welcomed us when we went in." (25)
- c. "'Either you forks out or you gets out!'" (25)
- d. "The only times she spoke were when she said things like, 'I'm watchin' you.'" (25)

### 5. Choose the sentence that explains why the boys continued to buy candy from Mrs. Pratchett.

a. But by far the most loathsome thing about Mrs Pratchett was the filth that clung around her. b. Her apron was grey and greasy. c. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg-yolk. d. It was her hands, however, that disturbed us most. e. They were disgusting. f. They were black with dirt and grime. g. They looked as though they had been putting lumps of coal on the fire all day long. h. And do not forget please that it was these very hands and fingers that she plunged into the sweet-jars when we asked for a pennyworth of Treacle Toffee or Wine Gums or Nut Clusters or whatever. i. There were precious few health laws in those days, and nobody, least of all Mrs Pratchett, ever thought of using a little shovel for getting out the sweets as they do today. j. The mere sight of her grimy right hand with its black fingernails digging an ounce of Chocolate Fudge out of a jar would have caused a starving tramp to go running from the shop. k. But not us. l. Sweets were our life-blood. We would have put up with far worse than that to get them. m. So we simply stood and watched in sullen silence while this disgusting old woman stirred around inside the jars with her foul fingers. (26)

### 6. Is Dahl's description of Mrs. Pratchett fair? Why or why not?

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## LESSON 3

Read “The Great Mouse Plot” paragraphs 1–7.

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

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### 1. Place the events in the correct order.

- \_\_\_\_\_ They pulled up the board with a pocketknife.
- \_\_\_\_\_ The five friends found a loose floorboard.
- \_\_\_\_\_ They discovered a hollow space beneath the floorboard.

### 2. Place the events in the correct order.

- \_\_\_\_\_ The five friends lifted the floorboard.
- \_\_\_\_\_ The last lesson ended.
- \_\_\_\_\_ They added or took things away from their secret treasure.
- \_\_\_\_\_ The five friends examined their secret treasure.
- \_\_\_\_\_ Everyone else left the room.

### 3. Who came up with the idea for the Great Mouse Plot?

- a. Thwaites
- b. Dahl
- c. One of the other boys
- d. Mrs. Pratchett

### 4. Which portion of text describes what Dahl wanted to do with the dead mouse?

- a. “Throw it out of the window quick!”
- b. “Why don’t we...slip it into one of Mrs Pratchett’s jars of sweets?”



LESSON 3

**5. Choose the paragraph that shows how proud Dahl is of his role in the Great Mouse Plot.**

- a. My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.
- b. One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. 'What shall we do with it?' he cried.
- c. 'It stinks!' someone shouted. 'Throw it out of the window quick!'
- d. 'Hold on a tick,' I said. 'Don't throw it away.'
- e. Thwaites hesitated. They all looked at me.
- f. When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.
- g. 'Why don't we,' I said, 'slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'

**6. Make a prediction. What do you think is going to happen next in "The Great Mouse Plot"? Use evidence to support your response.**

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## LESSON 4

Reread “The Great Mouse Plot.”

**1. Match the role in “The Great Mouse Plot” next to the correct character.**

Thwaites \_\_\_\_\_

Dahl \_\_\_\_\_

The five boys \_\_\_\_\_

- a. Placed the mouse in the jar
- b. Cheered and encouraged the plot
- c. Distracted Mrs. Pratchett

**2. Choose the sentence in paragraph 8 that offers a clue about how soon after the boys discovered the mouse that they put it in the candy jar.**

- a. The other four stared at me in wonder.
- b. Then, as the sheer genius of the plot began to sink in, they all started grinning.
- c. They slapped me on the back.
- d. They cheered me and danced around the classroom.
- e. ‘We’ll do it today!’ they cried.
- f. We’ll do it on the way home! You had the idea,’ they said to me, ‘so you can be the one to put the mouse in the jar.’ (8)

**3. Rewrite this sentence using your own words.**

“We were tremendously jazzed up.”

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**4. Which of the following sentences BEST describes the boys’ feelings about their plan as they headed to the sweet-shop?**

- a. “My heart was thumping like mad and my hands had gone all sweaty.” (15)
- b. “We felt like a gang of desperados setting out to rob a train or blow up the sheriff’s office.” (9)
- c. “They cheered me and danced around the classroom.” (8)
- d. “It was marvellous to be so popular.” (21)

**5. What motivation did Dahl have to participate in such a prank?**

- a. He could become more popular among his friends.
- b. He could get revenge on Mrs. Pratchett.
- c. Both A and B

**6. What makes you think so?**

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**7. Do you feel bad for Mrs. Pratchett? What do you recall from Dahl’s story that makes you feel this way?**

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## LESSON 5

Read “Mr Coombes,” paragraphs 1–28.

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

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### 1. Who said?

“She must have got one heck of a shock,” (16)

- a. Thwaites
- b. Dahl

“Her heart stops beating and she’s dead in five seconds.” (23)

- a. Thwaites
- b. Dahl

“I’m afraid you’ve killed her.” (24)

- a. Thwaites
- b. Dahl

“Why just me?” (25)

- a. Thwaites
- b. Dahl

### 2. Which of the following statements is true?

- a. Mrs. Pratchett is dead.
- b. The boys believe Mrs. Pratchett is dead.
- c. The sweet-shop is permanently closed.
- d. Dahl is a murderer.

### 3. Choose the sentence where Thwaites accuses Dahl.

- a. ‘Well now,’ Thwaites went on, ‘when an old person like Mrs. Pratchett suddenly gets a very big shock, I suppose you know what happens next?’ (19)
- b. ‘What?’ we said. c. ‘What happens?’ (20)
- d. ‘You ask my father,’ Thwaites said.
- e. ‘He’ll tell you.’ (21)
- f. ‘You tell us,’ we said. (22)
- g. ‘It gives her a heart attack,’ Thwaites announced. h. ‘Her heart stops beating and she’s dead in five seconds.’ (23)
- i. For a moment or two my own heart stopped beating. j. Thwaites pointed a finger at me and said darkly, ‘I’m afraid you’ve killed her.’ (24)
- k. ‘Me?’ I cried. l. ‘Why just me?’ (25)

### 4. Thwaites’ explanation scares Dahl. Choose the sentence that shows Dahl’s fear.

- a. ‘Well now,’ Thwaites went on, ‘when an old person like Mrs Pratchett suddenly gets a very big shock, I suppose you know what happens next?’ (19)
- b. ‘What?’ we said. c. ‘What happens?’ (20)
- d. ‘You ask my father,’ Thwaites said. e. ‘He’ll tell you.’ (21)
- f. ‘You tell us,’ we said. (22)
- g. ‘It gives her a heart attack,’ Thwaites announced. h. ‘Her heart stops beating and she’s dead in five seconds.’ (23)
- i. For a moment or two my own heart stopped beating. j. Thwaites pointed a finger at me and said darkly, ‘I’m afraid you’ve killed her.’ (24)

## LESSON 5

- 5. Which piece of evidence do the boys NOT find upon reaching the sweet-shop?**
- a. Mrs. Pratchett's body is on the floor.
  - b. The candy jar is smashed on the floor.
  - c. The dead mouse is on the floor.
  - d. The sweet-shop is closed.
  - e. Mrs. Pratchett is missing.
- 6. What are some other possible explanations for the evidence the boys discover? Pretend that you arrived at the sweet-shop with the boys and offer your own explanation.**

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## LESSON 6

Read “Mr Coombes,” paragraphs 33–46.

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

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- 1. What did Mr. Coombes look like? Choose the portion of text in which Dahl compares Mr. Coombes to another kind of important person.**

**a.** Mr Coombes was looking grim. **b.** His hammy pink face had taken on that dangerous scowl which only appeared when he was extremely cross and somebody was for the high-jump. **c.** I sat there small and frightened among the rows and rows of other boys, **d.** and to me at that moment the Headmaster, **e.** with his black gown draped over his shoulders **f.** was like a judge at a murder trial. (33)

- 2. When they first see Mr. Coombes, what does Thwaites conclude?**

- a.** Mr. Coombes is ready to quit being a Headmaster.
- b.** Mr. Coombes is out to catch Mrs. Pratchett’s killer.
- c.** Mr. Coombes is ready to lead the next round of prayers.
- d.** Mr. Coombes is a judge in a court of law.

- 3. Dahl compares Mr. Coombes to an angel of \_\_\_\_\_.**

- a.** life
- b.** death
- c.** peace
- d.** understanding

- 4. Why does Dahl tell the reader, “My whole stomach began to feel as though it was slowly filling up with swirling water”?**

- a.** He wants to show that he felt very nervous.
- b.** He wants to show that his breakfast made him sick.
- c.** He wants to show that he drank too much water.
- d.** He wants to show that his stomach was working fine.

- 5. How does Dahl feel in paragraphs 33–42?**

- a.** Scared
- b.** Silly
- c.** Bored
- d.** Relieved

- 6. How does Dahl feel in paragraphs 44–46?**

- a.** Scared
- b.** Silly
- c.** Bored
- d.** Relieved

- 7. Do you think this passage is funny? Why or why not?**

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## LESSON 7

Read the passage from “Mr Coombes,” paragraphs 55–75.

Note another small piece of dialogue and narration that shows you something about a character anywhere in the chapters you have read.

Describe what you notice and think about this place in the text.

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### 1. This question has two parts.

**Part 1: Mrs. Pratchett hates all children.**

- a. True
- b. False

**Part 2: Select the sentence that supports your response to the previous question.**

- a. ‘Nasty cheeky lot, these little ’uns!’ I heard Mrs Pratchett muttering.
- b. ‘They comes into my shop and they thinks they can do what they damn well likes!’
- c. Mr Coombes made no reply to this.
- d. ‘They nick things when I ain’t looking,’ she went on.
- e. ‘They put their grubby ’ands all over everything and they’ve got no manners.’
- f. I don’t mind girls. I never ’ave no trouble with girls, but boys is ’ideous and ’orrible! I don’t ’ave to tell you that, ’Eadmaster, do I?’

### 2. What is the best replacement for the word “venom” in this sentence?

“Mrs Pratchett’s face was glimmering with \_\_\_\_\_ as her eyes travelled beyond me down the line.”

- a. happy thoughts
- b. hateful feelings
- c. deep concern

### 3. What is another meaning for the word “venom”?

- a. A type of car that was released in the early 1900’s
- b. A medical problem that strikes older people like Mrs. Pratchett
- c. A poison that animals like snakes use to harm their victims
- d. A sugary syrup sold in candy stores

### 4. Write one sentence to explain why you think Dahl would use this word to describe Mrs. Pratchett.

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## LESSON 7

**5. Choose the paragraph where Dahl uses an animal to describe Mrs. Pratchett.**

- a. 'They nick things when I ain't looking,' she went on. 'They put their grubby 'ands all over everything and they've got no manners. I don't mind girls. I never 'ave no trouble with girls, but boys is 'ideous and 'orrible! I don't 'ave to tell you that, 'Eadmaster, do I?' (58)
- b. 'These are the smaller ones,' Mr Coombes said. (59)
- c. I could see Mrs Pratchett's piggy little eyes staring hard at the face of each boy she passed. (60)
- d. Suddenly she let out a high-pitched yell and pointed a dirty finger straight at Thwaites. 'That's 'im!' she yelled. 'That's one of 'em! I'd know 'im a mile away, the scummy little bounder!' (61)
- e. The entire school turned to look at Thwaites. 'W-what have I done?' he stuttered, appealing to Mr Coombes. (62)
- f. 'Shut up,' Mr Coombes said. (63)

**6. Which are the words spoken by Mrs. Pratchett?**

- a. Mrs Pratchett's face was glimmering with venom as her eyes travelled beyond me down the line.
- b. 'There they are!' she cried out, stabbing the air with her finger. 'Im . . . and 'im . . . and 'im! That's the five of 'em all right! We don't need to look no farther than this, 'Eadmaster! They're all 'ere, the nasty dirty little pigs! You've got their names, 'ave you?'

**7. Which are the words Dahl uses to describe Mrs. Pratchett?**

- a. Mrs Pratchett's face was glimmering with venom as her eyes travelled beyond me down the line.
- b. 'There they are!' she cried out, stabbing the air with her finger. 'Im . . . and 'im . . . and 'im! That's the five of 'em all right! We don't need to look no farther than this, 'Eadmaster! They're all 'ere, the nasty dirty little pigs! You've got their names, 'ave you?'

**8. Write at least one insult Mrs. Pratchett uses to describe the boys. How does Mrs. Pratchett's way of speaking show the reader her attitude towards children?**


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## LESSON 8

Read the passage from “Mrs Pratchett’s Revenge,” paragraphs 1–36.

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

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**1. What is the boys’ punishment for putting the mouse in Mrs. Pratchett’s candy jar?**

- a. They have to write a letter of apology to Mrs. Pratchett.
- b. They are beaten on their bottoms with a cane by Mr. Coombes while Mrs. Pratchett watches.
- c. Mr. Coombes brings them to his office to apologize to Mrs. Pratchett.
- d. Mr. Coombes brings them to his office to have Mrs. Pratchett yell at them.

**2. This question has two parts.**

**Part 1:** Dahl says, “My mind was swimming and my eyes had gone all blurry.” This was \_\_\_\_\_ the Headmaster’s first strike with the cane.

- a. before
- b. after

**Part 2:** What MOST LIKELY caused him to feel like his “mind was swimming” and his “eyes had gone all blurry”?

- a. His breakfast
- b. His hatred for Mrs. Pratchett
- c. His fear about the caning
- d. His pain from being hit with the cane

**3. Which choice below BEST paraphrases Mrs. Pratchett’s statement in paragraph 29?**

- a. This boy is the kindest one. Be gentle with him.
- b. This boy is good and strong. The caning won’t harm him.
- c. This boy is a smart one. He is wasting his talent.
- d. This boy is the rudest of all. Hit him really hard.

**4. Mr. Coombes struck Dahl with the cane \_\_\_\_\_ times.**

- a. one
- b. two
- c. three
- d. four



## LESSON 8

### 5. Choose the paragraph that BEST shows Mrs. Pratchett's enjoyment of Dahl's suffering.

**a.** All I heard was Mrs Pratchett's dreadful high-pitched voice behind me screeching, 'This one's the *cheekiest* of the bloomin' lot, 'Eadmaster! Make sure you let 'im 'ave it good and strong!' (29)

**b.** Mr Coombes did just that. As the first stroke landed and the pistol-crack sounded, I was thrown forward so violently that if my fingers hadn't been touching the carpet, I think I would have fallen flat on my face. As it was, I was able to catch myself on the palms of my hands and keep my balance. At first I heard only the crack and felt absolutely nothing at all, but a fraction of a second later the burning sting that flooded across my buttocks was so terrific that all I could do was gasp. I gave a great gushing gasp that emptied my lungs of every breath of air that was in them. (30)

**c.** It felt, I promise you, as though someone had laid a red-hot poker against my flesh and was pressing down on it hard. (31)

**d.** The second stroke was worse than the first and this was probably because Mr Coombes was well practised and had a splendid aim. He was able, so it seemed, to land the second one almost exactly across the narrow line where the first one had struck. It is bad enough when the cane lands on fresh skin, but when it comes down on bruised and wounded flesh, the agony is unbelievable. (32)

**e.** The third one seemed even worse than the second. Whether or not the wily Mr Coombes had chalked the cane beforehand and had thus made an aiming mark on my grey flannel shorts after the first stroke, I do not know. I am inclined to doubt it because he must have known that this was a practice much frowned upon by Headmasters in general in those days. It was not only regarded as unsporting, it was also an admission that you were not an expert at the job. (33)

**f.** By the time the fourth stroke was delivered, my entire backside seemed to be going up in flames. (34)

**g.** Far away in the distance, I heard Mr Coombes's voice saying, 'Now get out.' (35)

**h.** As I limped across the study clutching my buttocks hard with both hands, a cackling sound came from the armchair over in the corner, and then I heard the vinegary voice of Mrs Pratchett saying, 'I am much obliged to you, 'Eadmaster, very much obliged. I don't think we is goin' to see any more stinkin' mice in my Gobstoppers from now on.' (36)

## LESSON 8

6. This question has two parts.

**Part 1: Mr. Coombes treated Dahl with kindness and compassion after delivering his punishment.**

- a. True
- b. False

**Part 2: Choose the sentence that BEST supports your answer.**

- a. By the time the fourth stroke was delivered, my entire backside seemed to be going up in flames. (34)
- b. Far away in the distance, I heard Mr Coombes's voice saying, 'Now get out.' (35)
- c. As I limped across the study clutching my buttocks hard with both hands, a cackling sound came from the armchair over in the corner, and then I heard the vinegary voice of Mrs Pratchett saying, 'I am much obliged to you, 'Eadmaster, very much obliged.
- d. I don't think we is goin' to see any more stinkin' mice in my Gobstoppers from now on.' (36)

7. Evaluate Mrs. Pratchett's statement at the end of the passage: "I don't think we is goin' to see any more stinkin' mice in my Gobstoppers from now on." Do you think Mrs. Pratchett is right? Why or why not?

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## LESSON 9

Read the passage from “Mrs Pratchett’s revenge,” paragraphs 37–53.

Note two places in your reading that grabbed your attention and describe what you noticed and thought about this place in the text.

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**1. How did Dahl’s mother know that something bad happened at school?**

- a. Dahl was crying in the bath that evening.
- b. Dahl told her what happened as soon as he got home.
- c. Dahl had bruise marks on his backside.
- d. Dahl grew angry when she mentioned the Headmaster.

**2. Choose the sentence in which Dahl describes his wounds.**

- a. When I returned to the classroom my eyes were wet with tears and everybody stared at me.
- b. My bottom hurt when I sat down at my desk. (37)
- c. That evening after supper my three sisters had their baths before me.
- d. Then it was my turn, but as I was about to step into the bathtub, I heard a horrified gasp from my mother behind me. (38)
- e. ‘What’s this?’ she gasped. ‘What’s happened to you?’
- f. She was staring at my bottom.
- g. I myself had not inspected it up to then, but when I twisted my head around and took a look at one of my buttocks, I saw the scarlet stripes and the deep blue bruising in between. (39)

**3. This question has two parts.**

**Part 1: How did Dahl’s sisters react to the punishment he received at school?**

- a. They were shocked.
- b. They were amused.
- c. They were uncaring.
- d. They were sad.

**Part 2: Which piece of evidence provides the best support for your answer to Part 1?**

- a. “Then it was my turn, but as I was about to step into the bathtub, I heard a horrified gasp from my mother behind me.” (38)
- b. “I myself had not inspected it up to then, but when I twisted my head around and took a look at one of my buttocks, I saw the scarlet stripes and the deep blue bruising in between.” (39)
- c. “‘Who did this?’ my mother cried. ‘Tell me at once!’” (40)
- d. “In the end I had to tell her the whole story, while my three sisters (aged nine, six and four) stood around in their nighties listening goggle-eyed.” (41)

## LESSON 9

**4. Why does Dahl not want his mother to go to the school on his behalf?**

- a. He knows Mr. Coombes wants to marry his mother.
- b. He doesn't want to look silly.
- c. He knows Mr. Coombes will not respect her because she is from Norway.
- d. He thinks she will side with Mr. Coombes.

**5. Why does Mrs. Dahl think an English school will be better?**

- a. English schools will teach Dahl not to play tricks.
- b. English schools do not tolerate headmasters beating children.
- c. There are no candy shops near schools in England.
- d. Her son will make better friends at an English school.

**6. Identify and list the sequence of key moments in "Mrs Pratchett's revenge." The first one is done for you.**

- 1. The boys are taken to Mr. Coombes's office.

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## LESSON 10

Read the passage from “First day,” paragraphs 1–14.

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

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**1. What was the primary purpose of a tuck-box?**

- a. To store the student's books and notebooks for school
- b. To store the school uniforms, which students had to “tuck” neatly into the boxes
- c. To keep pets students found while they were at school
- d. To store any special personal items students brought with them or that were sent by their families

**2. Dahl compares a tuck-box to what everyday object?**

- a. A coffin
- b. A lady's handbag
- c. The trunk of a car
- d. A kitchen cabinet

**3. What is it about a “lady's handbag” that makes it a good comparison for a tuck-box?**

- a. It is tiny.
- b. It is private.
- c. It is carried with a shoulder-strap.
- d. It is filled with mostly useless things.

**4. Why did the Headmaster encourage parents to send care packages with food from home?**

- a. He knew how much the boys looked forward to the packages and wanted them to be happy.
- b. He liked to look through the packages to find treats for himself.
- c. He wanted to buy as little food as possible for the boys so he could save money.
- d. He knew the parents would send healthy foods and he thought the boys should eat as healthily as possible.

**5. Which of the following is something a boy might put in his tuck-box based on Dahl's description?**

- a. His finest dress clothes
- b. A package of his favorite cookies
- c. His skis
- d. His books for class

## LESSON 10

**6. Which of the following is NOT a description Dahl provides about the new Headmaster?**

- a. The Headmaster and his family occupied one-third of the school building.
- b. The Headmaster often enjoyed sitting with the boys and giving them life advice.
- c. The Headmaster appeared to be a very large man.
- d. The Headmaster flashed a smile like a shark.
- e. The Headmaster's hair was heavily slicked down with hair cream.

**7. Based on the descriptions in this passage, do you think Dahl is going to like the new Headmaster better than Mr. Coombes? What makes you think so?**

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## LESSON 11

Read the passage from “The Matron,” paragraphs 25–37.

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

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**1. What problem was the Matron trying to solve?**

- a. Tweedie’s sleepwalking
- b. Tweedie’s bed-wetting
- c. Tweedie’s talking at bedtime
- d. Tweedie’s snoring

**2. How does Dahl react to the Matron’s treatment of Tweedie?**

- a. He expresses his worry for Tweedie.
- b. He expresses his amusement at the scene.
- c. He expresses his dislike for Tweedie.
- d. He expresses his lack of concern.

**3. Choose the paragraph in which Dahl expresses his reaction to her solution.**

**a.** She always had a pair of scissors hanging by a white tape from her waist, and with this she began shaving thin slivers of soap into the palm of one hand. Then she went over to where the wretched Tweedie lay and very carefully she dropped these little soap-flakes into his open mouth. She had a whole handful of them and I thought she was never going to stop. (31)

**b.** What on earth is going to happen? I wondered. Would Tweedie choke? Would he strangle? Might his throat get blocked up completely? Was she going to kill him? (32)

**c.** The Matron stepped back a couple of paces and folded her arms across, or rather underneath, her massive chest. (33)

**d.** Nothing happened. Tweedie kept right on snoring. (34)

**e.** Then suddenly he began to gurgle and white bubbles appeared around his lips. The bubbles grew and grew until in the end his whole face seemed to be smothered in a bubbly foaming white soapy froth. It was a horrific sight. Then all at once, Tweedie gave a great cough and a splutter and he sat up very fast and began clawing at his face with his hands. ‘Oh!’ he stuttered. ‘Oh! Oh! Oh! Oh no! Wh-wh-what’s happening? Wh-wh-what’s on my face? Somebody help me!’ (35)

**f.** The Matron threw him a face flannel and said, ‘Wipe it off, Tweedie. And don’t ever let me hear you snoring again. Hasn’t anyone ever taught you not to go to sleep on your back?’ (36)

## LESSON 11

**g.** With that she marched out of the dormitory and slammed the door. (37)

**4. The end result of the Matron's punishment is that Tweedie \_\_\_\_\_.**

- a. is sent to the hospital
- b. chokes badly then dies
- c. gurgles and coughs

**5. Which of these BEST describes the Matron?**

- a. Cruel and scary
- b. Delightful and funny
- c. Weird and lonely
- d. Gross and smelly

**6. Choose the sentence that most clearly shows that the students were afraid of the Matron.**

**a.** None of us dared to sit up in bed, but all eyes were on the Matron now, watching to see what she was going to do next. **b.** She always had a pair of scissors hanging by a white tape from her waist, and with this she began shaving thin slivers of soap into the palm of one hand. **c.** Then she went over to where the wretched Tweedie lay and very carefully she dropped these little soap-flakes into his open mouth. **d.** She had a whole handful of them and I thought she was never going to stop. (31)

**7. Give the Matron advice about how better to deal with young students. Explain to her what she did wrong and how she can improve.**

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## LESSON 12

Read the passage from “The Matron,” paragraphs 12–21.

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

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**1. What happened in the boys’ dormitory in this passage?**

- a. One of the boys spread sugar all over the floor.
- b. One of the boys placed Arkle’s frog under the Matron’s pillow.
- c. One of the boys ate sugar after bedtime.
- d. One of the boys spilled loose gravel on the floor.

**2. Who did what in this passage? Match the character to what they did in this excerpt from “The Matron.”**

- |   |       |
|---|-------|
| shivered with excitement                          | _____ |
| spread sugar on the hallway floor                 | _____ |
| flung open all the doors and turned on the lights | _____ |
| stood freezing in pyjamas                         | _____ |
| broke out in red splotches on the face            | _____ |
| a. Dahl   |       |
| b. The Matron                                     |       |
| c. The Headmaster                                 |       |
| d. The boys                                       |       |
| e. Wragg  |       |

## LESSON 12

**3. This question has two parts.**

**Part 1: How did the Matron respond to the incident?**

- a. With great anger
- b. With surprising calmness
- c. With patient questioning
- d. With the decision to quit her job

**Part 2: Choose the sentence that BEST supports your answer to the previous question.**

- a. "Suddenly, from far down the corridor came a resounding crunch! Crunch crunch crunch went the footsteps." (13)
- b. "'Very well!' he thundered. 'Every one of you will go at once and get the key to his tuck-box!'" (20)
- c. "The intensity of her fury was frightening." (14)
- d. "It sounded as though a giant was walking on loose gravel." (13)

**4. What were the consequences of Wragg's practical joke?**

- a. All of the boys had to be caned.
- b. All of the boys had to turn in their tuck-box keys.
- c. All of the boys had to stand outside in the cold.
- d. All of the boys had to turn in their tuck-boxes.

**5. Who do you think causes more problems in this passage, the adults or the kids?**

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**6. In his introduction, Dahl says that he is describing childhood experiences that made a big impression on him. He writes, "Some are funny. Some are painful. Some are unpleasant" (Author's Note, 5). Looking back over the whole story, do you think Dahl's experiences as a child were mostly funny or painful or unpleasant?**

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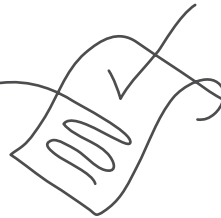
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Unit 6A, Sub-Unit 4

Solos for

# Write an Essay



## LESSON 2

Your teacher may instruct you to continue work on your essay.

Unit 6B, Sub-Unit 1

Solos for

# Fever



## LESSON 1

Read the passage “A Note to the Reader” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

**1. Read this sentence from “A Note to the Reader”:**

“Just over one hundred years ago a band of scientists and volunteers from two countries decided to fight against one of the world’s deadliest diseases.”

**What did the author mean by the underlined word?**

- a. A flat, thin strip of material put around something, typically to hold it together or to decorate it
- b. A group of musicians who play brass, wind, or percussion instruments
- c. A group of people who have a common interest or purpose
- d. A stripe or elongated area of a different color, texture, or composition than its surroundings

**2. According to the text, what two nations worked together to fight against this disease? Select TWO.**

- a. Canada
- b. The United States
- c. Mexico
- d. Cuba

**3. What is the most likely reason the author included this note?**

- a. To thank the readers for purchasing her book
- b. To give useful background knowledge about the disease covered in the book
- c. To persuade the reader to get vaccinated against deadly diseases
- d. To recognize that there are many heroes in this story who are not mentioned by name

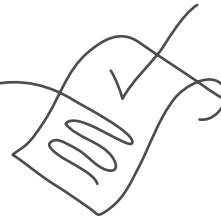
**4. With which sentence would the author most likely agree?**

- a. Scientific discoveries are made primarily through the work of one person.
- b. A history book gives the full picture of an important event.
- c. Important achievements are most often the result of many people’s work.
- d. Sharing information between countries can have disastrous effects.

Unit 6B, Sub-Unit 2

Solos for

# The Secret of the Yellow Death



## LESSON 1

Read Chapter 1: “Meeting the Monster” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing* paragraphs 1–14.

**1. Consider the following quote from paragraph 2:**

“His skin turned yellow. The whites of his eyes looked like lemons.”

**To present the topic of yellow fever in this quote, the author uses \_\_\_\_\_.**

- a. descriptive and sensory details
- b. anecdotes
- c. facts and numbers

**2. What is the main idea of this paragraph?**

- a. Surgeon General John Woodworth spoke to Congress in 1879.
- b. While many people died, many more people became sick.
- c. Yellow fever had a large and dangerous impact on the United States.
- d. Surgeon General John Woodworth called yellow fever “an enemy.”

**3. Scientists use \_\_\_\_\_ to make vaccines.**

- a. disinfectant
- b. mustard baths
- c. dead or weakened germs
- d. disease-fighting substances

**4. Read the following sentences from paragraph 6:**

“Slowly physicians began to conquer deadly sicknesses like cholera, typhoid, anthrax, and diphtheria. But yellow fever still raged.”

**In the passage, the term “raged” most likely means:**

- a. Decline in a small way
- b. Stated with anger
- c. Continued with force
- d. Became popular

**5. Order the list of events that led to the United States being in control of Cuba in 1898.**

- \_\_\_\_\_ a. The United States declares war on Spain.
- \_\_\_\_\_ b. Spain controls Puerto Rico and Cuba.
- \_\_\_\_\_ c. The United States beats the Spanish navy.
- \_\_\_\_\_ d. The USS battleship Maine is destroyed.

**6. What danger did the U.S. risk by having troops stationed in Cuba?**

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## LESSON 2

Read the passage from Chapter 2 in *The Secret of the Yellow Death*.

1. The USS Sedgwick is a \_\_\_\_\_.

- a. helicopter
- b. submarine
- c. ship
- d. train

2. Put Dr. Reed's accomplishments in chronological order so that the most recent event is FIRST.

- \_\_\_\_\_ a. Taught medical students at the U.S. Army Medical School
- \_\_\_\_\_ b. Worked as a young army doctor tending settlers, soldiers, and Apaches
- \_\_\_\_\_ c. Went back to school to study bacteriology
- \_\_\_\_\_ d. Left New York for Cuba on the USS Sedgwick

3. Choose the sentence that best sums up Dr. Reed's mission.

a. For roughly twenty years, Reed had dreamed of being able to do something big, something important, something that he hoped would "alleviate human suffering." b. It was a dream he'd had when he was a young army doctor tending settlers, soldiers, and Apaches on lonely frontier outposts. c. It was something he'd thought about when we went back to school at age thirty-nine to study bacteriology—a brand-new branch of medical science that dealt with the disease-causing germs that researchers called bacteria. d. For ten more years Reed had hoped to make a major contribution while he did research and taught students at the U.S. Army Medical School in Washington, D.C. e. And now, finally, at the age of forty-nine, he had a chance to take on the most exciting and important project of his whole career. f. Just a few weeks earlier, the U.S. Army had ordered Dr. Walter Reed to go to Cuba, head a team of three other doctors, and find the cause of yellow fever. (2, 2)

4. Which of the following is NOT mentioned as a possible cause of yellow fever?

- a. People contract yellow fever from mosquito bites.
- b. People contract yellow fever from a bacteria called *Bacillus icteroides*.
- c. Yellow fever is passed through contaminated clothing that has been touched by yellow fever patients.
- d. Yellow fever is caused by seasickness.

LESSON 2

5. What motivates Dr. Reed to embark on this journey? A sense of duty? Scientific curiosity? Ambition to make a difference in the world? Use evidence from the text to support your answer.

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## LESSON 3

Read the passage from Chapter 3: “Plans” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*, paragraphs 1–15.

- 1. What words or phrases show that Dr. Reed had “no time to waste”?**

**Choose TWO phrases that show that Dr. Reed has no time to waste.**

Reed **a.** quickly loaded his bags into a carriage and **b.** drove through the bustling city streets of Havana and **c.** across eight miles of country roads until **d.** he reached the U.S. Army post at Camp Columbia. **e.** After dropping his bags at the Officer's Quarters, **f.** he was off again, dashing across the grounds to visit Major Kean **g.** in the camp's yellow fever hospital just outside the base.

- 2. In this paragraph, the term “assessed” means \_\_\_\_\_.**

- a. looked at
- b. graded
- c. evaluated
- d. treated

- 3. According to Dr. Reed, the first job of the team was to test whether \_\_\_\_\_ caused yellow fever.**

- a. mosquitoes
- b. contaminated clothing
- c. hog cholera
- d. *Bacillus icteroides*

- 4. What does the author outline in paragraphs 11–14?**

- a. The different yellow fever origin theories
- b. The tasks assigned to each member of the team
- c. The researchers' background
- d. The U.S. Army's strategy in Cuba

- 5. Based on the author's descriptions of jobs and roles, which team member do you think has the most important job? Why? Use two details from the text to support your response.**

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## LESSON 4

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:
  - Suggested reading for lessons in this sub-unit
  - Amplify Library
  - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 5

Read the excerpts from Chapter 4: “Going Nowhere” and Chapter 5: “The First Clue?” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

**1. What is the most likely reason that the author wrote paragraph 2?**

- a. To introduce the setting and describe the work environment of the research team
- b. To compare and contrast the similarities and differences between American and Cuban research laboratories
- c. To describe the point of view of Dr. Reed
- d. To persuade the reader to become a bacteriologist

**2. In paragraph 2, what does the term “juggling” mean?**

- a. Throwing
- b. Handling
- c. Dropping
- d. Studying

**3. What is the main purpose of paragraph 3?**

- a. To explain the relationship between members of the research team
- b. To highlight the steps in the experiment to study the bacteria theory
- c. To describe the physical symptoms of yellow fever
- d. To entertain the reader with an amusing anecdote

**4. Which statement is BEST supported by the text?**

- a. Emilie showed little interest in Dr. Reed’s letters about his risky experiments with bacteria.
- b. Dr. Reed was dishonest with Emilie about the danger that he and his team were in.
- c. The yellow fever outbreak made it impossible for Dr. Reed to send updates home.
- d. Dr. Reed boasted to Emilie about how dangerous the yellow fever experiments were.

**5. Put the following events into the order in which they occurred. Put the first event at the top of the list.**

- \_\_\_\_\_ a. Dr. Agramonte performs an autopsy on a recently deceased U.S. soldier who died of an unknown disease.
- \_\_\_\_\_ b. Dr. Agramonte and Dr. Reed investigate a mysterious death of a prisoner who was locked in a guardhouse and who had never been exposed to other yellow fever patients.
- \_\_\_\_\_ c. The team is told about an outbreak of an unidentified disease at the Pinar Del Rio army outpost.
- \_\_\_\_\_ d. Dr. Agramonte examines several soldiers at the outpost and discovers that he was in the middle of a yellow fever outbreak.

## LESSON 6

Read Chapter 6: “Bugs” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

**1. The team visited Dr. Carlos Finlay in order to \_\_\_\_\_.**

- a. offer him a position on the U.S. Army research team
- b. share their research findings from the *Bacillus icteroides* experiments
- c. learn more about the mosquito theory
- d. take samples from individuals living in Havana, Cuba

**2. Which of the following does the author NOT do in paragraph 3?**

- a. Inform the reader about other insect-transmitted diseases.
- b. Explain Dr. Lazear’s interest in mosquito-related research.
- c. Provide a rationale for Dr. Reed’s team to take the mosquito theory seriously.
- d. Share evidence that supports the contaminated clothing theory.

**3. Use the following information to label the picture as either male or female:**

“The female...like all female mosquitos has a long nose (called proboscis) that allows her to stab through skin and draw blood. The male...like all male mosquitoes, has bushy antennae on his head that make him look different from the female.”



- a. Female
- b. Male

**4. Which team member was chosen to lead the mosquito research?**

- a. Dr. Reed
- b. Dr. Carroll
- c. Dr. Agramonte
- d. Dr. Lazear

## LESSON 6

**5. Put the steps of Dr. Lazear's experiment in order:**

- \_\_\_\_\_ a. Observe the healthy people to see if the disease develops.
- \_\_\_\_\_ b. Hatch mosquito eggs.
- \_\_\_\_\_ c. Have female mosquitoes bite yellow fever patients.
- \_\_\_\_\_ d. Have the same female mosquitoes bite healthy people.

**6. What did Dr. Carroll mean when he said that the team was ready to take “‘a soldier's chances’” (21). Use details from the text to support your answer.**

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## LESSON 7

Read Chapter 7: “I Have No Such Thing” and Chapter 8: “Delirious” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

**1. What is the author’s main purpose for writing this paragraph?**

- a. To persuade the reader to wear mosquito repellent
- b. To amuse the reader with a humorous description of Dr. Lazear
- c. To help the reader better understand each step of the process
- d. To teach the reader about Dr. Lazear’s unusual habits

**2. What do the bolded sentences reveal about Dr. Carroll?**

- a. He is very unlucky.
- b. He doesn’t believe he can get sick.
- c. He is concerned about his family.
- d. He lacks common sense.

**3. Based on the information in this passage, which of the following sentences BEST represents the author’s point of view about Dr. Carroll’s character?**

- a. Dr. Carroll is suspicious and cannot be trusted.
- b. Dr. Carroll is used to facing challenges.
- c. Dr. Carroll is careless in his research habits.
- d. Dr. Carroll is generous and helps his research partners by sharing his findings.

**4. Why do Dr. Agramonte and Dr. Lazear decide that they need to let the same mosquito that bit Dr. Carroll bite another healthy person?**

- a. To try to find more evidence that the infected mosquito spread the disease
- b. To disprove Dr. Finlay’s theory
- c. To keep the insect that bit Dr. Carroll alive
- d. To make sure they have enough infected patients

**5. Why is Private Dean the “perfect volunteer”?**

- a. He is young, so he is not likely to be immune to the disease.
- b. He is leaving Cuba for the U.S. shortly, and would be able to recover with family.
- c. He has not been in Cuba long, and is unlikely to have already been exposed to the disease.
- d. He does not take the danger of infection seriously.

**6. Read the passage and highlight one powerful detail that the author uses to illustrate Dr. Carroll’s condition.**

**What does this detail reveal about Dr. Carroll’s condition?**

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## LESSON 8

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:
  - Suggested reading for lessons in this sub-unit
  - Amplify Library
  - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 9

Read the Chapter 9: “Did the Mosquito Do It?” and Chapter 10: “Doctor, Are You Sick?” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

**1. Reread this statement:**

“To Reed, Carroll’s illness was terrible. It was worrying. But, from a scientific point of view, it was also fascinating.”

**What does that reveal about Dr. Reed?**

- a. He is both shocked and surprised by the news.
- b. He is both troubled by and curious about the news.
- c. He doesn’t care about Dr. Carroll’s illness.
- d. He wants the team to focus on the bacteria theory.

**2. What does the author suggest about scientific discovery in these paragraphs?**

- a. There is a limit to how much the scientific method can help people to understand the world around them.
- b. Scientific discoveries often require personal sacrifice on the part of the researchers.
- c. No matter how much evidence the research uncovers, it is impossible to be certain about any scientific matter.
- d. Scientific research is perfectly safe and does not put human beings at health risk.

**3. Select the BEST evidence that suggests that Dr. Lazear was not accidentally infected by a wild mosquito, as he reports.**

- a. “Lazear said that the incident had taken place at Las Animas Hospital in Havana.”
- b. “Five days later, on the morning of September 18, Jesse Lazear just didn’t feel well.”
- c. “He was holding a test tube containing a mosquito against a patient’s belly when a wild mosquito flew down and landed on his hand.”
- d. “Lazear didn’t use guinea pigs in his experiments because they were immune from yellow fever.”

**4. Why does the author ask so many questions in these paragraphs?**

- a. She wants to show her expert knowledge about the subject.
- b. She wants readers to feel how much mystery surrounds this event.
- c. She hopes someone will research and find the answers to the questions.
- d. She wants students to answer the questions.

**5. Based on the author’s word choice, do you believe that Mabel Lazear was properly notified or not about her husband’s condition? What language does the author use to make you feel that way?**

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## LESSON 10

Read Chapter 11: “Sorting It Out,” Chapter 12: “Problems,” and Chapter 13: “We Are Doing It for Medical Science” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

**1. In this section of the text, the author put the word “might” in italics to draw attention to it. Why is the author focusing on that word?**

- a. The author doesn’t believe the information in the sentences that contain “might.”
- b. The author wants to emphasize that Dr. Reed feels that these ideas haven’t been proven yet.
- c. The author wants to indicate how Dr. Carroll and Dr. Lazear probably caught yellow fever.
- d. The author is quoting words from Reed’s medical notes.

**2. Why does Dr. Reed meet with Private Dean when he returns to Cuba?**

- a. To offer Dean a position on his research team since Lazear, Carroll, and Agramonte were no longer available
- b. To offer Dean money to become part of the yellow fever mosquito study
- c. To find out more about Lazear’s methods of experimentation
- d. To determine if Dean had ever been exposed to yellow fever before or after his mosquito bite in the lab

**3. According to Dr. Reed’s latest theory, why did some bites from infected insects cause the disease when others didn’t?**

- a. Only female mosquitoes (*Aedes aegypti*) can pass the yellow fever germ.
- b. The infected mosquito must lay eggs six days before biting a human to pass on yellow fever to another victim.
- c. A mosquito couldn’t infect anyone else until 12 days after it was infected itself.
- d. Only male mosquitoes (*Aedes aegypti*) can pass the yellow fever germ.

**4. Order the list of events that led to the Dr. Reed’s experiment at Camp Lazear:**

- \_\_\_\_\_ a. Agramonte finds an isolated, dry, wind-blown, two-acre patch of land to set up camp.
- \_\_\_\_\_ b. Reed writes a five-thousand-word report stating that his team had found evidence that clearly indicated the bite of a mosquito could cause yellow fever.
- \_\_\_\_\_ c. Major General Leonard Wood gives Reed \$10,000 to complete his experiments.
- \_\_\_\_\_ d. Reed conducts an interview with Private Dean to confirm that he had never been close to any yellow fever victims.

## LESSON 10

- 5. Why did Reed require all of his volunteers to sign a consent form before joining his yellow fever experiments at Camp Lazear?**

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## LESSON 11

Read Chapter 14: “Testing Times” and Chapter 15: “More Bugs” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

- 1. Read this sentence from paragraph 3 of “Testing Times”:**

“There were going to be no slip-ups, no accidental illnesses, nothing that would allow critics to find fault with the experiments—not if Reed could help it.”

**Select the sentence from the text that shows that Reed took action to make sure no accidental illness happened.**

- a. “Everything seemed to be in place, but Reed still had a nagging worry.” (3)
- b. “To make sure all the men in his experimental group were healthy, Reed ordered medics to take the volunteers’ pulse and temperature three times a day.” (1)
- c. “But what if the worst happened?” (7)
- d. “What if one of the volunteers died during the experiments?” (8)

## LESSON 11

**2. Read this sentence from paragraph 5 of “Testing Times.”**

“As members of the scientific team watched through a window, the three American servicemen entered the building, opened the boxes, and took out nightshirts, underwear, blankets, sheets, and towels that were soiled with the blood, vomit, urine, and feces of yellow fever patients.”

**What does the word “soiled” mean?**

- a. Stained
- b. Comfortable
- c. Secure
- d. Drafty

**3. Place the events in order:**

- \_\_\_\_\_ a. Dr. Cooke, Jernegan, and Folk are given filthy clothing from yellow fever patients to wear.
- \_\_\_\_\_ b. Two other groups of men repeat the experiment.
- \_\_\_\_\_ c. Volunteers report to Camp Lazear.
- \_\_\_\_\_ d. Dr. Cooke, Jernegan, and Folk emerge from the “infected clothing building” after 20 nights.

**4. \_\_\_\_\_ was the first volunteer to develop an “unmistakable case of yellow fever” from mosquito bites.**

- a. John Kissinger
- b. John Moran
- c. Antonio Benigno
- d. Dr. Walter Reed

**5. Which detail from the text proves that yellow fever cannot be spread through the air?**

- a. In 1898, the Cuban town of Siboney had been burned down to stop a yellow fever epidemic.
- b. Kissinger becomes ill with yellow fever after being bitten by an infected mosquito five times.
- c. After Dr. Reed adjusted the timing of the mosquito bites, Kissinger, Benigno, and Moran all become ill.
- d. Two other men who breathed the same air that Moran had breathed are free of yellow fever.

## LESSON 12

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:
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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 13

Read Chapter 16: “Celebration” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

**1. Based on the information given in the passage, what does the author believe about Dr. Carlos Finlay?**

- a. Dr. Finlay was given more credit than he actually deserved.
- b. Dr. Finlay held a grudge against those who originally called him “touched.”
- c. Dr. Finlay did not believe that he deserved the credit for the discovery.
- d. Dr. Finlay was finally getting the credit that he deserved.

**2. Which sentence suggests that Carlos Finlay’s success may have depended on scientific collaboration?**

There were toasts and speeches, handshakes and applause. **a.** Dr. Finlay was given a bronze statuette and congratulated in Spanish and English. **b.** For years he’d been laughed at. **c.** For years people had said his mosquito theory was a joke. **d.** And now—now that a bunch of Americans had proved his hypothesis—Carlos Juan Finlay was the toast of Havana, one of the greatest, most famous men in Cuba.

**3. In paragraph 4, the author’s tone can best be described as \_\_\_\_\_.**

- a. joyful
- b. severe
- c. grim
- d. curious

**4. Read this sentence from paragraph 7:**

“Forty-seven years later it has been permitted to me and my assistants to lift the impenetrable veil that has surrounded the causation of this most dreadful pest of humanity...”

**What does Dr. Reed mean by this statement?**

- a. Dr. Reed opened the curtains to let more light into his laboratory to see the mosquito samples.
- b. There are still many yellow fever mysteries for Dr. Reed to uncover, but he needs to run more experiments at Camp Lazear.
- c. Despite the evidence Dr. Reed has produced, the scientific community still does not believe the mosquito theory.
- d. Dr. Reed’s team has overcome obstacles that have stumped many other scientists to finally reveal the cause of yellow fever.

LESSON 13

5. Which is the BEST explanation for why the author included Dr. Reed’s letter to his wife in paragraph 7?

- a. To illustrate Dr. Reed’s difficulties with his family that was so far away
- b. To reveal Dr. Reed’s innermost feelings about mosquito discoveries
- c. To describe the steps that Dr. Reed had to take in order to prove this theory
- d. To explain Dr. Reed’s next step in the research

6. What are the questions that still remain about the mosquito theory?

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## LESSON 14

Read this passage, “Yellow Fever Circles Brazil’s Huge Cities.”

**1. Which writing technique does the author use to begin this article?**

- a. Descriptive and sensory details that create an image in the reader’s mind
- b. A story that captures the reader’s attention
- c. Specific words or phrases that shape the reader’s thinking
- d. Facts and numbers that make a strong impression
- e. Quotations that make an impact

**2. According to the article, what is the “mission” of the twenty health workers?**

- a. To kill infected mosquitoes
- b. To test people to see if they are positive for yellow fever
- c. To share information about yellow fever
- d. To give people yellow fever vaccines to prevent the illness

**3. Which sentence from the article expresses an *opinion*?**

- a. The challenges are daunting.” (11)
- b. “Toting coolers full of vaccines, health workers stop in the corner bar and the local gym, demanding: “Who hasn’t been vaccinated yet? Line up!”” (10)
- c. “Brazil is suffering its worst outbreak of yellow fever in decades.” (5)
- d. “The virus, which kills 3 percent to 8 percent of those who are infected, is now circling the megacities of Rio de Janeiro and São Paulo.” (5)

**4. Read the sentence from paragraph 3:**

The virus, which kills 3 percent to 8 percent of those who are infected, is now circling the megacities of Rio de Janeiro and São Paulo, threatening to become this country’s first-blown urban epidemic since 1942.

**Which of the following is the BEST choice to replace the word “circling”?**

- a. Tightening
- b. Chasing
- c. Surrounding
- d. Shrinking

**5. In your own words, describe the problem that Brazil is facing.**

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## LESSON 15

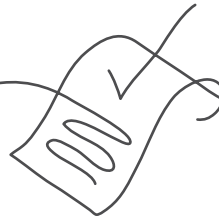
Read the “Epilogue” from *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.

Unit 6B, Sub-Unit 3

Solos for

# “The Speckled Band”

by *Sir Arthur Conan Doyle*



## LESSON 1

Read the passage from Chapter 8: “The Speckled Band” from *The Adventures of Sherlock Holmes*, paragraphs 1–94.

Note anything that you think might be a clue to help solve the case. This passage is somewhat long. Make sure to give yourself enough time to read it all.

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**1. What is the financial condition of the Roylott family?**

They used to be \_\_\_\_\_, but now they are \_\_\_\_\_.

- a. extremely wealthy
- b. struggling to pay the bills

**2. How is Helen related to Dr. Roylott?**

- a. She is his wife.
- b. She is his stepdaughter.
- c. She is his cousin.
- d. She is his sister.

**3. Helen is seeking Holmes’s help in solving whose death?**

- a. her sister’s death
- b. her mother’s death
- c. her father’s death
- d. her stepfather’s death

**4. Why, most likely, is the story entitled, “The Speckled Band”?**

- a. Julia wore a multicolored headband at the time of her death.
- b. There was a musical band that performed on the lawn at Dr. Roylott’s house.
- c. The title refers to a piece of jewelry that Helen showed to Holmes as evidence.
- d. Those were Julia’s last words.

**5. Which of the following is NOT a clue that Helen reveals in her first conversation with Holmes?**

- a. Julia, Helen, and Dr. Roylott’s bedrooms are all in the same wing of the house.
- b. Julia was about to get married at the time of her death.
- c. Julia complained of a whistling sound in the night.
- d. Julia left a note containing a riddle about a “speckled band.”

**6. Based on the evidence that Helen has provided so far, how do you think Julia died? What makes you think so? Can you come up with an alternative theory?**

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## LESSON 2

Read the passage from Chapter 8: “The Speckled Band” from *The Adventures of Sherlock Holmes* paragraphs 95–194.

As you read paragraph 141 and the scene at Stoke Moran Manor, try to visualize what the bedrooms look like.

**1. Helen is now sleeping in the same room in which her sister died.**

- a. True
- b. False

**2. What does Holmes discover in each room?**

Helen’s Sister’s Room \_\_\_\_\_

Dr. Roylott’s Room \_\_\_\_\_

- a. A saucer of milk
- b. A small whip
- c. A rope hung from the ceiling
- d. A safe
- e. A ventilator shaft

**3. Which sentence BEST explains why Helen is unaware that the bell rope does not work?**

- a. “Where does that bell communicate with?” he asked at last, pointing to a thick bell-rope which hung down beside the bed, the tassel actually lying upon the pillow. (142)
- b. It goes to the housekeeper’s room. (143)
- c. It looks newer than the other things? (144)
- d. Yes, it was only put there a couple of years ago. (145)
- e. Your sister asked for it, I suppose? (146)
- f. No, I never heard of her using it. We used always to get what we wanted for ourselves. (147)

**4. Holmes concludes that the saucer of milk \_\_\_\_\_.**

- a. must be for the cat
- b. cannot be for the cheetah
- c. is spoiled
- d. is quite tasty

**5. What is the next phase of Holmes’s plan?**

- a. Holmes and Watson will investigate the noise in Helen’s room.
- b. Holmes will directly confront Dr. Roylott about his role in Julia’s death.
- c. Holmes will take the evidence he has collected to the police.
- d. Holmes will leave Helen to figure it out on her own.

## LESSON 2

6. List two or three questions that Holmes will need to answer in order to solve the mystery.

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## LESSON 3

Read the passage from Chapter 8: “The Speckled Band” from *The Adventures of Sherlock Holmes* paragraphs 195–251.

As you read, remember the objects that seemed suspicious to you when you used the Scene of the Crime: Sherlock Holmes app, and see if you find them in this section of the text.

**1. What was the purpose of each suspicious object?**

The safe \_\_\_\_\_

The ventilator \_\_\_\_\_

The bell-rope \_\_\_\_\_

The whistle \_\_\_\_\_

- a. Dr. Roylott used it to call the snake back
- b. the snake lived there
- c. the snake used it to move from one room to another
- d. the snake used it to drop onto the bed

**2. Holmes understood how Julia died**

\_\_\_\_\_.

- a. right after inspecting her room
- b. right after inspecting Dr. Roylott's room

**3. Why did Holmes originally think the “gipsies” were Julia’s killers?**

- a. Julia accused them directly.
- b. They had been known to commit killings in the area.
- c. They were known as snake-charmers.
- d. Holmes was confused by the double meaning of the word “band.”

**4. Choose the sentence that most clearly explains the answer to the previous question.**

a. “I had,” said he, “come to an entirely erroneous conclusion which shows, my dear Watson, how dangerous it always is to reason from insufficient data. b. The presence of the gipsies, and the use of the word ‘band,’ which was used by the poor girl, no doubt, to explain the appearance which she had caught a hurried glimpse of by the light of her match, were sufficient to put me upon an entirely wrong scent. c. I can only claim the merit that I instantly reconsidered my position when, however, it became clear to me that whatever danger threatened an occupant of the room could not come either from the window or the door.”

**5. What did Watson and Holmes see on Dr. Roylott’s head when they entered his room?**

- a. diamond band
- b. A speckled bandana
- c. A snake
- d. A dog whip

**6. What traits do you think make Holmes so good at solving mysteries?**

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## LESSON 4

Read the passage from Chapter 8: “The Speckled Band” from *The Adventures of Sherlock Holmes* paragraphs 33–55.

### 1. Why did Julia smell cigar smoke?

- a. Dr. Roylott smoked right outside her window.
- b. The smoke traveled from Dr. Roylott’s room through the ventilator.
- c. Dr. Roylott had been smoking in her room before she arrived home.
- d. The poison was affecting her mind, so she imagined smelling smoke.

### 2. Julia staggered and turned white because \_\_\_\_\_.

- a. she was frightened by a noise
- b. she had been sick for some time
- c. she had been bitten by a snake

### 3. Choose the sentence that describes the sound of the snake being called back to its master.

- a. Suddenly, amid all the hubbub of the gale, there burst forth the wild scream of a terrified woman.
- b. I knew that it was my sister’s voice. I sprang from my bed, wrapped a shawl round me, and rushed into the corridor.
- c. As I opened my door I seemed to hear a low whistle, such as my sister described, and a few moments later a clanging sound, as if a mass of metal had fallen.
- d. As I ran down the passage, my sister’s door was unlocked, and revolved slowly upon its hinges. (50)

### 4. Choose the sentence that describes the sound of the snake’s master closing the door of its hiding place.

- a. Suddenly, amid all the hubbub of the gale, there burst forth the wild scream of a terrified woman.
- b. I knew that it was my sister’s voice. I sprang from my bed, wrapped a shawl round me, and rushed into the corridor.
- c. As I opened my door I seemed to hear a low whistle, such as my sister described, and a few moments later a clanging sound, as if a mass of metal had fallen.
- d. As I ran down the passage, my sister’s door was unlocked, and revolved slowly upon its hinges. (50)

### 5. Julia called the snake a “speckled band” because \_\_\_\_\_.

- a. she had never seen a snake before
- b. the only light she had to see by was from a single match
- c. the poison affected her vision
- d. she had poor eyesight

### 6. Why did Dr. Roylott come up with such a complicated scheme to kill Julia and Helen?

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## LESSON 5

Read the passage from Chapter 2: “The Red-Headed League” from *The Adventures of Sherlock Holmes* paragraphs 1–93.

**1. Jabez Wilson applies for a job for which only \_\_\_\_\_ can apply.**

- a. red-haired men
- b. pawnbrokers
- c. overweight people
- d. religious people

**2. What is Wilson’s regular job?**

- a. He owns a small pawnshop.
- b. He manages a small restaurant.
- c. He works as a fisherman.
- d. He copies letters in a business office.

**3. Who does what in the story?**

Jabez Wilson \_\_\_\_\_

Duncan Ross \_\_\_\_\_

Vincent Spaulding \_\_\_\_\_

- a. Copies the Encyclopaedia Britannica by hand
- b. Watches the pawnshop in the mornings
- c. Supervises the work at the Red-Headed League office

**4. Why does Wilson hire Vincent Spaulding?**

- a. He is a good photographer.
- b. He is willing to work for half the money he should be getting.
- c. He has a background in the pawnbroking business.
- d. All of the above.

**5. Which sentence BEST summarizes paragraph 14?**

- a. Mr. Jabez Wilson was an impressive man with dark red hair and a great sense of dress. I learned a great deal by observing him.
- b. Mr. Jabez Wilson did not make a strong impression, except for his bold red hair and the look of embarrassment on his face. I learned little about the case by observing him.
- c. Mr. Jabez Wilson dressed like a shepherd and appeared embarrassed about his red hair and his lack of wealth.
- d. Mr. Jabez Wilson was dressed richly and he looked like no one I had ever met before. I knew the main details of the case as soon as I saw him.

**6. Ross offers Wilson four pounds a week to copy the encyclopedia word for word. That’s equal to hundreds of dollars today! Do you think Wilson makes a smart move in accepting the position? Why or why not?**

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## LESSON 6

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:
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  - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading: \_\_\_\_\_**

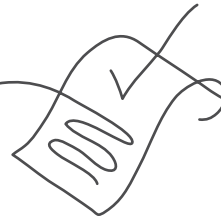
- 4. I had about the following number of interruptions (if you read continuously, the number is 0): \_\_\_\_\_**

Unit 6B, Sub-Unit 4

Solos for

# “The Red-Headed League”

by *Sir Arthur Conan Doyle*



## LESSON 1

Read the passage from Chapter 2: “The Red-Headed League” from *The Adventures of Sherlock Holmes* paragraphs 89–162.

**1. Choose the best paraphrase for the following sentence: “From what you have told me I think that it is possible that graver issues hang from it than might at first sight appear.”**

- a. Based on your explanation, it seems like this could be a more serious case than I originally thought.
- b. After listening to you, I think someone’s life might be at risk.
- c. From what you have explained, there are some very serious issues hanging over us right now.
- d. My poor vision prevented me from noticing some of the very important details in this case.

**2. Nearly all of Holmes’s questions to Wilson have to do with \_\_\_\_.**

- a. Watson
- b. Spaulding
- c. Wilson’s fishing experience
- d. Encyclopaedia Britannica

**3. Holmes seems to recognize the description of Spaulding from elsewhere.**

- a. True
- b. False

**4. This question has two parts.**

**Part 1: After his visit to the streets of London, what does Holmes think about the case of the Red-Headed League?**

- a. It was just a silly prank.
- b. He fails to reach any conclusions about it.
- c. He is convinced it could involve a serious crime.
- d. He thinks that Wilson himself is really behind the plot.

**Part 2: Which sentence best supports the answer to the previous question?**

- a. “Mr. Wilson’s assistant counts for a good deal in this mystery of the Red-headed League.” (142)
- b. “My dear doctor, this is a time for observation, not for talk. We are spies in an enemy’s country.” (149)
- c. “And now, Doctor, we’ve done our work, so it’s time we had some play.” (151)
- d. “Very well. And, I say, Doctor, there may be some little danger, so kindly put your army revolver in your pocket.” (161)

**5. Has Watson figured out the mystery?**

- a. Yes
- b. No

LESSON 1

**6. Which sentence BEST supports your answer to the previous question?**

- a.** As I drove home to my house in Kensington I thought over it all, from the extraordinary story of the red-headed copier of the Encyclopaedia down to the visit to Saxe-Coburg Square, and the ominous words with which he had parted from me. **b.** What was this nocturnal expedition, and why should I go armed? **c.** Where were we going, and what were we to do? **d.** I had the hint from Holmes that this smooth-faced pawnbroker’s assistant was a formidable man—a man who might play a deep game. **e.** I tried to puzzle it out, but gave it up in despair and set the matter aside until night should bring an explanation.

**7. What are some strategies Holmes uses in trying to solve the case? Does all of his detective work involve asking questions and gathering clues?**

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LESSON 2

Read “The Red-Headed League,” paragraphs 155–215.

1. Who are each of these characters?

Peter Jones \_\_\_\_\_

John Clay \_\_\_\_\_

Mr. Merryweather \_\_\_\_\_

- a. Bank director
- b. Police agent
- c. Known criminal

2. How does John Clay break into the bank?

- a. By smashing a window with a brick and running in
- b. By using a ladder to go through the attic
- c. By digging a tunnel underground to get to the bank
- d. By breaking the lock so he can enter

3. Spaulding (who is really John Clay) goes into the cellar to dig a tunnel to the bank, but he claims to be actually \_\_\_\_\_.

- a. meeting with friends
- b. developing photographs
- c. eating his lunch

4. Which of the following do the police believe about John Clay?

	True	False
a. He is a first time criminal.	_____	_____
b. He is a thief.	_____	_____
c. He normally works in an orphanage.	_____	_____
d. He is a murderer.	_____	_____
e. He engages in forgery.	_____	_____

5. How do Holmes and the others finally catch the criminals?

- a. They wait in the dark cellar.
- b. They raid the criminals’ hideout.
- c. They set up a roadblock.
- d. They arrest the criminals at home.

6. What could John Clay have done to prevent Holmes from figuring out his crime?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LESSON 3

Reread "The Red-Headed League."

### 1. Which details from the text were true?

Which details were false?

	True	False
a. The Red-Headed League was established by Ezekiah Hopkins of Lebanon, Pennsylvania.	_____	_____
b. Wilson's assistant really loves photography and develops pictures all day long.	_____	_____
c. While Wilson is at the Red-Headed League, his assistant is digging a tunnel in the cellar of the pawnshop.	_____	_____

### 2. Why did Holmes thump the pavement with his stick?

- a. To get the assistant's attention
- b. To get Watson's attention
- c. To test where the cellar was
- d. Because he was frustrated with the case

### 3. What did Holmes figure out from learning about the assistant's "love" of photography?

- a. The assistant's real name was John Clay, not Vincent Spaulding.
- b. The assistant was not a good worker because he was always developing his pictures.
- c. The assistant actually deserved to be paid half wages.
- d. The assistant was doing something in the cellar.

### 4. Holmes sat in his chair and smoked a pipe in order to \_\_\_\_\_.

- a. forget about his problems
- b. avoid Watson
- c. think about the details of the case
- d. sleep

### 5. How did Holmes figure out the connection between Wilson's pawnshop and the bank?

- a. He did all of his banking at that location.
- b. He looked on a map.
- c. He spoke with the bank manager about it.
- d. He applied his detailed knowledge of the streets of London.

### 6. Which character are you more like: Holmes or Watson? What makes you think so?

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## LESSON 4

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:
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  - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading: \_\_\_\_\_**

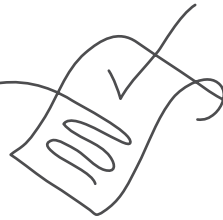
- 4. I had about the following number of interruptions (if you read continuously, the number is 0): \_\_\_\_\_**



Unit 6B, Sub-Unit 5

Solos for

# Write an Essay



## Unit 6B, Sub-Unit 5: Write an Essay

### LESSON 1

Your teacher may instruct you to continue work on your essay.

### LESSON 2

Your teacher may instruct you to continue work on your essay.

### LESSON 3

Your teacher may instruct you to continue work on your essay.

### LESSON 4

Your teacher may instruct you to continue work on your essay.

Unit 6C, Sub-Unit 1

Solos for

# Information Literacy



## LESSON 1

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:
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  - Amplify Library
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2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers to the following, and hand them in.

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 2

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:

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**2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

**3. I spent about the following number of minutes reading:** \_\_\_\_\_

**4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 3

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:
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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 4

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:

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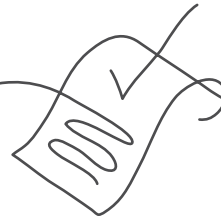




Unit 6C, Sub-Unit 2

Solos for

# Scavenger Hunt and Internet Research



## LESSON 1

Read “Early History of Chocolate” paragraphs 1–5.

- 1. Order the list showing the Mesoamerican empires from oldest to most recent.**

- \_\_\_\_\_ a. Mayan
- \_\_\_\_\_ b. Olmec
- \_\_\_\_\_ c. Aztec

- 2. Who were the first people to consume chocolate?**

- a. Aztec
- b. Olmec
- c. Mayan
- d. Spanish

- 3. What did the Olmec mix with the seeds of the cacao pods?**

- a. Water
- b. Spices
- c. Chiles
- d. All of the above

- 4. Choose the multiple purposes served by cacao for the Mayans.**

- a. Food
- b. Medicine
- c. Currency
- d. Drink for religious ceremonies

- 5. In Mayan society, everyone drank chocolate, but among the Aztecs, only rulers and religious leaders were allowed to drink it.**

- a. True
- b. False

## LESSON 2

Read “Pilot Dropped Candy Into Hearts of Berlin.”

- 1. At age 87, Halvorsen was still dropping candy in \_\_\_\_\_.
  - a. Berlin
  - b. America
  - c. Soviet Union**
- 2. Which THREE things did Halvorsen drop over Berlin, besides candy?
  - a. Medicine
  - b. Flour
  - c. Shoes
  - d. Milk
  - e. Coal**
- 3. Halvorsen \_\_\_\_\_ ask permission for dropping tiny parachutes with candy.
  - a. did
  - b. did not**
- 4. What happened when Halvorsen was identified as the mystery candy bomber?
  - a. He was court-martialed for acting on his own.
  - b. He was given a medal for taking initiative.
  - c. He was ordered to stop making those drops.
  - d. He was encouraged to continue those drops.**
- 5. Choose the sentence that provides context clues for the meaning of “airlift.”
  - a. Berlin stood divided between east and west.
  - b. The Soviets cut off land supply lines to the 2.25 million Berliners living in the west.
  - c. In response, the Allies organized an airlift.
  - d. American pilots began flying tons of flour, milk, meat, even coal to desperate Berliners. (4)**

## LESSON 3

Read the “Appendix C Statement from Labour in Portuguese West Africa, The Cadbury Speech,” paragraphs 1–58.

**1. William Cadbury was worried about the working conditions on the island cocoa estates because he was \_\_\_\_\_.**

- a. a future worker on a cocoa estate
- b. a person interested in buying a cocoa estate
- c. the owner of a cocoa company that bought cocoa from the estate
- d. the owner of a mine in Mozambique looking for workers

**2. Most Angolan natives were shipped to the islands to work on cocoa estates \_\_\_\_\_.**

- a. willingly
- b. against their will

**3. William Cadbury says that the publication The Boa Entrada Plantations shows that the management of the estates is generally \_\_\_\_\_.**

- a. very poor
- b. very good

**4. Choose the three arguments Cadbury made to convince plantation owners to stop using slave labor.**

- a. The conditions of the Brussels Act should be followed.
- b. The high costs of slave transport are a main reason to end slavery.
- c. Chocolate plantation workers should have short-term contracts just like the mine workers in Mozambique.
- d. Happier workers would bring in friends, supplying more laborers.

**5. The S. Thomé plantations needed to import several thousand new laborers each year because \_\_\_\_\_.**

- a. many workers died each year
- b. the plantation increased its crop each year
- c. the owners thought new workers had more energy

**6. What did Cadbury threaten to do if conditions for laborers didn't improve?**

- a. Report that S. Thomé was violating the Brussels Act
- b. Return workers to their own countries
- c. Stop buying cocoa from the S. Thomé estate
- d. Make public the report on conditions at S. Thomé

## LESSON 4

### Independent Reading

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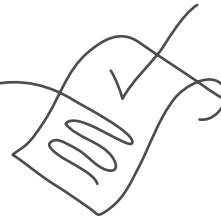
**4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_



Unit 6C, Sub-Unit 3

Solos for

# Argumentative Writing and Collection Research



LESSON 1

Look at *The Penthièvre Family* image and read the description.

1. The details in this portrait, including the cups of chocolate, were most likely included at least partly to demonstrate the family's \_\_\_\_\_.  
a. wisdom  
b. wealth  
c. concerns  
d. kindness

2. Now look at the Bosco Chocolate Syrup portrait.

Would a portrait like this likely have been painted or owned by an average citizen in 18th century France?

- a. Yes  
b. No

3. This portrait was displayed in a high-priced American department store in 2007. Do you think chocolate had the same significance at that time as it did in 18th century France? Why or why not?

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4. Pretend you are an aristocrat in 18th century France. Write one or two sentences to express your reaction to seeing a portrait, painted with chocolate syrup instead of paint.
5. Pretend you are an ordinary citizen in 18th-century France. Write one or two sentences to express your reaction to seeing a portrait painted with chocolate syrup instead of paint.

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## LESSON 2

Read “The Sweet Lure of Chocolate” from The Chocolate Collection.

- 1. Choose three responses that describe the pulp inside cacao pods.**

The pulp inside cacao pods is \_\_\_\_\_.

- a. White
- b. Brown
- c. Fibrous
- d. Mild-tasting

- 2. The cacao tree can be found in Africa, Asia, and the Caribbean.**

- a. True
- b. False

- 3. Native Americans at the time of Columbus used cacao beans as currency.**

- a. True
- b. False

- 4. Why are the beans of the Criollo variety of cacao trees valued?**

- a. They account for nearly 90% of the world's production of cacao beans.
- b. They have an aroma and delicacy that chocolate makers prize.
- c. They are a cross between the two other main varieties of cacao trees.
- d. None of the above.

- 5. Who impressed the Spanish court with the cocoa beans he took from the Aztecs?**

- a. Christopher Columbus
- b. Columbus's son Ferdinand
- c. Hernando Cortés
- d. None of the above

## LESSON 3

Read “Good Harvest” from The Chocolate Collection.

**1. Which THREE descriptions of the environment of a cacao farm match the text?**

- a. having muddy hills
- b. hot and humid
- c. often raining
- d. very few animals

**2. What THREE types of animals are found in the environment of cacao farms?**

- a. monkeys
- b. toucans
- c. butterflies
- d. snakes

**3. How does the presence of trees on traditional cacao farms help the nearby environment?**

- a. The trees can be cut for needed wood.
- b. The trees can be cleared for more coffee fields.
- c. The trees provide shade for coffee plants.
- d. The trees provide food and shelter for wildlife.

**4. Reread the text from paragraph 6:**

“With a grant from the U.S. State Department (under the Central American Free Trade Agreement), HSI is helping 300 small farmers in Nicaragua and 100 in Costa Rica to bring farms

abandoned because of disease back into production....”

**Judging from the context, the phrase “bring...back into production” most closely means \_\_\_\_\_.**

- a. cause to work again
- b. take control of
- c. make popular again
- d. make people aware of

**5. Many migratory birds are in decline because of habitat loss at both ends of their ranges.**

- a. True
- b. False

**6. Choose the TWO things that HSI and HSUS are doing to help wildlife in Nicaragua and Costa Rica:**

- a. Purchasing as much shade-grown coffee as possible
- b. Purchasing as many organic chocolate products as possible
- c. Supporting farmers who practice wildlife-sustaining methods
- d. Helping farmers bring back farms abandoned because of disease

## LESSON 4

### Independent Reading

1. Select something to read. If you are not already in the middle of something you like, you might look here:

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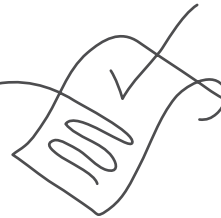
**4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_



Unit 6C, Sub-Unit 4

Solos for

# Debate and Internet Research



## LESSON 1

Read “Prehistoric Americans Traded Chocolate for Turquoise?” from *National Geographic News*.

1. The article suggests that cacao \_\_\_\_\_ grown in New Mexico.
  - a. was
  - b. was not
2. When this article was written, the idea of trade between Mesoamericans and Puebloans between the 11th and 14th centuries was \_\_\_\_\_.
  - a. well known by archaeologists
  - b. new to archaeologists
3. Which BEST describes what the author means in paragraph 2 when she writes that the complex was “built...in stages”?
  - a. It was built in parts over a period of time.
  - b. It was built in several different styles.
  - c. It was built using many different methods.
  - d. It was built in different places and relocated.
4. Reread paragraph 6. Which BEST expresses the meaning of the phrase “We’ve erected this wall...” as used in that paragraph?
  - a. We have not allowed people to travel between these places.
  - b. We have considered them totally unconnected areas.
  - c. We have believed they are places that don’t go well together.
  - d. We have prevented any trade between the two areas.
5. What substance did archaeologists find when they tested fragments of drinking vessels found near Pueblo Bonito?
  - a. Turquoise
  - b. Chocolate
  - c. Theobromine
  - d. Copper
6. At the end of the article, Dorothy Washburn sounds mostly \_\_\_\_\_ about the future of archaeologists’ understanding of the culture at Chaco.
  - a. positive
  - b. negative

## LESSON 2

Read the excerpt from *Chocolat* from The Chocolate Collection.

- 1. Why does the narrator plan to open the shop “for the morning only” on this day?**
  - a. She sees there are no people out this day.
  - b. She wants to spend time with her daughter later.
  - c. She has not prepared any cakes or chocolate.
  - d. She wants to attend church later in the day.
- 2. When the author writes that Anouk “keeps an eye on the door,” it most closely means that she \_\_\_\_\_.**
  - a. makes sure the door is locked
  - b. watches out for customers
  - c. keeps people out of the shop
- 3. What is the name of the chocolate shop?**
  - a. Poitou
  - b. La Praline
  - c. Mentiant
  - d. New York
- 4. Which sentence best describes what the narrator thinks is happening in paragraph 7?**
  - a. People are giving up something desirable and good to stay unhappy.
  - b. People have no choice but to pass by the chocolate shop.
  - c. People are busy right now but are planning to return to the shop later.
  - d. People have no interest in buying anything at the shop.
- 5. Which part of the shop’s decor is supposed to repel bad influences?**
  - a. Daffodil-colored walls
  - b. Cedar and lavender sachets
  - c. Red leather seats with chrome stems
  - d. Poitou’s old orange armchair
- 6. Reread paragraphs 15–19. Which sentence best defines the “it” that the narrator refers to when she says in paragraph 19, “It sets us apart. It makes us different.”**
  - a. The fact that Anouk has an “imaginary friend.”
  - b. Anouk’s mysterious ability to create “glamours.”
  - c. The fact that they run a chocolate shop in town.
  - d. Anouk’s imagination and wish to help her mother.

## LESSON 3

Read “The Tropics” from The Chocolate Collection.

- 1. Which countries are top producers of cocoa? Choose the TWO correct answers that apply.**

- a. Venezuela
- b. Brazil
- c. Peru
- d. Nigeria

- 2. Judging from the countries the article lists as places where cacao trees are found, you can infer that cacao trees need \_\_\_\_\_ conditions to grow.**

- a. very warm
- b. very cold

Read “No Hot Chocolate For You!” from The Chocolate Collection.

- 3. When Despina tells how she would be fired, or given notice, for drinking chocolate, she calls this “An example of justice that takes the biscuit.” The phrase “takes the biscuit” MOST LIKELY means what?**

- a. Is really helpful
- b. Is the worst ever
- c. Makes her hungry
- d. Changes her thinking

- 4. Which are true as aspects of Despina's life as a servant?**

True of Despina's life \_\_\_\_\_

Not true of Despina's life \_\_\_\_\_

- a. Her work is hard and hot.
- b. She is not allowed chocolate.
- c. She is fond of the ladies.
- d. She feels the rules are unjust.
- e. The ladies share everything with her.
- f. She follows the rules.

- 5. At the end of the passage, Despina is \_\_\_\_\_.**

- a. resisting the temptation to taste the chocolate
- b. coming close to being caught tasting the chocolate
- c. about to tell her employers she wants to taste the chocolate



## LESSON 4

### Independent Reading

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

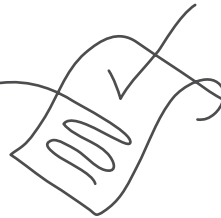
- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_



Unit 6C, Sub-Unit 5

Solos for

# Write an Essay



## Unit 6C, Sub-Unit 5: Write an Essay

### LESSON 1

Your teacher may instruct you to continue work on your essay.

### LESSON 2

Your teacher may instruct you to continue work on your essay.

### LESSON 3

Your teacher may instruct you to continue work on your essay.

### LESSON 5

Your teacher may instruct you to continue work on your essay.

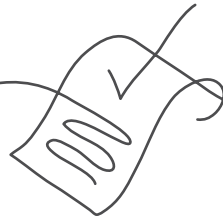
### LESSON 7

Your teacher may instruct you to continue work on your essay.

Unit 6D, Sub-Unit 1

Solos for

# Prometheus



## LESSON 1

Read *Heroes, Gods and Monsters of the Greek Myths*, “Daedalus,” paragraphs 1–9.

List two places in your reading that grabbed your attention. Describe what you noticed and thought about this place in the text.

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**1. What do you learn about Athene in the first paragraph?**

- a. The color of her eyes
- b. Her chosen bird symbol
- c. The way she helps humans
- d. All of the above

**2. Daedalus was jealous of Talos’s \_\_\_\_\_.**

- a. beauty
- b. skills
- c. money
- d. clothing

**3. Daedalus pushed Talos from the roof of the temple, but Athene turned the boy into a \_\_\_\_\_ before he landed.**

- a. drummer
- b. fish
- c. bird
- d. statue

**4. Select the sentence that BEST supports your answer to the previous question.**

- a. He took the boy by the hand and led him up the sunny road to the top of the hill, to the Acropolis where the temple of Athens stood—and still stands.
- b. Daedalus led him to the roof of the marble building; and there, as the lad stretched his arms toward heaven, Daedalus stepped softly behind him, placed his hands on his shoulders, and pushed.
- c. The boy went tumbling off the temple, off the hill, to the rocks below.
- d. But Athene, who had heard the first words of the boy’s prayer, caught him in mid-air, and turned him into a partridge, which flew away, drumming.
- e. She then withdrew her favor from Daedalus.

**5. Which paragraph BEST shows how Talos obtained his knowledge?**

- a. Paragraph 4
- b. Paragraph 5
- c. Paragraph 6
- d. Paragraph 7

**6. Why did Athene withdraw her support for Daedalus? What evidence from the text makes you think so?**

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## LESSON 2

Read *Heroes, Gods and Monsters of the Greek Myths*, “Daedalus,” paragraphs 27–52.

List two places in your reading that grabbed your attention. Describe what you noticed and thought about this place in the text.

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**1. Icarus devised a plan to escape Crete by building \_\_\_\_\_.**

- a. an airplane
- b. wings
- c. a boat
- d. a glider

**2. This question has two parts.**

**Part 1: What feeling came over Icarus as he flew through the air?**

- a. Freedom
- b. Fear
- c. Foolishness
- d. Holiness

**Part 2: Which paragraph most directly supports the answer to the previous question?**

- a. Paragraph 43
- b. Paragraph 47
- c. Paragraph 48
- d. Paragraph 49

**3. Who said it? Select the speaker of each statement.**

\_\_\_\_\_ “Ha...,” he thought to himself.

“Those things have been flying all their lives. Wait till I get a little practice. I’ll outfly them all.” (52)

\_\_\_\_\_ “Do not fly too low or the spray will wet you your wings, not too high or the sun will melt them. Not too high and not too low, but close by me, through the middle air.” (46)

- a. Daedalus
- b. Icarus

**4. Icarus \_\_\_\_\_ his father’s directions.**

- a. obeyed
- b. disobeyed

**5. What feeling does Icarus display in paragraph 52?**

- a. Joy
- b. Arrogance
- c. Sorrow
- d. Fear

**6. What kind of person do you think Icarus is? What makes you think so?**

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## LESSON 3

Read *Heroes, Gods and Monsters of the Greek Myths*, “Daedalus,” paragraphs 53–64.

List two places in your reading that grabbed your attention. Describe what you noticed and thought about this place in the text.

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**1. At the beginning of the passage, \_\_\_\_\_ flying through the air.**

- a. Daedalus is
- b. Icarus is
- c. Daedalus and Icarus are

**2. What does Icarus want to know more about, according to the passage?**

- a. The sun
- b. The birds
- c. The stars
- d. The angels

**3. What is the sun? Match the belief about the sun with the people who believe it, according to Icarus.**

**Libyans** \_\_\_\_\_

**Athenians** \_\_\_\_\_

**Barbarians** \_\_\_\_\_

**Daedalus** \_\_\_\_\_

- a. A monster ball of burning gas
- b. A golden coach drawn by horses
- c. A flaming squid in the waters of the sky
- d. A great burning eye looking through a hole

**4. \_\_\_\_\_ was used to bind the wings to Icarus's back.**

- a. Glue
- b. Wire
- c. String
- d. Wax



## LESSON 3

**5. Think back through the Daedalus story. What do you think were the most important causes of Icarus's death? Number the causes from most important to least important, with 1 being the least important and 7 being the most.**

- \_\_\_\_\_ a. The heat of the sun
- \_\_\_\_\_ b. A lack of thankfulness to the gods
- \_\_\_\_\_ c. Daedalus's attempt to kill Talos
- \_\_\_\_\_ d. The idea that humans are not supposed to fly
- \_\_\_\_\_ e. Icarus's arrogance
- \_\_\_\_\_ f. Poor wing design
- \_\_\_\_\_ g. Icarus's attempt to gain secret knowledge

**6. Explain why you put the causes from the previous question in this order. Feel free to add any causes you think were even more important than the ones listed.**

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**7. Compare the Prometheus and Daedalus stories. How are they similar? How are they different?**

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## LESSON 4

### Independent Reading

Select and read a myth of your choice. You can find lots of interesting options in the Amplify Library such as:

- *Hero Tales*, by James Baldwin
- *Heroes, Gods and Monsters of the Greek Myths*, by Bernard Evslin
- *The Puffin Mahabharata* by Namita Gokhale
- Norse Mythology Archive
- Creation Myths and End of Days Archive

You can find more mythology resources online or at your local library.

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

**1. Which myth did you read? Write the title and author.**

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**2. I thought this myth was \_\_\_\_\_.**

- a. awesome
- b. good
- c. fair
- d. bad
- e. terrible

**3. What did you think was interesting or unusual about this myth?**

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## LESSON 5

Read *The Odyssey*, Book 9 “The Cyclops,” paragraphs 16–20.

List two places in your reading that grabbed your attention. Describe what you noticed and thought about this place in the text.

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**1. What do Odysseus and his men find in and around the cave?**

- a. Farm animals
- b. Food
- c. Unmixed wine
- d. A large stone wall

**2. What is this cave meant to be?**

- a. A shelter for travelers
- b. A home for a giant
- c. A holy place
- d. A gathering hall for celebrations

**3. Odysseus says that the giant has “no truck with others of his kind.” What does he mean?**

- a. The giant doesn’t enjoy living apart from other giants.
- b. The giant doesn’t do business with other giants.
- c. The giant doesn’t spend time with any humans.
- d. The giant doesn’t have a vehicle to drive to see other giants.

**4. Where did Odysseus get the wine that he brings along on his journey?**

- a. From the god Apollo for his loyalty
- b. During another long sea voyage
- c. From a priest whose family he protected
- d. As a present from some of his men

**5. Why does Odysseus disagree with his men’s plans to take the cheeses and animals?**

- a. He does not want any of those things.
- b. He wants to wait and meet the giant.
- c. He thinks the giant will catch them.
- d. He wants to set a trap for the giant.

**6. What can the reader learn about the Cyclops from the description of his living space?**

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LESSON 6

Independent Reading

Select and read a myth of your choice. You can find lots of interesting options in the Amplify Library such as:

- *Hero Tales*, by James Baldwin
- *Heroes, Gods and Monsters of the Greek Myths*, by Bernard Evslin
- *The Puffin Mahabharata* by Namita Gokhale
- Norse Mythology Archive
- Creation Myths and End of Days Archive

You can find more mythology resources online or at your local library.

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

1. Which myth did you read? Write the title and author.

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2. I thought this myth was \_\_\_\_\_.

- a. good
- b. fair
- c. poor
- d. bad

3. What did you think was interesting or unusual about this myth?

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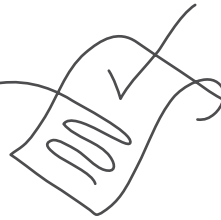
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Unit 6D, Sub-Unit 2

Solos for

# Odysseus



## LESSON 1

Read *The Odyssey*, Book 9 “The Cyclops,” paragraphs 21–27.

List the description of the Cyclops that BEST describes his attitude toward Odysseus and the crew. Then explain your choice.

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List the action performed by the Cyclops that BEST shows what kind of character he is. Then explain your choice.

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**1. When the giant returns to the cave and throws down the wood he is carrying, what do Odysseus and his men do?**

- a. They advance to meet him.
- b. They hide in the back of the cave.
- c. They help him start a fire for supper.
- d. They try to sneak out of the cave and escape.

**2. Why does the giant only bring some of the animals into the cave?**

- a. He only wants to cook some of them for dinner.
- b. He thinks it will be crowded with the men there.
- c. He plans to milk them, so he only needs the females.
- d. He likes to cuddle with his favorite animals before bedtime.

**3. Once the giant and the animals are inside the cave, what is the first thing the giant does?**

- a. He milks the animals and makes cheese.
- b. He closes the entrance with a huge stone.
- c. He begins to prepare his own supper.
- d. He starts a fire and discovers the men.

**4. When the giant asks if Odysseus and his crew are on a “trading venture,” he is asking if they are traveling for \_\_\_\_\_.**

- a. business
- b. pleasure
- c. tourism
- d. diplomacy

## LESSON 1

**5. When the giant asks if Odysseus and his crew are “cruising the main on chance, like roving pirates,” he is asking if they are traveling \_\_\_\_\_.**

- a. to find work
- b. to spread charity
- c. to please the gods
- d. to steal

**6. Why does Odysseus decide that killing the giant “would seal our own fate as well as his”?**

- a. He believes that revenge would make the gods angry with them.
- b. He doesn’t think he and a few men can hurt such a big giant.
- c. He knows the men can’t move the stone that seals the entrance.
- d. He is sure the giant will wake up before they can kill him.

**7. What do you think were the earliest signs of danger in “The Cyclops”?**

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## LESSON 2

Read *The Odyssey*, Book 9 “The Cyclops,” paragraphs 28–39.

List the description of the Cyclops that BEST describes his attitude toward Odysseus and the crew. Then explain your choice.

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List the action performed by the Cyclops that BEST shows what kind of character he is. Then explain your choice.

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**1. When the Cyclops seals Odysseus and his crew in the cave in the morning, Odysseus feels \_\_\_\_\_.**

- a. complete hopeless
- b. totally terrified
- c. ready for revenge
- d. sick to his stomach

**2. What does Odysseus decide to make in order to overcome the Cyclops?**

- a. A wooden horse for him and his crew to hide in
- b. A torch to threaten the Cyclops with
- c. A stake to blind the Cyclops with
- d. A mast for a new ship in which to escape

**3. What does the Cyclops offer Odysseus in return for the wine Odysseus gives him?**

- a. Wine made from the grapes the Cyclopes grow
- b. The chance to be eaten next and get it over with
- c. The chance to be eaten last, after all the rest
- d. Some of his herd of sheep and goats

**4. What is one thing that Odysseus does not do before attacking Polyphemus?**

- a. Get Polyphemus to drink a lot of wine
- b. Sharpen the pole
- c. Give Polyphemus food that makes him vomit
- d. Heat up the pole in the fire

**5. By saying he’s called “Nobody,” how does Odysseus trick the Cyclops?**

- a. When Polyphemus calls him that, the other Cyclopes think he is alone in his cave.
- b. When Polyphemus calls him that, the other Cyclopes just think he is drunk.
- c. When Polyphemus calls him that, the other Cyclopes can’t understand what it means.
- d. When Polyphemus calls him that, the other Cyclopes think he means a well-known friend among them.

**6. In the conflict between Polyphemus and Odysseus, which is more important: physical strength or intelligence? What makes you think so?**

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## LESSON 3

Read *The Odyssey*, Book 9 “The Cyclops,” paragraphs 40–43.

As you read, pay attention to how Odysseus plans his escape.

List the sentence that shows the most important part of Odysseus’s plan. Explain your choice.

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**1. How did Odysseus and his men hide from the Cyclops? Number the events in the order they happened.**

- \_\_\_ a. Waited for the sunrise
- \_\_\_ b. Crawled under the rams’ bellies
- \_\_\_ c. Held on by the rams’ fleece
- \_\_\_ d. Tied the rams together

**2. What is the most likely reason Odysseus ties the men to the animals like this?**

- a. He fears the Cyclops might get his sight back, so he wants them to be hidden.
- b. He thinks the animals will trample them if they try to walk out of the cave.
- c. He expects the blinded Cyclops to search for them by touching things.
- d. He hopes they will be able to collect extra wool for the journey ahead.

**3. Why does Polyphemus start to speak to the animal Odysseus is holding on to?**

- a. It is his favorite, and he often speaks to it.
- b. It is proud and usually walks out first, not last.
- c. It is walking strangely and he can feel this.
- d. It is making a noise that doesn’t sound right.

**4. After he is blinded, Polyphemus realizes Odysseus lied about his name.**

- a. True
- b. False

**5. Which sentence BEST supports the answer to the previous question?**

- a. “Sweet ram,” he said, “why are you the last of the flock to pass out of the cave like this? You have never before lagged behind the others, but always step so proudly out and are the first of them to crop the lush shoots of the grass, first to make your way to the flowing stream, and first to want to return to the fold when evening falls.
- b. Yet today you are the last of all.
- c. You must be grieved for your master’s eye, blinded by a wicked man and his accursed friends, when he had robbed me of my wits with wine.
- d. Nobody was his name; and I swear that he has not yet saved his skin!” (42)

## LESSON 3

**6. What is one thing Odysseus does NOT tell his men to do when they get to the ship?**

- a. Get the animals onto the ship
- b. Stop crying and hurry up
- c. Get more weapons to fight the Cyclopes
- d. Leave the island quickly

**7. Odysseus calls Polyphemus an “idiot” (41). Do you think that is a fair description of the Cyclops? Why or why not?**

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## LESSON 4

Read *The Arabian Nights' Entertainments*, Chapter 17 "Second Voyage," paragraphs 1–6.

List two places in your reading that grabbed your attention. Describe what you noticed and thought about this place in the text.

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**1. Why does Sindbad set out on his current journey?**

- a. He is forced to travel by the king.
- b. He is bored.
- c. He needs money.
- d. He gets lost while fishing.

**2. Sindbad gets stranded \_\_\_\_\_.**

- a. on an island
- b. at sea
- c. in a desert
- d. in a foreign kingdom

**3. How does Sindbad escape the island?**

- a. By using a small boat he finds at the beach
- b. By swimming back to his waiting boat
- c. He doesn't escape the island
- d. By riding along with a giant bird

**4. The roc carries Sindbad to \_\_\_\_\_.**

- a. more danger
- b. perfect safety
- c. his homeland
- d. open sea

**5. Select the sentence that BEST represents the threat that Sindbad now faces.**

- a. The valley in which I found myself was deep and narrow, and surrounded by mountains which towered into the clouds, and were so steep and rocky that there was no way of climbing up their sides.
- b. As I wandered about, seeking anxiously for some means of escaping from this trap, I observed that the ground was strewn with diamonds, some of them of an astonishing size.
- c. This sight gave me great pleasure, but my delight was speedily damped when I saw also numbers of horrible snakes so long and so large that the smallest of them could have swallowed an elephant with ease.
- d. Fortunately for me they seemed to hide in caverns of the rocks by day, and only came out by night, probably because of their enemy the roc. (6)

**6. What do you think Sindbad relies more upon: his physical strength or his intelligence? What makes you think so?**

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## LESSON 5

Read *The Odyssey*, Book 9 “The Cyclops,” paragraphs 44–52.

As you read, pay attention to how Odysseus plans his escape.

List the sentence that shows the character trait of Odysseus that most catches your attention. Explain your choice.

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**1. Who is Odysseus referring to when he yells to Polyphemus, “So he was not such a weakling after all”? (44)**

- a. Polyphemus, and the fact that he followed them to the shore despite being blind and injured
- b. Himself, and the fact that he managed to outwit the giant Cyclops and escape his cave
- c. Zeus, and the fact that he would take revenge on Polyphemus
- d. One of the other Cyclopes, who arrived to give aid to Polyphemus

**2. What does Odysseus mean when he says, “Now Zeus and all the other gods have paid you out”? (44)**

The gods have \_\_\_\_\_ you for all the  
**1**  
 \_\_\_\_\_ things you have done in the  
**2**  
 past, Polyphemus.

**Word Choice 1**

- a. rewarded
- b. seen
- c. punished
- d. cheered

**Word Choice 2**

- a. bad
- b. good
- c. courageous
- d. cowardly

**3. What does Odysseus do after his crew begs him not to shout at Polyphemus any more?**

- a. He yells at the Cyclops anyway because he doesn’t care about his men.
- b. He changes his mind and stays quiet for their sake.
- c. He yells at the Cyclops anyway because he has lost his temper.
- d. He changes his mind and apologizes to the men.

**4. Why does Polyphemus groan when Odysseus tells him his real name?**

- a. He has just realized Odysseus fooled him.
- b. He remembered a prophecy that said a man named Odysseus would blind him.
- c. He has just realized Odysseus is now out of reach.
- d. The other Cyclopes will not respect one who was blinded by a human.

## LESSON 5

**5. This question has two parts.**

**Part 1: At the end of the passage, how does Odysseus's crew seem to feel about him?**

- a. They hate him.
- b. They think he is strange.
- c. They honor him.
- d. They envy him.

**Part 2: Which sentence BEST supports the answer to the previous question?**

- a. "My comrades-in-arms did me the special honour, when the sheep and goats were distributed, of presenting me with the big ram in addition." (52)
- b. "Let him come late, in wretched plight, having lost all his comrades, in a foreign ship, and let him find trouble in his home." (50)
- c. "Why do you want to provoke the savage in this obstinate way?" (46)
- d. "I only wish I could make as sure of robbing you of life and breath and sending you to Hell." (49)

**6. Based on Polyphemus' prayer to Poseidon in paragraph 50, what do you predict will happen to Odysseus and his crew in the remainder of The Odyssey? What makes you think so?**

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## LESSON 6

Read *The Arabian Nights' Entertainments*, Chapter 17 "Second Voyage," paragraphs 6–10.

List two places in your reading that grabbed your attention. Describe what you noticed and thought about this place in the text.

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**1. What valuable resource does Sindbad find in large amounts on the island?**

- a. Gold
- b. Silver
- c. Platinum
- d. Diamonds

**2. At first, Sindbad kicks aside this precious material because he is so \_\_\_\_\_.**

- a. hungry
- b. angry
- c. scared
- d. happy

**3. Number the events in the order they happened.**

- \_\_\_\_\_ a. An eagle grabs Sindbad and carries him off.
- \_\_\_\_\_ b. Sindbad collects diamonds.
- \_\_\_\_\_ c. The merchants rescue Sindbad.
- \_\_\_\_\_ d. The eagle drops Sindbad in its nest.
- \_\_\_\_\_ e. Sindbad ties a piece of meat to his back.

**4. Which of the following does Sindbad NOT encounter during the rest of the journey?**

- a. A giant tree with special sap
- b. A one-eyed monster
- c. A rhinoceros
- d. Serpents

**5. What is the very first thing Sindbad does when he returns to Baghdad?**

- a. He donates money to the needy.
- b. He complains to the king.
- c. He plans a new journey.
- d. He writes down this story.

**6. In what ways is Sindbad similar to Odysseus? In what ways is he different?**

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## LESSON 7

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- a. I'm glad I spent the time reading it.
- b. I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

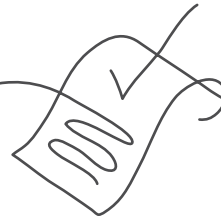




Unit 6D, Sub-Unit 3

Solos for

# Arachne



## LESSON 1

Read *Selected Tales from Ovid*, “Arachne,” lines 1–66.

As you read, pay attention to how Arachne acts.

List the sentence that shows the action Arachne takes that most angers the old woman (who is really Minerva). Explain your choice.

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**1. Focus on lines 1–5: When the poem says Minerva “Had heard too much of Arachne,” what does it most likely mean?**

- a. Minerva heard Arachne talking too much.
- b. Minerva was tired of hearing people talk about Arachne.
- c. Minerva often spoke to Arachne.
- d. Minerva was hoping to defeat Arachne.

**2. When the poem says the nymphs came “to flock stunned / Around what flowered out of the warp and the weft / Under her fingers,” (11–13) what does it most likely mean?**

- a. The nymphs are afraid of her weaving, and move away.
- b. The nymphs gather to watch her weaving, and are bored.
- c. The nymphs don’t like her weaving, and go to pick flowers.
- d. The nymphs gather to watch her weaving, and are amazed.

**3. According to lines 27–29, when Arachne hears it said that she must have learned her weaving from Minerva, Arachne**

**\_\_\_\_\_ and says that \_\_\_\_\_.**

**1**

**2**

**Word Choice 1**

**Word Choice 2**

- |             |  |
|-------------|--|
| a. laughs   | a. the goddess is better than her      |
| b. cries    | b. she had a mortal weaving instructor |
| c. agrees   | c. she was born with the ability       |
| d. reflects |  |

**4. This question has two parts.**

**Part 1: How does Arachne respond to the old woman?**

- a. She thinks carefully about her words.
- b. She respectfully disagrees with her.
- c. She mocks her appearance and voice.
- d. She cries because she is reminded of her grandmother.

**Part 2: Which line BEST supports the answer to the previous question?**

- a. “I make up my own mind, / And I think as I always did.” (62–63)
- b. “If the goddess dare practise what she preaches / Why doesn’t she take up my challenge?” (64–65)
- c. “Waste your babble on them.” (59)
- d. “I am not such a fool / “To be frightened by an owl-face and a few screeches.” (60–61)

## LESSON 1

- 5. How would you summarize the conversation between the old woman (Minerva in disguise) and Arachne?**

The old woman says: \_\_\_\_

Arachne says: \_\_\_\_

- a. Show respect and be grateful for your talents.
- b. I don't need to respect anyone; I'll challenge the goddess to a contest.
- c. It is good that you have shown such great respect to the gods.
- d. I owe all of my weaving talents to you.

- 6. Based on your knowledge of Greek mythology, what do you think will be the outcome of the weaving contest? What makes you think so?**

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## LESSON 2

Read *Selected Tales from Ovid*, “Arachne,” lines 67–195.

As you read, pay attention to how Arachne acts.

List the sentence that shows the detail in Minerva’s tapestry that catches your attention the most. Explain your choice.

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List the sentence that shows the detail in Arachne’s tapestry that catches your attention the most. Explain your choice.

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**1. After Minerva shows herself as the goddess, Arachne \_\_\_\_\_ more humble.**

- a. acts
- b. doesn’t act

**2. When the poem says, “Too eager / For the greater glory now to be won / She plunged with all her giddy vanity / Into destruction” (lines 77–80), what does it mean?**

- a. Minerva is eager to destroy Arachne for boasting about her weaving.
- b. Arachne plans to show scenes of vanity and destruction in her tapestry.
- c. Arachne is eager to prove she is a better weaver than Minerva.
- d. Arachne is planning to destroy Minerva.

**3. Which of the following is NOT included in Minerva’s weaving, based on lines 96–112?**

- a. A sun and a rainbow
- b. The history of her city
- c. Water coming from a rock
- d. Herself dressed in battle gear

**4. What images did each weaver show in her designs?**

Minerva: \_\_\_\_

Arachne: \_\_\_\_

- a. The forms that the gods took to deceive women
- b. The glory of the gods and the punishments of those who defied them

## LESSON 2

5. Both Minerva and Arachne weave designs that tell us something about how they view the gods. Minerva believes that the gods are \_\_\_\_\_  
1  
Arachne believes that the gods are \_\_\_\_\_.  
2

### Word Choice 1

- a. responsible for great deeds
- b. responsible for acts of cruelty

### Word Choice 2

- a. deserving of great praise
- b. capable of injustice

6. Based on the descriptions, whose designs do you think you would like better, Minerva's or Arachne's? What makes you think so?

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## LESSON 3

Read *Selected Tales from Ovid*, “Arachne,” lines 196–240.

What is the most important detail that shows how Minerva treats Arachne in the passage? Write that sentence and explain your choice.

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1. “And neither the goddess / Nor jealousy herself / Could find a stitch in the entire work / That was not perfection.” (196–199) Another way of saying this would be: In Minerva’s opinion, every single part of Arachne’s tapestry was \_\_\_\_\_.

- a. perfect
- b. no perfect

2. Who won the contest?

- a. Arachne
- b. Minerva

3. Which line BEST supports the answer to the previous question?

- a. “Arachne’s triumph / Was unbearable.” (199–200)
- b. “She refused to live / With the injustice.” (210–211)
- c. “Pity touched Minerva.” (215)
- d. “Her touches / Deft and swift and light as when they were human.” (239–240)

4. Arachne tries to hang herself because she is upset that, instead of recognizing Arachne’s triumph, Minerva destroys Arachne’s tapestry and attacks her.

- a. True
- b. False

5. This question has two parts.

Part 1: What does the story help explain?

- a. The origin of tapestries
- b. The problem of bad moods
- c. The origin of all the spiders in the world
- d. The creation of the world

Part 2: Choose the lines that BEST supports the answer to the previous question.

- a. She caught the swinging girl: “You have been wicked /
- b. Enough to dangle there for ever /
- c. And so you shall. But alive /
- d. And your whole tribe the same through all time /
- e. Populating the earth.” (216–220)

6. Looking back over the story, do you think Arachne should have changed her behavior, or was she justified in her attitude toward the gods and goddesses? What makes you think so?

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## LESSON 4

Read *Heroes, Gods and Monsters of the Greek Myths*, “Demeter,” paragraphs 1–27.

List two places in your reading that were interesting to you. Describe what you noticed and thought about this place in the text.

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### 1. Who is who in the story?

Demeter: \_\_\_\_

Persephone: \_\_\_\_

Figure in the Black Cape: \_\_\_\_

- a. Rides a black chariot from beneath the ground
- b. Young daughter of a goddess; looks like a flower
- c. The goddess of harvesting; loves cornfields

### 2. How does Demeter learn about the kidnapping of her daughter?

- a. She gathers the clues and figures it out.
- b. She listens to the talk of the birds who witnessed the crime.
- c. She asks her father, Cronos.
- d. She uses her great powers to see the past.

### 3. Demeter wants Zeus to \_\_\_\_\_ her daughter.

- a. punish
- b. rescue
- c. kill

### 4. Demeter notices something that appears to be a gift to Zeus from Hades, and it makes her wonder if Zeus will be fair with her. What is it?

- a. Piles of silver and gold
- b. A shiny new thunderbolt
- c. A beautiful wife
- d. A fine spear

### 5. Summarize the conversation between Zeus and Demeter.

Demeter says: \_\_\_\_

Zeus says: \_\_\_\_

- a. I won't let anything on the earth grow until I get justice.
- b. Maybe I wasn't fair to you; let me see what I can do.

### 6. What do you predict will be the outcome of the story of Demeter and Persephone? What makes you think so?

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## LESSON 5

Read *Heroes, Gods and Monsters of the Greek Myths*, “Demeter,” paragraphs 28–45.

List two places in your reading that grabbed your attention. Describe what you noticed and thought about this place in the text.

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1. Persephone \_\_\_\_\_ her life in the underworld.

- a. deeply hated
- b. secretly liked
- c. totally loved

2. What did Hades NOT do to get Persephone to eat?

- a. Forced her to eat fruit he picked
- b. Had cooks prepare the best meals for her
- c. Left food in her bedroom
- d. Had a gardener tempt her to eat

3. Persephone ate exactly \_\_\_\_\_ seeds from the pomegranate fruit.

- a. one
- b. three
- c. six

4. Because Persephone ate those seeds, the story suggests, she has to spend \_\_\_\_\_ months in the underworld out of every year.

- a. one
- b. three
- c. six

5. This question has two parts.

Part 1: What does the Earth experience while Persephone is in the underworld?

- a. Winter
- b. Flooding
- c. Volcanic eruptions
- d. World peace

Part 2: Which paragraph reveals the specific reason for the outcome in the previous question?

- a. Paragraph 41
- b. Paragraph 42
- c. Paragraph 43
- d. Paragraph 44

6. In what ways is the story of Demeter and Persephone similar to the story of Arachne? How is it different?

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## LESSON 6

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- a. I'm glad I spent the time reading it.
- b. I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading: \_\_\_\_\_**

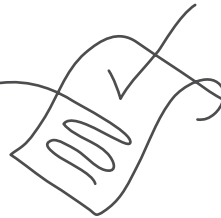
- 4. I had about the following number of interruptions (if you read continuously, the number is 0): \_\_\_\_\_**



Unit 6D, Sub-Unit 4

Solos for

# Write an Essay



## Unit 6D, Sub-Unit 4: Write an Essay

### LESSON 1

Your teacher may instruct you to continue to work on your essay.

### LESSON 2

Your teacher may instruct you to continue to work on your essay.

### LESSON 3

Your teacher may instruct you to continue to work on your essay.

### LESSON 4

Your teacher may instruct you to continue to work on your essay.

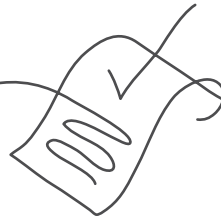
### LESSON 5

Your teacher may instruct you to continue to work on your essay.

Unit 6E, Sub-Unit 1

Solos for

# Summer of the Mariposas



## LESSON 1

Read *Summer of the Mariposas*, Chapter 1.

- 1. Match the names of the remaining sisters with their position in the family.**

Position in Family	Name
Oldest	_____
Second Oldest	_____
Middle	<b>Velia &amp; Delia</b>
Youngest	_____

- a. Pita
- b. Odilia
- c. Juanita

- 2. Which of the sisters is narrating the story?**

- a. Velia
- b. Juanita
- c. Delia
- d. Odilia
- e. Pita

- 3. Choose one character who interests you, then complete the following.**

My character is \_\_\_\_\_.

List one word you might use to describe this character: \_\_\_\_\_

Explain what interested you about this character.

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- 4. Read the sentences from the text below and answer the question.**

"I didn't like where this was heading. Knowing Juanita and her quixotic ways, this could turn into one of her many harebrained schemes." (54)

**Which of the following BEST describes the point of view in these sentences?**

- a. The author's own assessment of Juanita's character
- b. The narrator's ideas about Juanita's character
- c. Their mother's opinion of Juanita's character
- d. Juanita's viewpoint on her own character

- 5. Reread paragraph 105. Which BEST explains why, in Odilia's mind, the girls have hardly seen their paternal grandmother?**

- a. The distance is too great.
- b. Their father didn't make the effort.
- c. The meetings have been too painful.
- d. Their father was out of work.

LESSON 1

6. Reread paragraphs 40–48.

Match the sister with her opinions on what would happen if they report the body to customs (the *migra*).

<div>_____</div>	<div>_____</div>
<div>Thinks:</div> <div><ul style="list-style-type: none"><li>• The <i>migra</i> are ruthless.</li><li>• The body would end up in a hole and forgotten.</li><li>• Custom agents have a low opinion of illegals and are more likely to harm them than help them.</li></ul></div>	<div>Thinks:</div> <div><ul style="list-style-type: none"><li>• The <i>rumores</i> about customs are exaggerated.</li><li>• Custom agents would do the responsible thing because they work for the government.</li></ul></div>

- a. Odilia
- b. Juanita

## LESSON 2

Read *Summer of the Mariposas*, Chapter 2.

**1. This question has two parts.**

**Part 1: When the chapter opens, the sisters \_\_\_\_\_ all agreed to the same plan for what to do about the body.**

- a. have
- b. have not

**Part 2: List two pieces of evidence from paragraphs 1–22 to support your answer.**

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**2. In paragraph 27, why does Odilia say she is “humoring” her sisters?**

- a. She is pretending she doesn’t know what their plan is.
- b. She is pretending that she has thought of a new plan.
- c. She is pretending she won’t tell their mother about the plan.
- d. She is pretending that she is supportive of their plan.

**3. \_\_\_\_\_ is the hardest to convince about the trip to Mexico, but \_\_\_\_\_ is the one most likely to tell their mother about their plan.**

- a. Odilia
- b. Juanita
- c. Delia
- d. Velia
- e. Pita

**4. Which BEST describes what happens in paragraph 79?**

- a. Mamá reminds Odilia of her responsibilities and sends her home.
- b. Odilia tells Mamá about the body and her sisters’ plan to go to Mexico.
- c. Mamá decides Odilia is not responsible enough to be in charge.
- d. Odilia tries to trick her mother into thinking that nothing is wrong.

**5. What does Odilia do to try to get her sisters to stay home that night?**

- a. Has Mr. Moore call and yell at them
- b. Pretends to be their mother coming home early
- c. Gets her mother sent home early
- d. Hides from them all night outside the school

**6. Which BEST describes Odilia’s thinking by the end of the chapter?**

- a. She has decided they should all go to Mexico to find their father.
- b. She has given up fighting with her sisters and agreed to return the body.
- c. She has decided to stay behind and tell the authorities everything.
- d. She has gotten into the car but intends to give up the body at the border.



## LESSON 3

Read *Summer of the Mariposas*, Chapter 3.

1. Review paragraphs 3–9. The purpose of the girls' "prepping the body for the trip" (3) is so that he will \_\_\_\_\_.
  - a. not decay or smell
  - b. look like their father
  - c. appear to be alive
2. Review paragraphs 24–34. After Odilia leaves her sisters at the riverbank to think about things, she talks to a \_\_\_\_\_  
1  
who the stories say \_\_\_\_\_.  
2

## Word Choice 1

- a. goddess
- b. ghost

## Word Choice 2

- a. drowned her own children
- b. is the protector of all children

3. Review paragraphs 47–55. What does La Llorona tell Odilia that this trip is really about?
  - a. Preventing her parents from being cursed
  - b. Making Odilia's family whole again
  - c. Odilia's personal development
  - d. Making the man's family whole again

4. Which BEST describes Juanita's reaction when Odilia tells her the truth about her conversation with La Llorona?
  - a. She is jealous that she didn't get to talk to La Llorona.
  - b. She is annoyed because she doesn't believe in ghosts.
  - c. She is frightened at hearing a story about a ghost.
  - d. She is angry because she doesn't believe Odilia is telling the truth.

Read *Summer of the Mariposas*, Chapter 4.

5. Review paragraphs 14–30. To Odilia's surprise, her sisters have organized carefully for the trip and packed a lot of supplies.
  - a. True
  - b. False

6. In paragraphs 32–34, Odilia changes her mind about the trip, deciding finally that it is the \_\_\_\_\_ thing to do because  
1  
she does not want to \_\_\_\_\_.  
2

## Word Choice 1

- a. right
- b. wrong

## Word Choice 2

- a. be separated from her sisters
- b. let them get into trouble with the law

## LESSON 3

- 7. Why doesn't Odilia use the magical earring on the "scary" official at the Mexican customs station?**
- a.** She doesn't need to use it because her sisters charm him instead.
  - b.** She tries to use it, but the earring's power doesn't work.
  - c.** She doesn't need to use it because the official turns out to be friendly and helpful.
  - d.** She fears using it because she doesn't want to use up the earring's power too fast.

## LESSON 4

Read *Summer of the Mariposas*, Chapter 5.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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**1. In paragraphs 1–13, which TWO are the main things Odilia is concerned about?**

- a. Having enough money
- b. Getting through the checkpoint without a permit
- c. Avoiding border gangs
- d. Finding her favorite type of Mexican food for lunch

**2. Select the names of the sisters who get angry at Pita in this chapter.**

- a. Odilia
- b. Juanita
- c. Delia
- d. Velia

**3. When Odilia leaves her sisters in the clearing in paragraph 42, what does she go to do?**

- a. Call their mother
- b. Get them some hot food
- c. Call their grandmother
- d. Get help from the authorities

**4. Review paragraphs 71–77. As they drive away from the clearing, the sisters are still arguing and angry at each other.**

- a. True
- b. False

Read *Summer of the Mariposas*, Chapter 6, paragraphs 1–69.

**5. When they arrive in El Sacrificio, who helps Odilia find out where the man's house is located?**

- a. The man at the corner store
- b. La Llorona
- c. An old woman at the corner store
- d. Juanita

**6. When they find the pink house, what do the sisters realize about it?**

- a. No one lives there anymore.
- b. There is a wedding in progress.
- c. The family is expecting them.
- d. There is a birthday party in progress.

**7. Review paragraphs 29–33. What are the sisters so surprised about, that they did not realize before?**

- a. Many years have passed since this man left home.
- b. The man had children.
- c. Most of the family has moved away since the man left.
- d. The man was married.

## LESSON 5

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

# LESSON 6

Read *Summer of the Mariposas*, Chapter 6, paragraphs 70–141.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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**1. Review paragraphs 77–89. The dog owner turns out to be \_\_\_\_\_.**

- a. a friend of the family
- b. the grandson of the dead man
- c. one of the party musicians
- d. the son of the dead man

**2. Review paragraphs 92–141. Number the events from the second half of the chapter (paragraphs 70–141) in order.**

- a. The sisters meet the dead man's wife and her mother.
- b. The party guests question the sisters about Gabriel.
- c. The body falls out of the car.
- d. The P rdido family invites the sisters inside to talk.
- e. The old man realizes who the man in the car is.

**3. Review paragraphs 117–139. Confirm key facts about this part of the story by marking the following statements as true or false.**

	True	False
a. The old man asks the sisters to help him carry the body inside.	_____	_____
b. The sisters leave without talking to the family.	_____	_____
c. The old man sends the party guests and musicians home.	_____	_____
d. The dead man's wife had written and told him not to come back.	_____	_____
e. The authorities had found another body they thought was Gabriel's.	_____	_____

**4. Review paragraphs 139–141. When In s, the dead man's wife, tells Odilia and her sisters that they "have brought peace to my home," the girls \_\_\_\_\_ her words.**

- a. believe
- b. doubt

## LESSON 6

Read *Summer of the Mariposas*, Chapter 7, paragraphs 1–92.

**5. Review paragraphs 4–18. When Inés and her mother question the girls, Odilia lies about \_\_\_\_\_ but tells the truth about \_\_\_\_\_.**

- a. her age
- b. visiting their grandmother

**6. Review paragraphs 29–41. Which of the following explains why Odilia uses the ear pendant's magic on Inés and her mother?**

- a. They won't let the girls leave the house.
- b. They insist they should call the girls' mother or grandmother.
- c. They won't let the girls have money to travel.
- d. They insist they should call the authorities and turn the girls in.

**7. Review paragraphs 81–92. What does Odilia mean by “the shock I received the next morning”? (83)**

- a. The information that their father is at Hacienda Dorada
- b. The fact that Inés has now learned the truth about them
- c. The news that their grandmother died and no one told them
- d. The story in the paper about them being missing children

LESSON 7

Read *Summer of the Mariposas*, Chapter 8.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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**1. Review paragraphs 1–6. Why did Odilia buy all of the newspapers at the store?**

- a. As a gift for Inés and her family
- b. To keep others from reading them
- c. As a favor to the owners of the store
- d. To share them with her sisters

**2. In paragraph 18, when the newspaper refers to Mamá as “a person of interest,” it means that she might be \_\_\_\_\_.**

- a. in trouble over the girls' disappearance
- b. pitied because her daughters are missing
- c. helping the police to locate her daughters

**3. Review paragraphs 32–39. Why is the FBI involved in the search for the girls?**

- a. Because the sisters are missing and are not adults
- b. Because the sisters took the body without permission
- c. Because the sisters left the United States for Mexico
- d. Because the sisters do not have a legal right to drive

**4. Review paragraphs 51–60. Select the things the sisters have done that are legal and illegal.**

	Legal	Illegal
a. Taking a car without the owner's permission	_____	_____
b. Arriving at a party without an invitation	_____	_____
c. Failing to report a body	_____	_____
d. Taking money without permission	_____	_____
e. Driving a very old car	_____	_____
f. Visiting relatives in Mexico uninvited	_____	_____

**5. Review paragraphs 62–68. What happens to prevent the girls from driving all the way to their grandmother's house?**

- a. The road is unmarked and they can't find it.
- b. The map is old and leads them the wrong way.
- c. Odilia gets too worried and decides to go home.
- d. There is a mechanical problem with the car.

**6. The girls are reluctant to go home with the woman they meet in the desert because she seems untrustworthy.**

- a. True
- b. False

## LESSON 7

- 7. Review paragraphs 136–142. Which BEST explains why Odilia calls to La Llorona for help at the end of the chapter?**
- a.** Cecilia was married to a detective and Odilia thinks she'll betray them to the police.
  - b.** Odilia feels sick and just wants to go home.
  - c.** Cecilia's behavior seems strange because she knows they are missing and in trouble.
  - d.** Odilia thinks they have stayed longer than is polite.



## LESSON 8

Read *Summer of the Mariposas*, chapter 9.

**1. What are the two ways La Llorona helped Odilia at the start of chapter 9?**

- a. She makes some special pies and cakes.
- b. She gives Odilia something to make her throw up.
- c. She uses her magic to overpower Cecilia.
- d. She shows Odilia what Cecilia is really like.

**2. Review paragraphs 18–27 of chapter 9. The “special treats” Cecilia gives her visitors make them \_\_\_\_\_ and also make**

**1**

**them not want to \_\_\_\_\_.**

**2**

**Word Choice 1**

- a. work
- b. sleep

**Word Choice 2**

- a. eat
- b. leave
- c. live
- d. break the law

**3. Review paragraphs 47–48. How do Odilia’s sisters react when she makes them drink the *jojote* juice and tells them the truth about Cecilia?**

- a. They are angry and skeptical, and go downstairs to ask Cecilia.
- b. They are unhappy with the juice’s effects but agree to her plan.
- c. They can’t wake up and she has to make them drink more juice.
- d. They don’t believe what she says and want to stay and eat cakes.

**4. Number the events from the second half of chapter 9 (paragraphs 49–100) in order.**

- \_\_\_\_\_ a. The girls see Cecilia and the house as they really are.
- \_\_\_\_\_ b. Cecilia tells them to bring a goat to Teresita.
- \_\_\_\_\_ c. Cecilia calls on the “children of the dark” to punish the girls.
- \_\_\_\_\_ d. Odilia uses the charmed earring on Cecilia.
- \_\_\_\_\_ e. Cecilia tries to get Pita to eat a piggy.

Read *Summer of the Mariposas*, chapter 10.

**5. When the old man they first meet when they enter the yard offers them water, Odilia \_\_\_\_\_.**

- a. tells the others not to drink it
- b. tastes and smells it before drinking
- c. tells him they don’t have time

**6. Review paragraphs 19–25. Teresita’s cards are \_\_\_\_\_ and these cards tell her**

**1**

**that \_\_\_\_\_.**

**2**

**Word Choice 1**

- a. a way of seeing the future
- b. a game for children

**Word Choice 2**

- a. the girls have done the right things
- b. the girls have done wrong and must pay

LESSON 8

7. Review paragraphs 32–54 from chapter 10 to see what happens when the sisters visit Teresita. Then mark each of the following statements as true or false.

	True	False
a. Odilia told her sisters everything La Llorona told her.	_____	_____
b. Odilia thinks she could have prevented Cecilia's curse.	_____	_____
c. Teresita agrees it is a good idea to use the ear pendant against the demons.	_____	_____
d. Teresita's way of helping is to forewarn and give advice.	_____	_____
e. The girls need to beware of witch owls, a warlock, and el chupacabras.	_____	_____

8. In paragraphs 67–68 of chapter 10, Teresita assures the sisters that they aren't meant to die on this journey, and that when they get home \_\_\_\_\_.

- a. they will be safe and able to relax
- b. there will be more hardship
- c. they will have nightmares
- d. they will get their greatest wish

LESSON 9

Read *Summer of the Mariposas*, chapters 11 and 12.

Identify a stage or figure from the hero's journey structure (you can find the Stages of the Hero's Journey with Definitions in your lesson materials).

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1. Review paragraphs 15–30. Pita acts like she \_\_\_\_\_ the donkey.

- a. doesn't trust
- b. can understand
- c. is afraid of
- d. can outsmart

2. Review paragraphs 37–46. Which BEST describes Odilia's feelings about the donkey?

- a. She is glad that it is distracting Pita.
- b. It reminds her of Teresita's warnings and she is not sure they should trust it.
- c. She is afraid Pita will want to take it home.
- d. It reminds her of Teresita's warnings and she thinks they should use it to get to safety.

3. Review paragraphs 55–61. When the donkey runs off with her sisters in the cart, Odilia is sure he is just heading for food and water.

LESSON 9

- a. True
- b. False

**4. Review paragraphs 63–82. Which BEST describes what happens after the donkey finally stops?**

- a. Odilia finally decides to trust him and agrees to spend the night in the cave.
- b. Pita begins to be afraid of the donkey and warns the others not to trust him.
- c. The donkey begins to speak and Odilia realizes it is the sorcerer they were warned about.
- d. Juanita loses patience and insists they leave the donkey and find the barn.

Read *Summer of the Mariposas*, Chapter 12.

**5. Review paragraphs 3–14 to see what Odilia discovers after she wakes. Then mark each of the following statements as true or false.**

- |  | True  | False |
|--|-------|-------|
| a. The sisters are tied up in the cave.                      | _____ | _____ |
| b. The sisters are surrounded by fluttering butterflies.     | _____ | _____ |
| c. The warlock has changed back into a donkey.               | _____ | _____ |
| d. There are spiderwebs full of dead butterflies.            | _____ | _____ |
| e. Teresita and her husband have come to rescue the sisters. | _____ | _____ |
| f. The warlock plans to cook the sisters to release          |       |       |

himself from a curse. \_\_\_\_\_

- g. Odilia cannot remember any songs at all. \_\_\_\_\_

**6. Review paragraphs 15–55. Number the events from paragraphs 15–55 in order.**

- \_\_\_\_\_ a. The sisters all wake up and they sing together.
- \_\_\_\_\_ b. Odilia begins to sing a song their mother used to sing to them.
- \_\_\_\_\_ c. Tonantzin appears in the cave.
- \_\_\_\_\_ d. The butterflies begin to come back to life.
- \_\_\_\_\_ e. Odilia uses the charmed ear pendant.

**7. Which BEST describes what has happened by the end of the chapter?**

- a. The warlock runs out of the cave and the girls stay with Tonantzin.
- b. The warlock dies in his own potion; the girls run away and are safe.
- c. The warlock fights with Tonantzin and the girls are still prisoners.
- d. The warlock dies; the girls run away and meet more wicked creatures.

## LESSON 10

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 11

Read *Summer of the Mariposas*, Chapter 13.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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1. Odilia explains to the girls that she got the ear pendant from \_\_\_\_\_ and that it can be used to call on \_\_\_\_\_ for help.

- a. La Llorona
- b. Teresita
- c. Tonantzin

2. Which BEST describes what the *lechuzas* look like?

- a. Owls with the faces of witches
- b. Vultures with the bodies of moths
- c. Owls with the leaves of fruit
- d. Vultures with the wings of bats

3. Odilia's plan is to take out the silk string Teresita gave her and have her sisters stand guard while she ties knots in it.

- a. True
- b. False

4. What do the girls hear from the *lechuzas*?

- a. Birds screeching in a language they don't understand
- b. Voices of women they know criticizing them and calling them names
- c. Their father's voice singing familiar songs to them
- d. Noises of a dangerous thunder and lighting storm

5. Review paragraphs 77–94 to see what happens as the *lechuzas* continue to attack the girls. Then mark each of the following statements as true or false

	True	False
a. A <i>lechuza</i> flies away with the silk string.	_____	_____
b. Juanita and Pita run out of the barn.	_____	_____
c. Odilia is attacked by a <i>lechuza</i> with Mamá's voice.	_____	_____
d. The twins come to fight the <i>lechuza</i> with big metal sticks.	_____	_____
e. Juanita and Odilia can't find the tools Pita was playing with.	_____	_____

## LESSON 11

6. There are still more *lechuzas*, but Odilia solves the problem by knotting a silk thread she gets from \_\_\_\_\_  
 while \_\_\_\_\_.  
 1  
 2

## Word Choice 1

- a. Juanita's backpack
- b. her own skirt
- c. Pita's dress

## Word Choice 2

- a. singing songs
- b. saying prayers
- c. chanting with her sisters

## LESSON 12

Read *Summer of the Mariposas*, Chapter 14.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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1. Review paragraphs 1–11. Which TWO things worry Odilia about the remaining trip to Hacienda Dorada?

- a. It may be too far to get there before it's dark again.
- b. The *chupacabras* might decide to come out during the day.
- c. It is muddy and raining hard so travel will be difficult.
- d. The sisters won't meet anyone to help them along the way.

2. Review paragraphs 45–47. Seeing Chencho show friendliness to Pita makes Odilia think \_\_\_\_\_.

- a. her sister is easier to get along with than she thought
- b. he is probably dangerous
- c. her sister is more grown-up than she thought
- d. he is perfectly safe

## LESSON 12

3. Review paragraphs 53–67. The sisters aren't all sure whether to trust Chencho, but Odilia decides \_\_\_\_\_ and goes back into the barn to wait until he leaves.

- a. not to take any chances
- b. he is obviously a demon
- c. he thinks he is mean

4. Review paragraphs 94–105 to see what happens once they get to Chencho's place. Then mark each of the following statements as true or false.

	True	False
a. The cabin is a clean and comfortable place to sleep.	_____	_____
b. Chencho is a good host and gives them food and coffee.	_____	_____
c. The goats spend the night inside the cabin with them.	_____	_____
d. Chencho tells them about how he came to live out there alone.	_____	_____

5. Review paragraphs 106–131. Number the events from paragraphs 106–131 in order.

- \_\_\_\_\_ a. Odilia remembers that Teresita's husband shot the *chupacabras* through its eye.
- \_\_\_\_\_ b. Chencho tells them the *chupacabras* took his eye.
- \_\_\_\_\_ c. They all decide to make stakes and fight the *chupacabras* together.
- \_\_\_\_\_ d. Odilia starts to believe Chencho is who he says he is because he says he wants the *chupacabras* dead too.
- \_\_\_\_\_ e. Juanita says she learned how to kill vampires from a library book.

6. Review paragraphs 132–176 to see what happens after the sisters fall asleep in Chencho's place. Then mark each of the following statements as true or false.

	True	False
a. Pita is gone when Odilia wakes up.	_____	_____
b. The <i>chupacabras</i> is there when the sisters wake up.	_____	_____
c. Chencho is the <i>chupacabras</i> and is feeding on Pita's leg.	_____	_____
d. Odilia refuses to hurt Chencho at all.	_____	_____
e. Odilia puts a stake through Chencho's other eye, but they sisters show mercy and don't kill him.	_____	_____

LESSON 13

Read *Summer of the Mariposas*, Chapter 15.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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**1. Why doesn't Odilia want to use the ear pendant to do something about Pita's wound?**

- a. She knows that another dangerous creature lies ahead.
- b. She wants to see if their grandmother can help Pita.
- c. She doesn't think that Pita's wound is serious enough.
- d. She knows that the ear pendant won't work on injuries.

**2. Review paragraphs 60–64. Instead of drugs from a pharmacy, Abuelita Remedios uses \_\_\_\_\_ to heal people.**

- a. herbs from her garden
- b. spells from a book
- c. earth from her yard
- d. instructions from a doctor

**3. Review paragraphs 55–76 to find out what happens after Abuelita Remedios cares for Pita's wound. Then mark each of the following statements as true or false.**

	True	False
a. Abuelita Remedios invites the girls to stay while Pita heals, but she also wants to call their mother.	_____	_____
b. Odilia lies to her grandmother about their phone being disconnected.	_____	_____
c. Odilia thinks if their mother tries to leave the country she will get in trouble.	_____	_____
d. Juanita, Velia, and Delia help in the garden while Odilia feeds the animals.	_____	_____
e. Pita's sparkling eyes and pink cheeks make their Abuelita think she is getting worse.	_____	_____

**4. Review paragraphs 77–94. The girls' father is Abuelita Remedios's \_\_\_\_\_ and her opinions about him in this conversation are \_\_\_\_\_.**

- a. son-in-law
- b. son
- c. cousin
- d. employee
- e. positive
- f. negative



## LESSON 13

- 5. Review paragraphs 105–110. In this part of the conversation, who is most sympathetic toward Mamá?**
- a. Pita
  - b. Velia and Delia
  - c. Juanita
  - d. Odilia and Abuelita
- 6. Review paragraphs 111–145. The sisters eventually realize that they need to try to get their mother to \_\_\_\_\_. They also realize that their father’s decision to leave was \_\_\_\_\_.**
- a. treat them better
  - b. feel better
  - c. their fault
  - d. not their fault

# LESSON 14

Read *Summer of the Mariposas* Part III “The Return” and Chapter 16.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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1. Abuelita Remedios gives \_\_\_\_\_ a gift  
of her own \_\_\_\_\_ before they leave  
her home.

### Word Choice 1

- Odilia
- Juanita
- Delia
- Pita

## Word Choice 2

- earrings
- seeds from her plants
- money she earned

- 2. Review paragraphs 18–20. Which BEST describes Abuelita Remedios’ opinion on how they should answer questions about their trip to Mexico?**

- a. She thinks they should tell people everything that happened.
- b. She thinks they should lie and hide everything that happened.
- c. She thinks they should leave out the parts about the dead body because people won't believe it.
- d. She thinks they should leave out the parts about the magic because people won't believe it.

- 3. Review paragraphs 28–38. Why does it seem like they will have a problem with taking a taxi across the border?**

- a.** They won't speak the same language as the driver.
- b.** They have no papers to show the driver.
- c.** They don't know what directions to give the driver.
- d.** They have no money to pay the driver.

## LESSON 14

4. Review paragraphs 42–50 to discover what happens once they realize none of the bags contain their papers. Then mark each of the following statements as true or false.

	True	False
a. Abuelita Remedios wants the girls to ask at the <i>aduna</i> offices for help.	_____	_____
b. The girls are afraid they will have to wait in a detention center.	_____	_____
c. Abuelita Remedios is worried about corrupt officials and bribes.	_____	_____
d. Juanita is excited and pleased that the media might hear about it.	_____	_____
e. Odilia is worried Mamá might get into trouble with Child Protective Services.	_____	_____

5. Review paragraphs 51–58. What does Odilia mean when she says “The answer has been sitting right here all along”?

- Their papers are in the truck in a bag they forgot to check.
- She realizes she already has what she needs to ask for a miracle: the Virgen’s sanctuary and the ear pendant.
- She’s decided the *aduna* offices are the right place to go.
- Their grandmother knows a better way to get them across the border.

6. Review paragraphs 58–106. Number the events from paragraphs 58–106 in order.

- \_\_\_\_\_ a. The Virgen allows the girls to ask questions.
- \_\_\_\_\_ b. Tonantzin tells them to “Give the roses to the mother.”
- \_\_\_\_\_ c. They all follow a moonlit path and meet the young Tonantzin.
- \_\_\_\_\_ d. The girls and their grandmother light candles and join hands.

## LESSON 15

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

LESSON 16

Read *Summer of the Mariposas*, Chapter 17.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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1. Where does the woman who gives them a ride in her canoe come from?

- a. Their own hometown in Texas
- b. A city in the heavens
- c. An ancient Aztec civilization
- d. Modern-day Mexico

2. Review paragraphs 15–32 to see what happens during the sisters' canoe trip with Ixtali. Then mark each of the following statements as true or false.

	True	False
a. Ixtali is a noblewoman who lives in a palace.	_____	_____
b. <i>Chinampas</i> are floating islands where food and flowers are grown.	_____	_____
c. Tenochtitlan was the great city of the ancient Aztec empire.	_____	_____
d. The goddess thought the sight of where their ancestors came from would help the girls in the future.	_____	_____
e. When they fall out of the canoe they are at their house.	_____	_____

3. Review paragraphs 38–47. Before she leaves to \_\_\_\_\_, Ixtali reminds the girls to \_\_\_\_\_.

1  
2

Word Choice 1

- a. harvest the crops
- b. visit the palace
- c. bring Abuelita home

Word Choice 2

- a. be good to their mother
- b. pick flowers
- c. find their father

4. Number the events from paragraphs 48–71 in order.

- \_\_\_\_\_ a. Velia helps Odilia gather roses.
- \_\_\_\_\_ b. Border patrol trucks arrive.
- \_\_\_\_\_ c. Velia points out that they still don't have papers so will be in trouble.
- \_\_\_\_\_ d. Odilia remembers they left their belongings back in Mexico in the truck.
- \_\_\_\_\_ e. The twins helps Pita walk because she is tired and hurt.

LESSON 16

Read *Summer of the Mariposas*, chapter 18.

Identify a stage or figure from the hero's journey structure (you can find the Stages of the Hero's Journey with Definitions in your lesson materials).

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5. Review paragraphs 1–6. When questioned by the authorities at the Customs Station, the girls say they got back across the border by 1 and that Pita's leg was injured by a 2.

Word Choice 1

- a. bribing a border guard
- b. showing their papers
- c. using a magic earring
- d. swimming the river

Word Choice 2

- a. car accident
- b. stray dog
- c. chupacabras
- d. magic spell

6. Review paragraphs 7–30 to discover what happens after Mamá arrives at the Customs Station. Then mark each of the following statements as true or false.

	True	False
a. Mamá scolds the girls for what they have done.	<u>        </u>	<u>        </u>
b. The customs agents are friendly and offer help.	<u>        </u>	<u>        </u>
c. Special Agent Gonzales tells Mamá she will probably be in trouble with Child Protective Services.	<u>        </u>	<u>        </u>
d. Odilia is expecting the roses to transform Mamá and they do.	<u>        </u>	<u>        </u>

7. Review paragraphs 31–46. When they get home, they are surprised to see that 1, and Mamá seems 2.

Word Choice 1

- a. the neighbors are there
- b. a car is in the driveway
- c. the house looks different

Word Choice 2

- a. worried and upset
- b. happy and relieved

## LESSON 16

- 8. Review paragraphs 47–77 to see what happens after they go inside the house. Then mark each of the following statements as true or false.**

	True	False
a. At first glance, the girls all stand still in shock at the sight of their father.	_____	_____
b. Their father acts guilty and admits he did something wrong.	_____	_____
c. Odilia is the only one who won't hug their father.	_____	_____
d. Odilia thinks their father has torn the <i>cinco hermanitas</i> apart.	_____	_____
e. Their father promises never to leave them again.	_____	_____

LESSON 17

Read *Summer of the Mariposas*, chapter 19.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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1. Review paragraphs 1–12. Odilia's \_\_\_\_\_  
1  
in her father is proved correct when  
\_\_\_\_\_ come out of her sisters'  
2  
bedrooms.

Word Choice 1

- a. lack of trust
- b. trust

Word Choice 2

- a. two neighbors
- b. friends of the family
- c. three strangers

2. Review paragraphs 13–41. Number the events from paragraphs 13–41 in order.

- \_\_\_\_\_ a. The strange girls say they are cleaning out their room.
- \_\_\_\_\_ b. Odilia compares this woman with Mamá in her mind.
- \_\_\_\_\_ c. Velia and Delia attack the strange girls.
- \_\_\_\_\_ d. The twins and the girls spill clothes all over the floor.
- \_\_\_\_\_ e. The strange woman wants Papá to explain, but he says it is not the time.

3. Review paragraphs 42–66 to find out about Papá's plans and the girls' reactions. Then mark each of the following statements as true or false.

	True	False
a. Before today, the girls had known about Papá's plans to divorce Mamá but not about his other family.	_____	_____
b. Papá wants the girls to think of Ashley and Alison as their sisters.	_____	_____
c. Odilia acts friendly toward Ashley and Alison's mother.	_____	_____
d. Papá thinks Mamá has done a bad job and he should be in charge of the family.	_____	_____
e. The sisters are united in telling Papá to leave.	_____	_____



LESSON 17

4. Review paragraphs 67–85 to see how Mamá and Odilia react to Papá’s plans. Then mark each of the following statements as true or false.

	True	False
a. Mamá says Papá treats them as less important than his new family.	_____	_____
b. Odilia thinks her mother will be happy when Papá says he doesn’t love her.	_____	_____
c. Odilia does not believe their father will provide for them.	_____	_____
d. Mamá has taken legal action to keep both the girls and the house.	_____	_____
e. Mamá admits that the house belongs to Papá because he built it.	_____	_____

Read *Summer of the Mariposas*, Chapter 20.

Identify a stage or figure from the hero’s journey structure (you can find the map of the hero’s journey in your lesson materials).

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5. Review paragraphs 1–7. Mamá calls \_\_\_\_\_  
1 to help with \_\_\_\_\_  
2.

Word Choice 1

- a. Papá
- b. Special Agent Gonzales
- c. the media crews
- d. some neighbors

Word Choice 2

- a. getting to church
- b. bloodthirsty fish
- c. the media crews
- d. the girls’ behavior

6. Review paragraphs 6–27. Choose the two answers that include what Odilia is thinking most about in these paragraphs.

- a. The mass and the responses
- b. Her mother and Agent Gonzales
- c. Her sisters and their behavior
- d. The Virgen and the white roses

7. Review paragraphs 27–34. Number the events from paragraphs 27–34 in order.

- \_\_\_\_\_ a. The girls pick vegetables and plant seeds.
- \_\_\_\_\_ b. Mamá wants Odilia to play a game with her.
- \_\_\_\_\_ c. Agent Gonzales offers them a ride home from church.
- \_\_\_\_\_ d. Mamá and the girls watch a movie together.
- \_\_\_\_\_ e. The family makes *pollo con calabacita* together.

## LESSON 17

8. Review paragraphs 35–54. Odilia’s favorite *Lotería* board is 1. Mamá’s is 2, and this makes Odilia realize she has made a mistake about who 3.

### Word Choice 1

- a. La Rosa
- b. La Luna
- c. El Corazón
- d. La Sirena

### Word Choice 2

- a. La Rosa
- b. La Luna
- c. El Corazón
- d. La Sirena

### Word Choice 3

- a. she should trust
- b. she should pray to
- c. she should live with
- d. should get the roses

LESSON 18

Read *Summer of the Mariposas*, Chapter 21.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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**1. Review paragraphs 3–17 to see what happens when Odilia goes to bring the roses to La Llorona. Then mark each of the following statements as true or false.**

	True	False
a. Odilia is sure her mother will not worry.	_____	_____
b. Odilia thinks the roses are a nice gift, but does not know how they can transform La Llorona.	_____	_____
c. Odilia finds La Llorona by the sounds of her sadness.	_____	_____
d. La Llorona does not want the roses.	_____	_____
e. The <i>mariposas</i> become part of the transformation.	_____	_____

**2. Who is the “new life in the universe” Odilia is talking about in this quote from paragraph 24?**

“So this is what it was all about, a new constellation — *new life in the universe*,” I whispered, overwhelmed by the magic my sisters and I had helped the goddess create. (24)

- a. Her father's new family
- b. Tonantzin and the Ancients
- c. Herself and her sisters
- d. La Llorona and her children

Read *Summer of the Mariposas*, Chapter 22.

Identify a stage or figure from the hero's journey structure (you can find the map of the hero's journey in your lesson materials).

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**3. Put the events from paragraphs 10–25 in order.**

- \_\_\_\_\_ a. Papá gives Odilia good wishes.
- \_\_\_\_\_ b. Odilia realizes Papá is watching Mamá.
- \_\_\_\_\_ c. Mario cuts his finger on Odilia's corsage.
- \_\_\_\_\_ d. Papá says he doesn't want to embarrass Odilia.
- \_\_\_\_\_ e. Odilia sees something that makes her stop dancing.

LESSON 18

4. Review paragraphs 26–43 to discover what happens when Odilia sees her father at her Sweet Sixteen party. Then mark each of the following statements as true or false.

	True	False
a. Odilia realizes Papá is hoping to make up with Mamá.	_____	_____
b. Odilia thinks Mamá will want to get married to Papá again.	_____	_____
c. Odilia has sympathy for what Papá has been through.	_____	_____
d. Papá apologizes and admits that what he did was wrong.	_____	_____
e. The present Odilia tells Juanita she can't see is an earring.	_____	_____

5. Which BEST explains the meaning of paragraph 4?

- a. Odilia feels angry at her sisters for talking about their father.
- b. Odilia avoids thinking about her feelings about her father.
- c. Odilia has vowed to never forgive or speak to her father.
- d. Odilia has forgotten about her father and thinks about other things.

6. The party is in honor of Odilia's \_\_\_\_\_.

- a. becoming a doctor
- b. turning fifteen
- c. getting a new job
- d. turning sixteen

## LESSON 19

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 20

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

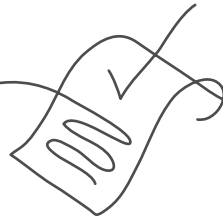
- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

Unit 6E, Sub-Unit 2

Solos for

# Write an Essay



## Unit 6E, Sub-Unit 2: Write an Essay

### LESSON 1

Your teacher may instruct you to continue to work on your essay.

### LESSON 2

Your teacher may instruct you to continue to work on your essay.

### LESSON 3

Your teacher may instruct you to continue to work on your essay.

### LESSON 4

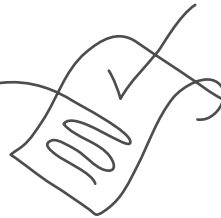
Your teacher may instruct you to continue to work on your essay.



Unit 6F, Sub-Unit 1

Solos for

# Information Literacy



## LESSON 1

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 2

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 3

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 4

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
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- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

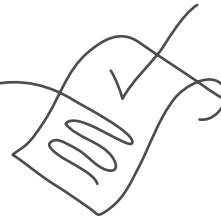
- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_



Unit 6F, Sub-Unit 2

Solos for

# Scavenger Hunt and Internet Research



## LESSON 1

Read Excerpt: “Testimony of Olaus Abelseth” from United States Senate Inquiry, paragraphs 1–58.

**1. Which two of these words did Mr. Abelseth use to describe the noises he heard as the *Titanic* sank?**

- a. Cracking
- b. Banging
- c. Splashing
- d. Popping
- e. Squeaking

**2. When Mr. Abelseth heard these noises he was \_\_\_\_\_.**

- a. in a lifeboat
- b. on the port side of the ship
- c. in the water
- d. on the starboard side of the ship

**3. Review paragraphs 31–41. Select the people Mr. Abelseth saw or heard while he was still on the *Titanic*.**

- a. An officer looking for sailors
- b. A woman looking for her secretary
- c. Mr. Abelseth’s brother-in-law
- d. A fishing man
- e. An old man talking to his wife
- f. Mr. Abelseth’s cousin
- g. The captain of the *Titanic*

**4. Look back at paragraphs 39–40. Judging from Mr. Abelseth’s testimony, being in a lifeboat meant you survived.**

- a. True
- b. False

**List one or two pieces of evidence from the text to support your answer.**

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Look at the image *Carpathia* Manifest Records.

The *Carpathia* set sail from New York on April 11, 1912, and was the only ship to respond to the *Titanic*’s distress calls. The *Carpathia* was required by law to record the names of all the 705 people it rescued from the *Titanic*’s lifeboats. This page of the record demonstrates the great diversity of the passengers who sailed on the *Titanic*, representing countries from Syria to Sweden.



## LESSON 1

5. For lines 22 and 23, Harold and Eleanor Johnson, it is MOST likely that column 6, "Calling or Occupation," was left blank because of their \_\_\_\_\_.

- a. class
- b. age
- c. country of origin
- d. family name

6. How many people from each of the countries listed were on the ship's manifest?

Country	1-2	3-4	5-6
England	_____	_____	_____
Ireland	_____	_____	_____
Norway	_____	_____	_____
Finland	_____	_____	_____
Sweden	_____	_____	_____
Austria	_____	_____	_____
Syria	_____	_____	_____
Turkey	_____	_____	_____

7. Which TWO things do all of the passengers on this list have in common?

- a. Similar ages
- b. Last names in the same part of the alphabet
- c. Same gender
- d. Related jobs or occupations
- e. Countries of origin that are on the same continent
- f. Former passengers on the Titanic

8. Do you think the information on this manifest was useful? If you were the one taking a survey of the survivors of the *Titanic*, what questions would you have asked them, and why?

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## LESSON 2

Read Excerpt: Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters*, paragraphs 1–8.

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**1. What was “the cur in human shape” (2) hoping to achieve by changing clothing as the *Titanic* sank?**

- a. Find all his loved ones before the ship sank
- b. Help organize and rescue other passengers
- c. Find the captain to ask what was happening
- d. Get on a lifeboat by dressing as a woman

**2. Which words describe the coward and which words describe the heroes?**

	Describes the “coward”	Describes the “heroes”
Brave	_____	_____
Chivalric	_____	_____
Crafty	_____	_____
Despicable	_____	_____
Excellent	_____	_____
Helpful	_____	_____
Nameless	_____	_____
Selfish	_____	_____

**3. This question has two parts.**

**Part 1: What selection process did the officers use to determine which men should row the lifeboats?**

- a. They only took sailors.
- b. They tried to pick men who truly wanted to help.
- c. They took any volunteer.
- d. They tried to pick men who only wanted to escape.

**Part 2: How would you have chosen men to row? Explain your response.**

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**4. The subtitle, “The Coward” makes clear from the start \_\_\_\_\_.**

- a. the author’s opinion
- b. exactly what happened
- c. the name of the passenger
- d. the thoughts of the passenger

**5. Why might the author have chosen the word “scuttled” instead of “ran” to describe the movement of the coward? Say the word “scuttled” out loud. What kind of creature do you picture when you hear it?**

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## LESSON 2

Look at the image Cabins on the *Titanic*.  
1911–1913

**6. Look at the list of items found in some or all of the cabins. Select the THREE that are found in all cabins.**

- a. Curtains
- b. Sink
- c. Bed
- d. Couch
- e. Bunks
- f. Desk
- g. Mirror

**7. Imagine you are designing a travel brochure for the *Titanic*. Write a caption for each of the cabins to make it sound appealing to a potential passenger.**

First Class: \_\_\_\_\_

\_\_\_\_\_

Second Class: \_\_\_\_\_

\_\_\_\_\_

Third Class: \_\_\_\_\_

\_\_\_\_\_

LESSON 3

Look at the image Molly Brown’s Claim for Property Lost Aboard the *Titanic*. 1913

**1. Judging from the contents of this claim, list three descriptive words that might be used to describe Molly Brown’s lifestyle.**

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**2. Name one item from the list you feel particularly supports your choice of one or more of those words, and explain why.**

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Steamship “Titanic” Showing Length as Compared with Highest Buildings 1912

Illustration showing size of *Titanic* compared to the world’s tallest buildings at the time, from *Sinking of the “Titanic” Most Appalling Ocean Horror* (1912) by Jay Henry Mowbray.

**3. Look at the image, and below it, at the names and details of the buildings. Select one building you consider significant or meaningful. Write two or three sentences comparing the building to the Titanic.**

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## LESSON 3

Read “There is Your Beautiful Nightdress Gone” from The *Titanic* Collection.

- 4. People react to crisis in different ways.**  
Think about Lady Cosmo Duff Gordon and Miss Francatelli sitting in Boat 1 as the *Titanic* sank. Out of all of the things Lady Gordon could have said to her companion at that moment, why “There is your beautiful nightdress gone?” List two or three possible reasons she might have said this.

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## LESSON 4

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

Fill in your answers to the following, and hand them in.

- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

Unit 6F, Sub-Unit 3

Solos for

# Passport and Collection Research



## LESSON 1

Read “A Letter From Mary Lines,” 1912, paragraphs 1–14.

1. What do Mary and her family attempt to bring on the lifeboat?
  - a. Clothing
  - b. Ropes
  - c. Food and water
  - d. Pillows
  
2. Mary’s greatest wish is that her “dearest” could have been with her on that frightening night.
  - a. True
  - b. False
  
3. At the beginning of paragraph 4, Mary Lines and her mother feel and hear things that make them think something is wrong \_\_\_\_\_.
  - a. and people tell them to hurry off the ship
  - b. but people tell them there is no danger

4. Were passengers kept informed about what was happening to the ship? Use evidence from the text to explain your answer.

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5. Select the two sentences which contain similes Mary Lines uses to describe the natural world before and during their rescue.

- a. Finally we drifted on the sea, which by the grace of God was calm like your pond at Brion, for three and a half hours.
- b. At four o'clock we made out a ship in the distance, and the men started to row with all their might; and soon we were picked up by this ship.
- c. I'll never forget this sunrise; the sky clear as a glass of water, the sea calm as a mirror, and the enormous icebergs surrounding us, white as swans.
- d. Then all of a sudden on the horizon these two stars, but steady stars that didn't fade and that soon appeared as ship's lights.
- e. How happy we were.
- f. You can't imagine it. (6) g. God has shown miraculous clemency and mercy towards us.



## LESSON 2

Read Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror*, paragraphs 1–23.

**1. How many people could the *Titanic* hold?**

- a. 860
- b. 2,345
- c. 3,295
- d. 9,235

**2. According to the text, the available lifeboats and rafts would have carried at most about \_\_\_\_\_.**

- a. 20 people
- b. 60 people
- c. 860 people
- d. 1,200 people

**3. What was the purpose of the ship's 15 watertight steel compartments?**

- a. People could go into them in an emergency.
- b. They were used to keep food and supplies dry.
- c. Crew members kept important equipment there.
- d. They were meant to keep the ship from sinking.

**4. According to the author, why did the *Titanic* lack the appropriate number of lifeboats?**

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**5. What point do you think the author is trying to make when he describes some of the luxuries on the ship? Explain your answer.**

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## LESSON 3

Choose a text that you haven't read yet to complete for your Solo:

"Discovery of the Titanic"

Excerpt: "The Iceberg Was Only Part of It" from *The New York Times*

"MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers."

Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland (edited)

Choose an image you haven't examined yet to complete for your Solo:

Amalgamated Musicians Union Poster (1912)  
The Sinking of the Titanic, Max Beckmann (1912–1913)

Margaret Brown and Captain Rostron (1913)  
Titanic Deck (circa 1912)

Read "Discovery of the *Titanic* by *Lapham's Quarterly*" editors paragraphs 1–7.

**1. Which two reasons does the article include to explain why it was so hard for the *Knorr* to find the wreck of the *Titanic*?**

- a. No one knew exactly where in the North Atlantic it was located.
- b. The submarine used to look for the wreck had mechanical issues and had to be repaired several times.
- c. No one realized there was enough left of the ship to make it visible.
- d. The submarine used to look for the wreck had to travel 2.5 miles above the ocean floor.

**2. What is expected to happen to the wreck of the *Titanic* in 50 years' time? Why?**

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**3. What strategy did Ballard use for finding the sunken ship?**

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## LESSON 3

Read Excerpt: “The Iceberg Was Only Part of It” from *The New York Times* paragraphs 1–32.

1. There were unusually high tides two months before the *Titanic* sank because \_\_\_\_\_.
  - a. the earth was located close to the moon and the sun at that time
  - b. the weather had been stormy and there had been a lot of rain
  - c. recent earthquakes had caused the tides to be more extreme than usual
  
2. How could a cold-water mirage have played a part in the sinking of the *Titanic*?
 

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3. How does the cold-water mirage theory explain why the *Californian* didn't come to the rescue of the *Titanic*'s passengers and crew?
 

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Read “MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers.” from *The New York Times* paragraphs 1–4.

1. Where were the children at the time this article was written?
 

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2. What was Mr. Hoffman's relationship with the children? Did he care about them? How do you know? Use evidence from the text to explain your answer.
 

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3. This article provides limited information. Which two questions about the orphans does it answer?
  - a. Which city were the orphans sent to?
  - b. Who is “Hoffman”?
  - c. Where is Mme. Navratil's husband?
  - d. Who is Mme. Navratil?

LESSON 3

Read Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland paragraphs 1–6.

**1. Which two were reasons why Tillett wrote this letter?**

- a. To offer his condolences to the families of the passengers and crew who died on the *Titanic*
- b. To say that the union disagrees with the claim that people's treatment aboard the ship was not class-based
- c. To give the names of the people he believed to be responsible for the sinking of the *Titanic*
- d. To argue that the union had no connection to the disaster and did not know how it happened

**2. According to Tillett, what decisions led to the *Titanic* disaster?**

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**3. Why is Tillett worried that the life-saving appliances he suggests may not be provided?**

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Look at the image Amalgamated Musicians Union Poster 1912

Many survivors recall that the band calmly played while the ocean liner sank under them. This poster honoring the “heroic musicians” sold 80,000 copies. The money from its sale was given to the Titanic Convalescent Home.

**1. What's the most notable decorative element used in framing the photos of the musicians? Why do you think the artist chose this image?**

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**2. Why do you think that the band decided to stay on deck and play music, even as the ship began to sink?**

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**3. The title states that the musicians “died at their posts like men.” Rewrite this part of the title using your own words.**

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## LESSON 3

Look at the image *The Sinking of the Titanic*,  
Max Beckmann. 1912–1913

**1. What is the main focus on this painting?**

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**2. List five words that describe the scene depicted in the painting.**

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**3. If you were asked to rename the painting, what would you call it?**

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Look at the image *Margaret Brown and Captain Rostron* 1913

Known as “The Unsinkable Molly Brown,” Margaret Brown was one of the passengers rescued by the *Carpathia*. After the disaster, Brown became active in efforts to raise money for impoverished survivors of the *Titanic*. She is pictured here presenting the *Carpathia*’s Captain Rostron with a trophy for his work in rescuing *Titanic*’s passengers.

**1. Look closely at Molly Brown’s attire. Describe her outfit.**

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**2. Captain Rostron was also awarded a Congressional Medal of Honor by President Taft for his role in rescuing *Titanic* survivors. Do you think he deserved these honors? Why or why not?**

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## LESSON 3

Look at the image *Titanic Deck Circa 1912*

1. The people on the deck are \_\_\_\_\_.
  - a. First-class
  - b. Second-class
  - c. Third-class (steerage) passengers

**Support your response to the previous question with two or three pieces of evidence from the image.**

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2. How would you describe the atmosphere on the open-air deck?

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3. Imagine what a cruise might be like today. Describe the differences and similarities.

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## LESSON 4

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
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- Your local library

Read for 20 minutes or more. Keep track of the time beyond that, if you like.

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

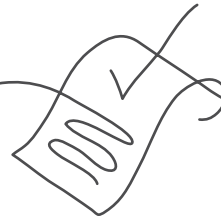




Unit 6F, Sub-Unit 4

Solos for

# Socratic Seminar and Internet Research



## LESSON 1

1. Review the two or three questions your group generated during the brainstorming activity.

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2. Look through the remainder of The *Titanic* Collection texts to find two sources that contain evidence needed to address your questions. Write the name of your sources.

Source A: \_\_\_\_\_

Source B: \_\_\_\_\_

3. From Source A, find at least two pieces of evidence you think would be useful during the discussion. Write them here:

A: \_\_\_\_\_

\_\_\_\_\_

B: \_\_\_\_\_

\_\_\_\_\_

C: \_\_\_\_\_

\_\_\_\_\_

4. From Source B, find at least two pieces of evidence you think would be useful during the discussion. Write them here:

A: \_\_\_\_\_

\_\_\_\_\_

B: \_\_\_\_\_

\_\_\_\_\_

C: \_\_\_\_\_

\_\_\_\_\_

## LESSON 2

Think about the texts and images you have worked with from The *Titanic* Collection. Can you think of connections that can be drawn between any of them?

**1. Look through the Collection in the Amplify Library and choose either two texts, two images, or one text and one image that you see a connection between. Complete the information for your choices.**

**2. For my comparison, I chose \_\_\_\_\_.**

- a. two texts
- b. two images
- c. one text and one image

**3. The titles of my choices are:**

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**4. Explain the connection you see between your two connections.**

After reviewing the two selections, the connection I observed is that:

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**5. How do these two selections, looked at together, clarify or increase your understanding of the *Titanic* disaster?**

After reviewing the two selections, I understand that:

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**6. Imagine you had to come up with a question to ask other students about your two selections. Write your question below.**

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**7. Why do you think this question would be a helpful one to ask students about these selections?**

This question would be helpful because:

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## LESSON 3

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

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- Your local library

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- 1. I read . . . (Include title and author—more than one if you finished one and started another or gave up on one and started another).**

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_

## LESSON 4

### Independent Reading

Select something to read. If you are not already in the middle of something you like, you might look here:

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- 2. Choose one:**

- ☐ I'm glad I spent the time reading it.
- ☐ I wish I could have that time back to read something else.

- 3. I spent about the following number of minutes reading:** \_\_\_\_\_

- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** \_\_\_\_\_



Unit 6E, Sub-Unit 5

Solos for

# Write an Essay



## Unit 6F, Sub-Unit 5: Write an Essay

### LESSON 1

Your teacher may instruct you to continue to work on your essay.

### LESSON 2

Your teacher may instruct you to continue to work on your essay.

### LESSON 3

Your teacher may instruct you to continue to work on your essay.

### LESSON 5

Your teacher may instruct you to continue to work on your essay.