

Grade 7

# Solo Answer Key

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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 recreated in a print format.

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# Grade 7 Unit A Solo Answer Key

## 7A: Red Scarf Girl & Narrative

### Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang

#### Lesson 1: The World of Red Scarf Girl

1. What did Ji-li do that made the Liberation Army woman excited?

**Answer:** d. Ji-li was able to bend over backward like an acrobat.

CCSS.ELA-Literacy.RI.7.1

2. Why did Principal Long ask the four students questions?

**Answer:** a. She wanted to build suspense before telling them why the soldier came to school.

CCSS.ELA-Literacy.RI.7.3

3. How did Ji-li react when the principal told her that she'd been selected to audition?

**Answer:** b. Ji-li started imagining herself as a Liberation Army soldier.

CCSS.ELA-Literacy.RI.7.3

4. Which sentence BEST summarizes what this passage is about?

**Answer:** d. After Ji-li demonstrated her flexibility to the visiting member of the Liberation Army, she was chosen to audition for the Central Liberation Arts Academy.

CCSS.ELA-Literacy.RI.7.2

5. Complete the following sentence: When Principal Long interrupts Ji-li's music class, Ji-li seems to feel:

**Answer:** c. nervous and uncertain.

CCSS.ELA-Literacy.RI.7.4

6. Why did Ji-li smile at Wang Qi?

**Answer:** c. Wang Qi was also chosen to audition.

CCSS.ELA-Literacy.RI.7.1

#### Lesson 2: Ji-li's Troubles Begin

1. Select THREE words from the passage that BEST show how nervous Ji-li feels when she gives Principal Long the letter.

**Answer:** b. hesitated, e. trembling, f. covered with sweat

CCSS.ELA-Literacy.RI.7.1

2. Ji-li writes that she didn't want to see An Yi's face when she saw Teacher Gu and An Yi outside the main building. Why didn't she?

**Answer:** b. Ji-li was upset that she wasn't allowed to audition and couldn't face her friend.

CCSS.ELA-Literacy.RI.7.1

3. Compare and contrast how Ji-li seems to be feeling with how Teacher Gu seems to be feeling. How are Ji-li's feelings similar to Teacher Gu's feelings? How are Ji-li's feelings different from Teacher Gu's feelings?

**Sample Response:** Ji-li feels that Teacher Gu is disappointed in her because she will not do the audition. Teacher Gu seems protective and understanding of Ji-li's situation when she says, "This is her family's decision. We won't talk about it any further" (54).

CCSS.ELA-Literacy.RI.7.6

4. What was the reason Ji-li's mom gave for having Ji-li, Ji-yong, and Ji-yun all within the span of three years?

**Answer:** b. Ji-li's mom wanted to finish having babies, so she could get back to supporting the revolution.

CCSS.ELA-Literacy.RI.7.1

## Lesson 2 (continued)

5. Which idea about Ji-li's family is suggested by the passage?

**Answer:** d. Ji-li had a loving and supportive family.

CCSS.ELA-Literacy.RI.7.3

6. On some Saturday evenings, Ji-li's father's colleagues used to visit. Why did Ji-li enjoy these parties?

**Answer:** a. The guests were interesting and talented.

CCSS.ELA-Literacy.RI.7.1

7. Which statement is TRUE?

**Answer:** c. Ji-li was afraid her dreams would never come true.

CCSS.ELA-Literacy.RI.7.3

Lesson 3: **Destroy the Four Olds!**

1. When Ji-li saw the high school students coming toward her, what did she feel?

**Answer:** a. Admiration toward them

CCSS.ELA-Literacy.RI.7.1

2. How did the students measure the man's trouser leg opening?

**Answer:** c. By sticking a beer bottle up the leg of his pants to see if it would fit

CCSS.ELA-Literacy.RI.7.1

3. This question has two parts.

**Part 1:** Which one of these ideas about the crowd in this scene does this passage suggest?

**Answer:** b. Some people in the crowd worried that they might become a target, too.

**Part 2:** Select the BEST evidence to support your answer from Part 1.

**Answer:** c. "Some nervously left the circle when they saw the scissors used, and some glanced at their own pants."

CCSS.ELA-Literacy.RI.7.3

4. In this passage, the high school students cut up a man's shoes. Which sentence BEST explains why they did it?

**Answer:** d. The shoes were considered anti-revolutionary because of their Western style.

CCSS.ELA-Literacy.RI.7.3

5. This passage suggests that the man \_\_\_\_\_.

**Answer:** d. was scared and embarrassed.

CCSS.ELA-Literacy.RI.7.4

## Lesson 4: The Pull of Compassion

1. Students wrote *da-zi-bao* to \_\_\_\_\_.

**Answer:** d. criticize their teachers and the educational system.

CCSS.ELA-Literacy.RI.7.1

2. Why did Ji-li and An Yi leave the classroom and go into the school yard?

**Answer:** c. They went to look for ideas and to show they didn't have a bad attitude about writing a *da-zi-bao*.

CCSS.ELA-Literacy.RI.7.1

3. This question has two parts.

**Part 1:** Whom did Pauper imply was a criminal?

**Answer:** c. The principal

**Part 2:** How did she do that?

**Answer:** b. By writing her name upside down

CCSS.ELA-Literacy.RI.7.3

4. This question has two parts.

**Part 1:** Why did Yin Lan-lan claim that she was a victim of the revisionist educational system?

**Answer:** d. The teacher did not give her more time to study for exams though she is from a working-class family.

**Part 2:** What evidence from the text BEST supports Ji-li's counterclaim that Yin Lan-lan was not very bright?

**Answer:** b. Yin Lan-lan had flunked three times.

CCSS.ELA-Literacy.RI.7.8

5. One student at Ji-li's school wrote a *da-zi-bao* accusing a teacher of \_\_\_\_\_.

**Answer:** c. attempting to corrupt a young revolutionary by buying her some bread.

CCSS.ELA-Literacy.RI.7.1

## Lesson 5: Revolution in the Classroom

1. This question has two parts.

**Part 1:** What did some of Ji-li's classmates think about Aunt Xi-wen?

**Answer:** c. They did not like her very much.

**Part 2:** Why did Ji-li's classmates feel this way about Aunt Xi-wen?

**Answer:** d. She wore makeup and Western-style dress and had complained about the students to the school.

CCSS.ELA-Literacy.RI.7.3

2. Why didn't Ji-li ask to switch from the student group confronting her Aunt Xi-wen to the student group confronting Old Qian?

**Answer:** b. She didn't want the other students to criticize her for choosing a relative over "correct" political behavior.

CCSS.ELA-Literacy.RI.7.6

3. This question has two parts.

**Part 1:** What did the students force Aunt Xi-wen to do?

**Answer:** d. Put up a poster that displayed negative things about her and then read it aloud

**Part 2:** Which statement BEST describes how this affected Aunt Xi-wen?

**Answer:** c. Her face was ugly with distress.

CCSS.ELA-Literacy.RI.7.3

4. What did the *da-zi-bao* about Ji-li accuse her of?

**Answer:** c. Having an improper relationship with her teacher

CCSS.ELA-Literacy.RI.7.1

## Lesson 5: Revolution in the Classroom

5. Match each quote from the text next to the central idea it supports.

Students feel empowered to attack the adults through their *da-zi-bao*. \_\_\_\_\_

Aunt Xi-wen is accused of having bourgeoisie ways. \_\_\_\_\_

The *da-zi-bao* become personal as Ji-li realizes she is seen as something other than a model student. \_\_\_\_\_

**Answers:**

b. "Our great leader, Chairman Mao, has taught us, 'Every reactionary is the same; if you do not hit him, he will not fall.'"

a. "The more you try to improve your outward appearance, the filthier your heart becomes...."

c. "Let's Look at the Relationship Between Ke Cheng-li and His Favorite Student"

CCSS.ELA-Literacy.RI.7.2

6. Which of the following is NOT a reason the students give for questioning Ke Cheng's relationship with Ji-li?

**Answer:** a. They say he likes the working class.

CCSS.ELA-Literacy.RI.7.1

7. How does An Yi connect with Ji-li's anguish over her *da-zi-bao*?

**Answer:** a. She shares the hurtful *da-zi-bao* written about her mother with Ji-li.

CCSS.ELA-Literacy.RI.7.3

## Lesson 6: Revising to Go Deeper

1. This question has two parts.

**Part 1:** What does Ji-li do as the election for the Red Successors begins?

**Answer:** c. Check her nails

**Part 2:** Why did Ji-li do this?

**Answer:** d. She wanted to appear as if she didn't care.

CCSS.ELA-Literacy.RI.7.1

2. This question has two parts.

**Part 1:** Which is the worst of the "Five Black Categories"?

**Answer:** b. Landlord

**Part 2:** Why is this considered the worst of the "Five Black Categories"?

**Answer:** Landlords are considered bloodsuckers who exploited the farmers.

CCSS.ELA-Literacy.RI.7.4

3. Why were other students staying home from school when Ji-li first got sick?

**Answer:** b. There were no classes.

CCSS.ELA-Literacy.RI.7.1

4. What was Ji-li wondering while she was home with a fever for 10 days?

**Answer:** c. Why some of her classmates were being mean to her

CCSS.ELA-Literacy.RI.7.3

5. Which of these things was NOT done to help Ji-li feel better?

**Answer:** d. Ji-li was given new stamps for her stamp collection.

CCSS.ELA-Literacy.RI.7.1

## Lesson 6 (continued)

6. How did An Yi comfort Ji-li?

**Answer:** c. She brought Ji-li soup and told her that the *da-zi-bao* about her was covered up.

CCSS.ELA-Literacy.RI.7.1

7. Paragraph 7 explains the differences between Red Guards and Red Successors. Write the letter of the correct answer next to each question.

Which sentence shows a benefit of being a Red Guard? \_\_\_\_\_

Which sentence shows a benefit of being a Red Successor? \_\_\_\_\_

Which sentence shows why Ji-li's classmates shouted outside the committee offices? \_\_\_\_\_

**Answers:**

b. "Red Guards could travel free to other provinces."

e. "Red Successors were the next generation of revolutionaries, and when they were old enough, they would become Red Guards."

d. "They wanted to become Red Guards but couldn't because only college and high school students were allowed to join."

CCSS.ELA-Literacy.RI.7.1

## Lesson 7: The Election of the Red Successors

1. What does this passage suggest about Ji-li's family background?

**Answer:** a. Ji-li's grandfather was a landlord, but her father grew up without much money.

CCSS.ELA-Literacy.RI.7.1

2. Identify which statements are true about Ji-li's grandfather and which are false.

a. He is the reason Ji-li cannot be a Red Successor.

b. He whipped farmers that couldn't pay their rent.

c. He became ill and bedridden after marrying Ji-li's Grandma.

d. He was a landlord and exploited his tenants.

**Answers:**

a. True, b. False, c. False, d. True

CCSS.ELA-Literacy.RI.7.1

3. How did Ji-li's father help her feel better?

**Answer:** c. He told her that she wasn't responsible for her grandfather's actions, even though he was a landlord.

CCSS.ELA-Literacy.RI.7.3



## Lesson 7 (continued)

4. After school, the Red Successors accuse Ji-li of three major problems. Ji-li does not agree. Select Ji-li's correct counterargument(s) for each accusation.

**Accusation 1:** Ji-li leads an extravagant bourgeois lifestyle. \_\_\_\_\_

**Accusation 2:** Ji-li's family exploits the working class. \_\_\_\_\_

**Accusation 3:** Ji-li never does chores like the children of the working class. \_\_\_\_\_

**Answers:**

Accusation 1: a. "We sometimes take a pedicab instead of a bus, but only when someone is sick and has to see the doctor." (91) / d. "I had always begged Mom to let me wear patched pants." (95)

Accusation 2: b. "Song Po-po doesn't have any other job, so she needs to work for us." (91)

Accusation 3: c. "I had insisted on washing my own clothes even though we had a housekeeper." (95) / e. "When my class did collective labor every week, I always volunteered for the heaviest jobs." (95)

CCSS.ELA-Literacy.RI.7.8

5. This question has two parts.

**Part 1:** What is a claim you can make about Yin Lan-lan from the passage?

**Answer:** c. Yin Lan-lan wanted to humiliate Ji-li.

**Part 2:** Which detail from this passage BEST supports the answer to Part 1?

**Answer:** b. Yin Lan-lan jumped up and screamed at Ji-li.

CCSS.ELA-Literacy.RI.7.8

## Lesson 8: Reading Ji-li's Thoughts

1. What do the Red Guards catch Ji-li trying to do?

**Answer:** b. Pick up her stamp collection

CCSS.ELA-Literacy.RI.7.1

2. This question has two parts.

**Part 1:** Why does Ji-li reach for her stamps?

**Answer:** b. She doesn't want her stamp collection to be destroyed.

**Part 2:** Which sentence from the text BEST supports why she does this?

**Answer:** d. "It had been a birthday gift from Grandma when I started school, and it was my dearest treasure." (108)

CCSS.ELA-Literacy.RI.7.1

3. This question has two parts.

**Part 1:** What do Ji-li, her siblings, and her grandmother begin to do every day?

**Answer:** c. Go to the park

**Part 2:** How does this affect Ji-li's Grandma?

**Answer:** a. She becomes calmer.

CCSS.ELA-Literacy.RI.7.3

4. How did Ji-li's father decide which photos to burn?

**Answer:** c. He chose all of the photos that he thought could be considered fourolds.

CCSS.ELA-Literacy.RI.7.3

## Lesson 8 (continued)

5. In paragraph 47, Ji-li wonders what her life would be like if her family's status were "red" instead of "black." Which two sentences show that Ji-li isn't sure how to feel about this?

**Answers:**

b. But I had felt sorry for Old Qian even though he was wrong.

c. And I did not know if I could hate Grandma if she was officially classified as a landlord's wife.

**CCSS.ELA-Literacy.RI.7.1**

6. Why didn't Ji-li want her brother to get his cap back?

**Answer:** a. She was worried it would cause more trouble for the family.

**CCSS.ELA-Literacy.RI.7.3**

Lesson 9: **The Revolution Hits Home**

1. What was An Yi's mother, Teacher Wei, forced to do?

**Answer:** b. She had to beat a gong and speak out against herself in public.

**CCSS.ELA-Literacy.RI.7.1**

2. Why didn't Ji-li's cousin, Shan-shan, help his own mother, Xi-wen, up after she fell? He didn't help her up because \_\_\_\_\_

**Answer:** b. after their house was searched, he officially broke relations with her.

**CCSS.ELA-Literacy.RI.7.3**

3. This question has two parts.

**Part 1:** In one of the first scenes in *Red Scarf Girl*, Ji-li was called out of class by Principal Long and a member of the People's Liberation Army. During this scene, she is filled with awe and enthusiasm.

When Ji-li is called out of class during this scene, however, she has a different emotional reaction. Which of the following best describes Ji-li's reaction when she is called to Teacher Zhang's office?

**Answer:** c. She is nervous about her class status following her to junior high.

**Part 2:** Which sentence from the text BEST explains her reaction?

**Answer:** d. "When they found out about my family background, they would treat me just as Du Hai and Yin Lan-lan had." (87)

**CCSS.ELA-Literacy.RI.7.6**

4. What is the best explanation for why Ji-li writes that she felt cold even after she went inside?

**Answer:** a. The cruelty she witnessed and heard about upset her.

**CCSS.ELA-Literacy.RI.7.4**

## Lesson 9 (continued)

5. In this passage, many people are treated in harsh ways. Match each incident to the person affected.

**Answers:**

Aunt Xi-wen: a. "Shan-shan had walked right past his mother! She was lying there, injured, and he had not stopped to help her." (10)

Ji-yun: e. "They called me a black whelp. They stood on my desk and said if I stared at them, they would dig my eyes out." (52)

Ming-ming's father: b. "Then they had the body cremated. Xiao-cheng was saying that they probably beat him to death before he 'hanged himself.'..." (78)

Sang Hong-zhen: f. "Two torn shoes, the symbol of immorality, were hung around her neck, along with a sign." (19)

Shan Yi-Dan: d. "He was wearing a tall dunce cap covered with red X's, the sign for a criminal." (69)

Teacher Wei: c. "During those struggle meetings they beat her and whipped her with their belts." (3)

**CCSS.ELA-Literacy.RI.7.1**

6. What did An Yi and Ji-li do that they knew was fourolds?

**Answer:** c. They tried to see into the future by practicing a superstitious ritual.

**CCSS.ELA-Literacy.RI.7.1**Lesson 10: **The Moves a Writer Makes**

1. Why didn't Ji-li want to work on the exhibit?

**Answer:** c. She didn't think someone with a bad political background should work on it.

**CCSS.ELA-Literacy.RI.7.3**

2. This question has two parts.

**Part 1:** What did Teacher Zhang convince Ji-li to do?

**Answer:** a. Work on a project celebrating the Communist Party

**Part 2:** Which statement from the text shows the MOST convincing thing Teacher Zhang said to her?

**Answer:** c. "I believe you are brave enough to face and eventually overcome the difficulties of life." (53)

**CCSS.ELA-Literacy.RI.7.3**

3. Ji-li learned that she and Lin-lin had which two of these things in common?

**Answer:** a. They have mothers with medical conditions and had their homes searched.

**CCSS.ELA-Literacy.RI.7.1**

4. What amazed Ji-li about herself?

**Answer:** c. She was amazed that she had it in her to study hard, get her homework done, and have time to get the big project done.

**CCSS.ELA-Literacy.RI.7.1**

5. This question has two parts.

**Part 1:** What is Ducky's claim about Bai Shan?

**Answer:** b. He likes Ji-li.

**Part 2:** What evidence from the text supports her claim?

**Answer:** a. "He's always looking at you." (73)

**CCSS.ELA-Literacy.RI.7.8**

## Lesson 10 (continued)

6. Why did Ji-li envy Chang Hong?

**Answer:** a. Ji-li envied Chang Hong's good family and political status.

CCSS.ELA-Literacy.RI.7.3

## Lesson 11: What's In a Name?

"I felt like a small animal that had fallen into a trap, alone and helpless, and sure that the hunter was coming." (46)

1. This question has two parts.

**Part 1:** In this quote, Ji-li expresses her feelings about her situation by comparing herself to a small animal. When Ji-li says she has "fallen into a trap," what is she referring to?

**Answer:** b. Having to choose between her father and the Cultural Revolution

**Part 2:** Who is the "hunter"?

**Answer:** b. Thin-Face

CCSS.ELA-Literacy.RI.7.4

2. Based on the information in the text, the "correct class stance" means \_\_\_\_\_.

**Answer:** d. you do everything possible to show you are loyal to Chairman Mao

CCSS.ELA-Literacy.RI.7.4

3. This question has two parts.

**Part 1:** How do the audience members respond to Ji-li's performance?

**Answer:** a. They are moved to tears.

**Part 2:** Which evidence from the text provides the BEST evidence of how the audience members feel?

**Answer:** b. "Dozens of evaluators were wiping their eyes as Teacher Yu moved them on to the next booth." (9)

CCSS.ELA-Literacy.RI.7.3

4. How does Chairman Jin react to Ji-li's presentation about the "horrors of the old China"?

**Answer:** b. He suggests that she add a quote from Chairman Mao.

CCSS.ELA-Literacy.RI.7.1

## Lesson 11 (continued)

5. Which sentence BEST summarizes what this passage is about?

**Answer:** c. Ji-li gave a successful presentation but was replaced because she wouldn't break ties with her father.

CCSS.ELA-Literacy.RI.7.2

## Lesson 12: A Dramatic Ending

1. What truth did Ji-li and others learn about the Cultural Revolution?

**Answer:** a. Chairman Mao manipulated the country.

CCSS.ELA-Literacy.RI.7.3

2. Which two things did NOT change after the ransacking of Ji-li's home?

**Answers:** a. Grandma swept the alley twice a day.  
d. Ji-li's mother wrote self-criticizing reports.

CCSS.ELA-Literacy.RI.7.3

3. This question has two parts.

**Part 1:** During the Cultural Revolution, what charges were brought against Ji-li's father?

**Answer:** d. Being a landlord and a rightist

**Part 2:** Which evidence from paragraph 10 BEST explains how those charges affected his life?

**Answer:** c. "He was denied promotions and major roles, and his career was ruined."

CCSS.ELA-Literacy.RI.7.1

4. Number the events from the Epilogue in the order in which they occurred in real time, instead of how they are presented in the text.

**Answer:** 1 c. The Antirightist Movement begins.  
2 f. Chairman Mao sends youth to work out in the countryside.  
3 b. Chairman Mao dies.  
4 d. Jiang's father is promoted to Vice President of the Children's Art Theater.  
5 a. Jiang moves to the United States.  
6 g. Jian graduates from the University of Hawaii.  
7 e. Jiang's grandmother dies.

CCSS.ELA-Literacy.RI.7.2

## Lesson 12 (continued)

5. Match the evidence to the claim provided.

**Answer:** Claim: "We were all brainwashed." (1)

Evidence: b. "Those who persecuted others, even beat or tortured them, were victims too, after all." (17)

**Answer:** Claim: "Mao was blameless." (2)

Evidence: a. "If the country was better for the movement that persecuted me, I was still in favor of it." (3)

**Answer:** Claim: "Our class status continued to hold us back." (9)

Evidence: c. "Ji-yong was not allowed to become a trumpeter nor Ji-yun a singer." (9)

CCSS.ELA-Literacy.RI.7.1

6. Ji-li Jiang's mission is to \_\_\_\_\_.

**Answer:** d. promote cultural exchanges between her country and her home

CCSS.ELA-Literacy.RI.7.6

# Grade 7 Unit B Solo Answer Key

## 7B: Character & Conflict

### Sub-Unit 1: “Sucker” by Carson McCullers

#### Lesson 1: “The room was mine and I used it as I wanted to.”

1. Determine whether the following statements about Maybelle are true or false.
  - a. She watches Pete all the time.
  - b. She puts a lot of effort into her appearance.
  - c. She likes Sucker.
  - d. She is very friendly to everyone.

**Answers:**

a. False, b. True, c. False, d. False

CCSS.ELA-Literacy.RL.7.1

2. Which sentence from paragraph 8 BEST demonstrates that Pete feels strong emotions?

**Answer:** d. “...sometimes it was like the whole room could hear my heart beating and I wanted to holler or light out and run for Hell.” (13)

CCSS.ELA-Literacy.RL.7.4

3. Early on in the story, Pete faces his first want (Maybelle) and obstacle (she ignores him). What TWO things does Pete do in response?

**Answers:** c. He has trouble sleeping  
e. He is mean to Sucker.

CCSS.ELA-Literacy.RL.7.1

4. Which sentence most accurately describes Pete and Sucker’s relationship?

**Answer:** d. They are cousins and live in the same house.

CCSS.ELA-Literacy.RL.7.1

5. Based on what Pete says in the first two paragraphs of the story, select the TWO statements he would say are true.

**Answers:** b. Sucker looks up to him.  
d. Sucker does whatever Pete tells him to.

CCSS.ELA-Literacy.RL.7.1

6. This question has two parts.

**Part 1:** Based on the passage, who ignores Pete?

**Answer:** c. Maybelle

**Part 2:** Which quote from the text supports your answer?

**Answer:** c. “I would have done anything in the world to get her attentions.” (5)

CCSS.ELA-Literacy.RL.7.1

7. Select TWO things Pete remembers Sucker doing.

**Answers:** a. Talking to himself in the bathroom  
c. Wearing Pete’s outgrown clothing

CCSS.ELA-Literacy.RL.7.1

## Lesson 2: “The Queen of Sheba”

Explain which change has a greater impact on Pete and why.

**Sample Response:** I think the change in Pete’s relationship with Sucker has a greater impact on him than his relationship with Maybelle. Pete was working toward creating a relationship with Maybelle, but his relationship with Sucker has caught him by surprise.

**CCSS.ELA-Literacy.RL.7.3**

1. Select the phrase that BEST completes the statement based on the information presented in paragraph 10.

When Pete says that giving a girl candy has been “run into the ground” (10), he means it \_\_\_\_\_.

**Answer:** a. is done too often

**CCSS.ELA-Literacy.RL.7.4**

2. Sucker wants Pete to like him \_\_\_\_\_.

**Answer:** c. as much as if he were his brother

**CCSS.ELA-Literacy.RL.7.1**

3. When Pete tells Sucker about Maybelle, how does he change the story?

**Answer:** b. He makes it sound like she has been the one interested in him.

**CCSS.ELA-Literacy.RL.7.1**

4. Describing when Pete and Sucker are talking in their room, Pete says, “it was like when they play sad music in the movies” (23). What do you think he means?

**Sample Response:** Pete is full of emotion because he realizes how much he likes Sucker.

**CCSS.ELA-Literacy.RL.7.4**

5. Select the words that correctly complete the sentence.

Once Pete started feeling happier around Maybelle, a big change he notices in Sucker is the look on his face. This changes from \_\_\_\_\_ to \_\_\_\_\_.

**Answers:** b. nervous, a. happy

**CCSS.ELA-Literacy.RL.7.1**

6. Select THREE words that BEST describe how Pete acts toward Sucker when things are going well with Maybelle.

**Answer:** b. Generous  
e. Kind  
f. Attentive

**CCSS.ELA-Literacy.RL.7.2**



## Lesson 3: “It seemed to me suddenly...”

1. Choose the words that describe how Sucker feels about Pete.

In the middle of the story, Sucker seems to \_\_\_\_\_ Pete.

**Answer:** b. admire

At the end of the story, Sucker seems to \_\_\_\_\_ Pete.

**Answer:** a. despise

**CCSS.ELA-Literacy.RL.7.6**

2. List a moment in the text that you think helps explain how Sucker’s feelings about Pete change. Explain what the moment shows.

**Sample Response:** Sucker is terribly hurt by Pete’s words and now despises him for it.

**CCSS.ELA-Literacy.RL.7.6**

3. What does Maybelle finally reveal to Pete?

**Answer:** d. She never liked him.

**CCSS.ELA-Literacy.RL.7.1**

4. After Maybelle breaks up with Pete, he dreams of her one night, and Sucker tries to find out what is bothering him. Which sentence BEST describes Pete’s response?

**Answer:** a. He is angry and resentful—he does not want sympathy from someone like Sucker.

**CCSS.ELA-Literacy.RL.7.1**

5. After that night, Pete remembers that, as he kept saying things to Sucker, Sucker started to look different. Select the words that BEST explain Sucker’s transformation.

Sucker stopped looking \_\_\_\_\_ and started looking \_\_\_\_\_.

**Answers:** a. surprised and upset  
d. angry

**CCSS.ELA-Literacy.RL.7.4**

6. Why do you think Pete does not apologize to Sucker before going back to bed?

**Sample Response:** I think Pete is ashamed of his actions and wanted time to collect his thoughts before approaching Sucker with an apology.

**CCSS.ELA-Literacy.RL.7.1**

7. Sucker tells his new friends that when he gets older he wants to \_\_\_\_\_.

**Answer:** d. be an animal trapper

**CCSS.ELA-Literacy.RL.7.1**

8. At the end of the story, Pete seems to think that the situation between him and Sucker could have been better if certain things had been different. Select TWO statements that show what Pete thinks could have made their situation better.

**Answers:** a. If they had had a big fight to settle things  
c. If he had tried to straighten things out

**CCSS.ELA-Literacy.RL.7.1**

9. Select TWO statements that Pete has mentioned to show Maybelle’s feelings for him have changed.

**Answers:** a. She is snippy toward him.  
c. She goes out with another boy.

**CCSS.ELA-Literacy.RL.7.1**

## Lesson 3 (continued)

10. When Maybelle begins to change toward Pete, he goes through a series of emotions. Select the quote from the text that BEST matches his emotions.

Pete's feeling anxious about his appearance

**Answer:** c. “I would worry about my shoes clopping too loud on the floor or the fly of my pants, or the bumps on my chin.” (29)

Pete's feeling mentally preoccupied

**Answer:** a. “I couldn't think of anything to do about it and she was on my mind all day and night.” (29)

Pete's feeling short-tempered

**Answer:** b. “Then I wouldn't say anything or I'd maybe answer him rough-like and he would finally go on out.” (30)

CCSS.ELA-Literacy.RL.7.4

## Lesson 4: “...what happens to you at night.”

1. What do you notice about how this text looks?

**Sample Response:** This text has a lot of italics and the names of people are in the left margin.

CCSS.ELA-Literacy.RL.7.5

2. What makes it different from other texts you've read so far?

**Sample Response:** This text is different because of the structure. Each paragraph is just one character speaking. Sometimes it can be just one line, and then it moves on to another character.

CCSS.ELA-Literacy.RL.7.5

3. Who is Ruth's son?

**Answer:** c. Travis

CCSS.ELA-Literacy.RL.7.1

4. When Walter asks Ruth what is the matter with her, which TWO reasons does she give?

**Answers:** a. She is tired.  
c. Nothing is wrong.

CCSS.ELA-Literacy.RL.7.1

5. When is the check scheduled to arrive?

**Answer:** d. Saturday

CCSS.ELA-Literacy.RL.7.1

6. Select THREE sentences that explain why Travis is upset with Ruth.

**Answers:** a. She does not give him fifty cents.  
c. She tells him to stop asking his grandmother for money.  
e. She will not allow him to carry groceries.

CCSS.ELA-Literacy.RL.7.2

7. What does Walter do to contradict Ruth?

**Answer:** c. He gives Travis a dollar.

CCSS.ELA-Literacy.RL.7.1

Lesson 1: **Meet the Younger Family**

1. What is Walter's relationship to each of the following characters?

**Answers:** Walter is Ruth's a. husband.  
Walter is Travis's c. father.  
Walter is Mama's f. son.

**CCSS.ELA-Literacy.RL.7.1**

2. This question has two parts.

**Part 1:** Walter thinks that Ruth's feelings about his friends are \_\_\_\_\_.

**Answer:** c. negative

**Part 2:** Which evidence from the text BEST supports Walter's claim?

**Answer:** b. "Anybody who talks to me has got to be a good-for-nothing loudmouth, ain't he?" (93)

**CCSS.ELA-Literacy.RL.7.1**

3. Select the phrase to complete the statement based on the information presented in paragraphs 105–108.

According to Walter, all a woman wants when a man tells her his dreams is for him to \_\_\_\_\_.

**Answer:** d. eat his eggs

**CCSS.ELA-Literacy.RL.7.1**

4. What does Walter mean when he says, "DAMN MY EGGS" (110)? Write two or three sentences explaining what you think Walter is feeling and trying to express in this moment.

**Sample Response:** Walter is feeling frustrated because Ruth is not supporting his ideas.

**CCSS.ELA-Literacy.RL.7.1**

5. Walter generates a way for Ruth to get Mama to agree to his plan. Number the events of his scheme in the order they happened.

**Answers:** 1 b. Ruth and Mama sit down for coffee.  
2 d. Ruth and Mama talk about everyday topics.  
3 a. Ruth talks about Walter's interest in the store.  
4 e. Ruth gets Mama interested enough to ask questions.  
5 c. Ruth lets Walter tell Mama the detail.

**CCSS.ELA-Literacy.RL.7.2**

6. From the way Ruth is acting in this scene, which THREE words BEST describe how she is feeling?

**Answers:** b. Tired  
c. Suspicious  
e. Impatient

**CCSS.ELA-Literacy.RL.7.6**

7. Ruth claims that all Walter does is talk about his plans. What is Walter's counterclaim?

**Answer:** a. Colored women do not support their men's dreams.

**CCSS.ELA-Literacy.RL.7.6**

## Lesson 2: “DAMN MY EGGS”

1. Select four statements that are TRUE regarding Beneatha’s relationship with her family.

**Beneatha is** \_\_\_\_\_.

**Answers:** a. Travis’s aunt  
c. Walter’s sister  
e. Ruth’s sister-in-law  
f. Mama’s daughter

**CCSS.ELA-Literacy.RL.7.1**

2. Why does Beneatha end up sitting at the table looking “a little defeated”?

**Answer:** c. She can’t get into the bathroom.

**CCSS.ELA-Literacy.RL.7.1**

3. What does Walter claim Beneatha wants Mama to use the insurance money for?

**Answer:** d. To pay for her education

**CCSS.ELA-Literacy.RL.7.1**

4. When Beneatha tells Walter, “you finally got it said” (153), what does she mean? Select TWO phrases that show what Beneatha thinks Walter would prefer she do with her future.

**Answers:** a. get married  
d. become a nurse

**CCSS.ELA-Literacy.RL.7.1**

5. Why does Ruth tell Walter to “take a taxi!” at the end of the excerpt?

**Sample Response:** Ruth is teasing Walter because he gave all of his money to Travis to prove the family had money. Now Walter has no money left for himself.

**CCSS.ELA-Literacy.RL.7.1**

## Lesson 3: “Well, I always wanted me a garden...”

1. What does Ruth suggest that Mama use the money for?

**Answer:** a. A trip

**CCSS.ELA-Literacy.RL.7.1**

2. According to Mama, what did Big Walter feel made his dreams worthwhile?

**Answer:** c. His children

**CCSS.ELA-Literacy.RL.7.1**

3. Mama and her husband, Big Walter, had dreams they couldn’t achieve. With the insurance money from his death, what can Mama do now?

**Sample Response:** Mama could buy a house like she and Big Walter dreamed of doing.

**CCSS.ELA-Literacy.RL.7.3**

4. This question has two parts.

**Part 1:** Select the sentence that DOES NOT describe Mama’s strength, beauty, or grace.

**Answer:** e. Her speech, on the other hand, is as careless as her carriage is precise—she is inclined to slur everything.

**Part 2:** Based on the sentence selected, what picture of Mama does this paint for you?

**Sample Response:** This moment creates a picture of a strong, graceful woman who doesn’t speak as prim and proper as she is.

**CCSS.ELA-Literacy.RL.7.4**

## Lesson 3 (continued)

5. This question has two parts.

**Part 1:** Why does Ruth bring up Walter's business idea to Mama?

**Answer:** d. She thinks it might make Walter happier.

**Part 2:** Which quote from the text supports this reason?

**Answer:** c. "I don't know what it is—but he needs something—something I can't give him anymore." (206)

CCSS.ELA-Literacy.RL.7.1

## Lesson 4: Dramatic Readings

1. Who is Asagai?

**Answer:** c. A friend of Beneatha's

CCSS.ELA-Literacy.RL.7.1

2. What makes Asagai's gift to Beneatha so meaningful to her?

**Answer:** d. Asagai's gift helps Beneatha feel a closer connection to Africa.

CCSS.ELA-Literacy.RL.7.6

3. According to Asagai, Beneatha is "mutilating" her hair because she \_\_\_\_\_.

**Answer:** c. changes it from its natural look

CCSS.ELA-Literacy.RL.7.4

4. In this scene, we learn a great deal about Asagai. Based on the text, determine which statements are true or false.

- a. Asagai is from Nigeria.
- b. Asagai prefers to eat at home instead of eating Mama's food.
- c. Asagai is from the Alaiyo region in Africa.
- d. Asagai is a member of the Yoruba people.

**Answers:**

a. True, b. False, c. False, d. True

CCSS.ELA-Literacy.RL.7.1

5. Asagai uses the nickname "Alaiyo" for Beneatha. His best description of Alaiyo is "One for Whom Bread—Food—Is Not Enough." (150) Why do think he calls her this?

**Sample Response:** Asagai uses this nickname for Beneatha because he sees her as somebody who is hungry for more than just food. She is hungry for knowledge and wants to learn about her African roots. She also hungers to do something with her life, which is why she wants to be a doctor.

CCSS.ELA-Literacy.RL.7.6

Lesson 6: **You're the Director!**

1. Select TWO phrases that explain why Mama doesn't want to talk to Walter about the money now.

**Answers:** b. She thinks it is important that he talk to Ruth right away.  
d. She doesn't believe his business idea is a good one.

CCSS.ELA-Literacy.RL.7.1

2. What does Walter think about his plan for the money?

**Answer:** b. That it is the best way to improve the family's life.

CCSS.ELA-Literacy.RL.7.1

3. Mama has her opinions about things concerning Walter. Determine which statements are true or false about what Mama thinks.

- a. Walter should be more appreciative of Ruth.
- b. Walter is ready to start a business.
- c. Walter should be happier with what he has.
- d. Walter could be more ambitious.
- e. Walter is less hardworking than other men his age.

**Answers:**

- a. True, b. False, c. True, d. False, e. False

CCSS.ELA-Literacy.RL.7.1

4. This question has two parts.

**Part 1:** How does Walter think money will make him feel?

**Answer:** c. More important

**Part 2:** Which quote BEST supports your answer?

**Answer:** c. "I pass them cool, quiet-looking restaurants where them white boys are sitting back and talking 'bout things ... sitting there turning deals worth millions of dollars ..." (254)

CCSS.ELA-Literacy.RL.7.1

5. Which character do you feel most sympathy for during this scene? Explain your answer.

**Sample Responses:**

**If the student chooses Ruth:** I feel sympathetic for Ruth because she is showing more concern about Walter than herself and her baby.

**If the student chooses Mama:** I feel sympathetic for Mama because instead of the money bringing happiness to her family, she is seeing it tear them apart.

**If the student chooses Walter:** I feel sympathetic for Walter because he is fighting to have a dream and does not feel supported by those closest to him.

CCSS.ELA-Literacy.RL.7.6

Lesson 7: **Pick a Character**

1. Write what you think about your character based on how he or she has acted in response to an obstacle. Feel free to use ideas from class, but develop them more fully with details from the text.

**Sample Responses:** Responses will vary based on the character the student selects.

**Beneatha:** Beneatha wants others to take her interest in her heritage seriously. As a result, she goes out of her way to prove family and friends wrong about her motives by cutting off her hair, wearing the African outfit from Asagai, and listening to cultural songs.

**Mama:** (is not presented in this Solo reading)  
Mama wants her children to be happy and to put the money to good use that will bring the family closer.

**Ruth:** Ruth wants a simple Walter. The one that doesn't get obsessed about the check or lies to George as a way to fit in. The Walter that notices how important he is to his family without riches and business dealings.

**Walter:** Walter wants to start a business that will increase the family's income and make him feel more important. He wants others to see the "giant" he is, in the seas of ants.

**CCSS.ELA-Literacy.RL.7.6**

2. Compare the motivations of Walter and Beneatha. Choose the character you think the motivation belongs to. If any motivations are shared by both characters, choose Both.

**Walter:**

- d. Wants to go into business
- f. Wants to impress or fit in with people who have more money

**Both:**

- a. Wants the freedom to do what he/she wants
- b. Wants money to achieve his/her goals

h. Wants to be allowed to express his/her individual opinions and ideas

**Beneatha:**

- c. Wants to be a doctor
- e. Wants to feel connected to his/her racial heritage
- g. Wants to be seen as a scholar

**CCSS.ELA-Literacy.RL.7.6**

3. Eventually, Walter joins in with Beneatha's dance. Which BEST describes how he seems to be feeling as he dances?

**Answer:** c. Like it makes him feel part of something important

**CCSS.ELA-Literacy.RL.7.1**

4. During the dance, Walter and Beneatha seem to \_\_\_\_\_.

**Answer:** b. understand each other

**CCSS.ELA-Literacy.RL.7.1**

5. What does George think of Beneatha's costume? Select TWO choices.

**George thinks Beneatha's costume is \_\_\_\_\_.**

**Answers:** a. kind of crazy  
c. not appropriate

**CCSS.ELA-Literacy.RL.7.1**

6. What does Walter lie about when talking to George?

**Answer:** c. That he has been to New York  
Why do you think Walter lies about this?

**Sample Response:** Walter lies to George, so he can be seen as important because he has traveled like important people do.

**CCSS.ELA-Literacy.RL.7.1**

## Lesson 8: “What you always excusing me for!”

1. What does Walter think George is implying by calling him “Prometheus”?

**Answer:** a. Walter is not as smart as George.

CCSS.ELA-Literacy.RL.7.1

2. What topic does Walter mention in a line that the stage directions describe as “too bitter even for him” (Act II, Scene One, 136)?

**Answer:** c. Ruth’s pregnancy

CCSS.ELA-Literacy.RL.7.1

3. Why does Ruth offer Walter hot milk?

**Answer:** b. She thinks he needs something hot in his stomach.

CCSS.ELA-Literacy.RL.7.1

4. Walter tells Ruth that the reason he doesn’t try to be with her is that \_\_\_\_\_.

**Answer:** c. he doesn’t know how to try

CCSS.ELA-Literacy.RL.7.1

5. How does Walter’s mood change from the beginning of the passage to the end?

**Sample Response:** At the beginning of the scene, Walter is angry at George and then at Ruth. By the end of the scene, he is calmer and tries to talk to Ruth about his feelings.

CCSS.ELA-Literacy.RL.7.2

## Lesson 9: Home

1. At the start of this passage, what do Beneatha’s feelings toward George seem to be?

**Answer:** c. She is uninterested.

CCSS.ELA-Literacy.RL.7.6

2. What do Beneatha and George seem to disagree on most?

**Answer:** c. The value of thoughts and ideas

CCSS.ELA-Literacy.RL.7.6

3. Which statement BEST describes Mrs. Johnson?

**Answer:** d. She is a nosy neighbor.

CCSS.ELA-Literacy.RL.7.1

4. Which THREE words BEST describe Mrs. Johnson’s feelings about the Younger family’s plans to move?

**Answers:** a. Curious  
d. Resentful  
e. Disapproving

CCSS.ELA-Literacy.RL.7.6

5. The thing that seems to bother Mrs. Johnson most about the Younger family is their \_\_\_\_\_.

**Answer:** b. pride

CCSS.ELA-Literacy.RL.7.1

6. State one reason why you think a director might leave Scene Two out of a theater production.

**Sample Response:** A director could leave this scene out if he or she was trying to work with a specific budget. This scene would require another actress (Mrs. Johnson) to gossip with the Younger women.

CCSS.ELA-Literacy.RL.7.2



## Lesson 9 (continued)

7. State one reason why a director would choose to leave it in.

**Sample Response:** A director would choose to leave this moment in Scene Two in the production because it is a moment showing Mama defending both of her children's ideas.

CCSS.ELA-Literacy.RL.7.2

## Lesson 11: "For you to decide."

1. At the beginning of the passage, what is Ruth excited about? Select THREE choices.

**Answers:** b. Moving  
d. Her relationship with Walter  
e. Curtains

CCSS.ELA-Literacy.RL.7.2

2. This question has two parts.

**Part 1:** Which room in the new house does Ruth plan to use first?

**Answer:** c. The bathroom

**Part 2:** Why is the use of this room so important to Ruth?

**Sample Response:** With the new bathroom, Ruth will no longer have to share the space with neighbors and can relax in the tub for as long as she wants.

CCSS.ELA-Literacy.RL.7.1

3. Which most closely describes how Walter is acting in this passage?

**Answer:** c. Relaxed

CCSS.ELA-Literacy.RL.7.1

4. In this scene, Walter doesn't seem to think Beneatha ever stops talking about \_\_\_\_\_.

**Answer:** b. race

CCSS.ELA-Literacy.RL.7.1

## Lesson 12: “What can we do for you, Mr. Lindner?”

1. How is Walter acting toward his mother in this passage?

**Answer:** a. Teasing and affectionate

CCSS.ELA-Literacy.RL.7.1

2. Which of these statements BEST describes how Mama is feeling during this scene?

**Answer:** c. She is pleased but trying not to show it.

CCSS.ELA-Literacy.RL.7.6

3. Judging from the context, what do Mama and “Mrs. Miniver” have in common?

**Answer:** b. Both enjoy gardening.

CCSS.ELA-Literacy.RL.7.1

4. When Bobo first comes in, Walter \_\_\_\_\_.

**Answer:** b. seems excited

CCSS.ELA-Literacy.RL.7.1

5. As Bobo continues to speak, Ruth seems \_\_\_\_\_.

**Answer:** d. worried

CCSS.ELA-Literacy.RL.7.1

6. What do you think has happened to Willy? Use information from the text to support your thinking.

**Sample Response:** In the text Bobo says, “When a cat take off with your money he don’t leave you no road maps!” (226) I think Willy has run away with Walter’s money and cannot be found.

CCSS.ELA-Literacy.RL.7.1

## Lesson 13: “Lemme tell you—”

1. The stage directions at the beginning of this passage describe the atmosphere as one of \_\_\_\_\_.

**Answer:** d. disappointment

CCSS.ELA-Literacy.RL.7.1

2. This question has two parts.

**Part 1:** Beneatha compares Walter’s foolishness in trusting Willy to \_\_\_\_\_.

**Answer:** c. Travis and his marbles

**Part 2:** Why do you think Beneatha wanted to make that comparison?

**Sample Response:** I think Beneatha wanted to say that not even a child like Travis would make such a reckless mistake with something he valued.

CCSS.ELA-Literacy.RL.7.1

3. As she talks to Asagai, why does Beneatha have a change of heart about being a doctor?

**Answer:** d. She loses hope for humanity.

CCSS.ELA-Literacy.RL.7.6

4. Asagai talks about being an idealist, which he describes as someone who \_\_\_\_\_.

**Answer:** b. will not give up

CCSS.ELA-Literacy.RL.7.1

5. Now that the money is gone, what has Mama decided to do? Do you agree or disagree with her decision?

**Sample Response:** Mama has decided to cancel the move. I agree with Mama because the family cannot afford the house with only Walter working. I disagree with Mama because the family can come together to pay the mortgage on the house.

CCSS.ELA-Literacy.RL.7.2

Lesson 14: **Idealist or Realist?**

1. What does Walter want most for Ruth in paragraph 109?

**Answer:** c. He wants her to wear pearls so she can have the luxuries that other women have.

CCSS.ELA-Literacy.RL.7.1

2. How do Ruth, Mama, and Beneatha react to Walter's behavior? Select the TWO words that best describe their reactions.

**Answers:** a. Horrified  
d. Embarrassed

CCSS.ELA-Literacy.RL.7.4

3. Why does Mama suggest that Travis stay in the room with the family when Mr. Lindner arrives?

**Answer:** b. She thinks it is important for Travis to see how his father handles big decisions.

CCSS.ELA-Literacy.RL.7.6

4. At the end of Mr. Lindner's visit, Walter's final decision is to \_\_\_\_\_.

**Answer:** c. move into the house Mama bought

CCSS.ELA-Literacy.RL.7.1

5. What are the plans Beneatha is considering for her future? Select THREE choices.

**Answers:** a. Become a doctor  
d. Marry Joseph Asagai  
e. Practice medicine in Africa

CCSS.ELA-Literacy.RL.7.2

6. In paragraph 173, Mama says, "He finally come into his manhood today, didn't he? Kind of like a rainbow after the rain . . ."

What does she mean by this? Describe Walter's journey and how it relates to a rainbow after the rain.

**Sample Response:** Mama is trying to say that Walter has gone through a lot lately and finally looks happy. Throughout the play, Walter seems bitter and angry because he does not have the money to be seen as a respectable person in society. Walter also seems very self-centered. At the end of the play, Walter makes a decision that benefits his family's future and sets an example for his son.

CCSS.ELA-Literacy.RL.7.2

## Lesson 15: “You teach him good.”

1. According to the poem, a raisin dries up \_\_\_\_\_.

**Answer:** a. when it is in the sun

CCSS.ELA-Literacy.RL.7.1

2. According to the poem, rotten meat \_\_\_\_\_.

**Answer:** c. smells bad

CCSS.ELA-Literacy.RL.7.1

3. What does it mean when something “crusts?”

**Answer:** c. It gets hard.

CCSS.ELA-Literacy.RL.7.4

4. What happens to something that sags?

**Answer:** a. It sinks lower.

CCSS.ELA-Literacy.RL.7.4

5. Do you think this poem says negative or positive things about Harlem? Use evidence from the text to explain your thinking.

**Sample Responses:** I think this poem says negative things about Harlem. The poem uses words like “fester,” “sore,” and “stink.” This shows that people feel bad when they don’t get their dreams.

I think this poem says positive things about Harlem. It shows that people have dreams and are passionate about them, even though there are obstacles in their way.

CCSS.ELA-Literacy.RL.7.2

## Lesson 1: “Harlem”

1. According to the text, Lorraine Hansberry's father believes in democratizing the United States to the point of \_\_\_\_\_.

**Answer:** b. spending a small fortune

CCSS.ELA-Literacy.RL.7.1

2. In an effort to fight the “restrictive covenants,” what else did Hansberry's father do?

**Answer:** d. He moved the family into a “white neighborhood.”

CCSS.ELA-Literacy.RL.7.1

3. This question has two parts.

**Part 1:** According to the text, how did Hansberry's mother choose to protect her children?

**Answer:** c. She monitored the house at night with a gun.

**Part 2:** Which phrase from paragraph 5 provides the BEST support for your answer?

**Answer:** b. “patrolling our house all night with a loaded German luger”

CCSS.ELA-Literacy.RL.7.1

4. In paragraph 3, Hansberry states that her letter refers to “civil disobedience.” According to paragraph 7, what are TWO examples of civil disobedience?

**Answers:** b. Taking to the hills with guns  
e. Lying down in the streets to tie up traffic

CCSS.ELA-Literacy.RL.7.4

5. Why do you think Lorraine Hansberry ends her letter by quoting “Harlem” by Langston Hughes?

**Sample Response:** Lorraine Hansberry uses Langston Hughes's “Harlem” as an example of her father's dreams being deferred. Her letter also ends with Hughes's reference about exploding because the youth of her era may start doing radical things in order to be heard.

CCSS.ELA-Literacy.RL.7.6

# Grade 7 Unit C Solo Answer Key

## 7C: Brain Science

### Sub-Unit 1: *Phineas Gage: A Gruesome but True Story About Brain Science*

#### Lesson 1: The Tamping Iron & the Skull

1. Phineas was unconscious for a long period of time after the accident.

**Answer:** b. False

CCSS.ELA-Literacy.RI.7.1

2. What can Phineas still do immediately after the accident?

- a. He can speak.
- b. He can write.
- c. He can sit.
- d. He can climb stairs.

**Answers:**

a. Yes, b. Yes, c. Yes, d. Yes

CCSS.ELA-Literacy.RI.7.2

3. Which paragraph contains evidence that Phineas still has a sense of humor after the accident?

**Answer:** c. Paragraph 12

CCSS.ELA-Literacy.RI.7.1

4. Phineas has survived the accident, but there is still danger. Select the portion of text that reveals a possible risk that Phineas faces.

**Answer:** c. The bad news is that his brain is open to infection.

CCSS.ELA-Literacy.RI.7.1

5. What is the difference between the two kinds of brain injuries? Match each definition to the injury it describes.

Closed-Brain Injury

**Answer:** a. Brain tissue swells and cuts off blood supply, causing further damage

Open-Brain Injury

**Answer:** b. Brain tissue swells but has room to expand, avoiding further damage

CCSS.ELA-Literacy.RI.7.4

6. What is the most surprising or shocking detail revealed in the passage? What does that detail tell you about Phineas's case?

**Sample Response:** The most shocking detail to me was that Phineas was still able to joke around and be cheerful so soon after the accident. It tells me that maybe Phineas was in shock. It also tells me that the part of his brain that was injured has nothing to do with sense of humor.

CCSS.ELA-Literacy.RI.7.1

## Lesson 2: “Phineas Should Have Been Dead”

1. Which statement BEST characterizes doctors' understanding of infection in Phineas's time?

**Answer:** b. They knew that infection existed but called it “sepsis.”

CCSS.ELA-Literacy.RI.7.2

2. Bacteria were first seen using microscopes sometime in the \_\_\_\_\_.

**Answer:** b. 1600s

CCSS.ELA-Literacy.RI.7.1

3. What did Leeuwenhoek call the tiny creatures he saw under a microscope?

**Answer:** b. Animalcules

CCSS.ELA-Literacy.RI.7.1

4. Who discovered what?

Microscopic “cells”

**Answer:** b. Robert Hooke

Tiny living creatures

**Answer:** d. Anton van Leeuwenhoek

Infection is caused by living bacteria

**Answer:** a. Louis Pasteur

The importance of cleaning hands and equipment before surgery

**Answer:** c. Joseph Lister

CCSS.ELA-Literacy.RI.7.1

5. Which paragraph BEST explains why Dr. Harlow couldn't just give Phineas antibiotic pills?

**Answer:** b. Paragraph 26

CCSS.ELA-Literacy.RI.7.5

6. Why did it take so long for scientists to figure out that infections are caused by bacteria?

What were the stages in figuring out this medical mystery?

**Sample Response:** It took scientists a long time to figure out that bacteria causes infections because they had to go step by step. At first, no one had microscopes to be able to see bacteria. Then, they had to figure out that bacteria were living things. Then, they had to figure out that these living things could make people sick. Finally, they learned how to help stop bacteria from infecting people and how to make antibiotics to treat infections.

CCSS.ELA-Literacy.RI.7.2

Lesson 3: **Microscopic Invaders**

1. Why does Dr. Harlow declare that “Phineas fully recovered” (29)?

**Answer:** b. Phineas can walk, count, dress himself, and speak mostly like a normal person.

**CCSS.ELA-Literacy.RI.7.1**

2. How “normal” is Phineas after his recovery? List each piece of evidence in the correct category.

**Answers: Back to Normal**

- b. Can count
- c. Can dress himself
- e. Can sing

**Not Quite Normal**

- a. Refuses \$1,000 for pebbles
- d. Has some scarring
- f. Behaves rudely toward others

**CCSS.ELA-Literacy.RI.7.1**

3. Which word or phrase in the passage BEST shows that Dr. Bigelow is interested in Phineas’s case?

As soon as Phineas leaves for home, Dr. Harlow writes a short report for the Boston Medical & Surgical Journal. Most doctors **a. ignore** Dr. Harlow’s article. The few who read it **b. don’t believe** it. How could a man survive such an injury, let alone make a “complete recovery”? But one Boston doctor is **c. intrigued**. He writes to Harlow for information and **d. urges** the Vermont doctor to back up his case by collecting formal statements from eyewitnesses in Cavendish. The letter is from Henry J. Bigelow, professor of surgery at the Harvard Medical College.

**Answer:** c. intrigued

**CCSS.ELA-Literacy.RI.7.4**

4. Dr. Harlow compares the new Phineas with \_\_\_\_\_.

**Answer:** c. a child

**CCSS.ELA-Literacy.RI.7.1**

5. What seems to mostly drive Dr. Bigelow’s interest in Phineas’s case?

**Answer:** b. the opportunity to make new discoveries

**CCSS.ELA-Literacy.RI.7.1**

6. How fully “recovered” do you think Phineas is at this point in the story? What makes you think so?

**Sample Response:** I do not think Phineas has recovered. Dr. Harlow may be thinking that Phineas’s body has survived and recovered. But Phineas’s brain is clearly not okay. I think the little symptoms he is showing, like refusing \$1,000 for pebbles, will get worse over time. They may even get him into big trouble.

**CCSS.ELA-Literacy.RI.7.1**



Lesson 4: **Something Odd About Phineas**

1. All of the doctors in Boston are convinced of Phineas's story when they meet him.

**Answer:** b. False

CCSS.ELA-Literacy.RI.7.1

2. Which statement BEST represents the Boston doctors' understanding of the brain?

**Answer:** c. They have studied the human brain and developed theories about it.

CCSS.ELA-Literacy.RI.7.2

3. Who first suggested that the brain is responsible for thinking, feelings, and the will?

**Answer:** b. Franz Josef Gall

CCSS.ELA-Literacy.RI.7.1

4. Which scientist was the first to see each kind of cell?

Schleiden was the first to see living cells in \_\_\_\_\_.

**Answer:** a. plants

Schwann was the first to see living cells in \_\_\_\_\_.

**Answer:** b. animal tissue

CCSS.ELA-Literacy.RI.7.1

5. What does the reading say about each part of the brain listed below? Write the letter of each feature next to the correct brain part.

**Cerebral Cortex**

**Answers:** b. The "big cap" at the top  
d. Responsible for thinking, feeling, and language

**Brain Stem**

**Answers:** a. Sits atop the spinal cord  
e. Responsible for breathing and heartbeat

**Cerebellum**

**Answers:** c. Covered by the neck flap  
f. Responsible for movements like walking and moving the hands

CCSS.ELA-Literacy.RI.7.2

6. Based on the descriptions of the basic brain parts and their functions, which part of Phineas's brain do you think was injured? What makes you think so?

**Sample Response:** I think that Phineas's cerebral cortex was injured. The text said that the iron rod went through the front part of his head and not the back part. Also, he started having problems with thinking and emotions after the accident, and the cerebral cortex is responsible for those functions.

CCSS.ELA-Literacy.RI.7.1

## Lesson 5: Diagnosing Phineas

1. In the late 1800s, doctors knew that an injury to the spinal cord or brain stem could cause \_\_\_\_\_.

**Answer:** c. paralysis

CCSS.ELA-Literacy.RI.7.1

2. According to the passage, why was Phineas so interesting to doctors?

**Answer:** b. Each group of doctors thought they could use his survival to support their own theories.

CCSS.ELA-Literacy.RI.7.1

3. What did each group believe? Match each idea to the group that believed it.

Whole Brainers

**Answers:** a. A “force” connects every part of the brain with every other part.  
d. If the part of the brain is injured, another part of the brain makes up for it.

Localizers

**Answers:** b. Specific “organs” within the brain control different functions.  
c. A person’s strengths and abilities can be determined by feeling the bumps and dips on their head.

CCSS.ELA-Literacy.RI.7.2

4. Dr. Bigelow is a \_\_\_\_\_ while Dr. Harlow is a \_\_\_\_\_.

**Answers:** a. Whole Brainer, b. Localizer

CCSS.ELA-Literacy.RI.7.1

5. Which statement is MOST true, according to the passage?

**Answer:** d. The Whole Brainers and the Localizers both got some things right and some things wrong.

CCSS.ELA-Literacy.RI.7.2

6. How is the brain more complicated than either the Whole Brainers or the Localizers imagined?

**Sample Response:** The brain turned out to be more complicated than either group thought. Each group wanted to create a single idea that explained everything about the brain. We know now that the brain has some aspects of both theories.

CCSS.ELA-Literacy.RI.7.1

## Lesson 7: Whole Brainers vs. Localizers

1. Phineas's life after he left Boston is \_\_\_\_\_.

**Answer:** b. not completely clear

CCSS.ELA-Literacy.RI.7.2

2. According to the passage, what was P. T. Barnum famous for?

**Answer:** c. He was a showman who ran a museum.

CCSS.ELA-Literacy.RI.7.1

3. What do some researchers believe Phineas did for work after his accident?

**Answer:** b. He drove a stagecoach in Chile.

CCSS.ELA-Literacy.RI.7.1

4. In paragraph 11, the author says that Phineas "washes up on his family's doorstep." What does this most likely mean?

**Answer:** a. Phineas showed up unexpectedly.

CCSS.ELA-Literacy.RI.7.4

5. Which sentence BEST describes Phineas's condition when he arrives in San Francisco?

**Answer:** c. In July, a very sick Phineas gets off a boat in San Francisco and somehow finds his way to the Shattuck house.

CCSS.ELA-Literacy.RI.7.1

6. The author says that Phineas kept his tamping iron with him wherever he went. Why do you think Phineas did that?

**Sample Response:** I think Phineas keeps the tamping iron with him because it is the one thing in the world that makes him special. Almost no one else can say that they survived an accident like his, and that is something that makes him proud.

CCSS.ELA-Literacy.RI.7.1

## Lesson 8: The Life &amp; Death of Phineas Gage

1. Which scientist made which discovery? Match each discovery to the correct person.

Carl Wernicke

**Answer:** b. Area of the brain that controls the ability to understand speech

Paul Broca

**Answer:** a. Area of the brain that controls the ability to speak

CCSS.ELA-Literacy.RI.7.1

2. According to paragraph 21, the Whole Brainers and the Localizers/Phrenologists were both \_\_\_\_\_ about brain science.

**Answer:** b. partly incorrect

CCSS.ELA-Literacy.RI.7.2

3. Which choice BEST paraphrases this sentence? "Phrenology falls into disgrace, even though the Phrenologists were right about localization." (21)

**Answer:** d. Phrenology is no longer respected, even though the theory of localization was correct.

CCSS.ELA-Literacy.RI.7.2

4. Earlier in the story, Dr. Harlow says that Phineas had "fully recovered." In which sentence does Dr. Harlow clarify or change his view on Phineas's recovery?

**Answer:** c. "I think you have been shown that the subsequent history and progress of the case only warrant us in saying that physically, the recovery was quite complete," says Dr. Harlow. "Mentally the recovery certainly was only partial."

CCSS.ELA-Literacy.RI.7.1

## Lesson 8 (continued)

5. Why does the author say that “being social is a hard skill to measure” (28)?

**Answer:** b. Social behaviors are very complex and involve many different skills.

CCSS.ELA-Literacy.RI.7.2

6. Do you think that Dr. Harlow was right to exhume, or dig up, Phineas’s remains? What makes you think so?

**Sample Response:** I think Dr. Harlow was right to dig up Phineas’s remains because it was important for science. He learned new things about Phineas’s case and preserved the skull and the tamping iron for future study.

CCSS.ELA-Literacy.RI.7.1

Lesson 9: **The Way We Act Human**

1. What problem do people with the same frontal lobe damage as Phineas often have?

**Answer:** b. They have trouble making decisions about risk.

CCSS.ELA-Literacy.RI.7.1

2. Dr. Harlow’s guess about the location of Phineas’s injury would have been more accurate if \_\_\_\_\_.

**Answer:** c. he had advanced scans of Phineas’s brain

CCSS.ELA-Literacy.RI.7.1

3. How do the Damasios figure out the location of Phineas’s brain injury? Number the steps in the correct order.

**Answers:** 1 b. Photograph and x-ray Phineas’s skull  
2 d. Overlay the images onto a three-dimensional model of the brain  
3 e. Plot the entry and exit wounds  
4 a. Add the tamping iron to the digital model  
5 c. Calculate the different possible paths of the tamping iron

CCSS.ELA-Literacy.RI.7.2

4. The computer program, Brainvox, calculates \_\_\_\_\_ different possible paths of the tamping iron through Phineas’s brain.

**Answer:** c. 16

CCSS.ELA-Literacy.RI.7.1

5. How does the team know which path is the right one?

**Answer:** a. They use historical evidence and medical knowledge to rule out every path but one.

CCSS.ELA-Literacy.RI.7.2

## Lesson 9 (continued)

6. If Phineas were injured in the same way today, how do you think his diagnosis and treatment might be different?

**Sample Response:** If Phineas were injured today, doctors could do a lot more for him. They would be able to figure out exactly where the tamping iron injured him. They would be able to compare his case with similar ones to figure out the best treatment. They would be able to connect him with other people who have similar injuries for support.

CCSS.ELA-Literacy.RI.7.1

## Lesson 11: The Future of Brain Science

1. The author thinks that adolescents are sometimes mocked because they \_\_\_\_\_ than adults.

**Answer:** b. act differently

CCSS.ELA-Literacy.RI.7.1

2. Which of the following behaviors that the author mentions can make adolescents seem different?

Risk-taking  
Lying and deceiving  
Self-consciousness  
Altered sleep habits  
Taking responsibility

**Answers:** Yes, No, Yes, Yes, No

CCSS.ELA-Literacy.RI.7.1

3. How does the author define adolescence?

**Answer:** d. A biological period of development found across cultures and even species

CCSS.ELA-Literacy.RI.7.2

4. Why does the author believe that other animal species also go through a period of adolescence?

**Answer:** a. She cites research that shows a period of risk-taking and novelty-seeking behavior in some animals.

CCSS.ELA-Literacy.RI.7.1

## Lesson 11 (continued)

5. Match the statement to the ancient thinker who said it.

Socrates says adolescents \_\_\_\_\_.

**Answers:** b. love luxury  
c. show bad manners  
e. prefer socializing to exercise  
f. disobey authority

Aristotle says adolescents \_\_\_\_\_.

**Answers:** a. change their minds frequently  
d. are emotional

CCSS.ELA-Literacy.RI.7.2

6. How do you think the author feels about adolescents? What evidence from the text makes you think so?

**Sample Response:** I think she really respects adolescents. That's why she starts her book by saying that it's not right to mock them. I also think she thinks they are very interesting. It seems like she studies them and writes about them because she wants to know as much as possible about adolescents.

CCSS.ELA-Literacy.RI.7.1

Lesson 1: **What Is an Adolescent?**

1. Why does the author cite the case of Phineas Gage?

**Answer:** b. Phineas Gage suffered from the type of brain damage that she is explaining.

CCSS.ELA-Literacy.RI.7.2

2. The author is explaining the effects of damage to the \_\_\_\_\_.

**Answer:** a. prefrontal cortex

CCSS.ELA-Literacy.RI.7.1

3. What is the “Shopping Task” that the author writes about in paragraph 26?

**Answer:** c. An experiment used to compare the abilities of healthy people with those of brain-damaged patients

CCSS.ELA-Literacy.RI.7.2

4. What were the results of the Shopping Task? Match each result to the correct group.

Healthy Participants

**Answer:** b. Shopped in an efficient way, based on a logical plan

Participants with Prefrontal Cortex Damage

**Answer:** a. Shopped in a chaotic way, moving from place to place without a plan

CCSS.ELA-Literacy.RI.7.1

5. What does the “go/no-go” task demonstrate?

**Answer:** a. People with brain injuries have difficulty controlling habitual behavior.

CCSS.ELA-Literacy.RI.7.1

6. What do the Shopping Task and the go/no-go task have to do with adolescence?

**Sample Response:** The author states that, during adolescence, people's brains are still developing the abilities that these tasks are designed to evaluate. So that explains why adolescents are sometimes unable to make the best decisions or control their impulses.

CCSS.ELA-Literacy.RI.7.1

Lesson 2: **How You Grow a Brain**

1. The author claims that adolescents always exhibit risk-taking behavior.

**Answer:** b. False

CCSS.ELA-Literacy.RI.7.1

2. According to the text, which of the following are examples of risk-taking behaviors among adolescents?

Smoking

Alcohol and drug abuse

Sports contests

Reckless driving

Eating fast food

**Answers:** Yes, Yes, No, Yes, No

CCSS.ELA-Literacy.RI.7.1

3. Laurence Steinberg is a \_\_\_\_\_

**Answer:** a. scientist

who believes that brain science should be used to \_\_\_\_\_.

**Answer:** e. help decide court cases involving teens

CCSS.ELA-Literacy.RI.7.1

4. What is the name of the model that Steinberg and others proposed to explain risk-taking in adolescence?

**Answer:** a. The dual-systems model

CCSS.ELA-Literacy.RI.7.1

5. What does the dual-systems model claim about two important systems in the adolescent brain? Match each claim to the appropriate system in the brain.

Limbic system

**Answers:** a. Already mature

d. Helps in feeling the excitement of risk-taking

Prefrontal cortex

**Answers:** b. Not yet mature

c. helps in decision-making and impulse-control

CCSS.ELA-Literacy.RI.7.2

6. According to Steinberg and the other researchers, how does the dual-systems model explain adolescent risk-taking?

**Sample Response:** The dual-systems model includes the limbic system and the prefrontal cortex. One job of the limbic system is controlling the good feelings that can come from taking a risk. The prefrontal cortex helps with decision-making and impulse control. In adolescents, the limbic system is already mature, but the prefrontal cortex is not. So, when adolescents take part in risky behaviors and feel pleasure, they might decide to take more risks. Because the prefrontal cortex is not fully developed, some adolescents may not have the ability to control their impulses to go for the reward of a good feeling.

CCSS.ELA-Literacy.RI.7.1



## Lesson 3: Risky Behavior

1. The author claims that adolescents may \_\_\_\_\_ in order to \_\_\_\_\_.

**Answers:** d. take more risks, c. get quick rewards

CCSS.ELA-Literacy.RI.7.2

2. What is a “delay discounting task”?

**Answer:** a. An experiment designed to measure the ability to resist immediate reward

CCSS.ELA-Literacy.RI.7.1

3. Which sentence explains the BEST way to resist the desire for reward?

**Answer:** c. The key to resisting temptation in order to receive a larger reward after a delay appears to be the ability to divert attention away from the tantalizing present reward.

CCSS.ELA-Literacy.RI.7.1

4. What conclusion can best be drawn from the original Marshmallow Test?

**Answer:** b. Children have varying abilities to delay reward.

CCSS.ELA-Literacy.RI.7.2

5. What correlation, or relationship between two things, did Moffitt and Caspi find in their research?

**Answer:** b. A correlation between self-control in childhood and social outcomes in adulthood

CCSS.ELA-Literacy.RI.7.1

6. Based on your reading, do you think it is possible for an adolescent to change their level of self-control? What makes you think so?

**Sample Response:** I don't believe it is possible to change your level of self-control. If all of our behavior is based in our brain, then we can't go beyond that. The experiments showed that people with low self-control in childhood continued to have problems when they were adults.

CCSS.ELA-Literacy.RI.7.1

Lesson 4: **Control Yourself**

1. Mrs. B. suffered a brain injury due to \_\_\_\_\_.

**Answer:** c. brain cancer

CCSS.ELA-Literacy.RI.7.1

2. What did Mrs. B. think of when she looked at the doctor? Match the part to the correct box.

Priest

**Answer:** c. beard

sister (nun)

**Answer:** a. uniform

doctor

**Answer:** b. stethoscope

CCSS.ELA-Literacy.RI.7.1

3. Which statement BEST represents the world as Mrs. B. sees it?

**Answer:** a. Differences between things don't mean anything to me.

CCSS.ELA-Literacy.RI.7.2

4. Which statement BEST represents Mrs. B.'s attitude towards her life?

**Answer:** d. Indifferent but cheerful

CCSS.ELA-Literacy.RI.7.2

5. What are the symptoms of Mrs. B.'s condition that Dr. Sacks describes?

Doesn't seem to care

Empty facial expression

Uses bad language all the time

Doesn't distinguish between things

Takes wild risks

**Answers:** Yes, Yes, No, Yes, No

CCSS.ELA-Literacy.RI.7.1

6. Based on the description, what do you think it would be like to spend time with Mrs. B.?

**Sample Response:** I think it would feel a little bit funny, but also a little scary. The passage says that she loved to tell jokes, but also that she looked like she didn't care about anything, and that she could be "volatile."

CCSS.ELA-Literacy.RI.7.1

## Lesson 1: A Modern Phineas

1. Mrs. S. suffered a brain injury that was caused by \_\_\_\_\_.

**Answer:** b. a stroke

CCSS.ELA-Literacy.RI.7.1

2. What did Mrs. S. lose due to her brain injury?

**Answer:** b. The concept of “left”

CCSS.ELA-Literacy.RI.7.2

3. What strategy did she usually use to overcome this challenge?

**Answer:** a. She turned right until she saw the full picture.

CCSS.ELA-Literacy.RI.7.1

4. What evidence of Mrs. S.’s symptoms did the author present?

She ate only half a plate of dessert.  
She drove down the wrong side of the road.  
She applied makeup to only half of her face.  
She read only the right-hand pages of books.

**Answers:** Yes, No, Yes, No

CCSS.ELA-Literacy.RL.7.1

5. Which word in the following paragraph BEST shows that Mrs. S. faced social problems due to her symptoms?

**Answer:** b. derision

CCSS.ELA-Literacy.RL.7.4

6. How do you think her brain injury affected Mrs. S.’s personality? What makes you think so?

**Sample Response:** I don’t think her personality was affected by her injury. She still had a great sense of humor and she could think just like before. The author wrote, “She has perfectly preserved intelligence—and humour” (paragraph 1), and, based on the description in the passage, she seemed to laugh a lot.

CCSS.ELA-Literacy.RI.7.1

## Lesson 3: Comparing Visual Neglect to “Eyes Right”

1. Which of these does Dickinson compare with the brain?

The sky  
The stars  
The forest  
The sea

**Answers:** Yes, No, No, Yes

CCSS.ELA-Literacy.RL.7.1

2. What is the meaning of the line, “The one the other will include” (3)?

The \_\_\_\_\_

**Answer:** c. brain

can contain the \_\_\_\_\_.

**Answer:** b. sky

CCSS.ELA-Literacy.RL.7.4

3. What does Dickinson mean when she writes: “the brain is deeper than the sea” (5)?

**Answer:** b. The brain can imagine and understand the sea, but not the other way around.

CCSS.ELA-Literacy.RL.7.4

4. Which word BEST represents the idea that the brain can “contain” the sea by thinking about it?

**Answer:** c. absorb

CCSS.ELA-Literacy.RL.7.4

5. Based on this poem, what do you think Dickinson believes to be so special about the brain?

**Sample Response:** Dickinson compares the brain to some of the greatest things in nature (the sky, the sea), and even to God.

CCSS.ELA-Literacy.RL.7.1

# Grade 7 Solo Answer Key

## 7D: Poetry & Poe

### Sub-Unit 1: Poetry

#### Lesson 1: Seeing Silence

1. The horse \_\_\_\_\_ to greet the youth.

**Answer:** d. makes no sound

CCSS.ELA-Literacy.RL.7.1

2. What is the horse looking at?

**Answer:** b. The youth

CCSS.ELA-Literacy.RL.7.1

3. Based on the horse's reaction to the approaching youth, the horse most likely \_\_\_\_\_.

**Answer:** c. feels calm around the youth

CCSS.ELA-Literacy.RL.7.6

4. List two details or phrases in stanzas 1–2 that described an image or detail you could picture.

**Answers may vary.**

CCSS.ELA-Literacy.RL.7.1

5. Choose one of those details or phrases and describe what you picture.

**Sample Response:** Lines 5–6 say, “The grass divides as with a comb / A spotted shaft is seen.” This makes me picture something spotted on the ground in between some blades of grass. It must be very small to fit between blades of grass. I bet it’s a spotted salamander.

CCSS.ELA-Literacy.RL.7.1

6. Does this image you just described help you identify the “narrow fellow”?

**Answers may vary.**

CCSS.ELA-Literacy.RL.7.1

7. Who or what do you think the “narrow fellow” is?

**Answers may vary.**

CCSS.ELA-Literacy.RL.7.1

8. What is the speaker telling this boy to do?

**Answer:** d. Listen

CCSS.ELA-Literacy.RL.7.1

9. Read “The Silence.” Which letter’s sound is repeated most in this poem?

**Answer:** b. s

CCSS.ELA-Literacy.RL.7.4

## Lesson 2: “His notice sudden is...”

1. This question has two parts.

**Part 1:** Who is the speaker of the poem?

**Answer:** a. An adult

**Part 2:** Which line from the poem BEST supports your answer?

**Answer:** b. Line 11

CCSS.ELA-Literacy.RL.7.6

2. Select the verbs that show what the speaker did as a child and what the snake did.

Speaker

**Answers:** b. Passed (13)  
c. Thought (13)  
e. Stooping (15)

Snake

**Answers:** a. Likes (9)  
d. Unbraiding (14)  
f. Wrinkled (16)

CCSS.ELA-Literacy.RL.7.6

3. What happened between the speaker and the snake in stanzas 3–4 (lines 9–16)? Write two sentences to explain what happened.

**Sample Response:** The speaker is walking barefoot outside when the speaker sees a whip in the grass. The speaker bends down to pick it up, but finds out it’s really a snake when it takes off.

CCSS.ELA-Literacy.RL.7.2

4. Judging from stanza 3 (lines 9–12), what type of conditions would the “narrow fellow” prefer?

**Answer:** b. Cool and damp

CCSS.ELA-Literacy.RL.7.1

5. As a child, the speaker mistook the “narrow fellow” for \_\_\_\_\_.

**Answer:** a. a whiplash

CCSS.ELA-Literacy.RL.7.1

6. In stanza 1, the speaker says “you may have met him / did you not.” What does the speaker mean by this?

**Answer:** b. The speaker is wondering whether someone else has met the “narrow fellow.”

CCSS.ELA-Literacy.RL.7.4

7. This question has two parts.

**Part 1:** What sound do you associate with a snake?

**Answer:** a. Hiss

**Part 2:** Reread line 4 of the poem. Based on the sounds you hear, why do you think Emily Dickinson chose these words?

**Sample Response:** When I say this line out loud (“His notice sudden is”), I notice that I make a lot of s sounds. So it sounds like a hissing snake. I bet the poet did this on purpose to help us picture the snake.

CCSS.ELA-Literacy.RL.7.4

8. According to the poem, this “narrow fellow” (1) appears \_\_\_\_\_.

**Answer:** d. suddenly

CCSS.ELA-Literacy.RL.7.1

## Lesson 3: “And zero at the bone”

1. In paragraph 1, the narrator says that one of his senses is especially sharp. Which sense is it?

**Answer:** b. Hearing

CCSS.ELA-Literacy.RL.7.1

2. In paragraph 2, the narrator says he forms his plan because \_\_\_\_\_.

**Answer:** c. he can't stand the old man's eye

CCSS.ELA-Literacy.RL.7.1

3. After reading paragraph 3, which three words do you think the narrator might use to describe his preparations for his crime?

**Answers:** b. Smart  
c. Careful  
e. Patient

CCSS.ELA-Literacy.RL.7.6

4. In the middle of paragraph 3, what does the narrator mean by a “dark lantern”?

**Answer:** c. One that is lit but covered up

CCSS.ELA-Literacy.RL.7.4

5. In paragraph 5, the narrator says, “I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out—“Who's there?” (5).

This suggests that the old man most likely cried out because \_\_\_\_\_.

**Answer:** c. the narrator makes a noise with the lantern

CCSS.ELA-Literacy.RL.7.1

6. Number the events of the first 10 paragraphs in the correct order.

**Answers:** 1 c. An idea to kill the man is formed.

2 e. The narrator creeps into the old man's room.

3 b. The old man wakes suddenly out of his sleep.

4 d. The eye looks at the narrator in the darkness.

5 a. The beating heart distracts the narrator.

CCSS.ELA-Literacy.RL.7.2

## Lesson 1: Read Like a Movie Director, Part 1

1. List two or three places where you got a very clear picture of what was happening.

**Answers will vary.**

List two or three places where you did not.

**Answers will vary.**

2. How does the narrator feel at the beginning of the paragraph? Which detail showed this?

**Sample Response:** At the beginning of the paragraph, the narrator feels relaxed. “I was singularly at ease.”

How does the narrator feel at the end of the paragraph? Which detail showed this?

**Sample Response:** At the end of the paragraph, the narrator feels stressed and overwhelmed. “The ringing became more distinct:—It continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definitiveness.”

What changes from the beginning to the end of the paragraph?

**Sample Response:** The narrator’s feelings change because he starts hearing an annoying sound that he can’t get rid of.

**CCSS.ELA-Literacy.RL.7.1**

3. What is the mood of the narrator at the beginning of paragraph 16, while he is talking to the police?

**Answer:** a. Calm and confident

**CCSS.ELA-Literacy.RL.7.6**

4. As he continues talking to the police in paragraph 16, in what way does the narrator start to feel odd?

**Answer:** d. All of the above

**CCSS.ELA-Literacy.RL.7.1**

5. In paragraph 17, when the ringing becomes a different sound and seems to be getting louder, what does the narrator do?

**Answer:** c. He tries to make sure the police won’t hear it.

**CCSS.ELA-Literacy.RL.7.1**

6. In paragraph 17, the narrator says, “Was it possible they heard not? Almighty God!—no, no! They heard!—they suspected!—they knew!—they were making a mockery of my horror!—this I thought, and this I think.” Here, the narrator seems to think the police are \_\_\_\_\_.

**Answer:** d. making fun of him

**CCSS.ELA-Literacy.RL.7.4**

7. The narrator’s final outburst to the police is to \_\_\_\_\_.

**Answer:** a. confess to the crime

**CCSS.ELA-Literacy.RL.7.1**

8. What sound does the narrator hear right before he murders the old man?

**Answer:** b. The beating of a heart

**CCSS.ELA-Literacy.RL.7.1**

9. Select the moment in paragraph 11 that shows how the narrator knows the old man is dead.

**Answer:** d. I placed my hand upon the heart and held it there many minutes. There was no pulsation.

**CCSS.ELA-Literacy.RL.7.1**

10. Reread paragraphs 12–13 to determine where the narrator hid the old man’s body.

**Answer:** c. The body is under the floor.

**CCSS.ELA-Literacy.RL.7.1**

11. In paragraphs 14 and 15, how does the narrator act when the police arrive?

**Answer:** c. Like he is sure they will not suspect him

**CCSS.ELA-Literacy.RL.7.1**

## Lesson 2: Read Like a Movie Director, Part 2

1. Select the phrase that BEST completes the statement based on the information presented in paragraphs 8 and 9.

While standing in the doorway of the old man's room, the narrator keeps the light from the lantern \_\_\_\_\_.

**Answer:** d. shining on the old man's eye

CCSS.ELA-Literacy.RL.7.2

2. In paragraph 10, the narrator compares the beating of the old man's heart to the sound made by \_\_\_\_\_.

**Answer:** d. a watch wrapped in cotton

CCSS.ELA-Literacy.RL.7.1

3. What does the narrator say the loud beating of the old man's heart is causing?

**Answer:** a. His own increase in fury and uncontrollable terror

CCSS.ELA-Literacy.RL.7.3

4. In paragraph 11, what is the “new anxiety” that finally causes the narrator to leap at the old man?

**Answer:** c. That someone might hear the heartbeat

CCSS.ELA-Literacy.RL.7.1

5. In paragraph 11, after he has pulled the bed onto the old man, how does the narrator feel about the continuing sound of the heartbeat?

**Answer:** a. It doesn't bother him: he doesn't think anyone will hear it.

CCSS.ELA-Literacy.RL.7.6

## Lesson 3: Examining the Reader's Perspective

Paraphrase condition 1: “as not to know the nature and quality of the act he was doing”

**Paraphrase condition 1:** he does not know what he is doing

Paraphrase condition 2: “If he did know it, that he did not know he was doing what was wrong.”

**Paraphrase condition 2:** he did not know that what he did was wrong

CCSS.ELA-Literacy.RI.7.4

1. The M'Naghten Rule says that in a court case, jurors should assume a man is sane unless \_\_\_\_\_.

**Answer:** c. he is proven not to be

CCSS.ELA-Literacy.RI.7.1

2. According to the M'Naghten Rule, which TWO conditions would be sufficient to prove someone insane?

**Answers:** a. Did not know the nature of what he was doing  
c. Did not know what he did was wrong

CCSS.ELA-Literacy.RI.7.2

3. Select the phrase that BEST completes the statement based on the information presented about the M'Naghten Rule.

According to this rule, a jury should accept that a man is not responsible for his crime only if \_\_\_\_\_.

**Answer:** a. his insanity has been proven or established

CCSS.ELA-Literacy.RI.7.2



Lesson 4: **Comparing the Narrator’s and Reader’s Perspectives**

1. Describe one moment in “The Tell-Tale Heart” where you think the narrator DOES NOT “know he was doing what was wrong.”

**Sample Response:** The narrator believes he is doing the right thing by getting rid of the old man’s eye and does not know that what he is doing is wrong.

**CCSS.ELA-Literacy.RL.7.6**

2. Describe one moment in “The Tell-Tale Heart” where you think the narrator DOES “know he was doing what was wrong.”

**Sample Response:** The narrator hides the old man’s body and believes that he has fooled the police with his calmness. This shows that the narrator knows he has done something wrong enough to hide it.

**CCSS.ELA-Literacy.RL.7.6**

## Lesson 5: Debating the Narrator’s Sanity, Part 1

1. Select the word that BEST completes the statement based on the information presented in paragraph 1.

The narrator assumes the reader thinks he is \_\_\_\_\_.

**Answer:** d. insane

CCSS.ELA-Literacy.RL.7.1

2. In paragraph 1, as he tells his story, what THREE characteristics does the narrator want the reader to pay attention to?

**Answers:** b. He’s nervous.  
d. He has sharp senses.  
e. He can tell a story calmly.

CCSS.ELA-Literacy.RL.7.2

3. Since he denies being mad, the “disease” that the narrator refers to as having sharpened his senses seems to be \_\_\_\_\_.

**Answer:** c. his nervousness

CCSS.ELA-Literacy.RL.7.1

4. In paragraph 2, the narrator says about his plan, “Object there was none.” Which choice BEST explains what he means?

**Answer:** a. I have no plan to gain anything by killing the old man.

CCSS.ELA-Literacy.RL.7.4

5. Select the word that BEST completes the statement based on the information presented in paragraphs 3 and 4.

The narrator’s main feeling about his own actions seems to be \_\_\_\_\_.

**Answer:** c. pride

CCSS.ELA-Literacy.RL.7.6

6. In the days leading up to the crime, which phrase BEST describes the narrator’s actions toward the old man?

**Answer:** b. Especially kind

CCSS.ELA-Literacy.RL.7.2

7. This question has two parts.

**Part 1:** In paragraph 7, the narrator claims that he recognizes the sound or groan of terror that the old man makes. Why is it familiar to him?

**Answer:** a. The narrator has made a similar sound.

**Part 2:** Which sentence supports the narrator’s claim?

**Answer:** b. “Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me.” (4)

CCSS.ELA-Literacy.RL.7.1

8. Select the phrase that BEST completes the statement based on the information presented in paragraphs 15 and 16.

The narrator seems determined to convince \_\_\_\_\_.

**Answer:** b. the reader that he is sane, and the police that he is innocent.

CCSS.ELA-Literacy.RL.7.2

## Lesson 6: Debating the Narrator’s Sanity, Part 2

1. The narrator says that what finally pushed him to vow revenge was when Fortunato \_\_\_\_\_ him.

**Answer:** c. insulted

CCSS.ELA-Literacy.RL.7.1

2. Select the phrase that BEST completes the statement based on the information in paragraph 1.

The narrator is certain he will get his revenge without \_\_\_\_\_.

**Answer:** b. being caught or punished for his actions

CCSS.ELA-Literacy.RL.7.1

3. The narrator states, “You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat.” Based on this sentence, what can we assume about the narrator?

**Answer:** d. He kept silent about what he was planning.

CCSS.ELA-Literacy.RL.7.4

4. The narrator says it “must be understood” that his behavior toward Fortunato is \_\_\_\_\_.

**Answer:** d. falsely friendly

CCSS.ELA-Literacy.RL.7.1

5. In paragraph 3, the narrator says that Fortunato is mainly a man to be respected and feared. What does he say is Fortunato’s weak point?

**Answer:** b. Being conceited about his wine knowledge

CCSS.ELA-Literacy.RL.7.1

6. What does the narrator mean when he says this at the end of paragraph 1?

“It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.”

**Answer:** b. A wrong is not corrected when the person who was wronged does not let the other person know who is taking vengeance.

CCSS.ELA-Literacy.RL.7.1

7. Number the events of today’s Solo in the correct order.

**Answers:** 1 d. Montresor is insulted by Fortunato.  
2 a. Fortunato greets Montresor at the carnival.  
3 b. Montresor tells Fortunato that he has a pipe of wine that may be Amontillado.  
4 e. Fortunato follows Montresor to his house.  
5 c. Montresor suggests that they leave the catacombs.

CCSS.ELA-Literacy.RL.7.2

Lesson 1: **Amontillado! Amontillado!**

1. Write two questions you still have about the story.

**Possible questions:** What makes Amontillado so important? What did Fortunato do to insult Montresor?

**CCSS.ELA-Literacy.RL.7.10**

2. In paragraph 47, what does the narrator tell Fortunato his family's arms (family logo) shows?

**Answer:** d. All of the above

**CCSS.ELA-Literacy.RL.7.1**

3. Select one additional item stored in the narrator's vaults other than wine.

**Answer:** d. Remains of ancestors

**CCSS.ELA-Literacy.RL.7.1**

4. In the room where one wall of bones has been cleared away, what is revealed?

**Answer:** b. A small opening

**CCSS.ELA-Literacy.RL.7.1**

5. For protection from the damp, the narrator \_\_\_\_\_.

**Answer:** c. gives Fortunato some wine

**CCSS.ELA-Literacy.RL.7.1**

6. How does the narrator get Fortunato to step into the recess in the wall?

**Answer:** b. By telling him the Amontillado is inside of it

**CCSS.ELA-Literacy.RL.7.1**

7. What does Fortunato do as the narrator is just about to finish building the stone wall?

**Answer:** c. He starts to laugh.

**CCSS.ELA-Literacy.RL.7.1**

Lesson 2: **Your Movie Crew**

1. Who is Luchesi?

**Answer:** b. An acquaintance who knows about wine

**CCSS.ELA-Literacy.RL.7.1**

2. This question has two parts.

**Part 1:** Fortunato's attitude toward Luchesi seems to be one of \_\_\_\_\_.

**Answer:** d. disrespect

**Part 2:** Which moment in the text provides the BEST support for your answer?

**Answer:** c. "You have been imposed upon. And as for Luchesi, he cannot distinguish Sherry from Amontillado." (22)

**CCSS.ELA-Literacy.RL.7.6**

3. This question has two parts.

**Part 1:** What does Montresor repeatedly warn Fortunato about when they are in the vaults?

**Answer:** b. The damp and nitre

**Part 2:** Why does he do this?

**Sample Response:** He wants to manipulate Fortunato into thinking it is his idea to continue into the vault.

**CCSS.ELA-Literacy.RL.7.1**

4. Just after telling Fortunato about his family motto (paragraph 49), what does Montresor try to do?

**Answer:** c. Talk Fortunato into leaving due to the dampness

**CCSS.ELA-Literacy.RL.7.1**

5. In paragraph 67, the phrase "the foulness of the air caused our flambeaux rather to glow than flame" means that bad air is making things darker by dimming the flames of the torches.

**Answer:** a. True

**CCSS.ELA-Literacy.RL.7.4**

## Lesson 3: A Director’s Reading

1. When Montresor chains Fortunato to the wall in paragraph 71, why doesn’t Fortunato fight back?

**Answer:** He is surprised.

CCSS.ELA-Literacy.RL.7.1

2. When they reach the end of Montresor’s vaults toward the end of the story, why is there a pile of bones on the floor?

**Answer:** c. Montresor is hiding his building materials under them.

CCSS.ELA-Literacy.RL.7.1

3. This question has two parts.

**Part 1:** Why does Montresor stop his masonry work every so often in paragraph 76?

**Answer:** c. So he can enjoy listening to Fortunato’s distress

**Part 2:** Which sentence from this paragraph provides the BEST support for your answer?

**Answer:** b. “The noise lasted for several minutes, during which, that I might hearken to it with the more satisfaction...”

CCSS.ELA-Literacy.RL.7.1

4. What does Montresor indicate he has done in preparation for Fortunato’s visit to his house?

**Answer:** c. He made sure that his servants would not be at home when he returns.

CCSS.ELA-Literacy.RL.7.1

5. In paragraphs 85–89, what seems to disturb Montresor?

**Answer:** c. The fact that Fortunato won’t reply

CCSS.ELA-Literacy.RL.7.1

## Lesson 4: Read Like a Movie Reviewer

1. Select the phrase to complete the statement based on the information presented in paragraph 1.

The narrator is saying that this listener “will not suppose” that he \_\_\_\_\_.

**Answer:** c. threatened Fortunato

CCSS.ELA-Literacy.RL.7.1

2. In paragraph 2, how does the narrator describe his smiling at Fortunato?

**Answer:** a. He says it was formerly just a habit, but now it is at the thought of Fortunato’s doom.

CCSS.ELA-Literacy.RL.7.1

3. In paragraph 4, the narrator attributes the warmth of Fortunato’s greeting to \_\_\_\_\_.

**Answer:** d. the fact that he has been drinking

CCSS.ELA-Literacy.RL.7.1

4. In paragraph 4, what is Fortunato wearing on his head?

**Answer:** a. A fool’s cap with bells

CCSS.ELA-Literacy.RL.7.1

5. In paragraphs 37–39 and 53–54, what does Montresor do before he hands each bottle of wine to Fortunato?

**Answer:** a. He breaks the neck of the bottle to open it.

CCSS.ELA-Literacy.RL.7.1

Lesson 5: **Behind the Wall**

1. When Montresor meets Fortunato one evening during Carnival season, he uses Fortunato’s conceit about his wine knowledge to trick him into going to the vaults. Select the two phrases that show how he does this.

**Answers:**

- a. Montresor tells Fortunato he may have a valuable kind of wine but is not sure.
- c. Montresor tells Fortunato he plans to ask Luchesi about the Amontillado.

CCSS.ELA-Literacy.RL.7.2

2. As Montresor and Fortunato leave together to go to his house, what does Montresor put on?

**Answer:** c. A black mask

CCSS.ELA-Literacy.RL.7.1

3. Select the phrase to complete the statement based on the information presented in paragraph 24.

On the way to his home, the narrator seems confident that, as soon as his back is turned, his servants will have \_\_\_\_\_.

**Answer:** c. left the house for the evening

CCSS.ELA-Literacy.RL.7.2

4. In paragraphs 28–31, what is the “white web-work” on the walls of the crypt?

**Answer:** d. Nitre, a mineral formation caused by the dampness underground

CCSS.ELA-Literacy.RL.7.1

5. What does Montresor’s family motto, “Nemo me impune lacessit” (49), relate to in the story?

**Answer:** d. Montresor’s feelings about revenge

CCSS.ELA-Literacy.RL.7.2

## Lesson 1: "Ah, distinctly I remember..."

**Stanzas**

Select the words to complete the first stanza from "The Raven."

Once upon a midnight dreary, while I  
 \_\_\_\_\_(1), \_\_\_\_\_(2) and weary,  
 Over many a \_\_\_\_\_(3) and curious volume  
 of \_\_\_\_\_(4) lore,  
 While I \_\_\_\_\_(5), nearly napping,  
 \_\_\_\_\_(6) there came a tapping,  
 As of some one \_\_\_\_\_(7) rapping, rapping  
 at my \_\_\_\_\_(8) door.  
 "'Tis some \_\_\_\_\_(9)," I \_\_\_\_\_(10),  
 "tapping at my chamber door—  
 Only \_\_\_\_\_(11), and nothing more."

**Answers:** 1. b. pondered, 2. a. weak, 3. a. quaint,  
 4. b. forgotten, 5. a. nodded, 6. b. suddenly,  
 7. b. gently, 8. a. chamber, 9. b. visitor,  
 10. a. muttered, 11. b. this

1. Choose all that apply: Which of these could describe what the narrator is doing in lines 1–2?

**Answers:** b. Looking at books  
 e. Thinking

**CCSS.ELA-Literacy.RL.7.4**

2. In the first stanza (lines 1–6), the setting could BEST be described as a \_\_\_\_\_.

**Answer:** c. dark, late night

**CCSS.ELA-Literacy.RL.7.2**

3. What does the narrator think is causing the tapping noise he hears?

**Answer:** d. A visitor

**CCSS.ELA-Literacy.RL.7.1**

4. When he describes how "each separate dying ember wrought its ghost upon the floor" (8), what is he most likely referring to?

**Answer:** c. The light and shadow created by his fire

**CCSS.ELA-Literacy.RL.7.4**

5. When the narrator says, "vainly I had sought to borrow / From my books surcease of sorrow" (9–10), what does he most likely mean?

**Answer:** b. He is unsuccessfully using books to find a solution for his sadness.

**CCSS.ELA-Literacy.RL.7.4**

6. In stanza 2 (lines 7–12), the narrator connects his sorrow to the loss of a woman named Lenore.

**Answer:** a. True

**CCSS.ELA-Literacy.RL.7.1**

## Lesson 2: "while I pondered..."

1. When he goes to open the door in stanza 4 (lines 19–24), the narrator's words "...truly your forgiveness I implore... / That I scarce was sure I heard you" (lines 20–23) are \_\_\_\_\_.

**Answer:** c. apologetic

CCSS.ELA-Literacy.RL.7.4

2. What does the narrator seem to think of the raven?

**Answer:** a. He thinks the raven is acting with dignity.

CCSS.ELA-Literacy.RL.7.6

3. Which sentence provides the BEST summary of lines 58–59?

**Answer:** b. The narrator thinks the raven will leave him.

CCSS.ELA-Literacy.RL.7.2

4. In stanza 8 (lines 43–48), what is it about the raven that makes the narrator smile?

**Answer:** d. Its serious look

CCSS.ELA-Literacy.RL.7.1

5. In stanza 11 (lines 61–66), the narrator assumes that the raven's word was learned from \_\_\_\_\_.

**Answer:** a. someone who previously owned it

CCSS.ELA-Literacy.RL.7.2

6. When the narrator says, " 'Tell this soul with sorrow laden if, within the distant Aidenn, / It shall clasp a sainted maiden whom the angels name Lenore—' " (lines 93–95), he seems to think that the raven has the power to \_\_\_\_\_.

**Answer:** a. tell the future

CCSS.ELA-Literacy.RL.7.2



## Lesson 3: “Quoth the Raven, ‘Nevermore’”

1. By the last stanza of the poem, the raven \_\_\_\_\_.

**Answer:** c. has not moved from its original spot

CCSS.ELA-Literacy.RL.7.2

2. Select the phrase that BEST completes the statement.

In the line, “And the lamplight o’er him streaming throws his shadow on the floom” (line 106), the \_\_\_\_\_.

**Answer:** d. light makes a shadow of the raven on the floor

CCSS.ELA-Literacy.RL.7.4

3. In the final lines, “And my soul from out that shadow that lies floating on the floor / Shall be lifted—nevermore!” (lines 107–108), the narrator is most likely saying which of these things about his soul?

**Answer:** b. His soul is trapped somehow by the shadow of the raven.

CCSS.ELA-Literacy.RL.7.4

4. In stanza 11 (lines 61–66), when the narrator guesses that the raven’s speech came from “some unhappy master whom unmerciful Disaster / Followed fast and followed faster...” (lines 63–64) what is he implying?

**Answer:** a. That this person had one bad thing after another happen to him.

CCSS.ELA-Literacy.RL.7.1

5. In stanza 12 (lines 67–72), in the lines “I betook myself to linking / Fancy unto fancy, thinking what this ominous bird of yore— / ... / Meant in croaking ‘Nevermore’.” (lines 69–72) the narrator seems to be feeling

**Answer:** c. curious

CCSS.ELA-Literacy.RL.7.6

6. Select the two words that BEST describe the narrator’s mood in these lines from stanza 13 (77–78).

“But whose velvet violet lining with the lamplight gloating o’er / She shall press, ah, nevermore!”

**Answers:** a. Sad  
d. Nostalgic

CCSS.ELA-Literacy.RL.7.4

7. In stanzas 14 and 15 (lines 79–90), what does the narrator seem to want most?

**Answer:** c. Relief from emotional pain

CCSS.ELA-Literacy.RL.7.6

## Lesson 4: A Director’s Reading

1. In stanza 1, the description of “Many a quaint and curious volume of forgotten lore” (2) sounds like the narrator is reading \_\_\_\_\_.

**Answer:** c. relatively unknown writings

CCSS.ELA-Literacy.RL.7.4

2. In stanza 2 (lines 7–12), what does the narrator wish?

**Answer:** b. That the night would pass quickly

CCSS.ELA-Literacy.RL.7.2

3. In stanza 10, when the narrator says the raven “spoke only / That one word, as if his soul in that one word he did outpour” (lines 55–56), he seems to think the raven is making a bird call, without meaning.

**Answer:** b. False

CCSS.ELA-Literacy.RL.7.2

## Lesson 5: “...suddenly there came a tapping”

2. Write 1 or 2 sentences explaining what this passage tells you about how the narrator is feeling.

**Sample Response:** This passage tells us that the narrator feels proud of how smart he is as he plans to kill the old man. The narrator takes time to plan and stalk the old man.

CCSS.ELA-Literacy.RL.7.6

3. Write 1 or 2 sentences regarding one thing you learn about Montresor from those lines.

**Sample Response:** These lines show that Montresor vows revenge. He is happy to see Fortunato because he can put his plan into action.

CCSS.ELA-Literacy.RL.7.1

4. What do the narrator’s different explanations of the raven at the beginning of the poem and at the end of the poem say about how he is feeling? Write a 1 or 2 sentence explanation.

**Sample Response:** At the beginning of the poem, the narrator seems groggy and a little confused, as if he is hearing things. At the end, he seems scared and convinced that the raven is horrible.

CCSS.ELA-Literacy.RL.7.6

# Grade 7 Solo Answer Key

## 7E: The Frida & Diego Collection

### Sub-Unit 2: Scavenger Hunt and Internet Research

#### Lesson 1: **Scavenger Hunt: Introducing the Collection**

1. In paragraph 1, the author writes that Diego's "images are iconic." According to the examples listed in paragraph 2, which of the following is the correct meaning of "iconic images"?

**Answer:** c. They are meant to represent types of people or professions rather than specific individuals.

CCSS.ELA-Literacy.RI.7.4

2. According to paragraph 6, what role did Frida Kahlo play in the mural project?

**Answer:** b. She helped Rivera examine and take pictures of the factory.

CCSS.ELA-Literacy.RI.7.1

3. In paragraph 10, which statement BEST explains what the Detroit News editorial meant when it said Diego's mural was "coarse in conception" and "vulgar"?

**Answer:** a. The original ideas were in poor taste.

CCSS.ELA-Literacy.RI.7.4

4. Complete the statement based on the information presented in paragraphs 9–12.

The murals' patron, Edsel Ford, issued a statement indicating he thought the murals were \_\_\_\_\_.

**Answer:** b. an honest representation of Diego's ideas.

CCSS.ELA-Literacy.RI.7.1

5. According to paragraph 6, what caused Diego to paint all the walls of the garden?

**Answer:** d. Diego was enamored with the Ford factory.

CCSS.ELA-Literacy.RI.7.1

Lesson 2: **Scavenger Hunt: Exploring the Collection**

1. Judging from paragraph 1, a visitor to Frida and Diego's house in Coyoacán would be struck with a sense of \_\_\_\_\_.

**Answer:** a. color and life

CCSS.ELA-Literacy.RI.7.1

2. Which statement BEST summarizes the significance of Frida and Diego's collection of folk art?

**Answer:** b. It represents the couple's heritage.

CCSS.ELA-Literacy.RI.7.2

3. Choose TWO words to complete the sentence.

When the author writes that "everything about [Frida] ... breathed a kind of roguish glee" (4), it means she gives off a sense of \_\_\_\_\_ and \_\_\_\_\_.

**Answers:** a. joy  
e. playfulness

CCSS.ELA-Literacy.RI.7.4

4. Which statement BEST expresses what paragraph 7 shows about Frida's personality?

**Answer:** b. She pays great attention to detail, especially in nature.

CCSS.ELA-Literacy.RI.7.2

5. The author presents first-hand experiences of living with Frida and many rituals of her home. In particular, Frida's attention to arranging her dining table also became an artistic adventure. Which arrangement was added to Frida's normal dining ritual?

**Answer:** a. Placing flowers in the center of the table

CCSS.ELA-Literacy.RI.7.1

6. According to the author, how is Frida's attention to detail at her dinner table reflected in her painting *The Bride Frightened at Seeing Life Opened*?

**Sample Response:** According to the author, Frida's attention to detail allowed her to paint vivid pictures of fruits and animals that express liveliness and spirit.

CCSS.ELA-Literacy.RI.7.1

## Lesson 3: Internet Research

1. Judging from the tone and content of Frida's letter to the Wolfes, they are most likely \_\_\_\_\_.

**Answer:** a. friends

CCSS.ELA-Literacy.RI.7.4

2. Which statement BEST summarizes Frida's depiction of her marriage at this point in 1934?

**Answer:** c. Frida and Diego have very different ideas about marriage.

CCSS.ELA-Literacy.RI.7.2

3. In paragraph 11, Frida mainly focuses on her lack of \_\_\_\_\_.

**Answer:** c. communication with Diego

CCSS.ELA-Literacy.RI.7.2

4. What does the line "...all I have written you here has been as if I told you with my heart in my hand" in paragraph 14 MOST LIKELY mean?

**Answer:** b. Frida is completely emotionally honest with her friends.

CCSS.ELA-Literacy.RI.7.4

5. According to Frida's letter to her friends, which topic do Frida and Diego seem to disagree on most?

**Answer:** d. Fidelity

Choose a quote from the text to support your answer.

**Sample Response:** "I never thought about myself, and after six years, his answer is that fidelity is a bourgeois virtue and that it exists only to exploit [people] and to obtain an economic gain." (9)

CCSS.ELA-Literacy.RI.7.1

## Lesson 1: Descriptive Language

1. Read the last line from paragraph 1.

“And if I attempt to speak of him purely, as a soul, I shall only end up by painting my own emotions.”

Which other line from paragraph 1 BEST matches Frida’s meaning here?

**Answer:** b. “...I cannot be an objective spectator of him or his life...”

CCSS.ELA-Literacy.RI.7.4

2. Frida describes Diego’s features in paragraphs 2 and 3. Which feature does she suggest may suit his work as a painter of large murals?

**Answer:** a. His widely spaced eyes

CCSS.ELA-Literacy.RI.7.1

3. Match the phrase to complete the statement based on the information presented in paragraph 5.

When Frida says that Diego moves like he is “accustomed to living in a liquefied medium,” she means he \_\_\_\_\_.

**Answer:** b. moves in a slow, graceful way like a water creature

CCSS.ELA-Literacy.RI.7.4

4. Read this line from paragraph 9.

“He has said many times that he would rather have many intelligent enemies than one stupid friend.”

Here, Frida is saying that Diego \_\_\_\_\_.

**Answer:** c. values intelligence more than friendship

CCSS.ELA-Literacy.RI.7.4

5. Based on the passage, determine whether the statements below are true or false.

a. Kahlo painted Rivera’s picture with colors she felt most comfortable with.

b. Rivera would rather have one smart enemy instead of many stupid friends.

c. Rivera is concerned with raising the standard of living for Mexican Indians.

d. Kahlo describes Rivera’s eyes as small and says that they would take up little space on a canvas.

**Answers:** a. False, b. True, c. True, d. False

CCSS.ELA-Literacy.RI.7.1

## Lesson 2: Descriptive Writing

1. In the line “If hairs be wires, black wires grow on her head” (4), the narrator is mainly referring to what quality of his mistress’s hair?

**Answers:** b. Its texture  
d. Its color

CCSS.ELA-Literacy.RI.7.4

2. Which statement BEST captures the method the narrator uses to depict his mistress?

**Answer:** b. He contrasts aspects of her appearance with things that are unlike them.

CCSS.ELA-Literacy.RI.7.1

3. \_\_\_\_\_ is the one sense that the narrator does not use to describe his mistress.

**Answer:** a. Taste

CCSS.ELA-Literacy.RI.7.1

4. Which statement BEST summarizes the narrator’s tone and meaning in this sonnet?

**Answer:** c. The narrator sounds critical, but is really being complimentary.

CCSS.ELA-Literacy.RI.7.2

## Lesson 3: Collection Research

*Flower Day (Día de Flores) by Diego Rivera*

1. Describe the exaggerated aspects of this painting.

**Answer:** Everything and everyone in this painting is expanded to look larger than normal.

CCSS.ELA-Literacy.RL.7.1

2. Write a caption for this painting.

**Answer:** A man offers calla lilies for sale.

CCSS.ELA-Literacy.RL.7.1

*The Two Fridas by Frida Kahlo*

1. Describe the differences between how each Frida is portrayed.

**Answer:** The Frida on the left is dressed up and you can see the inside of her heart. The Frida on the right is not dressed up and you cannot see the inside of her heart.

CCSS.ELA-Literacy.RI.7.1

2. Name the ways in which the two Fridas are joined in this painting. Why is this important?

**Answer:** They are joined through their hearts and hands. These places are centers of emotion.

CCSS.ELA-Literacy.RL.7.1

3. Many art historians have written about this painting. Now it’s your turn. What was Kahlo trying to say about her life experiences in this artwork?

**Answer:** I think she was trying to say that she was confused about events in her life and this was making her really unhappy.

CCSS.ELA-Literacy.RL.7.1

## Lesson 3 (continued)

**Photo of Frida Kahlo's studio**

1. Two very important “tools” for Kahlo's work are in this photo. What are they?

**Answer:** Paints and an easel

2. Does this photograph seem posed or candid? Explain your answer.

**Answer:** Candid. They are both concentrating on something different and are not looking at the camera.

**CCSS.ELA-Literacy.RI.7.1**

***Detroit Industry (South Wall) by Diego Rivera***

1. Which part of this panel does your eye focus on and why?

**Answer:** The lower half of the center because it's colored differently than the rest of the panel.

2. Step back and take in the whole mural. What one word BEST describes the mural?

**Answer:** Work

**CCSS.ELA-Literacy.RI.7.1**

***Dream of a Sunday Afternoon on the Alameda Central by Diego Rivera***

1. Describe your first reaction to this mural.

**Answer:** At first glance, the scene depicted looks like it's a fun gathering.

2. Look closely at the mural. What details jump out at you? What do these details suggest to you about the meaning of the artwork?

**Answer:** I see Kahlo and Rivera in the mural. There is a skeleton in the middle and on the right-hand side of the composition there is a battle depicted. Rivera was thinking about different aspects of his life—his life with Frida and his political interests.

**CCSS.ELA-Literacy.RI.7.1**

***The Bride Frightened at Seeing Life Opened by Frida Kahlo***

1. Write two to three details from this painting.

**Answer:** An owl, a doll, various kinds of fruit

2. Does the title of this painting confuse you? Why or why not?

**Answer:** Yes, I'm not sure who the bride is. The doll? And the open fruit symbolizes life?

**CCSS.ELA-Literacy.RI.7.1**

***Frida Kahlo painting in bed***

1. Describe the attachments Frida had built onto her bed to make it easier for her to paint.

**Answer:** An easel was built onto her bed and she also had a brace to keep her head up while painting.

2. Describe Frida's expression in this photograph.

**Answer:** Focused

**CCSS.ELA-Literacy.RI.7.1**

***Frida Kahlo's prosthetic leg***

1. Describe Kahlo's prosthetic leg in detail.

**Answer:** Laces attached the prosthetic to her body. The prosthetic is fitted with a fancy red and green high heel boot.

2. Does Kahlo's prosthetic leg tell you anything about her? Explain your answer.

**Answer:** Yes, it tells me that she liked to dress up and she had a unique style.

**CCSS.ELA-Literacy.RI.7.1**



## Lesson 3 (continued)

**Plaster cast worn and painted by Frida Kahlo**

1. Look closely at the images on the cast and describe them.

**Answer:** Communist symbols, a human fetus

2. Choose one of the images on the cast and write about what this image suggests about who Kahlo was.

**Answer:** The fetus suggests that she wanted to be a mother.

CCSS.ELA-Literacy.RI.7.1

## Lesson 1: Preparing for the Socratic Seminar

1. Which of the following options was an issue with the Rockefeller mural, but was not mentioned in the complaints about the Detroit mural?

**Answer:** a. A portrait of a political figure

**CCSS.ELA-Literacy.RI.7.1**

2. Compare Rockefeller's letter to Rivera (paragraphs 23–27 of "Rockefellers Ban Lenin ...") to the quotes from the *Detroit News* editorial (paragraph 10 of "Detroit Industry..."). How does Rockefeller's tone compare to that of the *Detroit News* editor?

Rockefeller's Tone

**Answers:** a. Respectful  
b. Sympathetic

Tone in Both

**Answer:** c. Critical

Detroit Editor's Tone

**Answer:** d. Offensive

**CCSS.ELA-Literacy.RI.7.4**

3. Both pieces of text reference Rivera's paintings. Rockefeller's letter is addressed to Rivera, while the *Detroit News* editor addresses his words to the public. In what ways do you think the audience each author was writing to affected their tone?

**Sample Response:** Rockefeller wrote this letter to try and reason with Rivera about changing his mural. He kept his tone professional because he didn't want to upset Rivera. The *Detroit News* editor wrote his letter to the public as a way of alerting them to the injustices of Rivera's work. He used angrier language because he wanted the public to become angry, too.

**CCSS.ELA-Literacy.RI.7.6**

4. Consider how Edsel Ford reacted to the Detroit mural and how Nelson A. Rockefeller reacted to the RCA mural. Determine which statements are true or false.

a. Edsel felt Rivera had honestly depicted what he saw and felt.

b. Rockefeller felt Rivera had misrepresented what he would produce.

c. Edsel felt Rivera had an alternative motive.

d. Rockefeller felt Rivera had misunderstood what he was being asked to produce.

**Answers:** a. True, b. True, c. False, d. False

**CCSS.ELA-Literacy.RI.7.1**

5. Which statement about the outcomes of the two murals is most accurate?

**Answer:** a. Rivera completed the Detroit murals, but they left many people upset.

**CCSS.ELA-Literacy.RI.7.1**

6. Look at paragraphs 6 and 7 of "Detroit Industry..." and paragraph 30 of "Rockefellers Ban Lenin..." (Nelson A. Rockefeller's letter to Rivera).

Which TWO pieces of evidence do we learn from both texts about Diego's process for creating a new mural?

**Answers:** a. He takes his time to research what he intends to paint.  
d. He sketches his work prior to painting.

**CCSS.ELA-Literacy.RI.7.1**

## Lesson 2: Conducting the Socratic Seminar

1. Look at paragraph 18 from “Frida Becomes My Wife.”

“I did not know it then but Frida had already become the most important fact in my life. And she would continue to be, up to the moment she died, twenty-seven years later.” These lines suggest that Diego \_\_\_\_\_.

**Answer:** b. always felt Frida was a central part of his life

CCSS.ELA-Literacy.RI.7.1

2. How does Diego’s quote when he says that Frida was the most important fact in his life compare to Frida’s lines from paragraph 11 of “Letter to Ella and Bertram Wolfe”?

“Sometimes Diego comes to visit, but we don’t have anything to talk about or any connection of any kind. He doesn’t tell me about the things he is doing and he’s not interested at all in what I do or think.”

**Answer:** a. Frida’s lines seem to contradict Diego’s words, but they possibly had different ideas about what being “important” to someone means.

CCSS.ELA-Literacy.RI.7.4

3. Look at paragraph 7 from “Letter to Ella and Bertram Wolfe.” Which statement BEST summarizes what Frida seems to be feeling about the state of her life and marriage?

**Answer:** b. Diego has his art and lives the way he wants to, but without him she feels she has nothing.

CCSS.ELA-Literacy.RI.7.2

4. Think about the tone of both articles. Which statement BEST summarizes the overall message about Frida and Diego’s relationship?

**Answer:** b. Their relationship had problems but they had very intense feelings for each other.

CCSS.ELA-Literacy.RI.7.2

5. Each text provides insight into the feelings the painters have toward each other. Based on the information provided, who do you think cared about their relationship the most?

Use evidence from the text to support your thinking.

a. Frida

**Sample Response:** It is clear from Frida’s letter to the Wolfe’s that she cared deeply for Diego. Her feelings were so deep, she believed she was nothing without Diego in her life.

b. Diego

**Sample Response:** It is clear from Diego’s perspective that Frida meant the world to him and he cared deeply for her. His feelings were so deep that, even though he loved to paint, he said that Frida was “the most important fact in my life.”

CCSS.ELA-Literacy.RI.7.1

# Grade 7 Solo Answer Key

## 7F: The Gold Rush Collection

### Sub-Unit 2: Scavenger Hunt and Internet Research

#### Lesson 1: **Scavenger Hunt: Introducing the Collection**

1. Select the sentence in paragraph 1 that describes how the men in California felt when they cooked their first flap-jack.

**Answer:** j. “And many a man of mark to-day never experienced a more cheerful thrill of combined pride and pleasure, than when first he successfully accomplished the feat of turning a flap-jack.”

**CCSS.ELA-Literacy.RI.7.1**

2. The author compares the crust of the bread made by miners to \_\_\_\_\_.

**Answer:** c. layers of earth

**CCSS.ELA-Literacy.RI.7.1**

3. Number the list of eras described in the text in chronological order.

**Answers:** 1 b. Pork, bean, and flapjack  
2 c. Bread making  
3 d. Stewed dried apples  
4 a. Pies

**CCSS.ELA-Literacy.RI.7.2**

4. This question has two parts.

**Part 1:** In paragraph 2, the author suggests that breadmaking is \_\_\_\_\_.

**Answer:** b. extremely difficult to do well

**Part 2:** Write down a quote from the text that supports your answer to Part 1.

**Answer:** “With the large majority of our amateur cooks, bread-making proved but a series of disastrous failures.”

**CCSS.ELA-Literacy.RI.7.1**

5. In paragraph 4, the author claims that the people who first cooked pies “were men possessed in some degree of taste and refinement.” Write two details about pie-making that the author provides to support this claim.

**Sample Responses:** “The preparation and seasoning of the mince meat, the rolling out and manipulation of the crusts, their proper adjustment to the plate, the ornamental scollops around the edge, (made with the thumb) and the regulation of the oven’s heat to secure that rich shade of brown, required patience and artistic skill.”

“The early pie-makers of our State were men who as soon as possible slept in sheets instead of blankets, who were skilled in washing linen, who went in clean attire on Sundays, and who subscribed for magazines and newspapers.”

**CCSS.ELA-Literacy.RI.7.1**

Lesson 2: **Scavenger Hunt: Exploring the Collection**

1. According to the text, why did Twain “resign” his position as driver?

“It was at this time that I resigned the position of driver, and never resumed it again.” (1)

**Answer:** d. The group decided they no longer needed a driver.

CCSS.ELA-Literacy.RI.7.1

2. What are two ways the men displayed a willingness to cooperate on the journey?

**Answer:** a. They gave up riding, and they all pushed the wagon together.

CCSS.ELA-Literacy.RI.7.1

3. In paragraph 4, the narrator infers the dog’s thoughts and emotions by observing its behavior.

**Answer:** a. True

CCSS.ELA-Literacy.RI.7.1

4. The function of paragraph 5 is to \_\_\_\_\_.

**Answer:** c. offer a new view on the journey by describing its positive aspects

CCSS.ELA-Literacy.RI.7.5

5. Which BEST describes what the author is doing when he states that, “One of the pleasantest and most invigorating exercises one can contrive is to run and jump across the Humboldt River till he is overheated, and then drink it dry.” (9)?

**Answer:** b. Using exaggeration to create humor

CCSS.ELA-Literacy.RI.7.1

6. When Twain says at the end of the passage, “I still go on underrating men of gold and glorifying men of mica,” (37) what do you think he means?

**Sample Response:** He sometimes judges others based on surface appearance or value rather than underlying character.

CCSS.ELA-Literacy.RI.7.4

## Lesson 3: Internet Research

1. This question has three parts.

**Part 1:** The gold diggers in this image seem to be working \_\_\_\_\_.

**Answer:** a. together

**Part 2:** If you were a gold digger, how would you prefer to work?

**Answer:** [unscored]

**Part 3:** List two or more advantages of each method.

**Sample Responses:** Advantages of prospecting with other people: sharing labor, someone to talk to, sharing expenses; Advantages of prospecting by yourself: don't have to share profits; making decisions by yourself

CCSS.ELA-Literacy.RI.7.1

2. This question has two parts.

**Part 1:** Which does the poet emphasize first in the poem?

**Answer:** d. Danger and fighting

**Part 2:** Which quote from the poem would provide the BEST evidence to support your answer?

**Answer:** b. "get your weapons ready." (2)

CCSS.ELA-Literacy.RL.7.1

3. When Whitman writes in line 7, "all the rest on us depend," what does he most likely mean?

**Answer:** a. Those who will come later need the pioneers to make discoveries and create settlements.

CCSS.ELA-Literacy.RL.7.4

4. This question has two parts.

**Part 1:** The people shown in this image most likely \_\_\_\_\_ all come from the same cultural and economic background.

**Answer:** b. do not

**Part 2:** Explain your answer using details from the image.

**Sample Response:** Some of the men have ragged clothes while others have expensive-looking clothes, so some probably have more money than others. There are also different styles of dress, like not wearing a shirt or shoes, and different skin tones and hair lengths, which might be signs of different cultural backgrounds or traditions.

CCSS.ELA-Literacy.RI.7.1

5. Select which phrases describe what Whitman's pioneers DO and DO NOT.

**Answers:** Whitman's pioneers DO:

- b. Make changes to the environment
- c. See things never seen before
- d. Take risks
- e. Have curiosity about their world

Answers: Whitman's pioneers DO NOT:

- a. Stay still for long
- f. Give up hope and stop
- g. All come from the same are
- h. Leave the task to others

CCSS.ELA-Literacy.RL.7.1

6. How would you explain Whitman's meaning in the phrase, "O I mourn and yet exult"?

**Sample Response:** I think this means that he mourns for those who must have died while pioneering since it was dangerous, but he is also excited about all they accomplished.

CCSS.ELA-Literacy.RL.7.4

Lesson 2: **Writing: Dear Diary...**

1. The Gold Mountain, or *Gum Saan*, is \_\_\_\_\_.

**Answer:** b. a mining area in America

CCSS.ELA-Literacy.RL.7.1

2. Which BEST defines “Gee”?

**Answer:** d. A name shared by Li Keng’s family

CCSS.ELA-Literacy.RI.7.1

3. Which BEST describes Li Keng’s position in her family?

**Answer:** a. She is the middle child.

CCSS.ELA-Literacy.RI.7.1

4. Why is Fung with the family?

**Answer:** a. They had money from Baba to purchase her to help in the house.

CCSS.ELA-Literacy.RI.7.1

5. When mama says in paragraph 13, “We may not be rich, but we’re better off than others,” she is talking about how they \_\_\_\_\_.

**Answer:** a. don’t have to work in the fields.

CCSS.ELA-Literacy.RI.7.1

6. Baba has spent so much time at the Gold Mountain that, although Mama wants him home, she doesn’t feel she knows him very well.

**Answer:** a. True

CCSS.ELA-Literacy.RI.7.1

Lesson 3: **Collection Research**

Answer the questions that correspond to your chosen text **and image**.

**Excerpts: Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way* by Theodore T. Johnson**

1. Theodore T. Johnson wants to go to California because he wants to \_\_\_\_\_.

**Answer:** c. see the gold rush in person

CCSS.ELA-Literacy.RI.7.1

2. Theodore T. Johnson describes “gold fever” in this passage. What are some of these “feverish” scenes he encounters?

**Sample Responses:** “The bar-rooms and hotels were crowded with revellers”; “Gold dust, doubloons, and dollars were the only currency men would look at, old miners often scattering smaller coins in the streets by handfulls, rather than to count or carry them”; “Gambling prevailed to an extent heretofore unheard of and unknown”; “Pistols and revolvers, fired in recklessness or fun sometimes...”; “...intoxicated men, mounted on fleet horses, were rushing to and fro through the streets...” (2)

CCSS.ELA-Literacy.RI.7.1

3. What are some of the activities Johnson describes people doing that would be illegal today? Do you think there was more illegal activity in California than in other states during the same time period? Why or why not?

**Sample Response:** Some of the gambling might not be legal today, and firing guns or riding horses recklessly while intoxicated would definitely be illegal. I think there was probably more illegal activity because all that money and people drinking too much would probably lead to other people trying to take advantage of them or other kinds of crime.

CCSS.ELA-Literacy.RI.7.1

## Lesson 3 (continued)

**Song Excerpt: “Oh My Darling, Clementine”  
by Percy Montrose**

1. What do we know about Clementine?

**Sample Responses:** She was the daughter of a miner; she lived with him in a cavern; she was light and delicate, she died young.

CCSS.ELA-Literacy.RL.7.1

2. Which was the cause of Clementine's death?

**Answer:** a. drowning

CCSS.ELA-Literacy.RL.7.1

3. What does Clementine's death imply about the life of a miner?

**Sample Response:** That it was rough and risky, and many unexpected things could happen.

CCSS.ELA-Literacy.RL.7.1

**Excerpt: Chapter 3—“The Magic Equation”  
from *California: The Great Exception* by Carey McWilliams**

1. How was the California gold rush different from other gold rushes?

**Sample Response:** It happened at a time when transportation and means of communication were available to bring people there from all over the world. Also, it was known as a “poor man’s gold rush” because the government owned the land, so no one could own or claim it, so everyone who could get there had an equal chance to stake a claim and find gold.

CCSS.ELA-Literacy.RI.7.1

2. It was possible for even poor people to be gold miners in California due to the fact that \_\_\_\_\_.

**Answer:** a. land and claims could not be purchased

CCSS.ELA-Literacy.RI.7.1

3. What are some of the things the author mentions being harmed by the gold rush in California?

**Sample Response:** Forests, farmlands, river systems, and Indian villages

CCSS.ELA-Literacy.RI.7.1

**Image: *Head of Auburn Ravine*, Unknown  
Artist (1852)**

1. Describe the landscape of this mining settlement.

**Sample Response:** It is rocky and uneven, with buildings in the back and mining equipment in the foreground.

CCSS.ELA-Literacy.RI.7.1

2. What do the people's expressions tell you about what it might have been like working at the mine?

**Sample Response:** They look serious—no one is smiling. It tells me it was probably a hard job.

CCSS.ELA-Literacy.RI.7.1

**Image: *The Gold Seeker*, published by Kelloggs  
& Comstock (1849–1852)**

1. Describe two things in this picture that stand out to you and why.

**Sample Response:** He looks ready to fight someone and it makes me wonder what is about to happen. He also has something stuck under the band of his hat and I want to know what it is.

CCSS.ELA-Literacy.RL.7.1

2. How many weapons does the gold seeker have? What does this suggest about what life was like during the gold rush?

**Sample Response:** It looks like he has five. It suggests that things were very dangerous during the gold rush and there was probably a lot of fighting and maybe stealing.

CCSS.ELA-Literacy.RL.7.1



## Lesson 3 (continued)

**Image: *The Last War-Whoop*  
by A. F. Tait (1856)**

1. A trapper observes a wounded Native American after a fight. Describe this scene.

**Sample Response:** It's a big prairie with only a few figures on it. The trapper seems to have taken the Native American's horse, and he's just looking at him, not pointing his gun at him.

**CCSS.ELA-Literacy.RL.7.1**

2. What questions do you have about this scene?

**Sample Response:** I wonder what is going to happen next. I also wonder what the trapper is thinking—he doesn't look angry, just sort of curious.

**CCSS.ELA-Literacy.RL.7.1**

**Image: *San Francisco Past and Present* by  
George Holbrook Baker (Views of the city in  
1849 and 1854)**

1. Describe the differences between the San Francisco of the "past" and the San Francisco of the "present."

**Sample Response:** There is a lot more development in the "present," big buildings and roads. There are also less trees, and I can't even see the small houses that were up on the hills in the "past" picture.

**CCSS.ELA-Literacy.RI.7.1**

2. Some might say that San Francisco is a city defined by its harbor. Why might it be useful for a city to grow around a harbor?

**Sample Response:** A harbor would make it easier for people to travel to and from the city. It would also be a way for ships to come and go with supplies that people need.

**CCSS.ELA-Literacy.RI.7.1**