

Grade 7

Solo Activities



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

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Unit 7A, Sub-Unit 2

Solos for

Get Started



LESSON 12

Read the Prologue of *Red Scarf Girl*.

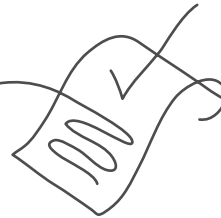
Note a word or phrase that caught your attention and explain why in 2–3 sentences.

Unit 7A, Sub-Unit 3

Solos for

Red Scarf Girl: A Memoir of the Cultural Revolution

by Ji-li Jiang



LESSON 1

Read *Red Scarf Girl* “The Liberation Army Dancer,” paragraphs 1–15.

List the following:

- One moment in the memoir when Ji-li felt happy
- One moment when she felt upset

For each moment, explain why she’s feeling what she’s feeling.

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

- a. Ji-li was kind to her and smiled often.
- b. Ji-li followed her quietly to the gym.
- c. Ji-li sang beautifully in her music class.
- d. Ji-li was able to bend over backward like an acrobat.

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

- a. She wanted to build suspense before telling them why the soldier came to school.
- b. She was angry and wanted to find out who had been acting silly during music class.
- c. She was curious about why they wanted to try out for the arts academy.
- d. She thought they might know and could tell her what the soldier wanted.

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

- a. Ji-li became afraid that she wouldn’t pass the audition because she didn’t hear the rest of the principal’s words.
- b. Ji-li started imagining herself as a Liberation Army soldier.
- c. Ji-li started to think about how excited her mother would be for her because she had disappointed her mother in the past.

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

- a. One day in May, Ji-li’s principal stopped into her music class.
- b. Until the Cultural Revolution began, Ji-li was a happy child who loved her parents and the Communist Party dearly.
- c. When asked to do a backbend, Ji-li was able to grab her ankles like an acrobat.
- 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.

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

- a. excited and cheerful.
- b. proud and confident.
- c. nervous and uncertain.
- d. confused and suspicious.

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

- a. Wang Qi was her best friend.
- b. Wang Qi sat respectfully waiting for the principal.
- c. Wang Qi was also chosen to audition.
- d. Wang Qi might choose Ji-li to be a performer.

LESSON 2

Read *Red Scarf Girl* “The Liberation Army Dancer,” paragraphs 43–76.

List a word or phrase that caught your attention and explain why.

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

The big red characters **a.** PRINCIPAL'S OFFICE made me nervous. I put my hand on the knob, **b.** hesitated, and **c.** lowered it. I **d.** walked back to the stairs, **e.** trembling and **f.** covered with sweat.

- 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?**
- An Yi had bullied her in the past so she was afraid of her.
 - Ji-li was upset that she wasn't allowed to audition and couldn't face her friend.
 - Teacher Gu was disappointed that Ji-li wasn't allowed to audition so she told Ji-li not to look at An Yi.
 - Ji-li was embarrassed that she had made An Yi late for the audition.

- 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?

- 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?**
- Ji-li's mom was concerned that Song Po-po was going to leave after three years, and she wouldn't have the help she needed.
 - Ji-li's mom wanted to finish having babies, so she could get back to supporting the revolution.
 - Ji-li's mom had been an actress and wanted to get back on stage as quickly as possible.
 - Ji-li's mom would have spread out having babies, but Ji-li's grandmother was against it.

LESSON 2

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

- a. Ji-li's parents were able to give Ji-li only what she needed, but nothing more.
- b. Ji-li's family treated their nanny well until she became their housekeeper.
- c. Ji-li's family was always silly in their attempts to have fun.
- d. Ji-li had a loving and supportive family.

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

- a. The guests were interesting and talented.
- b. Ji-li's mother would often buy her gifts to open during the parties.
- c. Ji-li could boast about her parents having great friends.
- d. The guests dressed up and put on plays for the children.

7. Which statement is TRUE?

- a. Ji-li liked to play with soap bubbles.
- b. Ji-li felt better that none of the other students had passed the audition.
- c. Ji-li was afraid her dreams would never come true.
- d. Ji-li was very upset because she didn't pass the audition.

LESSON 3

Read *Red Scarf Girl* “Destroy the Four Olds,” paragraphs 54–74.

List a word or phrase that shows how Ji-li was feeling. Explain what you think she was feeling.

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

- a. Admiration toward them
- b. Afraid of them
- c. Sad for them
- d. Confused about them

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

- a. By cutting the pants open and checking the size
- b. By bringing them to a government store for inspection
- c. By sticking a beer bottle up the leg to see if it would fit
- d. By holding them up against their own correct pants

3. This question has two parts.

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

- a. Everyone in the crowd was supportive of the man.
- b. Some people in the crowd worried that they might become a target, too.
- c. Everyone in the crowd was supportive of the students.
- d. Some people in the crowd wished they could cut the man's pants.

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

- a. “He looked nervous, standing in his white socks.” (58)
- b. “Some people pushed forward to have a closer look.” (61)
- c. “Some nervously left the circle when they saw the scissors used, and some glanced at their own pants.” (61)
- d. “The crowd gave a burst of appreciative laughter.” (64)

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

- a. The students were unable to fit a beer bottle up the trouser legs of his pants.
- b. The man had bought them in a government store.
- c. The shoes were uncomfortable and unfashionable.
- d. The shoes were considered anti-revolutionary because of their Western style.

LESSON 3

5. This passage suggests that the man _____.
- a. threw his shoes up in the air
 - b. was angry at the students
 - c. decided to go home and change his beliefs
 - d. was scared and embarrassed

LESSON 4

Read *Red Scarf Girl* "Writing *Da-Zi-Bao*," paragraphs 1–22.

List something Ji-li does, says, or thinks about regarding writing *da-zi-bao* against her teachers.

Explain why she had trouble writing *da-zi-bao* against her teachers.

1. Students wrote *da-zi-bao* to ____.

- a. decorate the classrooms
- b. show that scholars were superior to workers
- c. brighten up the gardens in the courtyard
- d. criticize their teachers and the educational system

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

- a. They were looking for a newspaper to copy from so they could write a *da-zi-bao*.
- b. They were tired of reading the *da-zi-bao* and needed some fresh air.
- c. They went to look for ideas and to show they didn't have a bad attitude about writing a *da-zi-bao*.
- d. They wanted to get away from the teachers they had begun to distrust.

3. This question has two parts.

Part 1: Whom did Pauper imply was a criminal?

- a. A teacher
- b. An Yi
- c. The principal
- d. Ji-li

Part 2: How did she do that?

- a. By listing her crimes
- b. By writing her name upside down
- c. By calling her a killer
- d. By naming her victims

LESSON 4

4. This question has two parts.

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

- a. The teacher had deliberately ruined Yin Lan-lan's eyesight by making her read a lot, and now she could not join the Liberation Army.
- b. The teacher failed Yin Lan-lan three times.
- c. Teacher Li had told her to copy an assignment over five times as punishment.
- 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?

- a. Yin Lan-lan ruined her own eyesight by not reading enough.
- b. Yin Lan-lan had flunked three times.
- c. Yin Lan-lan had to copy an assignment over five times as punishment.
- d. Yin Lan-lan didn't have time to study because she had to do more housework than the rich students.

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

- a. being an "obedient little lamb" (20)
- b. acting like a mother to her students
- c. attempting to corrupt a young revolutionary by buying her some bread
- d. cheating in order to win a Model Teacher award

LESSON 5

Read *Red Scarf Girl* “Writing Da-Zi-Bao,” paragraphs 23–61.

List a word or phrase that shows Ji-li felt a strong emotion—and explain what you think she felt.

1. This question has two parts.

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

- a. They thought she was wonderful.
- b. They believed her dressing was very stylish.
- c. They did not like her very much.
- d. They appreciated how she treated her son.

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

- a. She didn’t treat her son well.
- b. She yelled at them as they walked by her house on the way to school.
- c. She had publicly criticized Chairman Mao many times.
- d. She wore makeup and Western-style dress and had complained about the students to the school.

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?

- a. She wanted to punish her Aunt Xi-wen for complaining about the students taking mulberry leaves from her yard.
- b. She didn’t want the other students to criticize her for choosing a relative over “correct” political behavior.
- c. She liked Old Qian and didn’t want to post a *da-zi-bao* about him or hurt him in any way.
- d. The leaders had told everyone they couldn’t switch when they assigned the groups.

3. This question has two parts.

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

- a. Speak out against Chairman Mao
- b. Give them mulberry leaves whenever they wanted them
- c. Leave town and promise to never return
- 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?

- a. Her welcoming expression turned into one of nervous surprise.
- b. She stopped and wiped the sweat off her forehead.
- c. Her face was ugly with distress.
- d. She seemed taken aback at the sight of us.

LESSON 5

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

- a. Running away from her problems
- b. Helping Yin Lan-lan with her arithmetic
- c. Having an improper relationship with her teacher
- d. Being a monster and a class enemy

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 bourgeois ways. _____

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

- a. "The more you try to improve your outward appearance, the filthier your heart becomes. . ."
- b. "Our great leader, Chairman Mao, has taught us, 'Every reactionary is the same; if you do not hit him, he will not fall.'"
- c. "Let's Look at the Relationship Between Ke Cheng-li and His Favorite Student"

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

- a. They say he likes the working class.
- b. They say he likes rich kids.
- c. They say he awarded Ji-li a lot of notebooks.
- d. They say he made Ji-li the teacher's assistant.

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

- a. She shares the hurtful *da-zi-bao* written about her mother with Ji-li.
- b. She stays in the dark schoolyard with Ji-li until morning.
- c. She agrees with Ji-li that Yin Lan-lan had been treated unfairly by her teachers.
- d. She is no longer angry with Ji-li for having an improper relationship with a teacher.

LESSON 6

Read *Red Scarf Girl* “The Red Successors,” paragraphs 1–45.

List a word or phrase that catches your attention and explain why.

1. This question has two parts.

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

- a. Pass out flyers
- b. Admire the changes in the classroom
- c. Check her nails
- d. Stare out the window

Part 2: Why did Ji-li do this?

- a. She was hoping she wouldn't win.
- b. She was prepared to win.
- c. She preferred to be a Red Guard instead.
- d. She wanted people to think she didn't care about being chosen.

2. This question has two parts.

Part 1: Which is the worst of the “Five Black Categories?”

- a. Counterrevolutionary
- b. Landlord
- c. Rightist
- d. Criminal

Part 2: Why is this considered the worst of the “Five Black Categories?”

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

- a. They were sick, too.
- b. There were no classes.
- c. They were afraid of having a *da-zi-bao* written about them.
- d. They went to hear Chairman Mao speak in another city.

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

- a. How she got sick
- b. Why An Yi was visiting her
- c. Why some of her classmates were being mean to her
- d. What they were studying in school

LESSON 6

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

- a. Ji-li had her hair combed.
- b. Ji-li had treats made for her.
- c. Ji-li was taught how to knit.
- d. Ji-li was given new stamps for her stamp collection.

6. How did An Yi comfort Ji-li?

- a. She bought lovely gray wool for Ji-li and taught her how to knit.
- b. She made fun of Du Hai and Yin Lan-lan to make Ji-li laugh.
- c. She brought Ji-li soup and told her that the *da-zi-bao* about her was covered up.
- d. She combed Ji-li's hair and made her treats.

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? _____

- a. Every high school and college had organized Red Guards to rebel against the old system.
- b. Red Guards could travel free to other provinces.
- c. Most of the students had never been out of Shanghai.
- d. They wanted to become Red Guards but couldn't because only college and high school students were allowed to join.
- e. Red Successors were the next generation of revolutionaries, and when they were old enough, they would become Red Guards.

LESSON 7

Read *Red Scarf Girl* “The Red Successors,” paragraphs 46–108.

List a word or a phrase that catches your attention and explain why.

List a time when Ji-li does something even if she doesn’t want to or a time when Ji-li doesn’t do something she is supposed to do.

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

- a. Ji-li’s grandfather was a landlord, but her father grew up without much money.
- b. Ji-li’s parents owned a lot of land, but no businesses.
- c. Ji-li’s grandfather exploited the farmers who worked for him by making their daughters become maids in his home in Shanghai.
- d. Ji-li’s grandmother exploited the farmers when they didn’t pay their rent.

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

	True	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.	_____	_____

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

- a. He told her that he used to exploit others, but not anymore.
- b. He told her to fight back if her classmates attacked her because of her family’s class status.
- c. He told her that she wasn’t responsible for her grandfather’s actions, even though he was a landlord.
- d. He told her to work hard, get good grades, and everything would be all right.

LESSON 7

- 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. _____

- a. "...we sometimes take a pedicab instead of a bus, but only when someone is sick and has to see the doctor." (91)
- b. "Song Po-po doesn't have any other job, so she needs to work for us." (91)
- c. "I had insisted on washing my own clothes even though we had a housekeeper." (95)
- d. "I had always begged Mom to let me wear patched pants." (95)
- e. "When my class did collective labor every week, I always volunteered for the heaviest jobs." (95)

- 5. This question has two parts.**

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

- a. Yin Lan-lan used to be a class leader and resented that Ji-li took that away from her.
- b. Yin Lan-lan had been bullying Ji-li from the day she met her.
- c. Yin Lan-lan wanted to humiliate Ji-li.
- d. Yin Lan-lan was afraid of Chairman Mao's power.

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

- a. Ji-li had helped Yin Lan-lan with her math three times a week for years.
- b. Yin Lan-lan jumped up and screamed at Ji-li.
- c. Ji-li had always begged her mom to wear patched pants like Yin Lan-lan's.
- d. Yin Lan-lan never noticed that Ji-li had always volunteered for the hardest jobs during collective labor time.

LESSON 8

Read *Red Scarf Girl* “A Search in Passing,” paragraphs 1–121.

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

- a. Clean up behind them
- b. Pick up her stamp collection
- c. Speak to her siblings
- d. Protect Little White

2. This question has two parts.

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

- a. She doesn't want her cat to walk on them
- b. She doesn't want her stamp collection to be destroyed
- c. She wants to keep her siblings calm by looking at them
- d. She wants to keep her room neat

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

- a. “She scurried among the open chests until she was kicked by a Red Guard.” (104)
- b. “He took each piece of clothing off its hanger and threw it onto the floor behind him.” (105)
- c. “Ji-yun lay with her head in my lap, quietly sobbing, and Ji-yong sat in silence.” (117)
- d. “It had been a birthday gift from Grandma when I started school, and it was my dearest treasure.” (108)

LESSON 8

3. This question has two parts.

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

- a. Visit Uncle Tian and his wife
- b. Do *tai-chi* exercises
- c. Go to the park
- d. Watch the street for signs of the Red Guards

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

- a. She becomes calmer.
- b. She becomes more physically fit.
- c. She becomes friendlier.
- d. She becomes a secret spy.

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

- a. He chose all the photos that were in the family's photo albums.
- b. He chose the ones that he thought wouldn't create a lot of smoke and alert the neighbors.
- c. He chose all of the photos that he thought could be considered fourolds.
- d. He chose only the photos of his parents in old-fashioned gowns and mandarin jackets.

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 below show that Ji-li isn't sure how to feel about this?

I wondered what I would be doing if I had been born into a red family instead of a black one. Searching people's houses? Hating landlords and rightists? Of course I would hate them; **a.** I hated them even now. I hated my grandfather, just as I hated all of Chairman Mao's enemies. **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. The harder I tried to figure things out, the more confused I felt. **d.** I wished I had been born into a red family so I could do my revolutionary duties without worrying.

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

- a. She was worried it would cause more trouble for the family.
- b. She thought his friends were a bad influence on him and didn't want him involved with them at all.
- c. She knew that whoever took it was just fooling around.
- d. She thought it would show that he didn't support the Cultural Revolution.

LESSON 9

Read *Red Scarf Girl* “Fate,” paragraphs 1–103, and “Junior High School at Last,” paragraphs 1–15.

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

- a. She had to sweep the streets.
- b. She had to beat a gong and speak out against herself in public.
- c. She had to whip people accused of being “reactionary monsters.”
- d. She had to leave her teaching job permanently.

2. Fill in the blank with the set of words that BEST completes the sentence:

Why didn’t Ji-li’s cousin, Shan-shan, help his own mother, Xi-wen, get up after she fell? He didn’t help her up because _____.

- a. her clothes—“an old blue blouse, loose and faded with a big patch on the elbow”—embarrassed him
- b. after their house was searched, he officially broke relations with her
- c. he thought she fell on purpose to get sympathy
- d. he had to live in the same house with her and might never speak to her again

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?

- a. She is excited about helping her teachers in any way she can.
- b. She is embarrassed about being called out in front of her class.
- c. She is nervous about her class status following her to junior high.
- d. She is amused about being favored over her classmates.

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

- a. Chang Hong glanced anxiously at me and twisted her pencil.” (82)
- b. “The class burst out laughing.” (84)
- c. “I remembered primary school, the praises and the honors.” (87)
- d. “When they found out about my family background, they would treat me just as Du Hai and Yin Lan-lan had.” (87)

LESSON 9

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

- a. The cruelty she witnessed and heard about upset her.
- b. The Red Guards had turned off the heat in her home.
- c. Her anger toward her brother's friends gave her a chill.
- d. She felt coldly uninvolved in her brother's problems.

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

Aunt Xi-wen	_____
Ji-yun	_____
Ming-ming's	_____
Sang Hong-zhen	_____
Shan Yi-Dan	_____
Teacher Wei	_____

- a. Shan-shan had walked right past his mother! She was lying there, injured, and he had not stopped to help her." (10)
- b. "Then they had the body cremated. Xiao-cheng was saying that they probably beat him to death before he 'hanged himself'..." (78)
- c. "During those struggle meetings they beat her and whipped her with their belts." (3)
- d. "He was wearing a tall dunce cap covered with red X's, the sign for a criminal." (69)
- 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)
- f. "Two torn shoes, the symbol of immorality, were hung around her neck, along with a sign." (19)

LESSON 9

- 6. What did An Yi and Ji-li do that they knew was fouroids?**
- a. They blamed their elders for the trouble their families were in.
 - b. They decided to wear clothes that were considered bourgeois.
 - c. They tried to see into the future by practicing a superstitious ritual.
 - d. They agreed that students who didn't study should get dismissed from study groups.

LESSON 10

Read *Red Scarf Girl* “An Educable Child,” paragraphs 1–100.

List two details—one that shows Ji-li feeling hopeful and one that shows her feeling hopeless.

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

- a. She was concerned it would take her away from her studies.
- b. She didn't want to work with Bai Shan and be teased for liking him.
- c. She didn't think someone with a bad political background should work on it.
- d. She was afraid of what would happen to her father if she worked on it.

2. This question has two parts.

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

- a. Work on a project celebrating the Communist Party
- b. Try out for a speech contest in support of the Cultural Revolution
- c. Audition for the Children's Art Troupe
- d. Join the Mao Ze-dong Thought Study Group

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

- a. “I was told you were in the Children's Arts Troupe.” (42)
- b. “Your Mandarin is excellent, and you won several speech contests.” (44)
- c. “I believe you are brave enough to face and eventually overcome the difficulties of life.” (53)
- d. “I hope you will accept it and try to win honor for our class.” (49)

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

- a. They have mothers with medical conditions and had their homes searched.
- b. They have mothers detained at work for questioning and had their homes searched.
- c. They have mothers with medical conditions and love to sew.
- d. They have mothers detained at work and love to sew.

LESSON 10

4. What amazed Ji-li about herself?

- a. She was amazed that she knew Mao's face well enough to make his likeness out of millet grains.
- b. She was amazed that she was able to get along with the other students she had to work with.
- 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.
- d. She was amazed that she liked Bai Shan, even though he was suspected of disrespecting Chairman Mao.

5. This question has two parts.

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

- a. He is very talented.
- b. He likes Ji-li.
- c. He showed disrespect to Chairman Mao.
- d. He gossips a lot.

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

- a. "He's always looking at you." (73)
- b. "Don't be so childish." (74)
- c. "Ever since Bai Shan had left self-study class that day, Chang Hong had seemed to disapprove of him." (78)
- d. "He does everything so well." (72)

6. Why did Ji-li envy Chang Hong?

- a. Ji-li envied Chang Hong's good family and political status.
- b. Ji-li envied Chang Hong's artistic talent.
- c. Ji-li envied Chang Hong's success in school.
- d. Ji-li envied how devoted Chang Hong was to her brother.

LESSON 11

Read *Red Scarf Girl* “The Class Education Exhibition,” paragraphs 1–59.

List the following:

- Something Ji-li does that shows her loyalty to Chairman Mao and the Cultural Revolution
- Something Ji-li does that shows her loyalty to her family

“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?

- a. Being caught participating in the Class Education Exhibition
- b. Having to choose between her father and the Cultural Revolution
- c. Being stuck in junior high unable to make a difference
- d. Sitting around waiting for others to make decisions for her

Part 2. Who is the “hunter”?

- a. Chairman Mao
- b. Thin-Face
- c. Chairman Li
- d. Her Father

2. Based on the information in the text, the “correct class stance” means _____.

- a. you slap your parents in the face
- b. you become an educable child
- c. you testify against your friends
- d. you do everything possible to show you are loyal to Chairman Mao

3. This question has two parts.

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

- a. They are moved to tears.
- b. They do not want to listen because she is from a “black” family.
- c. They listen partially.
- d. They wait to see how Chairman Jin will respond.

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

- a. “I heaved a long sigh and collapsed onto my stool.” (9)
- b. “Dozens of evaluators were wiping their eyes as Teacher Yu moved them on to the next booth.” (9)
- c. “‘Your presentation was very emotional, and the audience was deeply affected.’” (20)
- d. I looked around the group and saw nothing but approval in their eyes.” (21)

LESSON 11

- 4. How does Chairman Jin react to Ji-li's presentation about the "horrors of the old China"?**
- a. It brings tears to his eyes.
 - b. He suggests that she add a quote from Chairman Mao.
 - c. He orders her to revise other students' presentations in order to improve them.
 - d. He asks her to become a Red Successor.
- 5. Which sentence BEST summarizes what this passage is about?**
- a. Ji-li felt torn between being a good student and being a good friend.
 - b. Ji-li wanted to be Bai Shan's friend but was concerned that other students would gossip about them.
 - c. Ji-li gave a successful presentation but was replaced because she wouldn't break ties with her father.
 - d. Some of Ji-li's friends looked away and some looked sympathetically as she was leaving.

LESSON 12

Read *Red Scarf Girl* “Epilogue,” paragraphs 1–21.

List a word or phrase that catches your attention and explain why.

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

- a. Chairman Mao manipulated the country.
- b. Being persecuted is an honor if the country is better for it.
- c. Chairman Mao was not at fault for the bad things that happened.
- d. A fair legal system helped create the Cultural Revolution.

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

- a. Grandma swept the alley twice a day.
- b. Aunt Wu and Ji-li’s father were released.
- c. Ji-li was not allowed to be in the theater.
- d. Ji-li’s mother wrote self-criticizing reports.
- e. A new group of people replaced the Rebels of the theater company.

3. This question has two parts.

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

- a. Lying about his education
- b. Illegally joining the Communist Party
- c. Agreeing with the Antirightist Movement
- d. Being a landlord and a rightist

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

- a. “Dad had risked his life by joining the Communist Party.”
- b. “He was never officially classified as a rightist.”
- c. “He was denied promotions and major roles, and his career was ruined.”
- d. “He was ‘rehabilitated’ and appointed Vice President of the Children’s Art Theater.”

LESSON 12

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.

- _____ a. Jiang moves to the United States.
- _____ b. Chairman Mao dies.
- _____ c. The Antirightist Movement begins.
- _____ d. Jiang's father is promoted to Vice President of the Children's Art Theater.
- _____ e. Jiang's grandmother dies.
- _____ f. Chairman Mao sends youth to work out in the countryside.
- _____ g. Jian graduates from the University of Hawaii.

5. Match the evidence to the claim provided.

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

Claim: "Mao was blameless." (2)

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

- a. "If the country was better for the movement that persecuted me, I was still in favor of it." (3)
- b. "Those who persecuted others, even beat or tortured them, were victims too, after all." (17)
- c. "Ji-yong was not allowed to become a trumpeter nor Ji-yun a singer." (9)

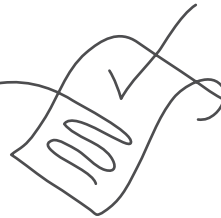
6. Ji-li Jiang's mission is to _____.

- a. adopt a new country and forget her old one
- b. share the truth about what happened during the Cultural Revolution
- c. prevent revisionism and capitalism
- d. promote cultural exchanges between her country and her home

Unit 7A, Sub-Unit 4

Solos for

Write an Essay



Unit 7A, Sub-Unit 4: Write an Essay

LESSON 2

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

LESSON 3

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

LESSON 4

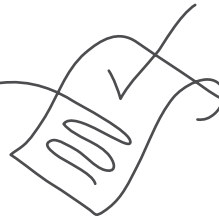
Your teacher may instruct you to continue work on your essay.

Unit 7B, Sub-Unit 1

Solos for

“Sucker”

by Carson McCullers



LESSON 1

Read "Sucker," Chapter 1, paragraphs 1–9.

List TWO places that show you something Pete is feeling about Maybelle. Explain Pete's feelings for Maybelle in each moment.

1. Determine whether the following statements about Maybelle are true or false.

	True	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.	_____	_____

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

- a. "All during class I used to watch Maybelle, nearly all the time except when I thought she was going to look my way or when the teacher called on me." (6)
- b. "I couldn't keep my eyes off her hands, for one thing." (7)
- c. "All the boys are crazy about her but she didn't even notice me." (10)
- 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)

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?

- a. He loses his appetite.
- b. He becomes disrespectful to his parents.
- c. He has trouble sleeping.
- d. He begins to get bad grades.
- e. He is mean to Sucker.

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

- a. They are friends and see each other a lot.
- b. Pete is in Sucker's class at school.
- c. Sucker is Pete's younger brother.
- d. They are cousins and live in the same house.

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

- a. Sucker does not like him.
- b. Sucker looks up to him.
- c. Pete doesn't allow Sucker to bring friends to his room.
- d. Sucker does whatever Pete tells him to.
- e. Pete never talks to Sucker at all.

LESSON 1

6. This question has two parts.

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

- a. His mother
- b. Sucker
- c. Maybelle
- d. His friends

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

- a. “My mother never bothered me because she had the younger kids to look after.” (1)
- b. “If a person admires you a lot you despise him and don’t care — and it is the person who doesn’t notice you that you are apt to admire.” (5)
- c. “I would have done anything in the world to get her attentions.” (5)
- d. “Now that Sucker has changed so much it is a little hard to remember him as he used to be.” (6)

7. Select TWO things Pete remembers Sucker doing.

- a. Talking to himself in the bathroom
- b. Playing with lots of neighborhood kids
- c. Wearing Pete’s outgrown clothing
- d. Talking to Maybelle after school

LESSON 2

Read “Sucker,” Chapter 1, paragraphs 9–28.

List any details that show that Pete notices different characteristics in Maybelle and Sucker.

List one detail that shows a change in Pete’s relationship with Maybelle and describe the change.

List one detail that shows a change in Pete’s relationship with Sucker and describe the change.

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

LESSON 2

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 _____.

- a. is done too often
- b. works well
- c. is dangerous
- d. makes girls happy

2. Sucker wants Pete to like him _____.

- a. as much as he likes Maybelle
- b. more than he likes his friends
- c. as much as if he were his brother
- d. more than he likes Maybelle

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

- a. He makes it sound like she doesn't like him at all.
- b. He makes it sound like she has been the one interested in him.
- c. He makes it sound like he is getting less interested in her.
- d. He makes it sound like he thinks she will never, ever like him.

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?

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 _____.

1**2****Word Choice 1**

- a. angry
- b. nervous
- c. cheerful
- d. relaxed

Word Choice 2

- a. happy
- b. surprised
- c. sad
- d. excited

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

- a. Secretive
- b. Generous
- c. Silly
- d. Bossy
- e. Kind
- f. Attentive

LESSON 3

Read “Sucker,” Chapter 1, paragraphs 28–55.

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

In the middle of the story, Sucker seems to _____ Pete.

- a. despise
- b. admire

At the end of the story, Sucker seems to _____ Pete.

- a. despise
- b. admire

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

3. What does Maybelle finally reveal to Pete?

- a. She always liked him.
- b. She liked him for a while, then didn’t.
- c. She didn’t like him at first, but then did.
- d. She never liked him.

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?

- a. He is angry and resentful—he does not want sympathy from someone like Sucker.
- b. He feels sad about all the times he was mean to Sucker.
- c. He is grateful; it reminds him that at least Sucker is his friend and will support him.
- d. He feels confused and doesn’t know what to say, so he stays silent.

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 _____.

- a. surprised and upset
- b. cheerful
- c. sad
- d. angry
- e. interested
- f. worried
- g. bored
- h. scared

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

LESSON 3

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

- a. learn to fix cars
- b. have a lot of girlfriends
- c. be just like Pete
- d. be an animal trapper

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.

- a. If they had had a big fight to settle things
- b. If they had never shared a room
- c. If he had tried to straighten things out
- d. If he had never started being nice to Sucker

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

- a. She is snippy toward him.
- b. She stops coming to school.
- c. She goes out with another boy.
- d. She starts paying attention to Sucker.
- e. She tells Pete he is too loud.
- f. She acts really glad to see him.

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.

Textual Evidence

Pete's feeling anxious about his appearance _____

Pete's feeling mentally preoccupied _____

Pete's feeling short-tempered _____

- a. "I couldn't think of anything to do about it and she was on my mind all day and night." (29)
- b. "Then I wouldn't say anything or I'd maybe answer him rough-like and he would finally go on out." (30)
- c. "I would worry about my shoes clapping too loud on the floor or the fly of my pants, or the bumps on my chin." (29)

LESSON 4

Read paragraphs 11–85 from Act I, Scene One in *A Raisin in the Sun* by Lorraine Hansberry.

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

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

3. Who is Ruth’s son?

- a. Walter
- b. Lee
- c. Travis
- d. Colonel McCormick

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

- a. She is tired.
- b. She is angry he will not tell her what he wants for breakfast.
- c. Nothing is wrong.
- d. She is upset that her neighbor is in the bathroom.
- e. She is concerned about Colonel McCormick.

5. When is the check scheduled to arrive?

- a. Sunday
- b. Wednesday
- c. Friday
- d. Saturday

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

- a. She does not give him fifty cents.
- b. She tells him to shower.
- c. She tells him to stop asking his grandmother for money.
- d. She mocks him for being angry.
- e. She will not allow him to carry groceries.
- f. She makes him fix his hair.

7. What does Walter do to contradict Ruth?

- a. He lets Travis take a taxi home.
- b. He tells Ruth he doesn’t want breakfast.
- c. He gives Travis a dollar.
- d. He takes fifty cents from Ruth and gives it to Travis.

LESSON 5

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

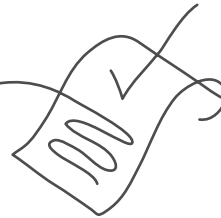
- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** _____

Unit 7B, Sub-Unit 2

Solos for

A Raisin in the Sun

by Lorraine Hansberry



LESSON 1

Read *A Raisin in the Sun*, Act I, Scene One, paragraphs 85–119.

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

Walter is Ruth’s _____.

Walter is Travis’s _____.

Walter is Mama’s _____.

- a. husband.
- b. uncle.
- c. father.
- d. brother.
- e. son-in-law.
- f. son.

2. This question has two parts.

Part 1: Walter thinks that Ruth’s feelings about his friends are _____.

- a. positive
- b. curious.
- c. negative.
- d. undecided.

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

- a. “What is there to be pleasant 'bout!” (88)
- b. “Anybody who talks to me has got to be a good-for-nothing loudmouth, ain’t he?” (93)
- c. “He’s grossing a hundred thousand a year.” (93)
- d. “You couldn’t be on my side that long for nothing, could you?” (96)

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 _____.

- a. stop talking
- b. help with chores
- c. tell her later
- d. eat his eggs

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.

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.

- _____ a. Ruth talks about Walter’s interest in the store.
- _____ b. Ruth and Mama sit down for coffee.
- _____ c. Ruth lets Walter tell Mama the detail.
- _____ d. Ruth and Mama talk about everyday topics.
- _____ e. Ruth gets Mama interested enough to ask questions.

LESSON 1

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

- a. Cheerful
- b. Tired
- c. Suspicious
- d. Excited
- e. Impatient
- f. Romantic

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

- a. Colored women do not support their men's dreams.
- b. Ruth is only concerned with his breakfast.
- c. Colored women can't help but look at the small picture.
- d. Ruth does not believe colored men can accomplish anything.

LESSON 2

Read *A Raisin in the Sun*, Act I, Scene One, paragraphs 1–166.

Choose one passage from the two you selected in class and write it down. Remember to cite the passage so that you know where to find it in the play.

Write down some ideas about how you might choose to look, sound, or move when you do a dramatic reading of those lines. Practice reading the passage five times.

LESSON 2

- 1. Select four statements that are TRUE regarding Beneatha's relationship with her family.**

Beneatha is _____.

- a. Travis's aunt
- b. Mama's daughter-in-law
- c. Walter's sister
- d. Walter's daughter
- e. Ruth's sister-in-law
- f. Mama's daughter
- g. Ruth's sister
- h. Travis's mother

- 2. Why does Beneatha end up sitting at the table looking "a little defeated"?**

- a. She is going to be late for class.
- b. Ruth is being mean to her.
- c. She can't get into the bathroom.
- d. Walter won't let her have the newspaper.

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

- a. To help him start a business
- b. To fix up the apartment
- c. To take her on vacation
- d. To pay for her education

- 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.**

- a. get married
- b. become a doctor
- c. work like Ruth
- d. become a nurse

- 5. Why does Ruth tell Walter to "take a taxi!" at the end of the excerpt?**

LESSON 3

Finish memorizing and rehearsing the dramatic reading that you will be doing in the next lesson. Practice it ten times, adding thoughtful choices about how you want to look, sound, and move.

Read *A Raisin in the Sun*, Act I, Scene One, paragraphs 167–255.

1. What does Ruth suggest that Mama use the money for?
 - a. A trip
 - b. Medical expenses
 - c. A car
 - d. To move out
2. According to Mama, what did Big Walter feel made his dreams worthwhile?
 - a. His wife
 - b. His job
 - c. His children
 - d. His money
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?

4. This question has two parts.

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

(She is a woman in her early sixties, full-bodied and strong. **a.** She is one of those women of a certain grace and beauty who wear it so unobtrusively that it takes a while to notice. Her dark-brown face is surrounded by the total whiteness of her hair, and, **b.** being a woman who has adjusted to many things in life and overcome many more, her face is full of strength. She has, we can see, wit and faith of a kind that keep her eyes lit and full of interest and expectancy. **c.** She is, in a word, a beautiful woman. **d.** Her bearing is perhaps most like the noble bearing of the women of the Heroes of Southwest Africa—rather as if she imagines that as she walks she still bears a basket or a vessel upon her head. **e.** Her speech, on the other hand, is as careless as her carriage is precise—she is inclined to slur everything—but her voice is perhaps not so much quiet as simply soft).

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

LESSON 3

5. This question has two parts.

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

- a. She believes in families starting their own businesses.
- b. She is worried that she might lose her own job.
- c. She has been convinced about investing by Walter.
- d. She thinks it might make Walter happier.

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

- a. "What are you going to do with it?" (198)
- b. "Ain't nobody business people till they go into business." (204)
- c. "I don't know what it is—but he needs something—something I can't give him anymore." (206)
- d. "Well—like Walter say—I spec people going to always be drinking themselves some liquor." (208)

LESSON 4

Read *A Raisin in the Sun*, Act I, Scene Two, paragraphs 81–131.

1. Who is Asagai?

- a. A friend of the family
- b. Walter’s business partner
- c. A friend of Beneatha’s
- d. Ruth’s employer

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

- a. Asagai’s gift symbolizes his wealth.
- b. Beneatha now has a piece of her parents’ tradition.
- c. Asagai has shared the latest fashion at the university.
- d. Asagai’s gift helps Beneatha feel a closer connection to Africa.

3. According to Asagai, Beneatha is “mutilating” her hair because she _____.

- a. cuts it often
- b. dyes it often
- c. changes it from its natural look
- d. leaves it natural

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

	True	False
a. Asagai is from Nigeria.	_____	_____
b. Asagai is from the Alaiyo region in Africa.	_____	_____
c. Asagai is a member of the Yoruba people.	_____	_____

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?

LESSON 5

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

LESSON 6

Read *A Raisin in the Sun*, Act I, Scene Two, paragraphs 197–269.

For each character, list 3–4 places in the text that show something that these characters want.

Mama

Ruth

Walter

LESSON 6

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

- a. She is tired from working all day and wants a nap.
- b. She thinks it is important that he talk to Ruth right away.
- c. She is busy with chores she thinks he should help with.
- d. She doesn't believe his business idea is a good one.
- e. She already spent the money on other things.

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

- a. That it is a dangerous risk
- b. That it is the best way to improve the family's life
- c. That it is the same dream his father always had
- d. That it could possibly be illegal

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

	True	False
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.	_____	_____

4. This question has two parts.

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

- a. More educated
- b. Less guilty
- c. More important
- d. Less misunderstood

Part 2: Which quote BEST supports your answer?

- a. "I want so many things that they are driving me kind of crazy." (250)
- b. Because it is life, Mama!" (256)
- 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)
- d. "You just don't understand, Mama, you just don't understand." (260)

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

LESSON 7

Reread *A Raisin in the Sun*, Act II, Scene One, paragraphs 1–118 to note anything you find that tells you more about your character’s motivations, or how he or she responds to obstacles.

During class, you described what you thought about your character based on how he or she acts when faced with an obstacle. You may want to review that answer before answering the question below.

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.

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.

Motivations	Walter	Beneatha	Both
a. Wants the freedom to do what he/she wants	_____	_____	_____
b. Wants money to achieve his/her goals	_____	_____	_____
c. Wants to be a doctor	_____	_____	_____
d. Wants to go into business	_____	_____	_____
e. Wants to feel connected to his/her racial heritage	_____	_____	_____
f. Wants to impress or fit in with people who have more money	_____	_____	_____
g. Wants to be seen as a scholar	_____	_____	_____
h. Wants to be allowed to express his/her individual opinions and ideas	_____	_____	_____

LESSON 7

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

- a. Like he's making fun of what Beneatha is doing
- b. Like he's worried he can't dance well
- c. Like it makes him feel part of something important
- d. Like he wants to do it better than his sister

4. During the dance, Walter and Beneatha seem to _____.

- a. compete with each other
- b. understand each other
- c. dislike each other
- d. ignore each other

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

George thinks Beneatha's costume is _____.

- a. kind of crazy
- b. beautiful
- c. not appropriate
- d. meaningful
- e. perfect for their date

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

- a. That he has been to Africa
- b. That he has already started a business
- c. That he has been to New York
- d. That he has more money than George
- e. That he is going to college, too

Why do you think Walter lies about this?

LESSON 8

Read *A Raisin in the Sun*, Act II, Scene One, paragraphs 120–158.

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

- a. Walter is not as smart as George.
- b. Walter is hated by George.
- c. Walter is better educated than George.
- d. Walter is accepted by George.

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)?

- a. Ruth’s low-paying job
- b. An idea about where they should live
- c. Ruth’s pregnancy
- d. An idea about how to get money for business

3. Why does Ruth offer Walter hot milk?

- a. He loves milk before bed.
- b. She thinks he needs something hot in his stomach.
- c. He asked for something warm to drink.
- d. She thinks it will make him leave her alone.

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

- a. she is pregnant
- b. he doesn’t love her
- c. he doesn’t know how to try
- d. she doesn’t love him

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

LESSON 9

Read *A Raisin in the Sun*, Act II, Scene Two, paragraphs 1–107.

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

- a. She is nervous.
- b. She is excited.
- c. She is uninterested.
- d. She is loving.

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

- a. The importance of getting married
- b. Where each of them should go to school
- c. The value of thoughts and ideas
- d. How much time to spend together

3. Which statement BEST describes Mrs. Johnson?

- a. She is a good friend and neighbor.
- b. She is a very nosy relative.
- c. She is considerate friend.
- d. She is a nosy neighbor.

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

- a. Curious
- b. Relieved
- c. Admiring
- d. Resentful
- e. Disapproving

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

- a. love
- b. pride
- c. wealth
- d. jobs

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

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

LESSON 10

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

LESSON 11

Read *A Raisin in the Sun*, Act II, Scene Three, paragraphs 1–35.

List any new motivations you see for your character in your Want/Obstacle/Action chart from Lesson 9: “Home.”

NOTE: Solos involving student writing require access to that writing either digitally or in the print Writing Journals.

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

- a. Her job
- b. Moving
- c. Beneatha’s grades
- d. Her relationship with Walter
- e. Curtains
- f. The movie she just watched

2. This question has two parts.

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

- a. The living room
- b. The baby’s room
- c. The bathroom
- d. The kitchen

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

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

- a. Depressed
- b. Self-pitying
- c. Relaxed
- d. Concerned

4. In this scene, Walter doesn’t seem to think Beneatha ever stops talking about _____.

- a. money
- b. race
- c. love
- d. clothes
- e. medicine

LESSON 12

Read *A Raisin in the Sun*, Act II, Scene Three, paragraphs 34–124.

Go back to your Want/Action/Obstacle chart where you recorded your character's responses to Mama buying the house. Add to the obstacle column how Mr. Lindner's visit gets in the way of what your character wants.

NOTE: Solos involving student writing require access to that writing either digitally or in the print Writing Journals.

Read *A Raisin in the Sun*, Act II, Scene Three, paragraphs 125–228.

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

- a. Teasing and affectionate
- b. Suspicious and distant
- c. Sorry and eager to please
- d. Cold and resentful

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

- a. She is worried and trying not to show it.
- b. She is tired but trying to act energetic.
- c. She is pleased but trying not to show it.
- d. She is disappointed but trying to act satisfied.

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

- a. Both are getting ready to move.
- b. Both enjoy gardening.
- c. Both are related to the family.
- d. Both do not like gifts.

4. When Bobo first comes in, Walter _____.

- a. immediately suspects something
- b. seems excited
- c. doesn't seem to want him there
- d. seems angry

5. As Bobo continues to speak, Ruth seems _____.

- a. excited
- b. bored
- c. cheerful
- d. worried

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

LESSON 13

Read *A Raisin in the Sun*, Act III, paragraphs 1–83.

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

- a. hope
- b. frustration
- c. anger
- d. disappointment

2. This question has two parts.

Part 1: Beneatha compares Walter's foolishness in trusting Willy to _____.

- a. Mama and her plant
- b. Ruth and her curtains
- c. Travis and his marbles
- d. herself and her horseback riding

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

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

- a. She is no longer interested in school.
- b. She wants to marry Asagai.
- c. She doesn't think she would be a good doctor.
- d. She loses hope for humanity.

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

- a. doesn't like money
- b. will not give up
- c. dislikes violence
- d. refuses to leave home

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

LESSON 14

Read *A Raisin in the Sun*, Act III, paragraphs 109–179.

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

- a. He wants her to have a yacht so she will be recognized as a person of substance.
- b. He wants her to agree that being rich is an important part of being happy.
- c. He wants her to wear pearls so she can have the luxuries that other women have.
- d. He wants her to see him as a man who works hard to support his family.

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

- a. Horrified
- b. Confused
- c. Supportive
- d. Embarrassed
- e. Inspired

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

- a. She thinks the streets are dangerous.
- b. She thinks it is important for Travis to see how his father handles big decisions.
- c. She thinks she should step in as a parent because Ruth is too tough on Travis.
- d. She thinks it is important for Travis to see what Mr. Lindner has to offer the family.

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

- a. agree not to move
- b. move into another house in the new neighborhood
- c. move into the house Mama bought
- d. accept Mr. Lindner's offer

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

- a. Become a doctor
- b. Live on a yacht
- c. Marry George Murchison
- d. Marry Joseph Asagai
- e. Practice medicine in Africa

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.

LESSON 15

Read the poem “Harlem” by Langston Hughes.

1. According to the poem, a raisin dries up _____.

- a. when it is in the sun
- b. when it festers
- c. when a dream is deferred

2. According to the poem, rotten meat _____.

- a. gets runny
- b. turns colors
- c. smells bad
- d. tastes sweet

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

- a. It goes soft.
- b. It gets sweet.
- c. It gets hard.
- d. It goes bad.

4. What happens to something that sags?

- a. It sinks lower.
- b. It grows larger.
- c. It hardens.
- d. It gets closer.

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

LESSON 16

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

Unit 7B, Sub-Unit 3

Solos for

Dreams Deferred



LESSON 1

Read Excerpt: *To Be Young, Gifted and Black: An Informal Autobiography of Lorraine Hansberry*, paragraphs 1–19.

List the places that you have questions about.

1. According to the text, Lorraine Hansberry's father believes in democratizing the United States to the point of _____.
 - a. fighting in the streets
 - b. spending a small fortune
 - c. living in the ghetto
 - d. moving his family from place to place

2. In an effort to fight the "restrictive covenants," what else did Hansberry's father do?
 - a. He patrolled their home nightly.
 - b. He left the country.
 - c. He kept the family in the ghetto.
 - d. He moved the family into a "white neighborhood."

3. This question has two parts.

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

- a. She kept the children inside.
- b. She battled in Washington for better rights.
- c. She monitored the house at night with a gun.
- d. She moved the family to a safer neighborhood.

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

- a. "fought the respectable part of the battle in the Washington court"
- b. "patrolling our house all night with a loaded German luger"
- c. "doggedly guarding her four children"
- d. "required that our family occupy the disputed property"

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

- a. Working alongside the NAACP
- b. Taking to the hills with guns
- c. Remaining nonviolent even when being attacked
- d. Writing letters to Congress
- e. Lying down in the streets to tie up traffic

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

LESSON 2

Independent Reading

Select something to read. If you want to learn more about sit-ins and other acts of civil disobedience during the Civil Rights Movement, you might look for this title in the Amplify Library: *Sitting for Equal Service: Lunch Counter Sit-Ins, United States, 1960s*.

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

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

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

- 2. Choose one:**

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

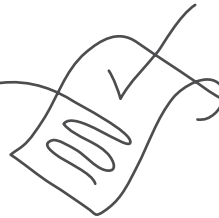
- 3. I spent about the following number of minutes reading:** _____

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

Unit 7B, Sub-Unit 4

Solos for

Write an Essay



LESSON 1

Independent Reading

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

- Suggested reading for this lesson
- Amplify Library
- Your local library

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

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

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

- 2. Choose one:**

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

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

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

LESSON 2

Independent Reading

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

- Suggested reading for this lesson
- Amplify Library
- Your local library

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

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

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

- 2. Choose one:**

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

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

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

LESSON 4

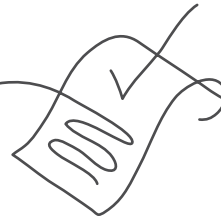
Your teacher may instruct you to continue work on your essay.

Unit 7C, Sub-Unit 1

Solos for

Phineas Gage: A Gruesome but True Story About Brain Science

by John Fleischman



LESSON 1

Read the passage from “Horrible Accident in Vermont,” paragraphs 10–19.

Note a word or phrase that caught your attention and explain what you noticed and think about this place in the text.

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

- a. True
- b. False

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

	Yes	No
a. He can speak.	_____	_____
b. He can write.	_____	_____
c. He can sit.	_____	_____
d. He can climb stairs.	_____	_____

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

- a. Paragraph 10
- b. Paragraph 11
- c. Paragraph 12
- d. Paragraph 13

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

a. Here Phineas has a stroke of luck. His is an “open brain” injury. b. The hole on top of his head gives his battered brain swelling room. c. The bad news is that his brain is open to infection. d. At first, though, he does remarkably well. e. The bleeding from his forehead slows and then stops within twenty-four hours. f. He remains cheerful and tells Dr. Harlow that he “does not care to see his friends, as he shall be at work in a few days.

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

Closed-Brain Injury _____

Open-Brain Injury _____

- a. Brain tissue swells and cuts off blood supply, causing further damage
- b. Brain tissue swells but has room to expand, avoiding further damage

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

LESSON 2

Read “ ‘Horrible Accident’ in Vermont,” paragraphs 20–30.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about this place in the text.

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

- a. They knew everything doctors know today.
- b. They knew that infection existed but called it “sepsis.”
- c. They believed that infection was caused by bacteria.
- d. They believed that balanced “humors” created infection.

2. Bacteria were first seen using microscopes sometime in the _____.

- a. 1500s
- b. 1600s
- c. 1700s
- d. 1800s

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

- a. Microorganisms
- b. Animalcules
- c. Bacteria
- d. Cells

4. Who discovered what?

Microscopic “cells” _____

Tiny living creatures _____

Infection is caused by living bacteria _____

The importance of cleaning hands and equipment before surgery _____

- a. Louis Pasteur
- b. Robert Hooke
- c. Joseph Lister
- d. Anton van Leeuwenhoek

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

- a. Paragraph 25
- b. Paragraph 26
- c. Paragraph 27
- d. Paragraph 28

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?

LESSON 3

Read “Horrible Accident in Vermont,” paragraphs 29–34.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about this place in the text.

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

- a. Harlow doesn’t want to make Phineas feel bad and disrupt his recovery.
- b. Phineas can walk, count, dress himself, and speak mostly like a normal person.
- c. Phineas didn’t suffer any lasting damage from the accident.
- d. Harlow doesn’t notice some of Phineas’s unusual symptoms.

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

Back to Normal	Not Quite Normal
----------------	------------------

_____	_____
_____	_____
_____	_____

- a. Refuses \$1,000 for pebbles
- b. Can count
- c. Can dress himself
- d. Has some scarring
- e. Can sing
- f. Behaves rudely toward others

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.

LESSON 3

4. Dr. Harlow compares the new Phineas with _____.

- a. a criminal
- b. a politician
- c. a child
- d. an animal

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

- a. the possibility of making money
- b. the opportunity to make new discoveries
- c. his personal friendship with Dr. Harlow
- d. a desire to disprove Dr. Harlow's claims

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

LESSON 4

Read “What We Thought About How We Thought,” paragraphs 1–16.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about each place in the text.

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

- a. True
- b. False

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

- a. They have not studied the human brain at all.
- b. They have studied the human brain but have not developed any theories about it.
- c. They have studied the human brain and developed theories about it.
- d. They have studied the human brain and proven a specific theory about it.

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

- a. The ancient Greeks
- b. Franz Josef Gall
- c. Dr. Henry Bigelow
- d. The team of scientists at Massachusetts General Hospital

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

Schleiden was the first to see living cells in _____.

Schwann was the first to see living cells in _____.

- a. plants
- b. animal tissue

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 _____

Brain Stem _____

Cerebellum _____

- a. Sits atop the spinal cord
- b. The “big cap” at the top
- c. Covered by the neck flap
- d. Responsible for thinking, feeling, and language
- e. Responsible for breathing and heartbeat
- f. Responsible for movements like walking and moving the hands

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?

LESSON 5

Read “What We Thought About How We Thought,” paragraphs 17–28.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about this place in the text.

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

- a. personality changes
- b. eating problems
- c. paralysis

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

- a. His injury was at the rear of the brain, which doctors did not know much about.
- b. Each group of doctors thought they could use his survival to support their own theories.
- c. The doctors could make a lot of money by showing Phineas’s skull and tamping iron to the public.
- d. Phineas could explain to them which of their theories was correct.

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

Whole Brainers _____

Localizers _____

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

4. Dr. Bigelow is a _____ while Dr. Harlow is a _____.

- a. Whole Brainer
- b. Localizer

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

- a. The Localizers were right and the Whole Brainers were wrong.
- b. The Whole Brainers were right and the Localizers were wrong.
- c. The Whole Brainers and the Localizers were both completely wrong.
- d. The Whole Brainers and the Localizers both got some things right and some things wrong.

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

LESSON 6

Independent Reading

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

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

- 2. Choose one:**

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

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

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

LESSON 7

Read the passage from “Following Phineas Gage,” paragraphs 1–18.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about this place in the text.

1. Phineas’s life after he left Boston is _____.
 - a. well-understood
 - b. not completely clear
 - c. described in his detailed diary
 - d. completely unknown
2. According to the passage, what was P. T. Barnum famous for?
 - a. He was a brain scientist.
 - b. He was a railroad owner.
 - c. He was a showman who ran a museum.
 - d. He was a stagecoach operator.
3. What do some researchers believe Phineas did for work after his accident?
 - a. He went back to working on the railroad.
 - b. He drove a stagecoach in Chile.
 - c. He drove a boat in New Hampshire.
 - d. He worked as an armed guard.

4. In paragraph 11, the author says that Phineas “washes up on his family’s doorstep.” What does this most likely mean?
 - a. Phineas showed up unexpectedly.
 - b. Phineas failed in his career.
 - c. Phineas fell into the ocean waters and was washed ashore.
 - d. Phineas cleaned his clothing on the front porch.
5. Which sentence BEST describes Phineas’s condition when he arrives in San Francisco?

a. In 1859, Phineas washes up on his family’s doorstep in San Francisco. b. His mother has moved to California from New Hampshire to be with her youngest daughter, Phebe, and her new husband, David Shattuck. c. In July, a very sick Phineas gets off a boat in San Francisco and somehow finds his way to the Shattuck house.
6. The author says that Phineas kept his tamping iron with him wherever he went. Why do you think Phineas did that?

LESSON 8

Read the passage from “Following Phineas Gage,” paragraphs 19–32.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about this place in the text.

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

Carl Wernicke _____

Paul Broca _____

- a. Area of the brain that controls the ability to speak
- b. Area of the brain that controls the ability to understand speech

- 2. According to paragraph 21, the Whole Brainers and the Localizers/Phrenologists were both _____ about brain science.**

- a. completely correct
- b. partly incorrect
- c. completely incorrect

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

- a. Phrenologists were right, even if localization turned out to be wrong.
- b. Phrenologists behaved disgracefully, but Localizers behaved correctly.
- c. Few people studied Phrenology any longer.
- d. Phrenology is no longer respected, even though the theory of localization was correct.

- 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?**

- a. Phineas went from being “the most efficient and capable foreman” on the railroad to a man who couldn’t be trusted because he couldn’t get along with anyone.
- b. The new Phineas was pigheaded and stubborn one moment and wishy-washy and vague the next.
- 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.”
- d. The new Phineas could walk, drive a team of horses, and sail away to Chile, but he had lost a vital skill—he no longer knew how to be social.

LESSON 8

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

- a. Most people dislike speaking with others.
- b. Social behaviors are very complex and involve many different skills.
- c. Many people have not been taught the correct way to socialize by their parents.
- d. People’s personalities vary a lot.

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

LESSON 9

Read the passage from “Putting Phineas Together Again,” paragraphs 1–17.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about this place in the text.

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

- a. They need special rules to play cards.
- b. They have trouble making decisions about risk.
- c. Their emotional responses are always predictable.
- d. They have the same personality as before their injury.

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

- a. he had the iron rod
- b. he had a better calculator
- c. he had advanced scans of Phineas’s brain

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

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

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

- a. 6
- b. 15
- c. 16
- d. 60

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

- a. They use historical evidence and medical knowledge to rule out every path but one.
- b. They make their best guess based on the condition of Phineas’s skull.
- c. There was only one way the tamping iron would have fit into the skull.
- d. They picked the one that was most like Dr. Harlow’s original drawing of Phineas’s head.

LESSON 9

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

LESSON 10

Independent Reading

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

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

- 2. Choose one:**

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

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

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

LESSON 11

Read the passage from “Adolescence isn’t an aberration,” from *Inventing Ourselves: The Secret Life of the Teenage Brain*, paragraphs 1–11.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about this place in the text.

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

- a. look different
- b. act differently
- c. hold different opinions

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

	Yes	No
Risk-taking	_____	_____
Lying and deceiving	_____	_____
Self-consciousness	_____	_____
Altered sleep habits	_____	_____
Taking responsibility	_____	_____

3. How does the author define adolescence?

- a. A social condition that changes with culture and education
- b. A social problem only found among humans
- c. A side effect of our education system and our coddling of young people
- d. A biological period of development found across cultures and even species

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

- a. She cites research that shows a period of risk-taking and novelty-seeking behavior in some animals.
- b. She explains her personal experience with pets that she has owned over the years.
- c. She describes experiments that she has personally conducted on teenage wombats.
- d. She doesn’t provide any specific reasons, but only speculates that they do.

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

Socrates says adolescents _____.

Aristotle says adolescents _____.

- a. change their minds frequently
- b. love luxury
- c. show bad manners
- d. are emotional
- e. prefer socializing to exercise
- f. disobey authority

LESSON 11

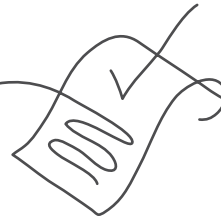
6. How do you think the author feels about adolescents? What evidence from the text makes you think so?

Unit 7C, Sub-Unit 2

Solos for

Inventing Ourselves: The Secret Life of the Teenage Brain

by Sarah-Jayne Blakemore



LESSON 1

Read the passage from “The ever-plastic brain,” paragraphs 24–30.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about each place in the text.

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

- a. She wrote important medical research about Phineas Gage.
- b. Phineas Gage suffered from the type of brain damage that she is explaining.
- c. Phineas Gage suffered a different type of brain damage than the type she is describing.
- d. Phineas Gage was treated at the same medical facility as the one in which she now works.

2. The author is explaining the effects of damage to the _____.

- a. Prefrontal cortex
- b. Brain stem
- c. Cerebellum
- d. Outer part of the brain

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

- a. A test that shows if brain-injury patients have recovered yet
- b. An experiment used to determine people’s ability to find the best prices
- c. An experiment used to compare the abilities of healthy people with those of brain-damaged patients
- d. An advertising campaign designed to help raise funds for brain research

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

Healthy Participants _____

Participants with Prefrontal Cortex Damage _____

- a. Shopped in a chaotic way, moving from place to place without a plan
- b. Shopped in an efficient way, based on a logical plan

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

- a. People with brain injuries have difficulty controlling habitual behavior.
- b. People with brain injuries can no longer distinguish the letters of the alphabet from one another.
- c. People with brain injuries have difficulty controlling their fingers while typing.
- d. People with brain injuries have a stronger ability to control their behavior.

LESSON 1

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

LESSON 2

Read the passage from the chapter “The right sort of risks,” paragraphs 1–8.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about each place in the text.

1. The author claims that adolescents always exhibit risk-taking behavior.
- a. True
 - b. False

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

	Yes	No
Smoking	_____	_____
Alcohol and drug abuse	_____	_____
Sports contests	_____	_____
Reckless driving	_____	_____
Eating fast food	_____	_____

3. Laurence Steinberg is a _____
- a. scientist
 - b. lawyer
 - c. community organizer

who believes that brain science should be used to _____.

- d. catch teenage criminals
- e. help decide court cases involving teens
- f. prevent crime among teens
- g. reform teenage criminals

4. What is the name of the model that Steinberg and others proposed to explain risk-taking in adolescence?
- a. The dual-systems model
 - b. The prefrontal cortex model
 - c. The adolescent brain model
 - d. The limbic system model

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	_____	_____
Prefrontal cortex	_____	_____

- a. Already mature
- b. Not yet mature
- c. Helps in decision-making and impulse-control
- d. Helps in feeling the excitement of risk-taking

LESSON 2

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

LESSON 3

Read the excerpt from “The right sort of risks,” paragraphs 42–53.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about each place in the text.

1. The author claims that adolescents may _____ in order to _____.

- a. protect themselves
- b. take fewer risks
- c. get quick rewards
- d. take more risks

2. What is a “delay discounting task”?

- a. An experiment designed to measure the ability to resist immediate reward
- b. An experiment to see if shoppers can find the best discounts
- c. An experiment that tests children’s interest in eating sweets
- d. An experiment to see how long students can delay their work

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

a. Many resisted the marshmallow for a few minutes, but eventually gave in to the temptation. b. There are some fun videos of children trying to resist the temptation, showing all kinds of behaviors to avoid eating the marshmallow: some children sniff it and even lick it, but then sit on their hands or turn away so they can’t touch or see the tempting sweet. 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.

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

- a. Adolescents all respond the same to the possibility of reward.
- b. Children have varying abilities to delay reward.
- c. Very few children can delay the basic human need for food.
- d. A child’s reactions are not useful for predicting their future reactions as adults.

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

- a. A correlation between the ability to refuse food and the ability to get a job later in life
- b. A correlation between self-control in childhood and social outcomes in adulthood
- c. A correlation between risk-taking behavior and financial outcomes
- d. A correlation between drug use and financial outcomes

LESSON 3

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?

LESSON 4

Read the passage from *The Man Who Mistook His Wife for a Hat*, paragraphs 1–21.

1. Mrs. B. suffered a brain injury due to _____.

- a. a railway accident
- b. a stroke
- c. brain cancer
- d. a blow to the head

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

Priest _____
sister (nun) _____
doctor _____

- a. uniform
- b. stethoscope
- c. beard

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

- a. Differences between things don't mean anything to me.
- b. Differences between things matter to me but not to others.
- c. I know the differences between things but pretend I don't.
- d. Every object looks the exact same as every other object.

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

- a. Emotional and meaningful
- b. Meaningless and gloomy
- c. Painful but happy
- d. Indifferent but cheerful

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

	Yes	No
Doesn't seem to care	_____	_____
Empty facial expression	_____	_____
Uses bad language all the time	_____	_____
Doesn't distinguish between things	_____	_____
Takes wild risks	_____	_____

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

LESSON 5

Independent Reading

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

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

- 2. Choose one:**

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

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

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

Unit 7C, Sub-Unit 3

Solos for

The Man Who Mistook His Wife for a Hat

by Oliver Sacks



LESSON 1

Read the passage from “Eyes Right!” paragraphs 1–5.

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about each place in the text.

1. Mrs. S. suffered a brain injury that was caused by _____.
a. a work accident
b. a stroke
c. an iron tamping rod
d. a fall
2. What did Mrs. S. lose due to her brain injury?
a. The ability to socialize
b. The concept of “left”
c. The feeling of sympathy for others
d. The skills she used to enjoy as a professional dancer
3. What strategy did she usually use to overcome this challenge?
a. She turned right until she saw the full picture.
b. She forced herself to turn as far left as possible.
c. She asked people what was happening on her left.
d. She held up a mirror so that her right eye could see what was happening on her left.

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

	Yes	No
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.	_____	_____

5. Which word in the following paragraph BEST shows that Mrs. S faced social problems due to her symptoms?
- “Especially **a.** distressing to her was the **b.** derision which greeted her when she appeared only half made-up, the left side of her face **c.** absurdly **d.** void of lipstick and rouge. ‘I look in the mirror,’ she said, ‘and do all I see.’”
6. How do you think her brain injury affected Mrs. S.’s personality? What makes you think so?

LESSON 2

Independent Reading

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

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

- 2. Choose one:**

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

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

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

LESSON 3

Read the poem, “The Brain.”

Note TWO places in the passage that grabbed your attention and describe what you noticed and think about each place in the text.

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

	Yes	No
The sky	_____	_____
The stars	_____	_____
The forest	_____	_____
The sea	_____	_____

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

The _____

- a. one
- b. sky
- c. brain

can contain the _____.

- a. other
- b. sky
- c. brain

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

- a. Humans will learn how to control the sea completely, given enough time.
- b. The brain can imagine and understand the sea, but not the other way around.
- c. The brain is mostly made up of water.
- d. The sea has intelligent life in it, but not as intelligent as the brain.

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

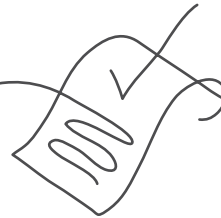
The brain is **a.** deeper than the sea,
For, **b.** hold them, blue to blue, The one
the other will **c.** absorb, As sponges,
buckets do.

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

Unit 7C, Sub-Unit 4

Solos for

Write an Essay



Unit 7C, Sub-Unit 4: Write an Essay

LESSON 1

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

LESSON 2

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

LESSON 3

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

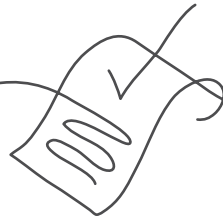
LESSON 4

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

Unit 7D, Sub-Unit 1

Solos for

Poetry



LESSON 1

Complete your silence poem.

Read "The White Horse."

1. The horse _____ to greet the youth.

- a. nays
- b. brays
- c. snorts
- d. makes no sound

2. What is the horse looking at?

- a. The halter
- b. The youth
- c. The sky
- d. The road

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

- a. is preparing to run away from the youth
- b. doesn't see the youth approaching
- c. feels calm around the youth
- d. has never seen the youth before

Read "A narrow fellow in the grass." Then reread stanzas 1–2 (lines 1–8).

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

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

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

- a. Yes
- b. No

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

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

- a. Bow down
- b. Watch
- c. Climb up
- d. Listen

Read "The Silence."

9. Which letter's sound is repeated most in this poem?

- a. o
- b. s
- c. n
- d. l

LESSON 2

Reread “A narrow fellow in the grass.”

Find at least three things in the last four stanzas (lines 9–24) that tell you something about the speaker of the poem.

1. This question has two parts.

Part 1: Who is the speaker of the poem?

- a. An adult
- b. A child
- c. A snake
- d. None of the above

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

- a. Line 9
- b. Line 11
- c. Line 15
- d. Line 17

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

	Speaker	Snake
a. Likes (9)	_____	_____
b. Passed (13)	_____	_____
c. Thought (13)	_____	_____
d. Unbraiding (14)	_____	_____
e. Stooping (15)	_____	_____
f. Wrinkled (16)	_____	_____

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

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

- a. Warm and dry
- b. Cool and damp
- c. Hot and soft
- d. Cold and hard

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

- a. a whiplash
- b. an ear of corn
- c. a blade of grass
- d. a comb

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

- a. The speaker is stating that no one else has met the “narrow fellow.”
- b. The speaker is wondering whether someone else has met the “narrow fellow.”
- c. The speaker is saying that the “narrow fellow” is imaginary.
- d. The speaker is accusing others of lying about having met the “narrow fellow.”

LESSON 2

7. This question has two parts.

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

- a. Hiss
- b. Growl
- c. Buzz

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

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

- a. after a warning
- b. gradually
- c. before he’s expected
- d. suddenly

LESSON 3

Read “The Tell-Tale Heart” by Edgar Allan Poe, paragraphs 1–10.

Draw a picture of one detail that formed in your mind as you read. Some ideas of details to draw are: the eye, the lantern, the head poking through the door, or any detail that formed in your mind.

- 1. In paragraph 1, the narrator says that one of his senses is especially sharp. Which sense is it?**
 - a. Taste
 - b. Hearing
 - c. Touch
 - d. Vision

- 2. In paragraph 2, the narrator says he forms his plan because _____.**
 - a. he wants the old man’s gold
 - b. the old man insults him
 - c. he can’t stand the old man’s eye
 - d. the old man wrongs him

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

- a. Quick
- b. Smart
- c. Careful
- d. Careless
- e. Patient
- f. Crazy

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

- a. One that is not lit
- b. A lantern that doesn’t work
- c. One that is lit but covered up
- d. A lantern with a black light bulb

- 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 _____.

- a. he heard the doors open
- b. the narrator shows the light from the lantern
- c. the narrator makes a noise with the lantern
- d. he hears the narrator speak

LESSON 3

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

- _____ a. The beating heart distracts the narrator.
- _____ b. The old man wakes suddenly out of his sleep.
- _____ c. An idea to kill the man is formed.
- _____ d. The eye looks at the narrator in the darkness.
- _____ e. The narrator creeps into the old man's room.

LESSON 4

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

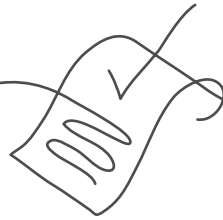
- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** _____

Unit 7D, Sub-Unit 2

Solos for

“The Tell-Tale Heart”

by Edgar Allan Poe



LESSON 1

Read “The Tell-Tale Heart,” paragraphs 10–18.

- 1. Reread paragraphs 14–18 and picture what is happening.**

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

- List two or three places where you did not.

- 2. Reread paragraph 16 to answer the following questions.**

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

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

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

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

- a. Calm and confident
- b. Sad and gloomy
- c. Quiet and sleepy
- d. Tense and irritable

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

- a. His head aches.
- b. He feels himself “getting pale.”
- c. He hears a ringing in his ears.
- d. All of the above

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

- a. He tries to encourage the police to listen to it.
- b. He apologizes for the interruption.
- c. He tries to make sure the police won’t hear it.
- d. He asks if anyone else hears it.

LESSON 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 _____.

- a. completely fooled
- b. unable to hear the noise
- c. not interested
- d. making fun of him

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

- a. confess to the crime
- b. ask them to leave
- c. beg them for mercy
- d. tell them to be quiet

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

- a. The ticking of a watch
- b. The beating of a heart
- c. An envelope being opened
- d. A barking dog

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

The old man’s hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once—once only. **a.** In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. **b.** But, for many, minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. **c.** I removed the bed and examined the corpse. Yes, he as stone, stone dead. **d.** I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. **e.** His eye would trouble me no more.

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

- a. The body is in the closet.
- b. The body is under the bed.
- c. The body is under the floor.

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

- a. Like he is sure they will soon arrest him
- b. Surprised and angry
- c. Like he is sure they will not suspect him
- d. Fearful and guilty

LESSON 2

Read “The Tell-Tale Heart,” paragraphs 8–11.

- 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 _____.

- a. hidden from the old man
- b. away from the window
- c. shining on the lock of the door
- d. shining on the old man's eye

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

- a. a covered-up clock chiming
- b. a closing door
- c. a bird calling
- d. a watch wrapped in cotton

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

- a. His own increase in fury and uncontrollable terror
- b. The old man's death from a heart attack
- c. His own fear of death and his hatred of the old man
- d. The old man falling from the bed onto the floor

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

- a. That someone might come to the house
- b. That the old man might have called the police
- c. That someone might hear the heartbeat
- d. That someone might see the lantern light

- 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?**

- a. It doesn't bother him: he doesn't think anyone will hear it.
- b. It makes him nervous; he thinks it means the old man is alive.
- c. It doesn't worry him; he doesn't care if anyone hears it.
- d. It makes him sad; he is starting to feel guilty for his crime.

LESSON 3

Read the passage from the M’Naghten Rule, which outlines a legal definition of insanity.

Read the phrase below, which begins to paraphrase a part of the M’Naghten Rule for judging someone legally insane:

It must be proven that when the crime was committed, the accused was mentally ill, such that...

Complete the paraphrase of the M’Naghten Rule by restating the two conditions for legal insanity in your own words.

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

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

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

- a. he is proven innocent
- b. he commits another crime
- c. he is proven not to be

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

- a. Did not know the nature of what he was doing
- b. Was not able to remember the day of the crime
- c. Did not know what he did was wrong
- d. Was being treated for illness at the time of the crime

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 _____.

- a. his insanity has been proven or established
- b. his guilt has been proven or established

LESSON 4

In the next lesson, you will begin to decide whether the narrator in “The Tell-Tale Heart” meets the legal definition for insanity or not.

To prepare, reread the passage from the M’Naghten Rule, which outlines the legal definition of insanity. Review your paraphrases of the two conditions of legal insanity from the Lesson 3 Solo.

Read “The Tell-Tale Heart,” paragraphs 1–18.

The M’Naghten rule states that one condition of legal insanity is that the accused “did not know he was doing what was wrong.”

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

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

LESSON 5

Read “A Tell-Tale Heart,” paragraphs 1–16.

Prepare a second opening argument. Go back to the evidence chart and find a piece of evidence that you didn’t use in the opening argument you wrote in class.

Use this second piece of evidence to write another opening argument about why the narrator should be judged sane or insane.

You may begin your argument with the following statement or write your own: *It is absolutely clear that the defendant was sane/insane when he committed this crime. The evidence I am about to describe will prove this beyond a doubt.*

NOTE: Solos involving student writing require access to that writing either digitally or in the print Writing Journals.

Reread “The Tell-Tale Heart,” paragraphs 1–16

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 _____.

- a. clever
- b. evil
- c. sorry
- d. insane

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

- a. He’s clever.
- b. He’s nervous.
- c. He’s mad.
- d. He has sharp senses.
- e. He can tell a story calmly.

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

- a. his depression
- b. an earache
- c. his nervousness
- d. a headache

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

- a. I have no plan to gain anything by killing the old man.
- b. I have no weapon with which to kill the old man.
- c. I have no objection to killing the old man.
- d. I have no fear of killing the old man.

LESSON 5

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 _____.

- a. guilt
- b. disgust
- c. pride
- d. doubt

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

- a. Gentle but mean
- b. Especially kind
- c. Cheerful but rough
- d. Strangely cold

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?

- a. The narrator has made a similar sound.
- b. The old man makes the same sound every night.
- c. It is the sound of death.
- d. The narrator has attacked other men in the past.

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

- a. “I knew the sound well.” (3)
- 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)
- c. “I say I knew it well.” (5)
- d. “I knew what the old man felt, and pitied him, although I chuckled at heart.” (6)

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 _____.

- a. the police that he is sane, and the reader that he is guilty.
- b. the reader that he is sane, and the police that he is innocent.
- c. the old man that he is sorry, and the neighbors that he is innocent.
- d. the neighbors that he is mad, and the old man that he is dangerous.

LESSON 6

Read “The Cask of Amontillado,” paragraphs 1–35, by Edgar Allan Poe.

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

- a. injured
- b. threatened
- c. insulted
- d. punished

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 _____.

- a. making a decision
- b. being caught or punished for his actions
- c. harming Fortunato
- d. making Fortunato angry at him by his actions

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?

- a. He wrote an anonymous letter to Fortunato to threaten him.
- b. He confronted Fortunato and threatened him.
- c. He told only his close friends what he was planning.
- d. He kept silent about what he was planning.

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

- a. intentionally nasty
- b. slightly unfriendly
- c. obviously threatening
- d. falsely friendly

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?

- a. A poor understanding of table manners
- b. Being conceited about his wine knowledge
- c. Taking pride in his knowledge of gems
- d. Cheating others out of millions

LESSON 6

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.”

- a. A wrong is not corrected when the person who did the wrong does not tell the other person why he or she did it.
- b. A wrong is not corrected when the person who was wronged does not let the other person know who is taking vengeance.

7. Number the events of today’s Solo in the correct order.

- _____ a. Fortunato greets Montresor at the carnival.
- _____ b. Montresor tells Fortunato that he has a pipe of wine that may be Amontillado.
- _____ c. Montresor suggests that they leave the catacombs.
- _____ d. Montresor is insulted by Fortunato.
- _____ e. Fortunato follows Montresor to his house.

LESSON 7

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

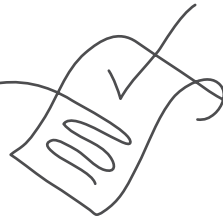
- 4. I had about the following number of interruptions (if you read continuously, the number is 0):** _____

Unit 7D, Sub-Unit 3

Solos for

“The Cask of Amontillado”

by Edgar Allan Poe



LESSON 1

Read “The Cask of Amontillado, paragraphs 36–89. Pay close attention to find out why Montresor really wants Fortunato to go down in the vaults with him.

- 1. Write two questions you still have about the story.**

- 2. In paragraph 47, what does the narrator tell Fortunato his family’s arms (family logo) shows?**

- a. A foot crushing a serpent
- b. A serpent biting a foot
- c. A serpent’s fangs
- d. All of the above

- 3. Select one additional item stored in the narrator’s vaults other than wine.**

- a. Gold and jewels
- b. Old family portraits
- c. Nitre and granite
- d. Remains of ancestors
- e. Old books and papers

- 4. In the room where one wall of bones has been cleared away, what is revealed?**

- a. A window
- b. A small opening
- c. A painting on the wall
- d. A box with more bones in it

- 5. For protection from the damp, the narrator _____.**

- a. gives Fortunato his coat
- b. lights a fire
- c. gives Fortunato some wine
- d. decides to leave

- 6. How does the narrator get Fortunato to step into the recess in the wall?**

- a. By threatening him with a weapon
- b. By telling him the Amontillado is inside of it
- c. By asking him to light the way
- d. By asking him to look at the chains on the wall

- 7. What does Fortunato do as the narrator is just about to finish building the stone wall?**

- a. He starts to scream.
- b. He asks for more wine.
- c. He starts to laugh.
- d. He apologizes to him.

LESSON 2

Reread “The Cask of Amontillado,” paragraphs 1–89.

As you read, list any details that show how Montresor feels about Fortunato and getting his revenge.

In the Quest for this unit, you will be a detective trying to solve a murder mystery. In order to solve the murder first and “win” the Quest, it will help if you have some additional information about other Poe characters.

1. Go to the digital Amplify Library. Find *The Works of Edgar Allan Poe*.
2. Read one of the short stories or poems listed below.

Poems

- “Annabel Lee” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe

Short Stories

- “The Masque of the Red Death” by Edgar Allan Poe
- “The Murders in the Rue Morgue” by Edgar Allan Poe

The more of these works you read, the sharper you will be in the Quest!

LESSON 2

Review “The Cask of Amontillado,” paragraphs 13–67.

1. Who is Luchesi?

- a. A neighbor of Montresor who knows about paintings
- b. An acquaintance who knows about wine
- c. A servant of Montresor
- d. A Carnival performer

2. This question has two parts.

Part 1: Fortunato’s attitude toward Luchesi seems to be one of _____.

- a. respect
- b. sorrow
- c. admiration
- d. disrespect

Part 2: Which moment in the text provides the BEST support for your answer?

- a. “As you are engaged, I am on my way to Luchesi.” (13)
- b. “My friend, no; I will not impose upon your good nature. I perceive you have an engagement. Luchesi—” (19)
- c. “You have been imposed upon. And as for Luchesi, he cannot distinguish Sherry from Amontillado.” (22)
- d. “We will go back; you will be ill, and I cannot be responsible. Besides, there is Luchesi—” (35)

3. This question has two parts.

Part 1: What does Montresor repeatedly warn Fortunato about when they are in the vaults?

- a. The danger of being walled up
- b. The damp and nitre
- c. The danger of falling rocks
- d. The skulls and bones

Part 2: Why does he do this?

4. Just after telling Fortunato about his family motto (paragraph 49), what does Montresor try to do?

- a. Talk Fortunato into buying some Amontillado
- b. Get Fortunato to stop drinking wine
- c. Talk Fortunato into leaving due to the dampness
- d. Get Fortunato to confess to the insult

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.

- a. True
- b. False

LESSON 3

Reread “The Cask of Amontillado,” paragraphs 24–89.

- 1. When Montresor chains Fortunato to the wall in paragraph 71, why doesn’t Fortunato fight back?**
 - a. He is unconscious.
 - b. He is surprised.
 - c. He feels guilty.
 - d. He thinks it’s funny.
- 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?**
 - a. Montresor wants to show Fortunato where he keeps people who insult him.
 - b. Montresor wants Fortunato to ask about them.
 - c. Montresor is hiding his building materials under them.
 - d. Montresor is hiding the Amontillado under them.

3. This question has two parts.

Part 1: Why does Montresor stop his masonry work every so often in paragraph 76?

- a. So he can enjoy a glass of wine
- b. To rest from the hard work
- c. So he can enjoy listening to Fortunato’s distress
- d. To run back and check if they’ve been followed

Part 2: Which sentence from this paragraph provides the BEST support for your answer?

- a. “There was then a long and obstinate silence.”
- b. “The noise lasted for several minutes, during which, that I might hearken to it with the more satisfaction...”
- c. “When at last the clanking subsided, I resumed the trowel.”
- d. “I again paused, and holding the flambeaux over the mason-work, threw a few feeble rays upon the figure within.”

4. What does Montresor indicate he has done in preparation for Fortunato’s visit to his house?

- a. He made sure that his servants would be at home to greet his guest.
- b. He made sure that his house would be locked so no one can get in.
- c. He made sure that his servants would not be at home when he returns.
- d. He made sure that his house would be full of guests that night.

LESSON 3

5. In paragraphs 85–89, what seems to disturb Montresor?

- a. The difficult work of building a wall
- b. The lateness of the hour
- c. The fact that Fortunato won't reply
- d. The creaking of the bones

LESSON 3

In the Quest for this unit, you will be a detective trying to solve a murder mystery. In order to solve the murder first and win the Quest, it will help if you have some additional information about other Poe characters. Before the end of Lesson 6, read one of the short stories or poems listed below.

Poems

- “Annabel Lee” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe

Short Stories

- “The Masque of the Red Death” by Edgar Allan Poe
- “The Murders in the Rue Morgue” by Edgar Allan Poe

Select the short story or poem you will read for this Solo. Go to the digital Amplify Library. Find *The Works of Edgar Allan Poe*. The more of these works you read, the sharper you will be in the Quest!

LESSON 4

Reread “The Cask of Amontillado,” paragraphs 1–67.

- 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 _____.

- a. killed Fortunato
- b. bought the wrong wine
- c. threatened Fortunato
- d. has a crypt in his home

- 2. In paragraph 2, how does the narrator describe his smiling at Fortunato?**

- a. He says it was formerly just a habit, but now it is at the thought of Fortunato’s doom.
- b. He says it is something he used to do but doesn’t do anymore.
- c. He says it is formerly just a habit, but now it is at the thought of their friendship.
- d. He says it is something he never used to do but does now.

- 3. In paragraph 4, the narrator attributes the warmth of Fortunato’s greeting to _____.**

- a. the strength of their friendship
- b. the fact that they haven’t met in a long time
- c. the desire to apologize for the insult
- d. the fact that he has been drinking

- 4. In paragraph 4, what is Fortunato wearing on his head?**

- a. A fool’s cap with bells
- b. The hood of his cloak
- c. A knit cap with buttons
- d. Nothing

- 5. In paragraphs 37–39 and 53–54, what does Montresor do before he hands each bottle of wine to Fortunato?**

- a. He breaks the neck of the bottle to open it.
- b. He uses his cloak to wipe off the dust.
- c. He warms it by rubbing it between his hands.
- d. He uses a knife from his pocket to open it.

LESSON 5

A dying fire casts its ghostly shadow on the floor. A persistent ticking beats beneath the boards, and a lifeless body lies staring up at you. There has been a murder at the house of Edgar Allan Poe!

In the Quest for this unit, you will be a detective trying to solve a murder mystery. In order to solve the murder first and win the Quest, it will help if you have some additional information about other Poe characters—some who loved him and some who hated him. Read ONE of the short stories or poems listed below.

Poems

- “Annabel Lee” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe

Short Stories

- “The Masque of the Red Death” by Edgar Allan Poe
- “The Murders in the Rue Morgue” by Edgar Allan Poe

Select the short story or poem you will read for this Solo. Go to the digital Amplify Library. Find *The Works of Edgar Allan Poe*. The more of these works you read, the sharper you will be in the Quest!

LESSON 5

Reread “The Cask of Amontillado,” paragraphs 1–89.

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.

- a. Montresor tells Fortunato he may have a valuable kind of wine but is not sure.
- b. Montresor buys Fortunato a drink at the Carnival celebration.
- c. Montresor tells Fortunato he plans to ask Luchesi about the Amontillado.
- d. Montresor tries to sell Fortunato several bottles of wine.

2. As Montresor and Fortunato leave together to go to his house, what does Montresor put on?

- a. A cap with bells
- b. A red hood
- c. A black mask
- d. A warm scarf

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 _____.

- a. relaxed and gone to bed early
- b. tried some of his Amontillado
- c. left the house for the evening
- d. sneaked down into the catacombs

4. In paragraphs 28–31, what is the “white web-work” on the walls of the crypt?

- a. Montresor’s way of describing the piles of old bones
- b. The pattern or mortar between the stones of the walls
- c. A framework built for storing bottles of wine in the crypt
- d. Nitre, a mineral formation caused by the dampness underground

5. What does Montresor’s family motto, “Nemo me impune lacessit” (49), relate to in the story?

- a. The family’s burial traditions and customs
- b. Montresor’s feelings about religion
- c. The family’s traditional profession or trade
- d. Montresor’s feelings about revenge

LESSON 6

Read another story or poem by Edgar Allan Poe.

Read and Investigate!

A dying fire casts its ghostly shadow on the floor. A persistent ticking beats beneath the boards, and a lifeless body lies staring up at you. There has been a murder at the house of Edgar Allan Poe!

In the Quest for this unit, you will be a detective trying to solve a murder mystery. Having information about the characters in these other works by Edgar Allan Poe will help you solve the murder first and win the Quest.

Poems: “Annabel Lee,” and “The Raven”

Short Stories: “The Masque of the Red Death,” and “The Murders in the Rue Morgue”

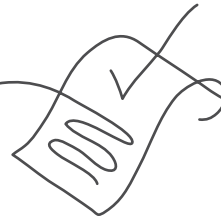
Go to the digital Amplify Library. Find *The Works of Edgar Allan Poe* to locate these poems and short stories. The more of these works you read, the sharper you will be in the Quest!

Unit 7D, Sub-Unit 4

Solos for

“The Raven”

by Edgar Allan Poe



LESSON 1

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."

1. _____

- a. wondered
- b. pondered

5. _____

- a. nodded
- b. rested

9. _____

- a. character
- b. visitor

2. _____

- a. weak
- b. sad

6. _____

- a. startlingly
- b. suddenly

10. _____

- a. muttered
- b. grumbled

3. _____

- a. quaint
- b. strange

7. _____

- a. softly
- b. gently

11. _____

- a. that
- b. this

4. _____

- a. neglected
- b. forgotten

8. _____

- a. chamber
- b. bedroom

Without going back to look at the complete stanza, try to fill in the missing words.

Once upon a midnight dreary, while I _____, _____ and weary,
Over many a _____ and curious volume of _____ lore,
While I _____, nearly napping, _____ there came a tapping,
As of some one _____ rapping, rapping at my _____ door.
" 'Tis some _____ " I _____, "tapping at my chamber door—
Only _____, and nothing more."

LESSON 1

Read “The Raven,” stanza 1 (lines 1–6). Practice memorizing the first stanza.

- 1. Choose all that apply: Which of these could describe what the narrator is doing in lines 1–2?**
 - a. Sleeping
 - b. Looking at books
 - c. Eating
 - d. Taking a walk
 - e. Thinking
- 2. In the first stanza (lines 1–6), the setting could BEST be described as a _____.**
 - a. stormy midday
 - b. bright dawn
 - c. dark, late night
 - d. starry twilight
- 3. What does the narrator think is causing the tapping noise he hears?**
 - a. The wind
 - b. A ghost
 - c. Lenore
 - d. A visitor

Read “The Raven,” stanza 2 (lines 7–12).

- 4. When he describes how “each separate dying ember wrought its ghost upon the floor” (8), what is he most likely referring to?**
 - a. The sounds made by the dying fire
 - b. A ghost that is haunting his house
 - c. The light and shadow created by his fire
 - d. Snowflakes that are coming into the room
- 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?**
 - a. He is successfully distracted and entertained by what he is reading.
 - b. He is unsuccessfully using books to find a solution for his sadness.
- 6. In stanza 2 (lines 7–12), the narrator connects his sorrow to the loss of a woman named Lenore.**
 - a. True
 - b. False

To gain more practice, complete the following optional activity: Start practicing the second stanza (lines 7–12) from “The Raven.”

LESSON 2

Read “The Raven,” stanzas 1–3 (lines 1–18).

How would you ask an actor playing the narrator in the first three stanzas (lines 1–18) to act? Select the three BEST choices from the following words.

- a. melancholy
- b. nervous
- c. studious
- d. terrified
- e. tired
- f. excited
- g. depressed
- h. sad

On paper, draw a picture of one of the details you wrote about in this lesson. You will use this illustration in class during Lesson 5.

Read the whole poem “The Raven.” It’s challenging, but it can be fun to read aloud. Try to identify what causes the tapping sound the narrator heard at the beginning of the poem.

LESSON 2

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 _____.

- a. impatient
- b. happy
- c. apologetic
- d. humorous

2. The poem says of the “stately” raven,

“Not the least obeisance made he; not a minute stopped or stayed he; / But, with mien of lord or lady, perched above my chamber door” (lines 39–40).

What does the narrator seem to think of the raven?

- a. He thinks the raven is acting with dignity.
- b. He thinks the raven is flying around the room.
- c. He thinks the raven is acting with affection.
- d. He thinks the raven is acting in a threatening way.

3. In stanza 10 (lines 55–60), the narrator says,

“‘Other friends have flown before— / On the morrow he will leave me, as my hopes have flown before.’”

Which sentence provides the BEST summary of lines 58–59?

- a. The narrator thinks he will lose hope.
- b. The narrator thinks the raven will leave him.
- c. The narrator thinks he will lose all his friends.
- d. The narrator thinks Lenore will leave him.

4. In stanza 8 (lines 43–48), what is it about the raven that makes the narrator smile?

- a. Its shaven head
- b. Its ghastliness
- c. Its funny voice
- d. Its serious look

5. In stanza 11 (lines 61–66), the narrator assumes that the raven’s word was learned from _____.

- a. someone who previously owned it
- b. an animal trainer
- c. a book it learned how to read
- d. another raven

LESSON 2

- 6. Choose the phrase that BEST completes the statement based on the information presented in stanza 16.**

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 _____.

- a. tell the future
- b. haunt him
- c. contact Lenore
- d. harm him

To gain more practice, complete the following optional activity: Continue to work on memorizing stanza 1 (lines 1–6). There will be more opportunities to perform it next class. If you have stanza 1 memorized, try stanza 2 (lines 7–12)!

LESSON 3

Reread the end of “The Raven,” lines 61–108.

1. By the last stanza of the poem, the raven _____.

- a. has moved to a new place in the chamber
- b. decides to fly to a different room
- c. has not moved from its original spot
- d. starts saying different things

2. Select the phrase that BEST completes the statement.

In the line, “And the lamplight o’er him streaming throws his shadow on the floor” (line 106), the _____.

- a. bust of Pallas is thrown onto the floor
- b. lamp falls onto the floor and startles the raven
- c. raven is thrown onto the floor
- d. light makes a shadow of the raven on the floor

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?

- a. His soul is now free from the shadow of the raven.
- b. His soul is trapped somehow by the shadow of the raven.

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?

- a. That this person had one bad thing after another happen to him.
- b. That this person used to follow the raven everywhere he went.

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

- a. angry
- b. bored
- c. curious

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!”

- a. Sad
- b. Energetic
- c. Happy
- d. Nostalgic

LESSON 3

- 7. In stanzas 14 and 15 (lines 79–90), what does the narrator seem to want most?**
- a.** Relief from physical pain
 - b.** More memories of Lenore
 - c.** Relief from emotional pain
 - d.** The raven’s real name

LESSON 4

Reflect on the *Moonbot on Storyboarding* video and animation of “The Raven” you watched in class.

Describe one moment when the animation’s images, or the performance in the animation, are accurate or insightful interpretations of what the text says. Explain why it is strong and insightful. (You might mention some of the tools that movie directors use: images, darkness and light, perspective, music, the actor’s performance, timing, setting, character, mood.)

1. Complete the illustration described in the Lesson 2 Solo (if you haven't already), and make sure you have it available at the beginning of the next class.
2. If you have not yet illustrated a detail from the first three stanzas (lines 1–18), choose one that you think conveys the emotion of those stanzas.
3. Make an illustration of the detail you chose.

LESSON 4

Read “The Raven,” lines 1–18.

- 1. In stanza 1, the description of “many a quaint and curious volume of forgotten lore” (2) sounds like the narrator is reading _____.**
 - a. popular new fiction
 - b. recent scientific articles
 - c. relatively unknown writings
 - d. essays on current topics
- 2. In stanza 2 (lines 7–12), what does the narrator wish?**
 - a. That the night would go on forever
 - b. That the night would pass quickly

Read “The Raven,” stanza 10 (lines 55–60).

- 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.**
 - a. True
 - b. False

LESSON 5

Read the sample essay, “An Unexpected Fear,” about the speaker of “A narrow fellow in the grass.”

1. List the writer’s claim and any textual evidence from the poem that the writer includes.

Read paragraph 3 from “The Tell-Tale Heart.” As you read, pay close attention to what the narrator does and says.

2. Write 1 or 2 sentences explaining what this passage tells you about how the narrator is feeling.

Compare the two quotes by Montresor from “The Cask of Amontillado.”

THE thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat.” (1)

“My dear Fortunato, you are luckily met. How remarkably well you are looking to-day!” (5)

3. Write 1 or 2 sentences regarding one thing you learn about Montresor from those lines.

LESSON 5

In the beginning of “The Raven,” the narrator tries to come up with a logical explanation for the strange things happening around him. For example, he explains why the raven is talking when he says, “‘Doubtless,’ said I, ‘what it utters is its only stock and store’” (line 62). However, at the end of the poem, the narrator’s explanation for the raven is that it is a “prophet” and “thing of evil” (line 85).

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.

LESSON 6

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

Unit 7D, Sub-Unit 5

Solos for

Write an Essay



Unit 7D, Sub-Unit 5: Write an Essay

LESSON 1

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

LESSON 2

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

LESSON 3

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

LESSON 4

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

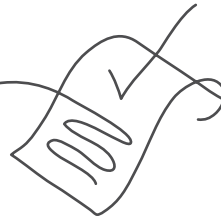
LESSON 5

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

Unit 7E, Sub-Unit 1

Solos for

Information Literacy



LESSON 1

Independent Reading

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

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

- 2. Choose one:**

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

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

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

LESSON 2

Independent Reading

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

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

- 2. Choose one:**

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

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

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

LESSON 3

Independent Reading

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

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

- 2. Choose one:**

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

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

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

LESSON 4

Independent Reading

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

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

- 2. Choose one:**

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

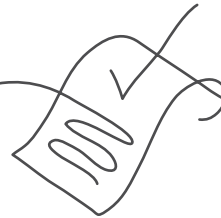
- 3. I spent about the following number of minutes reading:** _____

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

Unit 7E, Sub-Unit 2

Solos for

Scavenger Hunt and Internet Research



LESSON 1

Read “Detroit Industry: The Murals of Diego Rivera.”

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”?

- a. They are images of a religious nature like you would see in a church.
- b. They are painted in a simple style so that they are not at all realistic or lifelike.
- c. They are meant to represent types of people or professions rather than specific individuals.
- d. They are promoting business owners looking down on their workers.

2. According to paragraph 6, what role did Frida Kahlo play in the mural project?

- a. She worked to create the sketches for the mural.
- b. She helped Rivera examine and take pictures of the factory.
- c. She recommended Rivera to Edsel Ford and William Valentiner.
- d. She suggested Rivera paint the mural on all of the garden walls.

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”?

- a. The original ideas were in poor taste.
- b. Rivera’s painting skills were amateurish.
- c. The murals hadn’t turned out as well as expected.
- d. Rivera’s painting was not right for this time period.

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 _____.

- a. a misrepresentation of the city of Detroit.
- b. an honest representation of Diego’s ideas.
- c. very different from what he expected to see.
- d. exactly what he expected Diego to produce.

5. According to paragraph 6, what caused Diego to paint all the walls of the garden?

- a. Ford and Valentiner placed this in their original contract.
- b. Diego had the extra time in his schedule.
- c. Frida volunteered on his behalf.
- d. Diego was enamored with the Ford factory.

LESSON 2

Read excerpt from “Life with Frida” from *Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo*, paragraphs 1–13.

Explore the image from The Frida & Diego Collection that you chose at the end of this lesson. What do you find most interesting about this image?

1. Judging from paragraph 1, a visitor to Frida and Diego’s house in Coyoacán would be struck with a sense of _____.

- a. color and life
- b. light and dark
- c. tension and fear

2. Which statement BEST summarizes the significance of Frida and Diego’s collection of folk art?

- a. It represents the couple’s skill.
- b. It represents the couple’s heritage.
- c. It represents the couple’s popularity.
- d. It represents the couple’s political agenda.

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 _____.

- a. joy
- b. intelligence
- c. foolishness
- d. bad behavior
- e. playfulness

4. Which statement BEST expresses what paragraph 7 shows about Frida’s personality?

- a. She is an enthusiastic and skilled gardener and cook.
- b. She pays great attention to detail, especially in nature.
- c. She enjoys discussing the color of fruits and vegetables.
- d. None of the above.

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?

- a. Placing flowers in the center of the table
- b. Using Spanish plates or ones marked with her initials
- c. Placing a white table cloth to cover the table
- d. Using blue glasses and heirloom silverware

LESSON 2

- 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*?**

LESSON 3

Read “Letter to Ella and Bertram Wolfe” from *The Letters of Frida Kahlo: Cartas Apasionadas*.

1. Judging from the tone and content of Frida’s letter to the Wolfes, they are most likely _____.
 - a. friends
 - b. patrons
 - c. neighbors
2. Which statement BEST summarizes Frida’s depiction of her marriage at this point in 1934?
 - a. Diego wants to stay married but Frida does not.
 - b. Both have become bored by the relationship.
 - c. Frida and Diego have very different ideas about marriage.
 - d. Both want total freedom in their marriage.
3. In paragraph 11, Frida mainly focuses on her lack of _____.
 - a. money to buy a house
 - b. inspiration for her art
 - c. communication with Diego

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?
 - a. Frida is worried about revealing the secrets to her friends.
 - b. Frida is completely emotionally honest with her friends.
 - c. Frida is telling the whole truth because she has sworn an oath.
 - d. Frida is dying of a broken heart.
5. According to Frida’s letter to her friends, which topic do Frida and Diego seem to disagree on most?
 - a. Finances
 - b. Location in which to live
 - c. Painting styles
 - d. Fidelity

Choose a quote from the text to support your answer.

LESSON 4

Independent Reading

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

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

- 2. Choose one:**

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

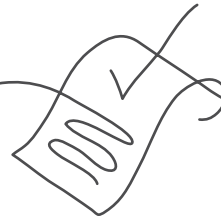
- 3. I spent about the following number of minutes reading:** _____

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

Unit 7E, Sub-Unit 3

Solos for

Descriptive Writing and Collection Research



LESSON 1

Read “Statement by Frida Kahlo” from *My Art, My Life: An Autobiography*, paragraphs 1–18.

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?

- a. “...there will be colors which even I am not fully acquainted with.”
- b. “...I cannot be an objective spectator of him or his life....”
- c. “He never has been, nor will he ever be, anybody’s husband.”
- d. “I shall try to sketch his image to the best of my ability.”

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?

- a. His widely spaced eyes
- b. His greenish-white skin
- c. His rounded shoulders
- d. His sunburned face

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 _____.

- a. walks so slowly that she finds it frustrating
- b. moves in a slow, graceful way like a water creature
- c. seems unaware of what is going on in the world around him
- d. moves at a quick pace, like running water

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 _____.

- a. isn’t afraid of his enemies
- b. shows contempt for his enemies
- c. values intelligence more than friendship
- d. gets annoyed easily

LESSON 1

5. Based on the passage, determine whether the statements below are true or false.

	True	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.	_____	_____

LESSON 2

Read Shakespeare's "Sonnet 130."

- 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?**
 - a. Its style
 - b. Its texture
 - c. Its cleanliness
 - d. Its color
- 2. Which statement BEST captures the method the narrator uses to depict his mistress?**
 - a. He describes her appearance as literally as possible.
 - b. He contrasts aspects of her appearance with things that are unlike them.
 - c. He makes connections between her features and things that remind him of them.
 - d. He compares her features to things that would make someone uncomfortable.
- 3. _____ is the one sense that the narrator does not use to describe his mistress.**
 - a. Taste
 - b. Smell
 - c. Hearing
 - d. Touch
- 4. Which statement BEST summarizes the narrator's tone and meaning in this sonnet?**
 - a. The narrator sounds dissatisfied, and he is trying to insult his mistress.
 - b. The narrator sounds relaxed, but he is really feeling defensive of his mistress.
 - c. The narrator sounds critical but is really being complimentary.
 - d. The narrator sounds secretive, as if he is trying to hide his feeling from his mistress.

LESSON 3

Answer the questions about the image you chose in class.

Flower Day (Día de Flores) by Diego Rivera

1. Describe the exaggerated aspects of this painting.

2. Write a caption for this painting.

The Two Fridas

1. Describe the differences between how each Frida is portrayed.

2. Name the ways in which the two Fridas are joined in this painting. Why is this important?

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?

LESSON 3

Frida Kahlo's studio

1. Two very important “tools” for Kahlo’s work are in this photo. What are they?

2. Does this photograph seem posed or candid? Explain your answer.

Detroit Industry (South Wall) by Diego Rivera

1. Which part of this panel does your eye focus on and why?

2. Step back and take in the whole mural. What one word BEST describes the mural?

Dream of a Sunday Afternoon on the Alameda Central by Diego Rivera

1. Describe your first reaction to this mural.

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?

LESSON 3

The Bride Frightened at Seeing Life Opened by
Frida Kahlo

- 1. Write two to three details from this painting.**

- 2. Does the title of this painting confuse you?
Why or why not?**

Frida Kahlo painting in bed

- 1. Describe the attachments Frida had built
onto her bed to make it easier for her
to paint.**

- 2. Describe Frida's expression in this
photograph.**

LESSON 3

Frida Kahlo's prosthetic leg

- 1. Describe Kahlo's prosthetic leg in detail.**

- 2. Does Kahlo's prosthetic leg tell you anything about her? Explain your answer.**

Plaster cast worn and painted by Frida Kahlo

- 1. Look closely at the images on the cast and describe them.**

- 2. Choose one of the images on the cast and write about what this image suggests about who Kahlo was.**

LESSON 4

Independent Reading

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

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

- 2. Choose one:**

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

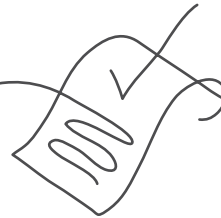
- 3. I spent about the following number of minutes reading: _____**

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

Unit 7E, Sub-Unit 4

Solos for

Socratic Seminar and Internet Research



LESSON 1

Read “Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera” from *The New York Times*.

Reread “Detroit Industry: The Murals of Diego Rivera.”

1. Look at paragraphs 7–9 of “Detroit Industry...” and paragraphs 23–27 of “Rockefellers Ban Lenin...” (Nelson A. Rockefeller’s letter to Rivera).

Which of the following options was an issue with the Rockefeller mural, but was not mentioned in the complaints about the Detroit mural?

- a. A portrait of a political figure
- b. A depiction of the nude female form
- c. A modified version of a religious tradition
- d. A depiction of different races working together

2. “A Detroit News editorial called the murals ‘coarse in conception . . . foolishly vulgar . . . a slander to Detroit workmen . . . un-American.’ The writer wanted the murals to be destroyed.” (10)

from “Detroit Industry: The Murals of Diego Rivera”
from NPR.org

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	_____	_____
Tone in Both	_____	_____
Detroit Editor’s Tone	_____	_____
a. Respectful		
b. Sympathetic		
c. Critical		
d. Offensive		

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?

LESSON 1

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.

	True	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.	_____	_____

5. Which statement about the outcomes of the two murals is most accurate?

- Rivera completed the Detroit murals, but they left many people upset.
- Rivera completed the Rockefeller murals but felt they were not appreciated.
- Rivera did not complete the Detroit murals due to public outcry about their content.
- Rivera did not complete the Rockefeller murals but felt it was for the best.

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?

- He takes his time to research what he intends to paint.
- He waits for others to provide him with inspiration.
- He paints the same concepts repeatedly.
- He sketches his work prior to painting.
- He only paints what will be acceptable to everyone.

LESSON 2

Read “Letter to Ella and Bertram Wolfe” from *The Letters of Frida Kahlo: Cartas Apasionadas*

Reread excerpt: “Frida Becomes My Wife” from *My Art, My Life: An Autobiography*

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 ____.

- a. was always loyal and committed to Frida
- b. always felt Frida was a central part of his life
- c. was infatuated with Frida after they first met
- d. always felt Frida would outlive him

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.”

- a. Frida’s lines seem to contradict Diego’s words, but they possibly had different ideas about what being “important” to someone means.
- b. Frida’s lines seem to support it, though they possibly had two different viewpoints about how happy the relationship was.
- c. All of the above.
- d. None of the above.

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?

- a. She doesn’t like the way Diego behaves but is glad they are still on good terms.
- b. Diego has his art and lives the way he wants to, but without him she feels she has nothing.
- c. Both of them are artists and should have equal opportunity to work on their art and live the way they want to.
- d. She understands that Diego has to follow his art, so she feels happy for him.

LESSON 2

4. Think about the tone of both articles.

Which statement BEST summarizes the overall message about Frida and Diego's relationship?

- a. They used to be in love but their feelings changed over the years.
- b. Their relationship had problems but they had very intense feelings for each other.
- c. They never got deeply involved because they knew there was a chance their love would not last.
- d. None of the above.

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?

- a. Frida
- b. Diego

Use evidence from the text to support your thinking.

LESSON 3

Independent Reading

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

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

- 2. Choose one:**

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

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

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

LESSON 4

Independent Reading

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

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

- 2. Choose one:**

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

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

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

Unit 7E, Sub-Unit 5

Solos for

Write an Essay



Unit 7E, Sub-Unit 5: Write an Essay

LESSON 1

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

LESSON 2

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

LESSON 3

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

LESSON 5

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

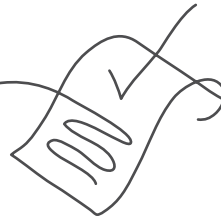
LESSON 7

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

Unit 7F, Sub-Unit 1

Solos for

Information Literacy



LESSON 1

Independent Reading

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

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

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

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

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- 2. Choose one:**

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

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

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

LESSON 2

Independent Reading

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

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

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

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

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

LESSON 3

Independent Reading

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

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

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

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- 2. Choose one:**

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

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

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

LESSON 4

Independent Reading

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

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

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

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

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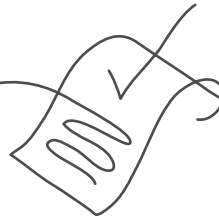
- 3. I spent about the following number of minutes reading:** _____

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

Unit 7F, Sub-Unit 2

Solos for

Scavenger Hunt and Internet Research



LESSON 1

Reread Excerpt: “California Culinary Experiences” from *The Overland Monthly* by Prentice Mulford

List two places in your reading that grabbed your attention. Describe what you noticed and think about these places in the text.

1. Select the sentence in paragraph 1 that describes how the men in California felt when they cooked their first flap-jack.

a. I am a survivor of all the different eras of California amateur cookery. **b.** The human avalanche precipitated on these shores in the rush of “49” and “50” was a mass of culinary ignorance. **c.** Cooking had always by us been deemed a part of woman’s kingdom. **d.** We knew that bread was made of flour, and for the most part so made by woman. **e.** It was as natural that it should be made by them as that the sun should shine. **f.** Of the knowledge, skill, patience and experience required to conduct this and other culinary operations, we realized nothing. **g.** So when the first—the pork, bean and flapjack—era commenced, thousands of us boiled our pork and beans together an equal period of time, and then wondered at the mysterious hardness of the nutritious vegetable. **h.** In the fall of “50” a useful scrap of wisdom was disseminated from Siskiyou to Fresno. **i.** It was that beans must be soaked over night and boiled at least two hours before the insertion of the pork. **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.

LESSON 1

2. The author compares the crust of the bread made by miners to _____.

- a. heavy lead
- b. large rocks
- c. layers of earth

3. Number the list of eras described in the text in chronological order.

- _____ a. Pies
- _____ b. Pork, bean, and flapjack
- _____ c. Bread making
- _____ d. Stewed dried apples

4. This question has two parts.

Part 1: In paragraph 2, the author suggests that breadmaking is _____.

- a. fairly simple to do well
- b. extremely difficult to do well
- c. only successfully accomplished by women

Part 2: Write down a quote from the text that supports your answer to Part 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.

LESSON 2

Reread Excerpts: Chapter XXVII and Chapter XXVIII from *Roughing It* by Mark Twain.

List two places in your reading that grabbed your attention. Describe what you noticed and think about these places in the text.

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)

- a. He had been a driver too many time before and was tired of it.
- b. He had no experience so he made many mistakes.
- c. The group argued too much and finally went their separate ways.
- d. The group decided they no longer needed a driver.

2. What are two ways the men displayed a willingness to cooperate on the journey?

- a. They gave up riding, and they all pushed the wagon together.
- b. They took turns pushing the wagon, and riding the horses.
- c. They gave up cooking at night, and shared setting up the tent.
- d. They took turns sleeping next to the dog, and buying daily supplies.

3. In paragraph 4, the narrator infers the dog’s thoughts and emotions by observing its behavior.

- a. True
- b. False

4. The function of paragraph 5 is to _____.

- a. compare and contrast Arab culture with American culture
- b. provide new evidence that the journey was too difficult for most people
- c. offer a new view on the journey by describing its positive aspects
- d. give compliments to the men responsible for food preparation

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)?

- a. Giving wise and practical advice
- b. Using exaggeration to create humor
- c. Describing a personal experience
- d. Purposely misleading the reader

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?

LESSON 3

Review the following image and text from the Lesson 2 scavenger hunts:

- *California Gold Diggers, Mining Operations on the Western Shore of the Sacramento River*, Kelloggs & Comstock (Publisher)
A mining camp on the western shore of the Sacramento River
- Excerpt: "Pioneers! O Pioneers!" from *Leaves of Grass* by Walt Whitman

1. This question has three parts.

Part 1: The gold diggers in this image seem to be working _____.

- a. together
- b. by themselves

Part 2: If you were a gold digger, how would you prefer to work?

- a. I'd rather work with other people
- b. I'd rather work by myself

Part 3: List two or more advantages of each method.

Advantages of working with other people:

Advantages of working by yourself:

2. This question has two parts.

Part 1: Which does the poet emphasize first in the poem?

- a. Curiosity and exploration
- b. Food and equipment
- c. Knowledge and learning
- d. Danger and fighting

Part 2: Which quote from the poem would provide the BEST evidence to support your answer?

- a. "Come my tan-faced children" (1)
- b. "get your weapons ready." (2)
- c. "For we cannot tarry here" (5)
- d. "So impatient, full of action" (10)

LESSON 3

3. When Whitman writes in line 7, “all the rest on us depend,” what does he most likely mean?

- a. Those who will come later need the pioneers to make discoveries and create settlements.
- b. People who invested money in the pioneers’ journey depend on making a profit.
- c. Those who couldn’t come on this journey expect the pioneers to wait for them.
- d. People who live in other countries are waiting to decide whether to come live in America or not.

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.

- a. do
- b. do not

Part 2: Explain your answer using details from the image.

5. Select which phrases describe what Whitman’s pioneers DO and DO NOT.

	Whitman’s pioneers DO:	Whitman’s pioneers DO NOT:
a. Stay still for long	_____	_____
b. Make changes to the environment	_____	_____
c. See things never seen before	_____	_____
d. Take risks	_____	_____
e. Have curiosity about their world	_____	_____
f. Give up hope and stop	_____	_____
g. All come from the same area	_____	_____
h. Leave the task to others	_____	_____

6. How would you explain Whitman’s meaning in the phrase, “O I mourn and yet exult”?

LESSON 4

Independent Reading

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

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

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

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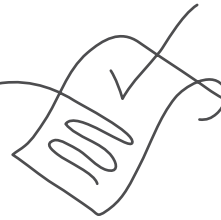
- 3. I spent about the following number of minutes reading:** _____

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

Unit 7F, Sub-Unit 3

Solos for

Dear Diary and Collection Research



LESSON 1

If you have not gathered enough information for at least five entries plus find a map and other images to use in creating your journal, finish your research before next class. Go back to your chart to continue recording your information.

NOTE: Solos involving student writing require access to that writing either digitally or in the print Writing Journals.

LESSON 2

Read Excerpt (paragraphs 1–22) from Chapter 1 in *Good Fortune: My Journey to Gold Mountain* by Li Keng Wong.

Despite the hardships that the miners experienced, America, more specifically California, was viewed by many Chinese immigrants as the “Golden Mountain.”

Good Fortune: My Journey to Gold Mountain is a book about Li Keng, a young girl who travels to this “Golden Mountain” with her family in 1933.

1. The Gold Mountain, or *Gum Saan*, is _____.

- a. a village in China
- b. a mining area in America
- c. the setting of a fable

2. Which BEST defines “Gee”?

- a. A nearby village
- b. A name that means “beautiful jade”
- c. A type of magic
- d. A name shared by Li Keng’s family

3. Which BEST describes Li Keng’s position in her family?

- a. She is the middle child.
- b. She is the child of her father’s first wife.
- c. She is the only girl.
- d. She is the only one who remembers her father.

4. Why is Fung with the family?

- a. They had money from Baba to purchase her to help in the house.
- b. She was adopted by Mama and Baba who wanted more children.
- c. She is their mother’s youngest sister and has no other home.
- d. She is a worker sent from America by Baba to help in the house.

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 _____.

- a. don’t have to work in the fields.
- b. don’t have to be sold as servants.
- c. don’t have to work at mining gold.

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.

- a. True
- b. False

LESSON 3

Read the text and review the image you selected in class. 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 _____.
 - a. travel by steamer
 - b. gain work experience
 - c. see the gold rush in perso
2. Theodore T. Johnson describes “gold fever” in this passage. What are some of these “feverish” scenes he encounters?

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?

“Oh My Darling, Clementine” by Percy Montrose.

1. What do we know about Clementine?

2. Which was the cause of Clementine’s death?

- a. drowning
- b. fever
- c. choking
- d. falling

3. What does Clementine’s death imply about the life of a miner?

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?

LESSON 3

2. It was possible for even poor people to be gold miners in California due to the fact that _____.
- a. land and claims could not be purchased.
 - b. the government provided free transportation.
 - c. public funds were available for equipment.
3. What are some of the things the author mentions being harmed by the gold rush in California?

Head of Auburn Ravine, Unknown Artist (1852).



On May 16, 1848, gold was discovered in the river at Auburn Ravine (located in the Sierra Nevada foothills, near Sacramento, California). Auburn was the second mining settlement (after Sutter's Mill at Coloma) of the California Gold Rush. Six million dollars worth of gold was extracted from Auburn and nearby Rich Ravine by the end of 1848.

1. Describe the landscape of this mining settlement.

2. What do the people's expressions tell you about what it might have been like working at the mine?

The Gold Seeker, published by Kelloggs & Comstock (1849–1852).



LESSON 3

1. Describe two things in this picture that stand out to you and why.

2. How many weapons does the gold seeker have? What does this suggest about what life was like during the gold rush?

The Last War-Whoop by A. F. Tait (1856).

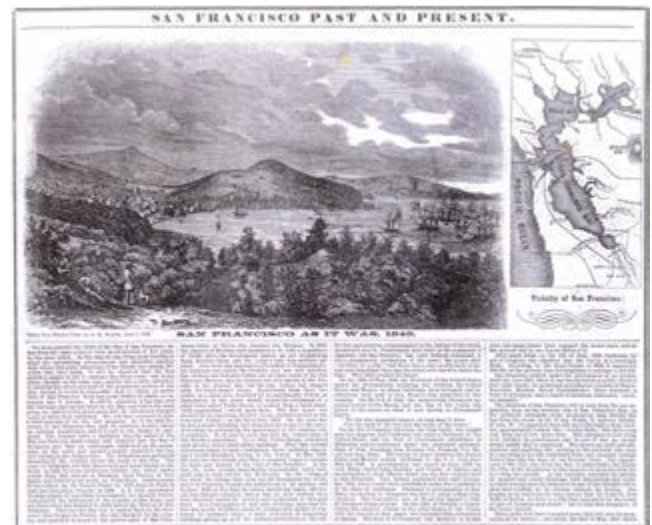


A trapper observes a wounded Native American after a fight.

1. Describe this scene.

2. What questions do you have about this scene?

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.”

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?

LESSON 4

Independent Reading

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

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

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

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- 2. Choose one:**

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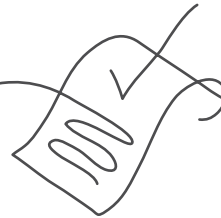
- 3. I spent about the following number of minutes reading:** _____

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

Unit 7F, Sub-Unit 4

Solos for

Socratic Seminar and Internet Research



LESSON 1

Read Excerpt: "California Culinary Experiences" from *The Overland Monthly* by Prentice Mulford.

1. Review the two or three questions your group generated during the brainstorming activity.
2. Look through the remainder of The Gold Rush Collection texts to find two sources that contain evidence needed to address your questions. Write the name of your sources here:

Source A: _____

Source B: _____

3. Find at least two pieces of evidence from each source you think would be useful during the discussion. Write them here:

Source A

a. _____

b. _____

c. _____

Source B

a. _____

b. _____

c. _____

LESSON 2

Think about the texts and images you have worked with from The Gold Rush Collection. Can you think of connections that can be drawn between any of them?

1. Look through the Collection in the Amplify Library and choose either two texts, two images, or one text and one image that you see a connection between. Complete the information for your choices below.

2. For my comparison, I chose _____.

- a. two texts
- b. two images
- c. one text and one image

3. The titles of my choices are:

4. Explain the connection you see between your two selections.

5. How do these two selections, looked at together, clarify or increase your understanding of the gold rush?

6. Imagine you had to come up with a question to ask other students about your two selections. Write your question below.

7. Why do you think this question would be a helpful one to ask students about these selections?

LESSON 3

Independent Reading

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

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

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

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- ☐ I wish I could have that time back to read something else.

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

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

LESSON 4

Independent Reading

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

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

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

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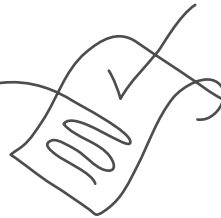
- 3. I spent about the following number of minutes reading:** _____

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

Unit 7F, Sub-Unit 5

Solos for

Write an Essay



Unit 7F, Sub-Unit 5: Write an Essay

LESSON 1

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

LESSON 2

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

LESSON 3

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

LESSON 4

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

LESSON 5

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

LESSON 7

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

