

Grade 8

Solo Answer Key

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Grade 8 Unit A Solo Answer Key

8A: Perspectives & Narrative

Sub-Unit 3: Narrative Writing

Lesson 1: “What’s goin’ to ‘appen to it?”

1. Mark whether each statement about David Coke is true or false.

- a. Dahl and David Coke shared a tent.
- b. David Coke was cold and distant.
- c. David Coke was the Earl of Leicester.
- d. David Coke would later be killed in action.

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

CCSS.ELA-Literacy.RI.8.1

2. In paragraph 43, David Coke told Dahl, “It’s absolutely hopeless ... but we’re plugging on.” Which of the following best describes what Coke meant by “we’re plugging on”?

Answer: c. We’re continuing to fight.

CCSS.ELA-Literacy.RI.8.4

3. What was David Coke surprised to learn about Dahl?

Answer: d. Dahl had little experience flying Hurricanes, and no experience flying them in battle.

CCSS.ELA-Literacy.RI.8.1

4. What advice does David Coke give Dahl? Choose THREE of the following statements.

Answer: c. When you encounter a One-O-Nine, try to get on its tail.

Answer: d. Make sure you turn in a tighter circle than a One-O-Nine that is pursuing you.

Answer: f. To hit a Ju 88 in its engine, aim well in front of it.

CCSS.ELA-Literacy.RI.8.2

5. Choose the sentence in paragraph 79 where Dahl explains why the other men in the officers’ mess weren’t friendlier to him.

Answer: g. “Each man was wrapped up in a cocoon of his own problems, and the sheer effort of trying to stay alive and at the same time doing your duty was concentrating the minds of everyone around me.”

CCSS.ELA-Literacy.RI.8.5

Lesson 2: **Two Conversations**

1. According to the text, what was different about the first sortie on April 20th?

Answer: b. All twelve Hurricanes went up together, instead of separately.

CCSS.ELA-Literacy.RI.8.1

2. Choose the text in paragraph 16 where Dahl explains how to fly a Hurricane in formation.

Answer: e. "You keep your position by jiggling the throttle back and forth the whole time and by being extremely delicate on the rudder-bar and the stick."

CCSS.ELA-Literacy.RI.8.5

3. This question has two parts.

Part 1: Which of the following best describes Dahl's tone, or attitude, toward Flight-Lieutenant Pat Pattle in paragraph 17?

Answer: c. Admiring

Part 2: Which of the following quotes BEST supports your answer in Part 1?

Answer: b. "He was far and away the greatest fighter ace the Middle East was ever to see, with an astronomical number of victories to his credit."

CCSS.ELA-Literacy.RI.8.4

4. What does Dahl spend the most time describing in paragraph 19?

Answer: d. What it was like to be inside the cockpit of a Hurricane

CCSS.ELA-Literacy.RI.8.5

5. What becomes of Dahl and his plane at the end of this scene?

Answer: c. Dahl's plane suffered a lot of damage, but he made it back okay.

CCSS.ELA-Literacy.RI.8.1

6. How would you describe the mood, or feeling, created by Dahl's description of the Battle of Athens?

Sample Response: The mood during this scene was very exciting and suspenseful. He described how they're surrounded by "swarms of enemy aircraft" (21) and how there was all this destruction happening all around. The action was very fast-paced, and it seemed unbelievable that Dahl made it out of there alive.

CCSS.ELA-Literacy.RI.8.4

Lesson 4: Moments in Time

1. Who narrates the story?

Answer: c. Amy

CCSS.ELA-Literacy.RI.8.1

2. Which of the following describes the setting of the story? Choose the TWO correct answers that apply.

Answers: b. Christmas Eve dinner
d. Amy's home

CCSS.ELA-Literacy.RI.8.1

3. Which of the following are examples of food that Amy's mother serves for Christmas Eve dinner? Which are examples of food she does not serve?

Answers: Food served

- a. Prawns
- c. Rock cod
- d. Fungus
- f. Squid
- h. Tofu

Answers: Food not served

- b. Sponges
- e. Sweet potatoes
- g. Roasted turkey

CCSS.ELA-Literacy.RI.8.1

4. What did Amy observe about the food her mother prepared?

Sample Response: As Amy's mother prepared the food, Amy observed unappealing qualities of the food, such as "slimy rock cod with bulging eyes" and "wedges of rubbery white sponges." During the meal, Amy noticed her family enjoying the food, while Robert's family, though polite, seemed disgusted.

CCSS.ELA-Literacy.RI.8.2

5. Which part of the paragraph BEST demonstrates that Robert did not like the food?

Answer: d. Robert grimaced.

CCSS.ELA-Literacy.RI.8.4

6. Which of the following BEST describes how young Amy felt about Robert?

Answer: b. Infatuated

CCSS.ELA-Literacy.RI.8.1

7. Which of the following BEST describes what Amy's mother wanted her to learn?

Answer: a. Amy's mother wants her to be proud to be Chinese.

CCSS.ELA-Literacy.RI.8.2

Lesson 5: A Strange Menu

1. Place the events from the essay in the order in which they occur.

Answers: 1 d. Amy's Chinese family invited Robert's American family over for Christmas Eve dinner.
 2 c. Amy's mother cooked a meal of traditional Chinese foods.
 3 e. Amy suffers through Christmas Eve dinner with her family and Robert's family.
 4 a. Amy's mother gave her a Christmas present.
 5 b. Amy had a new understanding of her mother's purpose for serving specific types of food.

CCSS.ELA-Literacy.RI.8.2

2. Which of the following are examples of sensory language about the food that Amy's mother prepared for Christmas Eve dinner?
- a. "She was pulling veins out of the backs of fleshy prawns." (3)
 - b. "A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil." (3)
 - c. "Dinner threw me deeper into despair." (5)
 - d. "Tofu, which looked like stacked wedges of rubbery white sponges." (3)
 - e. "On Christmas Eve I saw that my mother had outdone herself in creating a strange menu." (3)

Answers: a. Yes, b. Yes, c. No, d. Yes, e. No

CCSS.ELA-Literacy.RI.8.4

3. What gift did Amy's mother give her?

Answer: a. A beige tweed miniskirt

CCSS.ELA-Literacy.RI.8.1

4. Why did Amy's mother give her the gift?

Sample Response: Amy's mother gave her the miniskirt to help her fit in on the outside, so that, on the inside, she would have more confidence to accept being different.

CCSS.ELA-Literacy.RI.8.1

5. At the end of the story, what does the reader learn about the menu that Amy's mother chose?

Answer: d. The meal was made up of Amy's favorite foods.

CCSS.ELA-Literacy.RI.8.1

6. Choose whether each quote does or does not signal Amy's embarrassment.

Answers: Signals Amy's Embarrassment

- a. "What would Robert think of our shabby Chinese Christmas?" (2)
- c. "I wanted to disappear." (5)
- e. "When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried." (2)
- f. "I was stunned into silence for the rest of the night." (6)

Answers: Does Not Signal Amy's Embarrassment

- b. "My relatives murmured with pleasure when my mother brought out the whole steamed fish." (5)
- d. "I fell in love with the minister's son the winter I turned fourteen." (1)

CCSS.ELA-Literacy.RI.8.4

Lesson 6: Looking Back

1. Which quote from the text BEST describes the students who attended the narrator's school?

Answer: b. "the sons and daughters of doctors and lawyers and policy makers" (8)

CCSS.ELA-Literacy.RI.8.1

2. Which piece of text BEST demonstrates the narrator's feelings about where she lives?

Answer: c. "but I did not look at this as a place of shelter."

CCSS.ELA-Literacy.RI.8.5

3. On a spring afternoon when she was 14, the narrator curiously opened her door to _____ wanting to know about her mother.

Answer: d. neighborhood kids

CCSS.ELA-Literacy.RI.8.1

4. From which piece of text can you infer that the narrator used to enjoy her mother's garden?

Answer: a. "When I was younger, my mother would give me my own small plot. I always chose to plant pansies." (18)

CCSS.ELA-Literacy.RI.8.1

5. According to paragraph 22, which of the following activities did the narrator's mother do on most days?

- a. Attended graduate school classes
- b. Watched a couple of hours of television
- c. Worked full time
- d. Studied and wrote papers
- e. Went to the housing project manager to discuss the community
- f. Tended the garden in the early mornings and evenings

Answers: a. Yes, b. No, c. Yes, d. Yes, e. No, f. Yes

CCSS.ELA-Literacy.RI.8.1

6. Why did the narrator's mother stop tending the garden?

Answer: a. She was told the garden was against the rules.

CCSS.ELA-Literacy.RI.8.1

7. Which TWO pieces of text BEST demonstrate the emotion that the narrator feels because of her financial situation, her living situation, and her experiences at school?

Answers: c. "But I was still shaking with rage."
d. "I didn't know what to do with it; I didn't even know yet that it was rage that made my voice quiver and come out small when I had to speak in class."

CCSS.ELA-Literacy.RI.8.4

Lesson 7: The Garden

1. According to the text, what was the BEST characteristic that a student at the narrator's school could bring to a class discussion?

Answer: a. objectivity

CCSS.ELA-Literacy.RI.8.1

2. In paragraph 12, the narrator states, "But everyone in our town knew which side of the street was which, which side was where the real people lived and which side was to be avoided." Who do you think the narrator is referring to when she mentions "real people"?

Answer: c. The people who live in the upper- and middle-class neighborhoods

CCSS.ELA-Literacy.RI.8.4

3. Which quote MOST suggests that the narrator was envious of the other students at school?

Answer: a. "...all signifiers, I hoped, that I was smart and quirky, and most of all objective, like all my classmates." (26)

CCSS.ELA-Literacy.RI.8.1

4. Why did the narrator's mother decide to keep the computer despite it being against the rules?

Answer: d. She calculated that she would get less money from selling than she would save by keeping it.

CCSS.ELA-Literacy.RI.8.2

5. What did the narrator do in an attempt to prove she didn't "belong to the poor"? (26)

Answer: c. She tried to be as different as she could by wearing unusual clothes and listening to quirky music.

CCSS.ELA-Literacy.RI.8.1

6. According to the text, which of the following statements were true for people living in the housing project?

a. Having scholarships to pay for continuing education might have disqualified someone from living in the housing project.

b. Getting large groups of people together to work on something for the community was not allowed.

c. Having a child go to a private school, even on a scholarship, might have disqualified someone from living in the housing project.

d. Creating and maintaining a garden on the housing project's land might have resulted in eviction.

e. Using a personal computer in the housing project was not allowed because it used too much electricity.

Answers: a. Yes, b. No, c. No, d. Yes, e. Yes

CCSS.ELA-Literacy.RI.8.2

Lesson 8: “A reality that was not mine”

1. In paragraph 4, the narrator says, “I learned that the best person to talk about wealth and class was an upper-middle class person because she supposedly could look at it dispassionately.” What did the use of the word “supposedly” suggest about her opinion of that statement?

Answer: b. The narrator questioned whether the statement was true, but her classmates seemed to believe it.

CCSS.ELA-Literacy.RI.8.4

2. Which piece of text BEST demonstrates the hardworking tendencies of the narrator’s mother and her desire for a better life?

Answer: a. “My mother had decided to go back to school for a master’s degree. She did not want us to stay in this housing project forever.” (19)

CCSS.ELA-Literacy.RI.8.1

3. Which piece of text BEST reveals why the narrator’s mother, despite being a “radically honest” person, broke some of the rules of the housing project?

Answer: c. “Obey the housing project’s rules, don’t go back to school, certain that path would mean no upward mobility and thus, no way to leave public housing. Or break the rules, work quiet and quick and hard, hoping the path she hacked in secret would allow some sort of escape.” (21)

CCSS.ELA-Literacy.RI.8.1

4. What might the narrator have meant when she said, “the computer sat hidden under piles of bedsheets, far from any windows, in a dark corner of my mother’s room, a ghost of our need” (20)?

Answer: c. The computer was a reminder of the always lingering feeling that life should be better or fuller.

CCSS.ELA-Literacy.RI.8.4

5. Which actions did the narrator take to prove that she “did not belong to the poor”? (26) Choose THREE answers.

Answers: a. Saved up for men’s Oxford shoes
b. Wore only overalls
e. Stayed out of the garden

CCSS.ELA-Literacy.RI.8.2

6. Which piece of text BEST indicates that the narrator realizes she will never really feel like she fits in at her school?

Answer: a. “In September, I was back at that prep school, still obviously a scholarship student no matter what disguises I secured.”

CCSS.ELA-Literacy.RI.8.1

Grade 8 Unit B Solo Answer Key

8B: Liberty & Equality

Sub-Unit 1: “Song of Myself” by Walt Whitman

Lesson 1: “Me myself”

1. Whitman’s metaphors for grass include _____.

Answer: d. All of the above

CCSS.ELA-Literacy.RL.8.4

2. In lines 13–17, when Whitman says “you,” he means _____.

Answer: b. the grass

CCSS.ELA-Literacy.RL.8.4

3. Whitman claims to know exactly what the grass is.

Answer: b. False

CCSS.ELA-Literacy.RL.8.1

Lesson 2: “What is the grass?”

1. What does Frederick know about his early life?

Answers: Knows

- b. That his father was white
- c. That he is roughly 27 years old
- e. His birthplace

Answers: Doesn’t Know

- a. The name of his father
- d. His exact age

CCSS.ELA-Literacy.RI.8.1

2. Why doesn’t Frederick know his exact age?

Answer: c. His master would not tell him.

CCSS.ELA-Literacy.RI.8.1

3. This question has two parts.

Part 1: What was the common practice when an enslaved woman had a child, according to Douglass?

Answer: a. Children would be taken from their mothers early in life.

Part 2: In which sentence from paragraph 3 does Douglass offer a reason for this practice?

Answer: d. “For what this separation is done, I do not know, unless it be to hinder the development of the child’s affection toward its mother, and to blunt and destroy the natural affection of the mother for the child.”

CCSS.ELA-Literacy.RI.8.1

Lesson 2 (continued)

4. Douglass says that the enslaved people who are children of the slave owners experience more _____ from the slave owner's white wife than other enslaved people.

Answer: c. cruelty

CCSS.ELA-Literacy.RI.8.1

5. Douglass claims that when the slave owner is the parent of an enslaved person, the slave owner is more likely to _____ that person.

Answer: a. sell

CCSS.ELA-Literacy.RI.8.1

6. What do you think is the single most important thing Douglass wants to communicate in his Narrative?

Sample Response: I think he really wants to let people know what it was like to be enslaved and to free himself. He is going to tell us the steps he took towards his own freedom.

CCSS.ELA-Literacy.RI.8.1

Lesson 1: “I was born in Tuckahoe”

1. Who was who?

Captain Anthony

Answer: a. The slaveholder

Mr. Plummer

Answer: b. The overseer, or the man hired to manage the slaves

CCSS.ELA-Literacy.RI.8.1

2. How does Douglass describe Captain Anthony and Mr. Plummer?

Answer: d. Both Captain Anthony and Mr. Plummer were cruel.

CCSS.ELA-Literacy.RI.8.2

3. Douglass describes seeing his _____ whipped severely.

Answer: b. aunt

CCSS.ELA-Literacy.RI.8.1

4. What does Douglass compare his viewing of this whipping to?

Answer: a. An entrance

CCSS.ELA-Literacy.RI.8.1

5. Choose the sentence that BEST supports the answer to the previous question.

Answer: e. “It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass.” (8)

CCSS.ELA-Literacy.RI.8.1

6. How old do you think Douglass is during the events he describes? How do you think these events affected him?

Sample Response: I think that Douglass was just seven or eight years old when he witnessed the beating of Aunt Hester. I think this event made him realize that he was enslaved and made him fearful of the masters and overseers.

CCSS.ELA-Literacy.RI.8.1

Lesson 2: The Blood-Stained Gate

1. What is the main purpose of paragraphs 3 and 4?

Answer: b. To outline the possessions that the enslaved people were allowed to have

CCSS.ELA-Literacy.RI.8.2

2. Does Douglass describe the following things about enslaved people’s lives in this passage?

Food

Entertainment

Clothing

Bedding

Toys

Answers: Yes, No, Yes, Yes, No

CCSS.ELA-Literacy.RI.8.1

3. This question has two parts.

Part 1: According to Douglass, what is worse than the lack of beds or blankets for the enslaved people on the farm?

Answer: a. The lack of time for sleep

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

Answer: c. “They find less difficulty from the want of beds, than from the want of time to sleep.” (4)

CCSS.ELA-Literacy.RI.8.1

4. What role did Mr. Severe and Mr. Hopkins have in common?

Answer: a. They were both overseers, hired to manage the enslaved people on the farm.

CCSS.ELA-Literacy.RI.8.2

Lesson 2 (continued)

5. Compare Mr. Severe with Mr. Hopkins.

Mr. Severe

Answers: a. Took pleasure in attacking enslaved people
d. Cursed and swore frequently

Mr. Hopkins

Answers: b. Did not seem to enjoy attacking enslaved people
c. Did not curse and swear as much

CCSS.ELA-Literacy.RI.8.2

6. Why do you think Douglass included this description of the enslaved people's lives? What else about their lives do you think would be interesting or important to know about?

Sample Response: I think Douglass described these details so the audience could compare their lives with the enslaved people's lives. I was shocked to learn how little they were allowed to have. I'm curious to learn if they had romantic relationships and what they did in their free time.

CCSS.ELA-Literacy.RI.8.1

Lesson 3: A Condition So Civilized

1. Which is the BEST paraphrase of this sentence from the paragraph?

"This they would sing, as a chorus, to words which to many would seem unmeaning jargon, but which, nevertheless, were full of meaning to themselves."

Answer: b. They would sing words that no outsider could understand, but that had clear meaning to themselves.

CCSS.ELA-Literacy.RI.8.4

2. According to Douglass, _____ gives better insight into slavery than _____.

Answers: b. listening to the music of enslaved people
a. reading about slavery

CCSS.ELA-Literacy.RI.8.1

3. When Douglass was enslaved, he _____ the deeper meanings of the songs.

Answer: b. did not understand

CCSS.ELA-Literacy.RI.8.1

4. This question has two parts.

Part 1: What primary feeling does Douglass experience when he hears the music of enslaved people now?

Answer: d. Sorrow

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

Answer: a. "The mere recurrence to those songs, even now, afflicts me; and while I am writing these lines, an expression of feeling has already found its way down my cheek."

CCSS.ELA-Literacy.RI.8.1

Lesson 3 (continued)

5. What is the argument that Douglass is trying to counter, or argue against, in this passage?

Answer: b. Music by enslaved people is evidence of their joy.

CCSS.ELA-Literacy.RI.8.2

6. Douglass's account of the songs of the enslaved is full of powerful descriptions. Which sentence do you think contains the most powerful, interesting, or important statement about this music? What makes you think so?

Sample Response: I think the part where he describes the tear running down his cheek is really powerful. It makes you feel like you are sitting right there with Douglass and feeling the same emotion. It also shows just how important this music is to him.

CCSS.ELA-Literacy.RI.8.1

Lesson 4: **Songs of Joy and Sadness**

1. This question has two parts.

Part 1: How does Douglass describe the horse stable on Colonel Lloyd's farm?

Answer: b. It is similar to stables in the cities.

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

Answer: b. "His stable and carriage-house presented the appearance of some of our large city livery establishments."

CCSS.ELA-Literacy.RI.8.1

2. Compare how the enslaved people were treated with how the horses were treated. Write the letter of each phrase in the correct column.

Answers: Enslaved People

- b. Whipped for touching tar
- d. Whipped for eating fruit from the garden
- e. Whipped if the horse did not move quickly

Answers: Horses

- a. Combed and massaged
- c. Stayed in a nice building
- f. Fed well and regularly

CCSS.ELA-Literacy.RI.8.1

3. What does Colonel Lloyd's treatment of the enslaved people and of the horses on his farm show about his beliefs?

Sample Response: Colonel Lloyd's treatment of the enslaved people and the horses on his farm shows that he believed that horses were better and more important than some human beings. He believed that the enslaved people were not human, and even lower than the animals.

CCSS.ELA-Literacy.RI.8.1

Lesson 4 (continued)

4. Who committed which murder?

Mr. Gore

Answer: a. Shot a man to death in the water

Mr. Thomas Lanman

Answer: c. Killed a man with an axe

Mrs. Hicks

Answer: b. Killed a girl by breaking her nose and breastbone

CCSS.ELA-Literacy.RI.8.2

5. Which statement most clearly reflects Mr. Gore's defense for killing Demby?

Answer: b. If he allowed one enslaved person to rebel, many others would soon follow.

CCSS.ELA-Literacy.RI.8.2

6. For each person, what were the consequences of his or her actions:

In the case of Mr. Gore?

Answer: b. He never faced investigation.

In the case of Mr. Lanman?

Answer: a. He laughed about it.

In the case of Mrs. Hicks?

Answer: b. A warrant was issued but not served.

CCSS.ELA-Literacy.RI.8.2

7. What do you think Douglass means when he says that it was "worth a half-cent" to kill an enslaved person and "a half-cent to bury one"?

Sample Response: I think he means that the lives of enslaved people were worth so little that white people/slaveholders/overseers didn't think twice about killing them.

CCSS.ELA-Literacy.RI.8.1

Lesson 5: Flex Day 1

Based on Douglass's description of the importance of Baltimore in his life, what do you think is going to take place there? What makes you **think so**?

Sample Response: I think life will definitely be better for Douglass in Baltimore, more safe and comfortable. I also think he may be able to escape once he is in Baltimore, because he says, "Slavery would not always be able to hold me within its foul embrace" (11). If he hadn't moved to Baltimore, he might not have ever been able to free himself.

Lesson 6: “Where Justice is Denied”

1. Mrs. Auld taught Douglass basic _____ skills. Mr. Auld thought this was _____ idea.

Answers: c. reading, e. a terrible

CCSS.ELA-Literacy.RI.8.1

2. Based on Mr. Auld’s reaction, what did Douglass decide to do?

Answer: b. To learn to read no matter what

CCSS.ELA-Literacy.RI.8.1

3. Based on this passage, what was the most important lesson that Douglass learned from the Auld family?

Sample Response: I think Douglass learned that he has the power to learn how to read and write. He figures out ways to learn new things from the people around him, and uses his time wisely.

CCSS.ELA-Literacy.RI.8.1

4. What does Douglass most likely mean by “to give an account of myself” (1)?

Answer: a. He had to explain what he had been doing.

CCSS.ELA-Literacy.RI.8.4

5. Which of the following things did Douglass do in order to learn how to read?

- a. He received more lessons from Mrs. Auld.
- b. He took his book along on errands and studied in his free time.
- c. He went to school.
- d. He exchanged bread for reading lessons.

Answers: a. No, b. Yes, c. No, d. Yes

CCSS.ELA-Literacy.RI.8.1

6. What did Douglass learn from each of his “choice documents” (6)? Match each option to the correct document.

The dialogue

Answer: b. By speaking the truth about slavery, a person has the power to change even a slaveholder’s mind.

Sheridan’s speeches

Answer: a. Slavery is wrong, and the idea of human rights is justified.

CCSS.ELA-Literacy.RI.8.2

7. According to the passage, what caused Douglass to hate the slaveholders even more?

Answer: d. He realized that enslaved people had been stolen away from their lives as free people in Africa.

CCSS.ELA-Literacy.RI.8.1

8. Based on this passage, how would you describe Douglass’s attitude toward learning?

Sample Response: Douglass thought that learning, and especially learning to read and write, was the most important thing he could do. He believed that he could free himself through reading and writing. He did everything possible to teach himself, even though there were risks if the Aulds found out.

CCSS.ELA-Literacy.RI.8.1

Lesson 7: Learning to Read

1. Why did Douglass have to leave Baltimore?

Answer: a. His owner died.

CCSS.ELA-Literacy.RI.8.1

2. What caused Douglass to say, “I saw more clearly than ever the brutalizing effects of slavery upon both slave and slaveholder” (2)?

Answer: c. Seeing enslaved people inspected like property alongside farm animals

CCSS.ELA-Literacy.RI.8.1

3. Both animals and enslaved people were being _____ for possible _____.

Answers: c. priced, d. sale

CCSS.ELA-Literacy.RI.8.1

4. Which sentence explains the enslaved people’s fear of being separated from their loved ones?

Answer: d. “A single word from the white men was enough—against all our wishes, prayers, and entreaties—to sunder forever the dearest friends, dearest kindred, and strongest ties known to human beings.”

CCSS.ELA-Literacy.RI.8.1

5. In which paragraph does Douglass most clearly describe the death of his grandmother?

Answer: c. Paragraph 19

CCSS.ELA-Literacy.RI.8.2

6. What upsets Douglass the most about the death of his grandmother? What about her death caused him to say that it “served to deepen my conviction of the infernal character of slavery, and to fill me with unutterable loathing of slaveholders” (6)?

Sample Response: Douglass is angry about the way his grandmother was treated and left to die. She helped raise the master’s family and treated them with kindness and respect. Douglass doesn’t think she deserved to die alone.

CCSS.ELA-Literacy.RI.8.1

Lesson 8: “All Men Are Created Equal”

1. Captain Auld _____.

Answer: b. became a slaveholder later in life

CCSS.ELA-Literacy.RI.8.1

2. What did Douglass hope would change Captain Auld?

Answer: c. Turning to religion

CCSS.ELA-Literacy.RI.8.1

3. This question has two parts.

Part 1: How often did Captain Auld pray after his conversion?

Answer: a. Daily

Part 2: Choose the portion of the text that BEST supports the answer to the previous question.

Answer: f. “His house was the house of prayer. He prayed morning, noon, and night.”

CCSS.ELA-Literacy.RI.8.1

4. The enslaved people disliked all of the preachers who would visit Captain Auld.

Answer: b. False

CCSS.ELA-Literacy.RI.8.2

5. What did these people do?

Mr. Wilson

Answer: b. Tried to arrange a Bible study group for enslaved people

Mr. West and Mr. Fairbanks

Answer: c. Used violence to put an end to the Bible classes for enslaved people

Mr. Cookman

Answer: a. May have convinced a slaveholder to release his enslaved people

CCSS.ELA-Literacy.RI.8.1

6. Do you think Douglass believes that religion played a positive role or a negative role in helping to free enslaved people?

Sample Response: I think Douglass believes that religion played a negative role, but that it could also play a positive role. He thinks that his slaveholder used religion to make slavery seem okay. However, he also noticed that one of the ministers may have used religion to help some enslaved people gain freedom.

CCSS.ELA-Literacy.RI.8.1

Lesson 9: "The Widest Possible Difference"

1. What did Douglass do on Sundays, the Sabbath?

Answer: a. He would watch the ships floating on the water.

CCSS.ELA-Literacy.RI.8.1

2. Why does Douglass talk to the ships?

Answer: b. He is expressing his wish to be free like them.

CCSS.ELA-Literacy.RI.8.2

3. Standing by the side of the Chesapeake, Douglass _____.

Answer: c. makes a plan to escape

CCSS.ELA-Literacy.RI.8.1

4. Put the details of Douglass's plan in the correct order.

Answers: 1 b. He will head northeast in a canoe.
2 d. He will turn his canoe adrift.
3 a. He will walk through Delaware.
4 c. He will arrive in Pennsylvania.

CCSS.ELA-Literacy.RI.8.2

5. The passage ends with a feeling of _____.

Answer: a. hope

CCSS.ELA-Literacy.RI.8.4

6. Based on this passage, how do you think Douglass has changed from the beginning of his memoir?

Sample Response: I think that Douglass has learned a lot. He now knows the importance of freedom and the ways in which the slaveholders keep him enslaved. He has much more confidence now, and that is why he is able to finally make a plan.

CCSS.ELA-Literacy.RI.8.1

Lesson 11: Freedom's Angels

1. Why did Douglass hide in the cornfield?

Answer: c. He was avoiding Mr. Covey, who was trying to whip him.

CCSS.ELA-Literacy.RI.8.1

2. Sandy Jenkins gave Douglass a _____ which he said would protect him from _____.

Answers: c. root, e. beatings

CCSS.ELA-Literacy.RI.8.1

3. Put the events in the correct sequence.

Answers: 1 e. Mr. Covey caught Douglass's legs with a rope.
2 b. Douglass grabbed Mr. Covey by the throat.
3 d. Mr. Covey called for Hughes to come help him.
4 a. Douglass kicked Hughes in the ribs.
5 f. Mr. Covey called for Bill to come help him.
6 c. Bill said that he was not there to do whippings.

CCSS.ELA-Literacy.RI.8.2

4. Which sentence from paragraph 11 BEST describes Mr. Covey's feelings about Douglass's behavior?

Answer: d. "He trembled like a leaf."

CCSS.ELA-Literacy.RI.8.1

5. What was the end result of the conflict with Mr. Covey?

Answer: b. Mr. Covey never beat Douglass again.

CCSS.ELA-Literacy.RI.8.1

Lesson 11 (continued)

6. What role, if any, do you think the root played in these events?

Sample Response: I don't think the root itself had any special power. Maybe it made Douglass think about his own ability to protect himself. It gave him confidence when the time came to defend himself.

CCSS.ELA-Literacy.RI.8.1

Lesson 12: Anti-Slavery Fair

1. As the time for his final escape approached, Douglass says he felt _____.

Answer: b. pain

CCSS.ELA-Literacy.RI.8.1

2. Why did he say he felt pain?

Answer: b. Because he was leaving behind people who had become dear to him

CCSS.ELA-Literacy.RI.8.2

3. When did Douglass finally escape?

Answers: a. September, c. 3, c. 1838

CCSS.ELA-Literacy.RI.8.1

4. How did Douglass escape to the north?

Answer: a. We don't know; he doesn't describe his escape.

CCSS.ELA-Literacy.RI.8.1

5. What caused Douglass to feel fear after he arrived in New York?

Answer: b. He was afraid of being recaptured by kidnappers.

CCSS.ELA-Literacy.RI.8.2

6. What role do you think the abolitionists played in helping Douglass win his freedom at last?

Sample Response: Mr. Ruggles played a big role in helping Douglass. Ruggles was involved in seeking out former slaves and helping them get on their feet in their new city. Ruggles and others helped Douglass get married. Mr. and Mrs. Johnson took care of Douglass and his wife when they first arrived in New Bedford. Also, Mr. Johnson suggested the name "Douglass" when Frederick was looking for a new name, based on a book he was reading.

CCSS.ELA-Literacy.RI.8.1

Lesson 13: **The Root**

1. What did Douglass mean when he wrote, "I was now my own master" (18)?

Answer: d. He had complete control over his own work and earnings.

CCSS.ELA-Literacy.RI.8.4

2. Douglass didn't notice any racism among Northerners.

Answer: b. False

CCSS.ELA-Literacy.RI.8.1

3. Choose the sentence that BEST supports the answer to the previous question.

Answer: d. "When I got through with that job, I went in pursuit of a job of calking; but such was the strength of prejudice against color, among the white calkers, that they refused to work with me, and of course I could get no employment."

CCSS.ELA-Literacy.RI.8.1

4. What is the purpose of each of these paragraphs? Match each option to the correct paragraph.

Paragraph 18

Answer: a. Shows how good Douglass felt about working to earn money for his family, despite the difficulties he faced

Paragraph 21

Answer: b. Shows how Douglass became involved in the antislavery movement

CCSS.ELA-Literacy.RI.8.6

5. What most surprised Douglass about life in the North?

Answer: a. The high quality of life that people could achieve outside of slavery

CCSS.ELA-Literacy.RI.8.2

6. How would you describe Douglass's situation in life at the close of the *Narrative*?

Sample Response: Douglass has become free inside and out. He is strong and confident, and he is in control of his life. The most impressive thing is that he is now able to tell his story and to help other people who were in his condition, the people who are still enslaved.

CCSS.ELA-Literacy.RI.8.1

Lesson 14: **The Third Day of September**

1. The narrator was _____.

Answer: a. born into slavery

CCSS.ELA-Literacy.RI.8.1

2. Which portion of the text provides the BEST evidence that the narrator's father was good at his job?

Answer: b. "he was sent for from long distances, to be head workman."

CCSS.ELA-Literacy.RI.8.1

3. Which option BEST describes the experiences of the narrator's grandmother?

Answer: b. She was freed but then recaptured and sold back into slavery.

CCSS.ELA-Literacy.RI.8.1

4. The narrator first learned that she was an enslaved person when she was _____.

Answer: c. six

CCSS.ELA-Literacy.RI.8.1

5. The narrator says that "my tears fell upon her grave" (4). Whose grave does she mean?

Answer: d. Her mistress's

CCSS.ELA-Literacy.RI.8.1

6. The narrator says that "as a child, I loved my mistress" (6). Describe their relationship and why the narrator seems to admire her mistress so much.

Sample Response: The narrator seemed to like her mistress because she was treated with kindness. When the narrator was tired, the mistress would send her outside to play. The mistress taught the narrator how to read and spell, which was not normal for the times.

CCSS.ELA-Literacy.RI.8.1

Lesson 1: **My Father and Grandmother**

1. Upon being given to Dr. Flint and his wife, how does Jacobs describe her new living arrangements?

Answer: b. A lonely and unwelcoming place

CCSS.ELA-Literacy.RI.8.1

2. According to Jacobs, why do the Flints not care for her father? Choose THREE answers.

Answers: a. He spoiled his children.
c. He was a piece of property.
d. He gave his children a sense of their own humanity.

CCSS.ELA-Literacy.RI.8.1

3. What do the enslaved people hired yearly do on New Year's Eve? Choose TWO answers.

Answers: a. Gather their belongings from the place they have worked
d. Wait and worry about who will hire them the next day

CCSS.ELA-Literacy.RI.8.1

4. Which statement BEST paraphrases the moment from the passage below?

"Should he chance to change his mind, thinking it justifiable to violate an extorted promise, woe unto him if he is caught!" (4)

Answer: c. If an enslaved person decides he can break a promise that was forced out of him and run away, he'd better not get caught.

CCSS.ELA-Literacy.RI.8.4

5. In paragraph 6, Jacobs writes "children bring their little offerings, and raise their rosy lips for a caress. They are your own, and no hand but that of death can take them from you." What is she contrasting?

Answer: a. The conditions of a white mother with that of an enslaved mother

CCSS.ELA-Literacy.RI.8.1

6. According to the text, which statements are true and false?

a. Enslaved people were sometimes forced to go with a new slaveholder by imprisonment or whipping.
b. It was difficult on hiring day to tell which slaveholder treated enslaved people better than others did.
c. Slaveholders sometimes got rid of elderly enslaved people by sending them to live with relatives.

Answers: a. True, b. False, c. False

CCSS.ELA-Literacy.RI.8.1

Lesson 2: **Cruelty**

1. In paragraphs 7 and 8 of the Preface, “The War Begins,” what valuable information does the author say this book will contain?

Answer: b. Interesting details about everyday life and experiences as a soldier

CCSS.ELA-Literacy.RI.8.1

2. According to Chapter 1, paragraphs 7 and 8, what are some of the causes of the tensions leading to the Civil War? Choose THREE answers.

Answers: a. Differences of opinion on slavery
b. Cultural differences between the North and the South
d. Opposing viewpoints on states’ rights

CCSS.ELA-Literacy.RI.8.4

3. Which statements are TRUE?

a. President Lincoln called for volunteers to “put down the insurrection” (1) started at Fort Sumter, meaning that he was raising an army to stop the Southern rebellion.
b. According to this author, some people in the North were willing to accept slavery as long as it did not spread outside the South.
c. The Southerners agreed the federal government should make a final decision about the slavery issue for the whole country.
d. Boys’ reasons for enlisting varied, but one very common reason on both sides was a desire for adventure.

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

CCSS.ELA-Literacy.RI.8.1

4. Which statements are TRUE?

a. Soldiers were kept informed about where their unit was heading and what they would be doing when they got there.
b. According to the author, boy soldiers soon learned that soldiers in this war spent most of their time marching instead of fighting.
c. Commanders, soldiers, and even President Lincoln expected that the war would not last long because one side or the other would give up quickly.

Answers: a. False, b. True, c. True

CCSS.ELA-Literacy.RI.8.1

5. What affected the young soldiers the most as the war dragged on?

Answer: d. Homesickness

CCSS.ELA-Literacy.RI.8.1

Lesson 1: **What Makes a Civil War?**

1. According to paragraphs 1–3, what did the boy soldiers fear and worry about?
- Finding their way back home
 - The source of their next meal
 - Being lost among a crowd of unfamiliar faces
 - Spending weeks fighting and marching
 - Finding a good pair of shoes
 - Dying with no way of having their body identified

Answers: a. Didn't Fear, b. Feared, c. Feared, d. Didn't Fear, e. Feared, f. Feared

CCSS.ELA-Literacy.RI.8.1

2. After most battles, soldiers were responsible for burying the dead. Match the statements below to explain how the decision was made regarding the type of burial a dead soldier received.

Individual Grave with Headboard

Answer: b. If the soldier was identifiable

Mass Grave

Answers: a. If the soldier was not identifiable
c. If the body was an enemy soldier

CCSS.ELA-Literacy.RI.8.1

3. Select two phrases to complete the following sentence:
- According to the author, soldiers who died alone would be considered “lost forever” because _____ and _____.

Answers: b. no one would know how they died
c. their loved ones would not know where they were buried

CCSS.ELA-Literacy.RI.8.1

4. After being captured by the enemy and put in prison camps, how did many boy soldiers get blankets and clothing?

Answer: d. By taking them from dead men

CCSS.ELA-Literacy.RI.8.1

5. According to the author, how did soldiers try to improve their situation or pass the time?
- Making trinkets
 - Playing board games
 - Hunting rats
 - Practicing marching
 - Taking evening walks
 - Playing baseball
 - Reading books

Answers: a. True, b. False, c. True, d., False, e. True, f. True, g. False

CCSS.ELA-Literacy.RI.8.1

6. Are the following statements true or false?
- The first paragraph indicates that boy soldiers were confident about the bravery and skill of their commanders.
 - The author implies in paragraph 8 that being wounded or taken prisoner was at least preferable to dying.
 - Many soldiers felt that being treated by the doctors when sick or wounded would make things worse.
 - According to the text, during the Civil War, medical knowledge and training were far more advanced than weapon technology.
 - A fever was more likely to kill a soldier in the Civil War than enemy fire.

Answers: a. False, b. False, c. True, d., False, e. True

CCSS.ELA-Literacy.RI.8.1

Lesson 2: What Does a Civil War Make?

1. Match each phrase from the first paragraph of the Declaration of Independence to the text that it paraphrases.

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another,

Answer: b. Throughout human history, there are times when one group of people must break ties with another group of people.

and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them,

Answer: c. The goal is to become equal in power to the other nations, as natural law and God intended.

a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

Answer: a. Out of respect to all people, they should explain the reasons that led them to separate from the other nation.

CCSS.ELA-Literacy.RI.8.4

2. Match each phrase from the first sentence of the second paragraph of the Declaration of Independence to the text that it paraphrases.

We hold these truths to be self-evident,

Answer: b. We believe that some things are clearly and obviously true

that all men are created equal,

Answer: d. That everyone is created the same

that they are endowed by their Creator with certain unalienable Rights,

Answer: c. That people have been granted by God certain privileges that can't be taken away

that among these are Life, Liberty and the pursuit of Happiness.

Answer: a. That these privileges include the rights to live freely, and to look for what makes us happy

CCSS.ELA-Literacy.RI.8.4

3. The authors of the Declaration of Independence write that "these truths" ("...all men are created equal, that they are endowed by their Creator with certain unalienable Rights...") are "self-evident." What do the authors mean? (2)

Answer: c. The truths are clearly true, and don't need additional support to be proven.

CCSS.ELA-Literacy.RI.8.4

4. What "People" are the writers suggesting have the right to abolish an unjust "Form of Government" in the following sentence?
"Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government..."

Answer: c. Anyone who is governed

CCSS.ELA-Literacy.RI.8.2

5. This question has two parts.

Part 1: Based on this text and what you may know about the time period when it was written, who is the audience (who the authors were hoping to reach) for the Declaration of Independence?

Answer: d. All of "mankind"

Part 2: Which quote BEST supports your answer?

Answer: b. "...a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation." (1)

CCSS.ELA-Literacy.RI.8.3

Lesson 1: A New Nation

1. Which statement BEST paraphrases the first sentence of paragraph 39?

"There is no word in the English language that can express the state in which we are, and have been, these last three days." (39)

Answer: d. I cannot possibly explain in words the situation we've been experiencing for three days.

CCSS.ELA-Literacy.RI.8.4

2. Which sentence in paragraph 39 shows that the narrator is preparing for the uncertain days ahead?

Answer: c. "So day before yesterday, Lilly and I sewed up our jewelry, which may be of use if we have to fly." (39)

CCSS.ELA-Literacy.RI.8.1

3. In paragraph 40, the writer describes cotton being burned. Why is this being done?

Answer: a. To prevent the Union army from benefiting from it

CCSS.ELA-Literacy.RI.8.2

4. When the writer says near the end of paragraph 40, "It shows what a nation in earnest is capable of doing," what is she referring to?

Answer: b. The Confederate citizens' individual sacrifices to support their side's cause

CCSS.ELA-Literacy.RI.8.2

5. Are the following statements true or false?

a. The writer is in a place that is under threat from the Union army.

b. The McRae, mentioned near the start of paragraph 41, is a fort.

c. The writer's final message in this diary entry is to her brother George.

Answers: a. True, b. False, c. False

CCSS.ELA-Literacy.RI.8.1

6. Which statement BEST summarizes what the writer seems to want "Mr. Yankee" to know?

Answer: a. She is ready and willing to fight.

CCSS.ELA-Literacy.RI.8.4

Lesson 2: Dedicate

Read the Bliss and Nicolay versions of the Gettysburg Address.

Note the differences from the earlier (Nicolay) version and the Bliss version.

You can see which words and phrases Lincoln paid particularly close attention to when he revised his speech. Choose one or two of these places where Lincoln revised and write about what the changes suggest that Lincoln was dedicated to when he wrote the Gettysburg Address.

Sample Response: Lincoln changed “This we may, in all propriety do” to “It is altogether fitting and proper that we should do this.” I think he did this because he wanted his thinking to be clearer and easier to understand.

CCSS.ELA-Literacy.RI.8.9

Grade 8 Unit C Solo Answer Key

8C: Science & Science Fiction

Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley & Gris Grimly

Lesson 1: Meet Victor Frankenstein

1. Which of the following statements BEST summarizes these paragraphs?

Answer: c. When Victor was 13, he read a book by Agrippa. His father called it trash, which made Victor even more interested.

CCSS.ELA-Literacy.RL.8.2

2. Based on the information in paragraph 6, what is the purpose of each of these items?

The philosopher's stone

Answer: b. To produce wealth

The elixir of life

Answer: a. To protect people from diseases

CCSS.ELA-Literacy.RL.8.1

3. Victor is more interested in discovering _____ and _____.

Answers: b. the elixir of life
d. saving people's lives

CCSS.ELA-Literacy.RL.8.1

4. In addition to the philosopher's stone and the elixir of life, what did Victor's readings describe?

Answer: b. Methods to communicate with ghosts and devils

CCSS.ELA-Literacy.RL.8.1

5. Victor tried to follow the methods described in these books, but he said his attempts _____ because _____.

Answers: c. always failed, b. he made mistakes

CCSS.ELA-Literacy.RL.8.1

6. Everyone has experienced a thunderstorm, but for Victor this was a major life event. Why do you think this experience affected Victor so much? What do you predict that this experience has to do with the rest of the story?

Sample Response: The lightning strike excited him because it showed the awesome power of nature. I predict that he will somehow use the power of electricity to master the secret of life and prevent death.

CCSS.ELA-Literacy.RL.8.3

Lesson 2: Victor's Scientific Passions

1. Place the events in the correct order.

Answers: 1 e. The creature came to life.
2 d. Victor ran from the room to his bed.
3 a. The creature visited him and tried to speak.
4 c. Victor ran away from his apartment and walked around the streets.
5. b. Victor ran into his old friend, Henry.

CCSS.ELA-Literacy.RL.8.2

2. Write the descriptions in the appropriate blanks.

a. "I saw the dull yellow eye of the creature. . ."

Answer: top right

b. "His yellow skin scarcely covered the work of muscles and arteries beneath. . ."

Answer: bottom left

c. ". . .his hair was of a lustrous black, and flowing. . ."

Answer: top left

d. ". . .his teeth of a pearly whiteness. . ."

Answer: bottom right

e. ". . .his shriveled complexion, and straight black lips."

Answer: middle left

CCSS.ELA-Literacy.RL.8.4

3. Which word BEST describes how Victor feels when he looks at his creation?

Answer: c. Disgusted

CCSS.ELA-Literacy.RL.8.4

4. What does the creature NOT do when he enters Victor's room?

Answer: d. Attack him

CCSS.ELA-Literacy.RL.8.1

5. Writing from Victor's point of view, tell what happens on the last page of Volume I, Chapter 4. You can include dialogue if you wish.

Sample Response: I fell terribly ill, but my friend, Henry Clerval was there to take good care of me. I had to relax and take medicine, and it took me a long time to recover. I was finally starting to feel better when I received a letter.

CCSS.ELA-Literacy.RL.8.2

6. Look at the images on the bottom of page 42 and on page 43 in the graphic novel. What is happening? Based on Grimly's drawings, what do you think is on Victor's mind?

Sample Response: Victor has fallen asleep and then he has a terrible nightmare. The dream starts off just fine, with him seeing his bride-to-be, Elizabeth. But then Elizabeth turns into a skeleton which shows his fear that something terrible is going to happen to Elizabeth. I think she is going to die!

CCSS.ELA-Literacy.RL.8.2

Lesson 3: How Victor Views His Creation

1. Who is Victor referring to in these quotes?

"It was to be decided whether the result of my curiosity and lawless devices would cause the death of my two fellow beings:"

a. "the other far more dreadfully murdered, with every aggravation of infamy that could make the murder memorable in horror." (1)

Answer: Justine

b. "one a smiling babe, full of innocence and joy;" (1)

Answer: William

CCSS.ELA-Literacy.RL.8.4

2. Is Justine a murderer? Choose whether the evidence supports her guilt or her innocence.

Answers:

Justine is guilty

a. She was out the whole night of the murder.

c. She was seen close to the spot where the body was found.

e. A picture from William's necklace was found in her pocket.

Justine is innocent

b. Elizabeth testified that Justine loved William like a son.

d. Justine testified that she did not commit the murder.

CCSS.ELA-Literacy.RL.8.1

3. What is the meaning of the sentence "Concerning the picture she could give no account" (6, 5)?

Answer: a. Justine could not explain why the picture was in her pocket.

CCSS.ELA-Literacy.RL.8.4

4. What does Victor mean when he says that "The tortures of the accused did not equal mine; she was sustained by innocence, but the fangs of remorse tore my bosom, and would not forego their hold" (11, 3)?

Answer: d. Victor suffered more than Justine because she could feel the peace of innocence while he felt the pain of guilt.

CCSS.ELA-Literacy.RL.8.4

5. Who does Victor think is suffering the most—Justine, Elizabeth, or himself?

Answer: c. He thinks he is suffering the most because he has to live with his guilt.

CCSS.ELA-Literacy.RL.8.1

6. Why does Victor call himself a "wretch" (25)? What would be your advice to Victor if you found him in this mood?

Sample Response: Victor calls himself a wretch, but he means it differently than when he called the creature a wretch. Victor pities himself because his attempt at defeating death backfired on him. I would advise him to pull it together, deal with his problems, stop pitying himself, and try to find the creature.

CCSS.ELA-Literacy.RL.8.3

Lesson 5: The Creature Speaks

1. According to Victor, which of the following was affected by the death of Justine?

a. Family life
b. Work life
c. Mental health
d. Bodily health
e. School work

Answers: a. Yes, b. No, c. Yes, d. Yes, e. No

CCSS.ELA-Literacy.RL.8.2

2. What does Victor mean when he says, "I had been the author of unalterable evils" (74)?

Answer: c. Victor had created something so bad that he couldn't fix it.

CCSS.ELA-Literacy.RL.8.4

3. Victor was hoping to find the creature in order to _____.

Answer: b. get revenge

CCSS.ELA-Literacy.RL.8.1

4. Why does Victor say that he "was the true murderer" (75)?

Answer: a. Victor was responsible for creating the creature, and so Victor was ultimately responsible for the creature's actions.

CCSS.ELA-Literacy.RL.8.1

5. Which of the following is the best paraphrase of the sentence "If mine had been a sorrow to be chased away by any fleeting circumstance, this excursion would certainly have had the effect intended by my father" (76)?

Answer: d. If my sadness was an ordinary kind, I would probably have felt a lot better once we got to the wilderness.

CCSS.ELA-Literacy.RL.8.4

6. Victor mentions that sometimes he would rather die than continue with this suffering. What do you think is keeping Victor going at this point in the story?

Sample Response: I think the main thing keeping Victor going at this point is the fact that he wants to somehow get revenge on the creature. He is so angry and emotional that he doesn't have a plan, but he feels that somehow he has to destroy the thing he made.

CCSS.ELA-Literacy.RL.8.1

Lesson 6: **Comparing Creators**

1. This question has two parts.

Part 1: What effect did the family vacation have on Victor at first?

Answer: d. It temporarily reduced his feelings of grief.

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

Answer: b. "Although they did not remove my grief, they subdued and tranquilized it." (1)

CCSS.ELA-Literacy.RL.8.1

2. Victor decides to go for a walk _____ and there he encounters _____.

Answers: c. in the mountains
c. the creature

CCSS.ELA-Literacy.RL.8.2

3. Who says what?

a. "Begone, vile insect!" (6)

Answer: Victor

b. "I expected this reception." (7)

Answer: The creature

CCSS.ELA-Literacy.RL.8.1

4. Reread paragraph 12 (the last paragraph on page 83 of the graphic novel). What is the BEST paraphrase for the creature's statement in this paragraph?

Answer: a. What can I say to make you see my perspective? I was a good person and I loved all people. But now I am totally alone and miserable.

CCSS.ELA-Literacy.RL.8.2

5. At the close of this passage, it seems clear that the creature is about to _____.

Answer: b. tell his story

CCSS.ELA-Literacy.RL.8.1

6. In paragraph 7, the creature asserts that "All men hate the wretched." Do you personally agree or disagree with this statement? Explain.

Sample Response: The world has changed a lot since Mary Shelley's time. Life has gotten better for people who look different or who have different abilities, but we still have a long way to go. Not "all men hate the wretched," but too many of them do.

CCSS.ELA-Literacy.RL.8.1

Lesson 7: The Creature's Tale, Part 1

1. What did the creature gain from reading each of these books?

The Sorrows of Werter

Answer: c. Feelings of admiration and sorrow for a character

Plutarch's Lives

Answer: a. Love and admiration for the heroes of history

Paradise Lost

Answer: b. A comparison with creatures in a situation similar to his own

CCSS.ELA-Literacy.RL.8.2

2. The creature finds _____ in the pocket of Victor's old clothes. When he is finally able to read it, the contents make him feel _____.

Answers: a. Victor's papers, c. disgusted

CCSS.ELA-Literacy.RL.8.1

3. Which character in *Paradise Lost* did the creature seem to identify with the most?

Answer: d. Satan

CCSS.ELA-Literacy.RL.8.1

4. Why does the creature identify himself with that character?

Answer: c. He feels envy toward others who are happy.

CCSS.ELA-Literacy.RL.8.1

5. Choose the sentence in which the creature points out a difference between himself and Satan.

Answer: d. "Satan had his companions, fellow-devils, to admire and encourage him; but I am solitary and detested." (6)

CCSS.ELA-Literacy.RL.8.3

6. What do the creature's reactions to his various readings show us about his character?

Sample Response: The creature's reactions to his readings show us that he is a lot like a human being. He feels emotions. He wants to learn new things and share his life with other people. He wants to become a better person.

CCSS.ELA-Literacy.RL.8.3

Lesson 8: The Creature's Tale, Part 2

1. What is the purpose of this passage?

Answer: b. To describe how the creature committed his first murder

CCSS.ELA-Literacy.RL.8.2

2. Why does the creature decide to look for Victor? Choose TWO correct answers.

Answers: a. He sees Victor as a father.
c. He believes that Victor is the only person who might feel sympathetic toward him.

CCSS.ELA-Literacy.RL.8.1

3. Put the events in the correct order.

Answers: 1 c. The creature remembers the name of Victor's city.
2 a. The creature tries to take a nap but is awakened by a young boy.
3 e. The boy screams and mentions that he is the son of M. Frankenstein.
4 d. The creature kills the boy.
5 b. The creature finds a necklace with the picture of a woman.

CCSS.ELA-Literacy.RL.8.2

4. The creature feels _____ after killing William.

Answer: c. happiness

CCSS.ELA-Literacy.RL.8.1

5. When the creature studies the portrait of Victor's mother in the child's necklace, what two emotions does he feel and why?

Answer: d. Delight because he finds her beautiful and rage because he thinks she would find him disgusting

CCSS.ELA-Literacy.RL.8.3

6. How do you think the story would unfold differently if the creature never happened to find William?

Sample Response: I don't think it would change the story much if the creature didn't find William. The creature would have found Victor. But Victor would have rejected the creature anyway. Maybe he would even attack him then and there. The creature would then turn to violence to seek revenge on Frankenstein.

CCSS.ELA-Literacy.RL.8.1

Lesson 9: The Creature's Request

1. Based on the text, it seems that it will take Victor _____ to create a female companion for the creature.

Answer: d. months

CCSS.ELA-Literacy.RL.8.1

2. Victor is cheerful and confident about creating a female companion for the creature.

Answer: b. False

CCSS.ELA-Literacy.RL.8.2

3. What does Victor's father say to him?

Answer: d. All of the above.

CCSS.ELA-Literacy.RL.8.2

4. The plan is for Victor to get married in _____.

Answer: c. two years

CCSS.ELA-Literacy.RL.8.1

5. Which description best fits each character?

Victor

Answer: b. Anxious and moody

Henry

Answer: a. Full of joy and excitement for life

CCSS.ELA-Literacy.RL.8.2

6. In paragraph 28, Victor says of Henry, "And where does he now exist?" What do you think he means by that?

Sample Response: Victor is looking back and telling the whole story. I think that Henry is dead. He was killed by the creature. In this paragraph, Victor is looking back and wishing his friend was still alive.

CCSS.ELA-Literacy.RL.8.4

Lesson 11: A Broken Promise

1. What does each character say in the conversation between Victor and the creature?

Victor

Answer: a. I am not going to make the same mistake twice.

The creature

Answer: b. If I can't be happy, you can't be happy.

CCSS.ELA-Literacy.RL.8.2

2. How does the conversation between Victor and the creature end?

Answer: c. It ends with the creature leaving.

CCSS.ELA-Literacy.RL.8.1

3. This question has two parts.

Part 1: As the creature is leaving, he says "I go; but I shall be with you on your wedding-night" (142). How does Victor interpret his meaning?

Answer: a. The creature will kill Victor on the night he weds Elizabeth.

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

Answer: c. Paragraph 12

CCSS.ELA-Literacy.RL.8.1

4. Victor cleans up his laboratory and throws the mess he made into the ocean. He does this to avoid being accused of _____.

Answer: a. murder

CCSS.ELA-Literacy.RL.8.1

5. Toward the end of the passage, Victor is accused of _____.

Answer: a. killing someone

CCSS.ELA-Literacy.RL.8.1

Lesson 11 (continued)

6. What is Victor's attitude toward death at this point in the story? Has his attitude about death changed over the course of the story?

Sample Response: At the beginning of the story, Victor was scared of death. That was the whole reason he started his strange experiments. But, I think his attitude has changed. When the creature tells him that he is going to be with him on his wedding night, Victor thinks that will be the end, and he accepts it.

CCSS.ELA-Literacy.RL.8.2

Lesson 12: More "murderous machinations"

1. Victor tells his father that he is _____ the deaths of William, Justine, and Henry.

Answer: b. responsible for

CCSS.ELA-Literacy.RL.8.1

2. What is one way Victor's father did NOT respond to Victor's claim of guilt?

Answer: c. He told him he needed psychological help.

CCSS.ELA-Literacy.RL.8.1

3. What do Elizabeth and Victor write to one another?

Elizabeth to Victor

Answer: a. I feel like you may be in love with someone else.

Victor to Elizabeth

Answer: b. Don't worry; I haven't found anyone else.

CCSS.ELA-Literacy.RL.8.2

4. Victor completely accepts the fact that the creature will soon kill him and doesn't even try to defend himself.

Answer: b. False

CCSS.ELA-Literacy.RL.8.1

5. Which portion of the text BEST supports your answer to the previous question?

Answer: b. "In the meantime I took every precaution to defend my person, in case the fiend should openly attack me. I carried pistols and a dagger constantly about me, and was ever on the watch to prevent artifice." (25)

CCSS.ELA-Literacy.RL.8.1

Lesson 12 (continued)

6. The wedding day is almost here. What advice would you give Victor for this special occasion and why?

Sample Response: I would advise Victor to call the ceremony off. He should just run away with Elizabeth to somewhere far from Geneva. The creature is planning something, and I think it is worse than Victor imagines right now.

CCSS.ELA-Literacy.RL.8.1

Lesson 13: A Tale of Two Wretches

1. Add a caption describing what happens on this page.

Sample Response: Victor remembers all the good times and the people he lost. Now he has only one mission: to find and kill the creature who destroyed it all.

CCSS.ELA-Literacy.W.8.3

2. Add a caption describing what happens on this page.

Sample Response: He begins his journey to the icy north. He follows the bloody trail of the creature and finds a message scrawled in blood on a stone. It is a threat against Victor from the creature.

CCSS.ELA-Literacy.W.8.3

3. Add a caption describing what happens on this page.

Sample Response: He continues along the trail and finds more signs of violence and death. He knows that the creature caused all of this destruction. A local tells Victor where he should search next, and off Victor goes.

CCSS.ELA-Literacy.W.8.3

4. Put these events in the correct order:

Answers: 1 e. Victor chased the creature through the ice and snow.
2 c. Waves broke apart the ice that Victor was traveling upon.
3 d. Victor saw Walton's ship in the distance.
4 b. Victor paddled over to the ship on a chunk of ice.
5 a. Walton pulled Victor aboard his ship.

CCSS.ELA-Literacy.RL.8.2

Lesson 13 (continued)

5. What does Victor ask Walton to do in the event of his death?

Answer: c. Kill the creature

CCSS.ELA-Literacy.RL.8.1

6. There is a famous saying, "The apple never falls far from the tree." It means that children often turn out very similar to their parents. Do you think this saying applies to Victor and the creature? Why or why not?

Sample Response: The saying "The apple never falls far from the tree" really applies to Victor and the creature. The creature is the closest thing that Victor will ever have to a son. Like Victor, the creature lives apart from society. He is miserable and lonely, and wants to solve his problems through violence.

CCSS.ELA-Literacy.RL.8.1

Lesson 14: A Final Farewell

1. Prometheus wants to _____ humans, while Zeus wants to _____ humans.

Answers: a. give fire to, b. keep fire from

CCSS.ELA-Literacy.RL.8.2

2. Which statement best represents the view of Zeus? Which statement best represents the view of Prometheus?

Zeus

Answer: a. Humans are fine the way they are; they don't have sickness, worry, or warfare.

Prometheus

Answer: b. They are living like pathetic animals; they need our help.

CCSS.ELA-Literacy.RL.8.2

3. How does the debate between Zeus and Prometheus end?

Answer: b. Zeus tells Prometheus that the conversation is over; Prometheus steals fire and gives it to humans.

CCSS.ELA-Literacy.RL.8.2

4. Fire brought many great benefits to humanity, according to this story.

Answer: a. True

CCSS.ELA-Literacy.RL.8.1

5. How does the story end for Prometheus?

Answer: c. Zeus chains Prometheus to a giant rock and causes birds to peck out his liver every day.

CCSS.ELA-Literacy.RL.8.1

Lesson 14 (continued)

6. Why do you think Mary Shelley subtitles her story “The Modern Prometheus”? Which character in *Frankenstein* is like Prometheus?

Sample Response: Mary Shelley probably subtitled her story “The Modern Prometheus” because, just like Prometheus, Victor used knowledge that was not meant for humans to use. Just like Prometheus, he was tortured because he took that knowledge and used it on Earth.

CCSS.ELA-Literacy.RL.8.9

Lesson 15: Sympathy Debate

1. The film review was published in _____.

Answer: b. 1931

CCSS.ELA-Literacy.RI.8.1

2. The author says that, as the audience watched the *Frankenstein* film, they “laughed to cover their true feelings” (1). What does he most likely mean by that?

Answer: c. They were really scared.

CCSS.ELA-Literacy.RI.8.4

3. How was the film different from the novel? Choose the correct column for each event.

Film Only

Answers: b. The creature kills Frankenstein’s servant.
c. Frankenstein accidentally uses an abnormal brain to construct the creature.
d. Villagers chase the creature with torches and kill him.
e. Frankenstein brags about creating a creature.
g. Frankenstein lives in the end.

Novel and Film

Answers: a. The main character is a scientist named Frankenstein.
f. Frankenstein builds a creature out of human parts.

CCSS.ELA-Literacy.RI.8.7

4. According to the article, the 1931 version of *Frankenstein* is most similar to which of the following?

Answer: c. John L. Balderston’s play

CCSS.ELA-Literacy.RI.8.1

Lesson 15 (continued)

5. Which horror film does the reviewer compare *Frankenstein* to?

Answer: a. *Dracula*

CCSS.ELA-Literacy.RI.8.1

6. Fans of Mary Shelley's *Frankenstein* often complain that no *Frankenstein* films really tell the original story. Why do you think it is so hard to turn this novel into a film?

Sample Response: The novel might be hard to turn into a film because it is a really long story. It has a lot of characters, it moves around to a lot of different places, and big parts of it are just the thoughts in Victor's head. If everything in the novel was in a movie version, it might feel really slow and be hard to follow.

CCSS.ELA-Literacy.RI.8.7

Lesson 1: "The Tables Turned"

1. Where is the writer?

Answer: b. Colorado Territory

CCSS.ELA-Literacy.RI.8.1

2. Choose the sentence that best describes Bird's daily life in her new home.

Answer: b. "I live mainly out of doors and on horseback, wear my half-threadbare Hawaiian dress, sleep sometimes under the stars on a bed of pine boughs, ride on a Mexican saddle, and hear once more the low music of my Mexican spurs."

CCSS.ELA-Literacy.RI.8.5

3. Bird's home is _____.

Answer: b. on a mountain

CCSS.ELA-Literacy.RI.8.1

4. This question has two parts.

Part 1: According to Bird, what do other travelers say the people of Colorado are like?

Answer: d. suspicious of outsiders

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

Answer: d. "'There's a stranger! Heave arf a brick at him!' is said by many travelers to express the feeling of the new settlers in these Territories."

CCSS.ELA-Literacy.RI.8.1

5. Paraphrase this sentence from paragraph 4: "It is unsurveyed, 'no man's land,' and mine by right of love, appropriation, and appreciation."

Estes Park has _____, there are _____ to care for it, and I consider it mine because of my _____ its many features.

Answers: a. not been mapped
b. few or no people
b. love for

CCSS.ELA-Literacy.RI.8.4

6. According to the text, what are the different attitudes that these people have for the wildlife of the Colorado Territory? Select the correct answer option for each person.

The hunter

Answer: c. kills animals for food or profit.

The sportsman

Answer: a. kills animals for the fun of it.

Isabella Bird

Answer: b. appreciates the animals for their beauty.

CCSS.ELA-Literacy.RI.8.2

7. Why do you think Isabella Bird moved to the Colorado Territory? What benefits do you think she gets from living there? What evidence from the text makes you think so?

Sample Response: I think that she moved to the Colorado Territory to get away from society. She might be the kind of person who likes to be alone most of the time. Living in Colorado allows her to live the way she wants and to enjoy the natural beauty.

CCSS.ELA-Literacy.RI.8.1

Lesson 2: Byron and Looms

1. What was the process of producing goods like before and after the Industrial Revolution?

Before the Industrial Revolution

Answer: b. Most products were made by hand at home.

After the Industrial Revolution

Answer: a. Most products were made with machines in factories.

CCSS.ELA-Literacy.RI.8.2

2. What was the process of making a new shirt in the late 18th century? Put the steps in the correct order.

Answers: 1 b. Get some wool and comb it.
2 d. Spin the wool into yarn.
3 a. Dye the yarn.
4 e. Weave the yarn into cloth.
5 c. Sew the cloth into a shirt.

CCSS.ELA-Literacy.RI.8.2

3. What is the purpose of including Elizabeth Fuller's and Lucy Larcom's diary entries?

Elizabeth Fuller

Answer: a. To show how women spent most of their day making yarn

Lucy Larcom

Answer: b. To show the future that lay ahead for many women

CCSS.ELA-Literacy.RI.8.5

4. The author of the passage is mainly _____ about the impact of the Industrial Revolution and new machine technology on American life.

Answer: a. positive

CCSS.ELA-Literacy.RI.8.6

5. What is it about the author's writing that makes you think so?

Sample Response: The author only shows the good side and doesn't show any of the bad side. She shows how people's lives were difficult before and how machines saved them from all that work.

CCSS.ELA-Literacy.RI.8.6

6. What do you think Lord Byron would say to the author of this excerpt? What makes you think so?

Sample Response: Lord Byron would tell her that she needs to look at the facts. He would tell her that the new machines made things better in some ways, but they made things worse in other ways. Lots of people lost their jobs.

CCSS.ELA-Literacy.RI.8.9

Lesson 3: Poetical Science

1. According to the passage, what were the two key concepts that made the Industrial Revolution possible?

Answer: a. Breaking up large tasks into smaller ones and creating machines that could perform those tasks

CCSS.ELA-Literacy.RI.8.1

2. What contributions did Babbage and Lovelace make to the development of computer technology?

Babbage

Answer: b. Applied the principles of the Industrial Revolution to computation

Lovelace

Answer: a. Introduced the idea that computers could process anything expressed in symbols, not just numbers

CCSS.ELA-Literacy.RI.8.2

3. The author believes that Ada Lovelace's contributions to computer science were _____.

Answer: c. important and lasting

CCSS.ELA-Literacy.RI.8.6

4. Which sentence most clearly describes Ada Lovelace's vision of the future?

Answer: b. "More than Babbage or any other person of her era, she was able to glimpse a future in which machines would become partners of the human imagination, together weaving tapestries as beautiful as those from Jacquard's loom."

CCSS.ELA-Literacy.RI.8.5

5. Why does the author use the term "poetical science" in paragraph 65?

Answer: a. It reminds the reader of the poetic side of Lovelace that she received from her father and the scientific side that she received from her mother.

CCSS.ELA-Literacy.RI.8.4

6. Based on the author's description of Lovelace's contribution to computer science, where do you see her influence in today's world?

Sample Response: Ada Lovelace believed that computers were not just calculators. She believed that they would be used to help us do creative things. Computers are used for all kinds of things nowadays, not just doing math. They help us edit photos, make movies, and create other new things.

CCSS.ELA-Literacy.RI.8.1

Lesson 4: **Lovelace's Insights**

1. Steve Jobs _____ school.

Answer: b. wanted to quit

CCSS.ELA-Literacy.RI.8.1

2. What piece of equipment most inspired young Jobs?

Answer: a. The 9100A

CCSS.ELA-Literacy.RI.8.1

3. Steve Jobs called two important people. What was the purpose of each call?

William Packard

Answer: b. To get help

The Pope

Answer: a. To pull a prank

CCSS.ELA-Literacy.RI.8.1

4. This question has two parts.

Part 1: The two Steves built the blue-box device only for their own enjoyment.

Answer: b. False

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

Answer: e. "According to Jobs, the pair built and sold about one hundred of the machines."

CCSS.ELA-Literacy.RI.8.1

5. Steve Jobs went on to build one of the most successful computer companies in the world. Based on your reading, what qualities do you think helped Jobs become successful?

Sample Response: Steve Jobs was successful because he was willing to take risks and learn everything he could. He didn't let fear get in his way, like when he called the president of the company and asked him for a job.

CCSS.ELA-Literacy.RI.8.1

Lesson 5: **Man and Machines**

1. What famous game design company did Jobs work for?

Answer: b. Atari

CCSS.ELA-Literacy.RI.8.1

2. Jobs and Wozniak _____ a club for people with interest in computers.

Answer: c. attended

CCSS.ELA-Literacy.RI.8.1

3. How did Jobs and Wozniak collaborate on creating their first computer?

Jobs

Answers: b. Suggested adding memory
c. Suggested selling the final product
f. Negotiated for cheap parts

Wozniak

Answers: a. Obtained parts to build the prototype
d. Wrote the code
e. Built the prototype

CCSS.ELA-Literacy.RI.8.2

4. What was the inspiration for the name Apple Computers?

Answer: b. Jobs was obsessed with fruit.

CCSS.ELA-Literacy.RI.8.1

5. What did each person contribute to the launch of Apple Computers?

Steve Jobs

Answer: b. Sold a car

Steve Wozniak

Answer: a. Sold a fancy scientific calculator

Paul and Clara Jobs

Answer: c. Provided a workplace

CCSS.ELA-Literacy.RI.8.2

Lesson 5 (continued)

6. How did teamwork contribute to the early success of Apple Computers? Do you think Steve Jobs could have succeeded on his own?

Sample Response: I don't think that Steve Jobs could have survived on his own. First of all, he had a lot of support from his mom and dad. They guided him through school and gave him a place to run his business. His friend, Steve, was the one who built the computers. If it wasn't for the people around him, Steve Jobs would not have become as successful as he was.

CCSS.ELA-Literacy.RI.8.1

Grade 8 Solo Answer Key

8D: Shakespeare's Romeo & Juliet

Sub-Unit 1: *Romeo and Juliet* by William Shakespeare

Lesson 1: Overview: Two Households

1. Select SIX words in lines 1–11 of The Prologue that indicate a negative feeling or attitude.

Answers: c. grudge
e. unclean
g. foes
i. misadventur'd
j. death
l. rage

CCSS.ELA-Literacy.RL.8.4

2. What does The Prologue tell us about the two "star-cross'd lovers" (6)?

Answer: c. They die.

CCSS.ELA-Literacy.RL.8.1

3. The parents of the "star-cross'd lovers" (6) are _____.

Answer: b. longtime enemies

CCSS.ELA-Literacy.RL.8.1

4. Based on The Prologue, what information can we gather about the play?

Answer: d. All of the above.

CCSS.ELA-Literacy.RL.8.2

Lesson 2: Fill-in-the-Bard

1. Fill-in-the-Bard

Here is the final section of The Prologue, lines 9–14. Fill in the blanks with synonyms for Shakespeare's words. Synonyms are words that have the same or similar meanings.

The fearful passage of their _____ love,

Answer: c. tragic

And the _____ of their parents' rage,

Answer: e. persistence

Which, but their children's end, _____ could remove,

Answer: b. nothing

Is now the two hours' _____ of our stage;

Answer: f. interaction

The which if you with _____ ears attend,

Answer: a. understanding

What here shall miss, our _____ shall strive to mend.

Answer: d. work

CCSS.ELA-Literacy.RL.8.4

2. What do you think Shakespeare is saying in these lines?

Sample Response: In these lines, Shakespeare continues to describe the setting and plot of the play. He's also saying how long it will last.

CCSS.ELA-Literacy.RL.8.1

Lesson 2 (continued)

3. Select two pieces of information The Prologue gives you about the setting and background of the play.

Answers: a. The setting is in Verona.
c. The play is about two families involved in a feud.

CCSS.ELA-Literacy.RL.8.1

4. What does Shakespeare mean when he writes “their parents’ rage, / Which, but their children’s end, nought could remove” (10–11)?

Answer: b. Only their children’s deaths could end the parents’ rage.

CCSS.ELA-Literacy.RL.8.1

5. Select two additional pieces of information The Prologue tells us.

Answers: a. Two families have been fighting for a long time when the play starts.
c. The fighting between the families will result in bloodshed.

CCSS.ELA-Literacy.RL.8.1

6. What information from The Prologue have you found most useful? Explain your thinking.

Sample Response: I find the phrase “death-mark’d love” the most useful because it tells me how the story is going to end.

CCSS.ELA-Literacy.RL.8.1

7. Look closely at The Prologue. What number is repeated multiple times?

Answer: b. Two

CCSS.ELA-Literacy.RL.8.1

8. Why do you think this number is repeated so many times? Explain your answer using evidence from the text.

Sample Response: I think the number two is repeated so many times because the story is about two people who are in love. The text says, “a pair of star-cross’d lovers,” and the word “pair” also represents the number two.

CCSS.ELA-Literacy.RL.8.1

Lesson 3: “My lips, two blushing pilgrims, ready stand”

1. What does Romeo call his lips?

Answer: b. “two blushing pilgrims”

CCSS.ELA-Literacy.RL.8.4

2. Choose the phrase that BEST completes the statement.

Juliet says that saints use their lips _____.

Answer: d. to pray

CCSS.ELA-Literacy.RL.8.1

3. Juliet says that pilgrims and saints kiss by putting their hands “palm to palm.”

Answer: a. True

CCSS.ELA-Literacy.RL.8.1

4. This question has two parts.

Part 1: What does Juliet call Romeo during this scene?

Answer: b. Pilgrim

Part 2: Why do you think Juliet uses this word to address Romeo? Explain your thinking.

Sample Response: I think Juliet is using the same terms as Romeo. He calls his lips “pilgrims,” and because they are talking about kissing, she uses the word, too.”

CCSS.ELA-Literacy.RL.8.1

Lesson 4: *Palmers, Pilgrims, Holy Shrines*

1. In line 98, Romeo asks, “have not saints lips, and holy palmers too?” What does he mean by this?

Answer: c. He is slyly suggesting to Juliet that saints and palmers have the right equipment for kissing.

CCSS.ELA-Literacy.RL.8.1

2. Romeo gives the nickname “saint” to _____.

Answer: a. Juliet

CCSS.ELA-Literacy.RL.8.1

3. Who or what does Juliet say has been wronged during this scene?

Answer: c. Romeo's hands

CCSS.ELA-Literacy.RL.8.1

4. In lines 99–103, which word is repeated multiple times?

Answer: c. Pray

CCSS.ELA-Literacy.RL.8.4

5. How does Shakespeare use this word to create multiple meanings?

Sample Response: Shakespeare has Romeo and Juliet use the words “pray” and “pray’r” as a type of coded language to talk about touching hands and kissing.

CCSS.ELA-Literacy.RL.8.1

Lesson 5: What Has 14 Lines and Rhymes?

1. In this passage Juliet has _____.

Answer: c. fewer lines than Romeo

CCSS.ELA-Literacy.RL.8.1

2. Romeo's lines rhyme with Juliet's lines _____.

Answer: a. some of the time

CCSS.ELA-Literacy.RL.8.1

3. Select two of Romeo's lines that rhyme with Juliet's.

JULIET

Ay, pilgrim, lips that they must use in pray'r.
(1.5.99)

Answer: ROMEO

c. They pray—grant thou, lest faith turn
to despair. (1.5.101)

JULIET

Saints do not move, though grant for prayers'
sake. (1.5.102)

Answer: ROMEO

d. Then move not while my prayer's
effect I take. (1.5.103)

CCSS.ELA-Literacy.RL.8.1

4. How many syllables are in most of the lines?

Answer: b. 10

CCSS.ELA-Literacy.RL.8.1

Lesson 7: The Sun, the Moon, the Stars

1. Determine if the following statements are true or false.

a. Romeo compares Juliet to the sun.

b. Romeo thinks Juliet's eyes are brighter than the stars.

c. Romeo waits for Juliet to come down from the balcony.

d. Romeo wishes he were a glove on Juliet's hand.

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

CCSS.ELA-Literacy.RL.8.1

2. As he speaks his lines, what is Romeo doing?

Answer: a. He is looking up at Juliet.

CCSS.ELA-Literacy.RL.8.1

3. Select the phrase that BEST completes the statement.

Romeo says the moon _____.

Answer: d. envies Juliet

CCSS.ELA-Literacy.RL.8.1

4. Which of the following BEST explains Romeo's reaction after Juliet speaks?

Answer: b. He is overjoyed to hear her speak.

CCSS.ELA-Literacy.RL.8.3

Lesson 8: “What’s in a name?”

1. What does Juliet ask of Romeo?

Answer: d. She asks that he change his name.

CCSS.ELA-Literacy.RL.8.1

2. What does Juliet think about roses?

Answer: c. They would smell good no matter what they were called.

CCSS.ELA-Literacy.RL.8.1

3. Select the phrase that BEST completes the statement.

Romeo says the name Montague _____.

Answer: b. means nothing to him if Juliet doesn’t like it

CCSS.ELA-Literacy.RL.8.1

4. To honor Juliet’s request, what would Romeo like to do?

Answer: b. Write his name and rip it to shreds.

CCSS.ELA-Literacy.RL.8.3

Lesson 10: “Thou art a villain”

1. Tybalt _____ Mercutio under Romeo’s arm.

Answer: c. stabs

CCSS.ELA-Literacy.RL.8.1

2. When Mercutio exclaims, “O calm, dishonourable, vile submission!” who is he talking about?

Answer: b. Romeo

CCSS.ELA-Literacy.RL.8.1

3. Determine if the following statements explaining why Romeo walks away from Tybalt’s insult are true or false.

- a. He has just married Juliet and doesn’t want to fight her family.
- b. Mercutio will defend the family’s honor for him.
- c. The Prince has already warned the Montagues and Capulets to stop fighting.
- d. He knows Tybalt doesn’t know about the marriage yet.

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

CCSS.ELA-Literacy.RL.8.1

4. Put the following events in the order they occur in the Fight Scene.

- Answers:**
- 1 d. Romeo tries not to argue with Tybalt.
 - 2 a. Mercutio is shocked by Romeo’s behavior.
 - 3 f. Mercutio draws his sword.
 - 4 c. Mercutio and Tybalt fight.
 - 5 e. Romeo steps between Mercutio and Tybalt.
 - 6 b. Tybalt stabs Mercutio.

CCSS.ELA-Literacy.RL.8.2

Lesson 11: "A plague a' both your houses!"

1. Select TWO statements that are true regarding Mercutio's wound.

Answers: b. It requires medical attention.
c. It is narrow.

CCSS.ELA-Literacy.RL.8.1

2. Who is Mercutio referring to when he says, "a braggart, a rogue, a villain, that fights by the book of arithmetic!" (3.1.63)?

Answer: a. Tybalt

CCSS.ELA-Literacy.RL.8.1

3. Mercutio is _____.

Answer: d. not a Montague or Capulet

CCSS.ELA-Literacy.RL.8.1

4. Mercutio turns to _____ for help when he is injured.

Answer: d. Benvolio

CCSS.ELA-Literacy.RL.8.1

Lesson 12: *Romeo's Transformation*

1. Select the answer that BEST completes the statement.

Tybalt has been Romeo's cousin for "an hour" because _____.

Answer: a. that's how long Romeo and Juliet have been married

CCSS.ELA-Literacy.RL.8.3

2. This question has two parts.

Part 1: What is Romeo's reaction when Tybalt returns?

Answer: d. He vows to kill Tybalt or die trying.

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

Answer: d. "Either thou or I, or both, must go with him." (3.1.89)

CCSS.ELA-Literacy.RL.8.1

3. What does Tybalt do during this scene?

Answer: b. He dies at the hands of his enemy.

CCSS.ELA-Literacy.RL.8.3

4. What does Romeo do in this scene?

Answer: a. He becomes a murderer.

CCSS.ELA-Literacy.RL.8.3

Lesson 14: Famous Last Words

1. Why does Romeo drink the poison?

Answer: b. He thinks Juliet is dead.

CCSS.ELA-Literacy.RL.8.3

2. Who is Romeo referring to when he says, “the lean abhorred monster?”

Answer: d. Death

CCSS.ELA-Literacy.RL.8.1

3. When Juliet wakes up in the tomb, she sees that Romeo is dead. Identify whether these statements about that moment are true or false.

- a. She scolds him for drinking all the poison.
- b. She turns her dagger on him.
- c. She kisses him.
- d. She turns her dagger on herself.
- e. She lays down to sleep beside him.

Answers: a. True, b. False, c. True, d. True, e. False

CCSS.ELA-Literacy.RL.8.1

4. Select two reasons that explain why Juliet stabs herself.

Answers: a. There is no poison left.
d. Romeo is dead.

CCSS.ELA-Literacy.RL.8.3

Lesson 15: A Lasting Peace?

1. The Prince blames _____ for Romeo's and Juliet's deaths.

Answer: c. both fathers

CCSS.ELA-Literacy.RL.8.1

2. This question has two parts.

Part 1: Why does the Prince feel responsible for the deaths of Romeo and Juliet?

Answer: d. He turned a blind eye to the Montague-Capulet fights.

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

Answer: b. “And I for winking at your discords too / Have lost a brace of kinsmen.”
(5.3.303–304)

CCSS.ELA-Literacy.RL.8.1

3. Select the phrase that BEST completes the statement.

The Prince's final lines suggest that Romeo's and Juliet's deaths are _____.

Answer: a. a message to people

CCSS.ELA-Literacy.RL.8.4

4. If the Prince's final lines could be changed into a one- or two-sentence warning, what would it be? Explain your thinking.

Sample Response: The Prince would warn that hating someone could cause pain to innocent people. I think he wants people to show kindness instead.

CCSS.ELA-Literacy.RL.8.1

5. What punishment do the families receive from the Prince?

Answer: d. Their punishment has already occurred in the loss of their children.

CCSS.ELA-Literacy.RL.8.1

Grade 8 Solo Answer Key

8E: Holocaust: Memory & Meaning

Sub-Unit 1: Why Remember?

Lesson 1: Why Remember?

1. What TWO things were Reni and her brother doing in this passage?

Answers: a. They were having a conversation about the Nazis.
c. They were eavesdropping on their parents' conversation.

CCSS.ELA-Literacy.RI.8.2

2. Reni's father fought in the Great War, later known as World War I, on the side of the _____.

Answer: b. Germans

CCSS.ELA-Literacy.RI.8.1

3. Why couldn't Reni's father rely upon his friends? Match the friend's name with the correct answer.

Frank

Answer: b. Didn't get back to him

Charles

Answer: a. Wouldn't see him

Leo

Answer: c. Talked about moving to Holland

CCSS.ELA-Literacy.RI.8.1

4. What did Mutti see on the walls of public buildings?

Answer: b. Posters that threaten the Jewish community

CCSS.ELA-Literacy.RI.8.1

5. Reni's brother defined "Aryans" as _____ people with _____ hair and _____ eyes.

Answers: a. German, d. blond, a. blue

CCSS.ELA-Literacy.RI.8.1

6. How did Reni and her brother react to their parents' conversation?

Sample Response: They don't really understand what everything means, but they seem scared because they can understand the tone of their parents' voices. Reni says that the word "Nazi" sounded scary. She also says she is scared of snakes when Werner describes the snake he saw on the anti-Jewish poster.

CCSS.ELA-Literacy.RI.8.2

Lesson 1: **We’re German! Before the Storm**

1. Based upon the description, the Hitler Youth most closely resembled _____.

Answer: d. soldiers

CCSS.ELA-Literacy.RI.8.1

2. Why did Mutti most likely decide that Opa would walk Reni and Werner to school from now on?

Answer: b. She wanted the children to be protected.

CCSS.ELA-Literacy.RI.8.2

3. Werner _____ to avoid being attacked by the gang of boys.

Answer: a. hid

CCSS.ELA-Literacy.RI.8.1

4. Which word BEST describes how Mutti felt at this time?

Answer: b. Terrified

CCSS.ELA-Literacy.RI.8.3

5. What does the song reveal about the goals of the Nazi party?

Answer: d. They aimed to make changes inside and outside Germany.

CCSS.ELA-Literacy.RI.8.4

6. Select the line or lines that best support the answer to the previous question.

Answer: c. (42) Because today Germany hears us, d. (43) And tomorrow the whole world.

CCSS.ELA-Literacy.RI.8.1

7. Why do you think the author decided to present the story from a child’s point of view? How does it affect your experience as a reader?

Sample Response: The author writes the story from the point of view of a child because it helps the reader see these experiences the way she did. She was innocent and didn’t really know what was going on.

CCSS.ELA-Literacy.RI.8.6

Lesson 2: **Competing Visions of Hitler Youth**

1. Read these statements about the opening ceremonies, and decide if each is true or false based on the information in the text.

- a. It was raining during the ceremonies.
- b. More than 100,000 people watched the ceremonies.
- c. Musicians and singers performed at the ceremonies.

Answers: a. False, b. True, c. True

CCSS.ELA-Literacy.RI.8.1

2. In paragraph 4, the words “quite simple personage in a uniform of plain khaki” describe _____.

Answer: Hitler or Adolf Hitler

CCSS.ELA-Literacy.RI.8.5

3. Based on these paragraphs, how was Hitler viewed by the German people? Select three descriptive words that reflect the description in the article.

Answers: a. Admired, b. Fatherly, e. Kind

CCSS.ELA-Literacy.RI.8.2

4. Who did the athletes salute as they marched past the dais?

Answer: b. Adolf Hitler

CCSS.ELA-Literacy.RI.8.1

5. Place the following events in the order they occurred.

Answers: 1 e. Runners got the flame from the temple of Zeus.
2 f. White pigeons were released from cages.
3 d. A chorus sang the “Olympic Hymn.”
4 a. The pigeons flew out of sight.
5 b. A relay runner appeared with a torch.
6 c. The runner lit the Olympic flame.

CCSS.ELA-Literacy.RI.8.2

6. What do you think the author of this article thought or felt about the opening ceremonies? What makes you think so?

Sample Response: I think the author felt like it was a really impressive event. It seemed like he liked the band playing and the birds flying. He also seemed to admire Hitler.

CCSS.ELA-Literacy.RI.8.6

Lesson 1: **The Opening Ceremonies: Message to the World**

1. Select the phrase in the text that tells you what Helene Mayer looked like.

Answer: b. a tall, slim, blue-eyed blonde fraulein

CCSS.ELA-Literacy.RI.8.5

2. What was Helene Mayer's goal, according to the article?

Answer: a. To compete in the Olympics again

CCSS.ELA-Literacy.RI.8.1

3. Why was it possible that she wouldn't get what she wanted?

Answer: c. The German team might not have admitted Jews.

CCSS.ELA-Literacy.RI.8.1

4. What happened to Mayer in Germany because she was part Jewish? Select the two correct answers.

Answers: a. She had to stop studying law.
e. She was kicked out of the Offenbach Fencer's club.

CCSS.ELA-Literacy.RI.8.2

5. Based on the information in paragraph 7, Mayer _____.

Answer: c. was an excellent fencer

CCSS.ELA-Literacy.RI.8.1

6. What does the writer mean by saying Mayer is "handicapped by racial prejudices in Germany"?

Answer: c. She couldn't work, study, or fence in Germany because of prejudice against Jews.

CCSS.ELA-Literacy.RI.8.4

7. Based on the article, what do you predict lies ahead for Mayer?

Sample Response: She doesn't know if she will get to compete in the 1936 Olympics. If she does and wins, she will probably be honored for a short time, but things will still be very hard for her in Germany because she is part Jewish. If she is not allowed to compete in the Olympics in Germany, maybe she will stay in California where she is going to college.

CCSS.ELA-Literacy.RI.8.1

Lesson 2: "A Political Team"

1. The author says that Owens "continued his one-man Olympics" (22) because Owens _____.

Answer: a. won so many competitions

CCSS.ELA-Literacy.RI.8.1

2. What did Hitler do when Owens approached the victory stand after winning the race?

Answer: a. He walked out of the stadium.

CCSS.ELA-Literacy.RI.8.1

3. Which sentence from paragraph 25 explains two possible reasons why Hitler left the stadium?

Answer: b. "Reich officials said he left because of the inclement weather; others said a Black man from America had driven 'the apostle of Nordic supremacy into a sudden retreat...'"

CCSS.ELA-Literacy.RI.8.5

4. The United States officially recognized Owens's Olympic achievements in _____.

Answer: d. 1976

CCSS.ELA-Literacy.RI.8.1

5. Which of these events really happened?

- a. Owens was invited to the White House immediately after the Olympics.
- b. Owens received a hero's parade upon his return to the United States.
- c. Owens was eventually given the Medal of Freedom by President Ford.
- d. Owens was invited to shake Hitler's hand.

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

CCSS.ELA-Literacy.RI.8.2

6. In what way was Owens's Olympic performance an important symbol?

Sample Response: Hitler believed that "Aryans" were superior to black people, Jews, and others. According to his theory, Germans should have been able to win all the competitions in the Olympics. Owens showed that this idea was false.

CCSS.ELA-Literacy.RI.8.3

Lesson 3: **Jesse Owens: Giving the Lie to Hitler**

1. Based on the first two paragraphs, which is the BEST description of who the SA and SS are?

Answer: a. They are official, organized groups of Nazis.

CCSS.ELA-Literacy.RI.8.3

2. In the first sentence, why does Alfons stand “open-mouthed”?

Answer: d. He was surprised by their actions and didn’t know what to think.

CCSS.ELA-Literacy.RI.8.4

3. What were each of these groups doing? Read each quote, then select which group or groups were involved.

a. “threw hundreds of pairs of shoes into the street” (1)

Answer: Both Groups

b. “watched silently, but many followed” (2)

Answer: The Townspeople

c. “broke into a run and literally stormed the entrance” (2)

Answer: SA & SS Troopers

d. “climbed to the roof and waved the rolls of the Torah” (2)

Answer: Both Groups

e. “stayed, as if riveted to the ground, some grinning maliciously” (2)

Answer: The Townspeople

CCSS.ELA-Literacy.RI.8.2

4. What is Heck suggesting about his friend Helmut when he says he had “shining eyes”?

Answer: b. Helmut is very excited by what he sees happening around him.

CCSS.ELA-Literacy.RI.8.4

5. Place the following events in chronological order as Alfons Heck experienced them that afternoon.

Answers: 1 c. He sees the SA and SS troops getting out of a truck.
 2 f. He watches as troops smash a shoe shop and townspeople come to grab shoes.
 3 a. Alfons and Helmut follow the troops to the synagogue.
 4 d. Alfons watches as troops begin to destroy the synagogue.
 5 b. As Alfons runs home he sees a truck being loaded with Jews.
 6 e. Alfons sees his neighbor Frau Marks screaming for her husband who has been arrested and put on the truck.

CCSS.ELA-Literacy.RI.8.2

6. Heck says that the SA men threw shoes into the street, which were “picked up in minutes by some of the nicest people in our town.” Why do you think he includes the word “nicest” here?

Sample Response: I think Alfons Heck wants the reader to know that it wasn’t only the “worst” people who participated in the violence against the Jews. Maybe those “nicest” people weren’t smashing stores or yelling in the street but when they had the chance to get some stuff they took it. Maybe Heck wants to stress that there were LOTS of people involved in these events; it wasn’t just a few Nazis while everyone else stood by.

CCSS.ELA-Literacy.RI.8.1

Lesson 1: **Kristallnacht: The November Pogroms**

1. Who is telling the story of his experience of the Holocaust?

Answer: a. Vladek

CCSS.ELA-Literacy.RL.8.3

2. Who is recording this story?

Answer: b. Art

CCSS.ELA-Literacy.RL.8.3

3. Nazis, Polish Jews, and Polish people who were not Jewish are illustrated as three different animals. Match the correct animal to each group.

Nazis

Answer: b. Cats

Polish Jews

Answer: c. Mice

Non-Jewish Polish People

Answer: a. Pigs

CCSS.ELA-Literacy.RL.8.3

4. How did the Jews of Sosnowiec survive and make money for food after the Nazi takeover?

Answer: b. They secretly traded goods and services.

CCSS.ELA-Literacy.RL.8.1

5. The Nazis hanged the Jewish people, depicted on page 83, for _____.

Answer: d. trading goods illegally

CCSS.ELA-Literacy.RL.8.1

6. This question has two parts.

Part 1: What does the image in the first panel on page 84 show about how Vladek reacted to the hangings?

Answer: c. It shows that Vladek was haunted by the hangings.

Part 2: What element of the image supports the answer you selected in the previous question?

Answer: d. Vladek is slumped forward in his chair with images of the hanged men hovering over him.

CCSS.ELA-Literacy.RL.8.1

Lesson 2: “A little worse, a little worse”

1. Put the events in the correct order.

Answers: 1 a. Jews were notified that the elderly would be sent away.
2 d. Vladek started hiding Anja's grandparents behind a storage shed.
3 b. Vladek's grandparents were delivered to the Nazis.
4 f. All Jews in Sosnowiec were told they had to register at the stadium.
5 c. The elderly, children, and Jews without papers were sent to the left line.
6 e. One-third of the city's Jews were kept at the stadium.

CCSS.ELA-Literacy.RL.8.2

2. What did Vladek mean when he says, “I smelled I could arrange something”?

Answer: a. Vladek sensed that the clerk would be willing to do illegal business with him.

CCSS.ELA-Literacy.RL.8.4

3. Why didn't Vladek want to work at the Jewish Community Organization, the Gemeinde?

Answer: d. The Gemeinde were helping the Nazis.

CCSS.ELA-Literacy.RL.8.1

4. How did the Nazis persuade people to send their relatives away?

Sample Response: The Nazis told families that they would have to send other family members in the old people's place if the old people didn't go. Then, they said the old people were going to one place when they were really being sent to another more dangerous place.

CCSS.ELA-Literacy.RL.8.2

5. How did Vladek know that going to the line on the right-hand side must be good?

Answer: b. The people with useful skills were being sent there.

CCSS.ELA-Literacy.RL.8.1

6. Why did Vladek's father cross “to the bad side”?

Answer: d. He wanted to be with his daughter.

CCSS.ELA-Literacy.RL.8.3

Lesson 3: **Strategies of Survival**

1. Elie was actually a _____ but he stated he was a _____.

Answers: a. student, c. farmer

CCSS.ELA-Literacy.RI.8.1

2. Which portion of text best represents Elie's feeling that the Jews had been betrayed and their deaths ignored?

Answer: b. "How was it possible that men, women, and children were being burned and that the world kept silent?" (54)

CCSS.ELA-Literacy.RI.8.5

3. According to the passage, what is the Kaddish?

Answer: c. A prayer for the dead

CCSS.ELA-Literacy.RI.8.1

4. According to Elie, for whom was the Kaddish being recited?

Answer: a. The reciters themselves, who believed they were about to die

CCSS.ELA-Literacy.RI.8.2

5. Which of the following did the Nazis do to the prisoners?

- a. Took their clothing from them
- b. Fed them a healthy meal
- c. Shaved their heads
- d. Disinfected them

Answers: a. Yes, b. No, c. Yes, d. Yes

CCSS.ELA-Literacy.RI.8.2

6. At the end of the passage, Elie says, "My soul had been invaded—and devoured—by a black flame" (96). What do you think he meant by that?

Sample Response: I think he means that his old life was destroyed by pure evil.

CCSS.ELA-Literacy.RI.8.4

Lesson 4: The Final Solution

1. What difference did Reni note about her life in the United States?

Answer: c. Having choices

CCSS.ELA-Literacy.RI.8.1

2. Why didn't Reni's family talk about the Holocaust?

Answer: a. They were trying to start over.

CCSS.ELA-Literacy.RI.8.1

3. Why do you think Reni had such a love of learning?

Sample Response: Reni never thought that she would have the opportunity to be educated. Also, she got to plan for the future with school. In the concentration camps, she had no future.

CCSS.ELA-Literacy.RI.8.1

4. Which of the following does Reni describe happening when she remembered the experience of the Holocaust?

- a. She "froze" still when she heard a train whistle.
- b. She went for years without speaking with others.
- c. She could not wear fancy clothing.
- d. She could not move her arm to eat soup.
- e. She saved even the smallest scraps of food.

Answers: a. Yes, b. No, c. No, d. Yes, e. Yes

CCSS.ELA-Literacy.RI.8.2

5. Paraphrase Reni's statement: "I knew I must bear witness to suffering and use my experiences to lessen the burden of others. I decided that I didn't want to identify with being a victim, but a survivor with the responsibility to put my strength and privilege to good use." (16)

Sample Response: I wanted to live my life feeling proud for surviving. By telling my story, I could stay strong and help other people who are scared or alone for their own reasons.

CCSS.ELA-Literacy.RI.8.4

6. Why does Reni believe that "the surest path to peace may be when the 'other becomes your own'"? (28)

Sample Response: Reni thinks that the more people spend time with people who aren't like them, the more understanding they will have. She tries to connect people from different backgrounds because that makes the world more connected and caring.

CCSS.ELA-Literacy.RI.8.2

Grade 8 Solo Answer Key

8F: The Space Race Collection

Sub-Unit 2: Scavenger Hunt and Internet Research

Lesson 1: Scavenger Hunt: Introducing the Collection

1. How did the author first learn about satellites?

Answer: c. He read about them in science fiction books and his dad's magazines.

CCSS.ELA-Literacy.RI.8.1

2. This question has two parts.

Part 1: How did Homer and his mother first react to the news about *Sputnik*?

Answer: b. His mother was worried and wanted information, and Homer was surprised.

Part 2: Read the following sentences from the text. Select the sentence that BEST supports your answer to Part 1.

Answer: b. "There was some talk as to whether there were cameras on board, looking down at the United States, and I heard one newscaster wonder out loud if maybe an atomic bomb might be aboard."

CCSS.ELA-Literacy.RI.8.1

3. Reread paragraph 12. Which BEST describes the meaning of "deficiencies"?

Answer: d. Shortcomings and flaws

CCSS.ELA-Literacy.RI.8.4

4. The dog Dandy is compared to a politician in paragraph 12 to _____.

Answer: a. describe the family's political differences

CCSS.ELA-Literacy.RI.8.5

5. In the last paragraph of the passage, what does Homer infer from what he hears on the radio?

Answer: d. Johnny Villani thinks kids should be studying instead of listening to rock 'n' roll.

CCSS.ELA-Literacy.RI.8.1

Lesson 2: Scavenger Hunt: Exploring the Collection

- Which BEST describes Leonov's reaction to accomplishing this mission?
Answer: c. He was extremely happy and proud to have been a part of this historical moment.
CCSS.ELA-Literacy.RI.8.6
- Select two things Leonov sees from the window of the Soyuz.
Answers: b. The outline of the Apollo
e. Tom's face
CCSS.ELA-Literacy.RI.8.1
- As soon as the two spacecrafts made contact, the astronauts inside were able to greet each other in person.
Answer: b. False
CCSS.ELA-Literacy.RI.8.1
- At first, Leonov could not see the American spacecraft because it was too _____.
Answer: b. high
CCSS.ELA-Literacy.RI.8.1
- Number the events from the passage in the order in which they occur.
Answers: 1 b. The television cameras on board the Soyuz are not working.
2 c. The hatch of the Apollo does not open easily and needs to be fixed.
3 a. The Apollo and the Soyuz move toward each other, separated by 25 km.
4 d. Politburo congratulates the cosmonauts.
CCSS.ELA-Literacy.RI.8.2

Lesson 3: Internet Research

- President Kennedy says that _____ is one of the most crucial decisions he will make during his term.
Answer: b. advancing space exploration
CCSS.ELA-Literacy.RI.8.1
- Find two quotes that explain his sense of urgency and write them below:
Sample Response: "Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space." (5)
"For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace." (5)
CCSS.ELA-Literacy.RI.8.1
- Why does President Kennedy provide a list of details in paragraphs 11 and 12?
Answer: b. To show how Americans were preparing to send a man to the moon
CCSS.ELA-Literacy.RI.8.5
- Which of the following BEST describes the main purpose of this speech?
Answer: c. To explain why the US needs to be the first to reach the moon
CCSS.ELA-Literacy.RI.8.6
- Which BEST describes the tone of this speech?
Answer: c. Hopeful and inspiring
CCSS.ELA-Literacy.RI.8.4

Lesson 3 (continued)

6. Which benefit of space exploration is NOT clearly mentioned by President Kennedy in his speech?

Answer: d. Racial equality

CCSS.ELA-Literacy.RI.8.1

7. Examine the two quotes below, paying special attention to the words that are boldfaced in each. Why do you think President Kennedy repeated these words and phrases in his speech?

“For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a **hostile** flag of **conquest**, but by a banner of freedom and **peace**.”

“Its hazards are **hostile** to us all. Its **conquest** deserves the best of all mankind, and its opportunity for **peaceful** cooperation may never come again.”

Sample Response: I think he repeated the words “hostile” and “conquest” to address Americans’ fears of Russia gaining political or military advantage if they won the Space Race. I think he repeats the word “peace(ful)” to emphasize that if America were in control of space, we would be kept safe and not have to worry about other countries using it as a way to attack us or start wars.

CCSS.ELA-Literacy.RI.8.4

Lesson 1: **Space Blogs: Lesson 1**

Find one new fact about your astronaut or cosmonaut and cite your source. The fact could come from the Collection texts or from a credible Internet site.

Answer: Answers may vary

Why should you include this information in your assignment?

Answer: Answers may vary

How might this information be interesting or useful to the reader?

Answer: Answers may vary

CCSS.ELA-Literacy.W.8.9

Find another new fact about your astronaut or cosmonaut and cite your source. The fact could come from the Collection texts or from a credible Internet site.

Answer: Answers may vary

Why should you include this information in your assignment?

Answer: Answers may vary

How might this information be interesting or useful to the reader?

Answer: Answers may vary

CCSS.ELA-Literacy.W.8.9

Lesson 2: **Space Blogs: Lesson 2**

1. Which source provides details about viewing the Earth from space?

Answer: c. Both

CCSS.ELA-Literacy.RI.8.9

2. This question has two parts.

Part 1: Which source describes how frightening it is to be in space?

Answer: b. "First to Fly"

Part 2: Write down a quote from the text that supports your answer.

Sample Response: "When the second stage shut down, Gagarin was pushed forward against his seat straps with a jolt and a bang, making him fear for a moment that a piece had broken off the spacecraft." (4) "He had never seen a blackness as deep as the infinity of space he stared into." (5) "The sky was blacker than it ever appears from the Earth, with the real, slate-blackness of space." (10)

CCSS.ELA-Literacy.RI.8.9

3. Which idea is supported by both sources?

Answer: a. The view of the Earth from space encourages deep reflection.

CCSS.ELA-Literacy.RI.8.9

4. Which source might you read to find out about the physical changes someone undergoes in space?

Answer: d. "First to Fly"

CCSS.ELA-Literacy.RI.8.9

Lesson 2 (continued)	Lesson 3: Collection Research
<p>5. After reading both passages, do you think Gagarin's life changed after his journey to space? Explain your answer by using at least one quote from each source.</p> <p>Sample Response: I don't see how anyone could see our planet looking like a "blue marble" and not be forever changed. When Carl Sagan describes the photo of Earth from space in <i>Pale Blue Dot</i>, he notes, "And yet there is no sign of humans in this picture, not our reworking of the Earth's surface, not our machines, not ourselves: We are too small and our statecraft is too feeble to be seen by a spacecraft between the Earth and the Moon" (4).</p> <p>Gagarin was the first man in space, and got to see this with his own eyes, not to mention physically traveling that vast distance. His perception of himself, his world, and of humanity had to be changed forever. He suggests this with the line, "As I returned from outer space, I landed in the area where I had started flying. How much time had passed since then? Not more than six years. But how the yardstick had changed!" (16)</p> <p>CCSS.ELA-Literacy.RI.8.1</p>	<p>Answers to the close reading questions for this lesson may vary.</p>

Lesson 2: Conducting the Socratic Seminar

1. Look closely at paragraphs 3 and 4 of the text. Why does Safire use the adjective “noble” to describe the astronauts’ goals?

Answer: c. The astronauts were risking their lives to gain knowledge that would benefit humanity.

CCSS.ELA-Literacy.RI.8.4

2. Which of the following is most likely the reason the photo is titled *1969: Buzz Aldrin’s Footprint, A Photograph of One of the First Steps Ever Taken on the Moon*?

Answer: d. It emphasizes a historical moment and the significance of the first moon landing.

CCSS.ELA-Literacy.RI.8.6

3. Imagine you had to come up with your own title for this photograph, and write it below. Then, explain your answer.

Sample Response: I would name the photo *The Only People Here* because it emphasizes how important and scary it must have been to be the only people ever on the moon.

CCSS.ELA-Literacy.RI.8.1

4. Select the lines from the text that BEST support Safire’s claim that a “moon disaster” will not hinder future scientific discoveries.

Answer: b. “Others will follow, and surely find their way home. Man’s search will not be denied.”

CCSS.ELA-Literacy.RI.8.8

5. Imagine you had to choose a line from Safire’s speech to serve as a caption for the photograph. Which option would be the best choice?

Answer: d. “For every human being who looks up at the moon in the nights to come will know that there is some corner of another world that is forever mankind.”

CCSS.ELA-Literacy.RI.8.5

6. Explain your answer choice to question 5 in the space below.

Sample Response: The image of a human footprint on the moon shows that mankind has extended its reach to “another world.”

CCSS.ELA-Literacy.RI.8.1

7. Do you think the photograph of Aldrin’s footprint supports or contrasts with Safire’s statement below about the astronauts? Explain your answer with at least one quote from the text.

“In their exploration, they stirred the people of the world to feel as one; in their sacrifice, they bind more tightly the brotherhood of man.”

Sample Response: I think it supports the statement, because a footprint is a universal symbol of humanity that would make people “feel as one” with those astronauts. This is emphasized by the paragraph from the speech, “They will be mourned by their families and friends; they will be mourned by their nation; they will be mourned by the people of the world; they will be mourned by a Mother Earth that dared send two of her sons into the unknown,” meaning that the astronauts were one with everyone on earth, and even with the Earth itself, because they also left footprints here.

CCSS.ELA-Literacy.RI.8.1

Lesson 3: Discuss: Internet Research

1. Review the list of features below, which may apply to one or both texts you have just read. Match the features to the appropriate text(s).

Has notes from a secret diary

Answer: a. “First to Fly”

Is narrated in the first person

Answer: b. *Flight: My Life in Mission Control*

Describes the physical effects of space travel on living things

Answer: c. Both

CCSS.ELA-Literacy.RI.8.9

2. This question has two parts.

Part 1: Look at the photograph *Ham, the chimpanzee, prepares for flight*. List one thing the image helps you understand that the text does not.

Sample Response: The photograph helps me understand how small and helpless Ham is in this situation.

Part 2: List one or two things the text helps you understand that the photograph does not.

Sample Response: The text helps me understand some of the feelings of the people in charge of sending Ham into space.

CCSS.ELA-Literacy.RI.8.7

3. Both passages are about “firsts” in space travel. Find a quote from each text that BEST expresses the historical significance of these missions.

Flight: My Life in Mission Control

Sample Response: “Outer space was new territory for exploration, and nobody knew much about it.”

“First to Fly”

Sample Response: “It was not lost on him that he was seeing the Earth as spherical, with his own eyes—the first time any human had been able to do so.”

CCSS.ELA-Literacy.RI.8.5

4. Reread paragraph 2 from *Flight: My Life in Mission Control*. Judging from the context, which BEST describes the meaning of the phrase, “My gut’s got a knot in it...”?

Answer: d. I am feeling nervous.

CCSS.ELA-Literacy.RI.8.4

5. What conclusions can you draw from paragraphs 12–13 of *Flight: My Life in Mission Control*?

Answer: b. An unexpected problem has challenged Kraft’s sense of control.

CCSS.ELA-Literacy.RI.8.1