

Grade 8

Solo Activities



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

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Unit 8A, Sub-Unit 2

Solos for

Get Started



LESSON 1

1. Read the writer’s description of one moment, and find one place where you could add details to focus even more on that moment.
2. Write the sentence where you will add your focused sentences below.
3. Write three more sentences to focus more on just this one moment.

Passage:

Dodgeball Victory

Last year, the end of our dodgeball tournament was one of the most exciting moments of my 13 years. When Julio got out, it was just me and Tonya left on the gym floor. I threw toward her but missed. Now, it was her turn. She paused and took aim. I hit the ground, but somehow managed to catch the ball between my legs. She was out, and our team declared victory.

Vivid Details: Some Examples

- **Sensory Details:** How something looks, sounds, smells, tastes, or feels
- **Actions:** What someone (or something) does
- **Dialogue:** What someone says

LESSON 2

Independent Reading

1. Go to the Amplify Library and choose a book to read.
2. As you read, highlight and annotate a passage that includes 5–7 sentences focused on the same moment or idea.
3. Write your highlighted sentences below.

LESSON 3

Get focused and show the emotion!

- 1. The writer of this passage identifies a number of moments but does not focus on any.
- 2. Choose one small moment from this passage and copy it below.
- 3. Add three more sentences that stick with just this one moment and describe it even more precisely.

Consider adding details to help the reader picture what people did, said, and felt in this moment.

Passage:

We got out of school early today, so James and I went over to the deli to get sandwiches. I got a large meatball with cheese. Then, we played mini-golf until the guy working there said we were too loud and told us we had to leave. When I got home, I saw that my math homework wasn't in my folder, so my dad made me go all the way back to school. It was kind of embarrassing to ask my teacher for it.

Definition of Focus:

To focus is to write exclusively about one moment or idea in order to fully develop it.

LESSON 4

Jamal was scared.

He pumped on the brakes frantically, but nothing happened. As hard as he tried to keep his shaking hands steady on the wheel, no matter what Jamal did, the car was just sliding over the road.

“Man, that linebacker looks big,” Jamal thought. As he watched the guy lumber towards him, Jamal felt himself shrinking back. “Bigger up close than he looked from over on the sidelines.”

“Hold on a second,” Jamal said as the boy loomed over him. Jamal tried to keep his voice calm and friendly. “I had no idea that was your little brother’s lunch.”

- 1. Add your own version of how Jamal was “scared.”
- 2. Write two or three sentences that show the reader exactly what he said, did, or thought.

LESSON 5

In the passages we read from the beginning of *Going Solo*, Dahl wrote about some of the ridiculous characters he met on board the ship to Africa.

Think of one recent moment when you saw someone acting ridiculous. Write five sentences to describe this moment.

LESSON 6

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero):** _____

LESSON 7

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 8

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 9

Independent Reading

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

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

- 2. Choose one:**

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

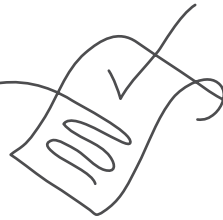
- 3. I spent about the following number of minutes reading:** _____

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero):** _____

Unit 8A, Sub-Unit 3

Solos for

Narrative Writing



LESSON 1

Read “First Encounter with a Bandit” paragraphs 41–79 from *Going Solo*.

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

| | True | 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. | _____ | _____ |

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”?

- a. We’re giving up.
- b. We’re asking our allies for help.
- c. We’re continuing to fight.
- d. We’re beating the Germans.

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

- a. Dahl had just arrived from Egypt, where he didn’t get a lot of formal training with fighter planes.
- b. The commanders were aware of Dahl’s lack of experience, but they haven’t offered any help.
- c. Dahl had no experience flying Messerschmitts, and little experience flying Hurricanes.
- d. Dahl had little experience flying Hurricanes, and no experience flying them in battle.

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

- a. Practice doing take-offs and landings.
- b. Make sure you fly in a pair.
- c. When you encounter a One-O-Nine, try to get on its tail.
- d. Make sure you turn in a tighter circle than a One-O-Nine that is pursuing you.
- e. Aim to hit a One-O-Nine in one of its wings.
- f. To hit a Ju 88 in its engine, aim well in front of it.
- g. Tell the CO you need more training before you go up against the Germans.

LESSON 1

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

The officers' mess was a tent large enough to contain two long trestle tables, one with food on it and the other where we sat down to eat. The food was tinned beef stew and lumps of bread, and there were bottles of Greek retsina wine to go with it. The Greeks have a trick of disguising a poor quality wine by adding pine resin to it, the idea being that the taste of the resin is not quite so appalling as the taste of the wine. We drank retsina because that was all there was. **a.** The other pilots in the squadron, all experienced young men who had nearly been killed many times, treated me just as casually as the Squadron-Leader had. **b.** Formalities did not exist in this place. **c.** Pilots came and pilots went. The others hardly noticed my presence. **d.** No real friendships existed. **e.** The way David Coke had treated me was exceptional, but then he was an exceptional person. **f.** I realized that nobody else was about to take a beginner like me under his wing. **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. **h.** They were all very quiet. There was no larking about. There were just a few muttered remarks about the pilots who had not come back that day. Nothing else.

LESSON 2

Read the excerpt from “The Battle of Athens—the Twentieth of April” paragraphs 13–24 from *Going Solo*.

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

- a. It was Dahl's first time flying a Hurricane alone instead of with a group.
- b. All twelve Hurricanes went up together, instead of separately.
- c. The inhabitants of Athens were on the side of the British, not the Germans.
- d. It took place on a golden springtime morning.

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

a. I had never flown a Hurricane in formation before. b. Even in training I had only done formation flying once in a little Tiger Moth. c. It is not a particularly tricky business if you have had plenty of practice, but d. if you are new to the game and if you are required to fly within a few feet of your neighbour's wing-tip, it is a dicey experience. 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. f. It is not so bad when everyone is flying straight and level, but g. when the entire formation is doing steep turns all the time, it becomes very difficult for a fellow as inexperienced as I was.

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?

- a. Skeptical
- b. Amused
- c. Admiring
- d. Disrespectful

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

- a. “I was in no mood to admire the grand view of the Parthenon or any of the other famous relics below me.”
- 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.”
- c. “I myself had never spoken to him and I am sure he hadn't the faintest idea who I was.”
- d. “He was a very small man and very soft-spoken, and he possessed the deeply wrinkled doleful face of a cat who knew that all nine of its lives had already been used up.”

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

- a. The first half hour of the Battle of Athens
- b. The training session Dahl was given before the battle began
- c. The view over the Parthenon in Greece
- d. What it was like to be inside the cockpit of a Hurricane

LESSON 2

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

- a. Dahl's plane was shot down, and he was badly wounded.
- b. Dahl's plane was shot down, but he managed to escape and return home safely.
- c. Dahl's plane suffered a lot damage, but he made it back okay.
- d. Both Dahl and his plane were surprisingly uninjured.

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

LESSON 3

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 4

Read “Fish Cheeks” by Amy Tan.

1. Who narrates the story?

- a. Robert
- b. Amy’s mother
- c. Amy
- d. Robert’s father

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

- a. Amy and Robert’s church
- b. Christmas Eve dinner
- c. Amy’s relatives’ restaurant
- d. Amy’s home

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?

| | Food served | Food not served |
|-------------------|-------------|-----------------|
| a. Prawns | _____ | _____ |
| b. Sponges | _____ | _____ |
| c. Rock cod | _____ | _____ |
| d. Fungus | _____ | _____ |
| e. Sweet potatoes | _____ | _____ |
| f. Squid | _____ | _____ |
| g. Roasted turkey | _____ | _____ |
| h. Tofu | _____ | _____ |

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

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

a. Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. b. Robert and his family waited patiently for platters to be passed to them. c. My relatives murmured with pleasure when my mother brought out the whole steamed fish. d. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. “Amy, your favorite,” he said, offering me the tender fish cheek. e. I wanted to disappear. (6)

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

- a. Envious
- b. Infatuated
- c. Curious
- d. Indifferent

LESSON 4

- 7. Which of the following BEST describes what Amy's mother wanted her to learn?**
- a. Amy's mother wants her to be proud to be Chinese.
 - b. Amy's mother doesn't want her to wear miniskirts.
 - c. Amy's mother wants her to learn to cook traditional Chinese food.
 - d. Amy's mother doesn't want her to be in love with Robert.

LESSON 5

Reread "Fish Cheeks" by Amy Tan.

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

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

2. Which of the following are examples of sensory language about the food that Amy's mother prepared for Christmas Eve dinner?

| | Yes | No |
|--|-------|-------|
| 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) | _____ | _____ |

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

- a. A beige miniskirt
- b. Her favorite holiday dessert
- c. A new nose
- d. A gray wool coat

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

LESSON 5

5. At the end of the story, what does the reader learn about the menu that Amy’s mother chose?
- a. The food was undercooked and cold.
 - b. Robert loved all the foods that Amy’s mother served.
 - c. The meal was made up of Amy’s father’s favorite foods.
 - d. The meal was made up of Amy’s favorite foods.

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

| | Signals Amy’s Embarrassment | Does Not Signal Amy’s Embarrassment |
|---|-----------------------------------|---|
| a. “What would Robert think of our shabby Chinese Christmas?” (2) | _____ | _____ |
| b. “My relatives murmured with pleasure when my mother brought out the whole steamed fish.” (5) | _____ | _____ |
| c. “I wanted to disappear.” (5) | _____ | _____ |
| d. “I fell in love with the minister’s son the winter I turned fourteen.” (1) | _____ | _____ |
| 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) | _____ | _____ |

LESSON 6

Read the essay “My Mother’s Garden.”

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

- a. “worse than disease and death and the destruction of the icecaps.” (6)
- b. “the sons and daughters of doctors and lawyers and policy makers” (8)
- c. “The other people in these projects were nearly all white. we were one of the few black families.” (11)
- d. “green eyes blinked up at me from behind a pair of blue plastic glasses” (14)

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

My objective classmates did not know, for instance, about the garden. The housing project we lived in had been **a.** built just before the war on poverty, probably intended for G.I.s returning from World War II. **b.** They were suburban-style tract houses, two units to each trim building. (10)

No one came to visit us there in the bad part of town. We had arrived not that long before, when we were a month away from homelessness, **c.** but I did not look at this as a place of shelter. The other people in these projects were nearly all white. We were one of the few black families. (11)

The project’s tract houses stood behind **d.** green lawns and weeping willow trees and generous blacktopped driveways. To an outsider there was little distinction between where we lived and the middle-class homes across the street. 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. (12)

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

- a. classmates
- b. a teacher
- c. her father
- d. neighborhood kids

LESSON 6

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

- a. “When I was younger, my mother would give me my own small plot. I always chose to plant pansies.” (18)
- b. “My whole life, at that point, was focused on proving that I did not belong to the poor.” (26)
- c. “My mother asked me if I wanted a plot for my pansies in her garden and I said no.” (27)
- d. “I was ashamed to claim any part of this, to make it my own, to love it so hard as to seed it with flowers and patiently hope for them to bloom.” (27)

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

| | Yes | No |
|---|-------|-------|
| 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 | _____ | _____ |

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

- a. She was told the garden was against the rules.
- b. She didn’t have enough time to keep it up.
- c. She realized that her daughter didn’t want any part of it.
- d. She was tired of having to watch the neighborhood kids while working in it.

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?

a. In September, I was back at that prep school, still obviously a scholarship student no matter what disguises I secured. b. The earnest debates in the halls had moved on to other topics because at that moment, poverty was no longer news. 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. (30)

LESSON 7

Reread the essay “My Mother’s 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?**

We practiced this **a. objectivity** in our current events class. It was never explicitly tied to **b. identity**, but it was implied. 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. The best person to talk about race was a white person, for the same reasons. The best person to talk about gender was a boy. (4)

When people affected by issues spoke for themselves, they got **c. too angry, too weepy, too irrational**. (5)

In the mid-1990s, the biggest threat to America continued to be the welfare queen. Or at least that’s what the news and many politicians all said. My school was far **d. too genteel** to name the welfare queen outright, but she haunted our balanced class discussions. (6)

- 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”?**

- a. The people who live in the housing projects
- b. The people who have a firm understanding and appreciation for who they are
- c. The people who live in the upper- and middle-class neighborhoods
- d. Everyone, regardless of financial or living situations

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

- a. “...all signifiers, I hoped, that I was smart and quirky, and most of all objective, like all my classmates.” (26)
- b. “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.” (4)
- c. “She was worse than that because she was all those things in one, perpetually pregnant with pathologies, birthing out criminals and addicts and losers and apparently eating \$50 steaks and driving gleaming Cadillacs while doing so.” (6)
- d. “No one came to visit us there in the bad part of town. We had arrived not that long before, when we were a month away from homelessness, but I did not look at this as a place of shelter.” (11)

LESSON 7

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

- a. She didn't have any problem being dishonest and never even considered getting rid of the computer.
- b. She wanted the narrator to be able to write papers and do research with it, so she decided it's worth the risk for the sake of her daughter's education.
- c. She received the computer as back payment for child support from the narrator's father, so she wanted to make sure she puts it to good use.
- d. She calculated that she would get less money from selling than she would save by keeping it.

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

- a. She engaged in debates with her classmates about welfare and issues surrounding poverty.
- b. She avoided her classmates at all costs and shook with rage at much of what they say.
- c. She tried to be as different as she could by wearing unusual clothes and listening to quirky music.
- d. She snuck by the main office every day and ripped the blooms off the flowers.

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

| | Yes | No |
|---|-------|-------|
| 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 | _____ | _____ |

LESSON 8

Reread the essay “My Mother’s Garden.”

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?
 - a. The narrator believed the statement to be completely true, just as her classmates believed.
 - b. The narrator questioned whether the statement was true, but her classmates seemed to believe it.
 - c. The narrator questioned whether the statement was true, and her classmates weren’t sure either.
 - d. The narrator was absolutely sure that the statement was false, and her classmates felt that way, too.
2. Which piece of text BEST demonstrates the hardworking tendencies of the narrator’s mother and her desire for a better life?
 - 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)
 - b. “My mother is radically honest, one of the few people I know who is incapable of lying.” (21)
 - c. “A garden was my mother’s way of holding on, as tightly as she could, to any scrap of our former middle-class life.” (18)
 - d. “I was black, the daughter of a single mother, on welfare and food stamps and living in the projects.” (7)
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?
 - a. “In our homes before poverty, before the divorce, we had always had a garden. When I was younger, my mother would give me my own small plot. I always chose to plant pansies.” (18)
 - b. “But the housing project forbade personal computers, because they used up too much electricity.” (20)
 - 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)
 - d. “The lady,” the girl repeated. “She works in the garden. We want to work in the garden,” which to my ears sounded like “gah-den.” (16)
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)?
 - a. The computer was a constant threat to the safety of the family and haunted their dreams at night.
 - b. The computer was something they didn’t need and reminded them of what they really lacked.
 - c. The computer was a reminder of the always lingering feeling that life should be better or fuller.
 - d. The computer came to the family to help them fix things in the past that had been left unfinished.

LESSON 8

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

- a. Saved up for men’s Oxford shoes
- b. Wore only overalls
- c. Argued with classmates
- d. Talked to the neighborhood children
- e. Stayed out of the garden

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

- a.** In September, I was back at that prep school, still obviously a scholarship student no matter what disguises I secured. The earnest debates in the halls had moved on to other topics because at that moment, poverty was no longer news
- b.** But I was still shaking with rage. 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. (30)
- c.** Every morning, I passed the big floral arrangements that sat on the chestnut tables outside of the sleek, walnut-lined school office.
- d.** I’d sneak a hand underneath their leaves, break the heads off the heaviest blooms and ball the petals up until my fists smelled like roses. (31)

LESSON 9

1. Look back at what you wrote in Activity 4 of this lesson.
2. Copy on the lines below anything you wrote that you might want to use in your narrative.
3. Add 6–10 sentences to continue your narrative.
4. Optional: For additional ideas, look at My Work to review other writing you've produced so far this year.

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

LESSON 10

Independent Reading

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

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

- 2. Choose one:**

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

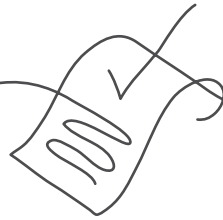
- 3. I spent about the following number of minutes reading: _____**

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

Unit 8A, Sub-Unit 4

Solos for

Write an Essay



Unit 8A, Sub-Unit 4: Write an Essay

LESSON 1

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

LESSON 2

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

LESSON 3

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

LESSON 4

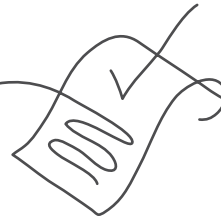
Your teacher may instruct you to continue work on your essay.

Unit 8B, Sub-Unit 1

Solos for

“Song of Myself”

by Walt Whitman



LESSON 1

Read “Song of Myself,” section 6,

1. Whitman’s metaphors for grass include _____.

- a. A handkerchief
- b. A flag
- c. A hieroglyphic
- d. All of the above

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

- a. mothers
- b. the grass
- c. young men
- d. old people

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

- a. True
- b. False

LESSON 2

Read *Narrative of the Life of Frederick Douglass*, Chapter 1, paragraphs 1–7.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. What does Frederick know about his early life?

| Knows | Does Not Know |
|-------|---------------|
|-------|---------------|

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

- a. The name of his father
- b. That his father was white
- c. That he is roughly 27 years old
- d. His exact age
- e. His birthplace

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

- a. He never cared much to find out.
- b. He lost his birth certificate.
- c. His master would not tell him.
- d. His mother lied about his age.

LESSON 2

3. This question has two parts.

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

- a. Children would be taken from their mothers early in life.
- b. Children would be raised by the master’s wife.
- c. Children would be left with their mothers until they reached 18 years of age.
- d. Children would be allowed to choose the person to raise them.

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

- a. “My mother and I were separated when I was but an infant—before I knew her as my mother.”
- b. “It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age.”
- c. “Frequently before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor.”
- 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.”

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.

- a. love
- b. generosity
- c. cruelty

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

- a. sell
- b. free
- c. punish

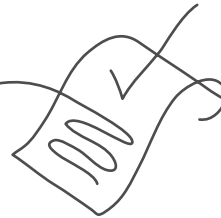
6. What do you think is the single most important thing Douglass wants to communicate in his *Narrative*?

Unit 8B, Sub-Unit 2

Solos for

Narrative of the Life of Frederick Douglass

by Frederick Douglass



LESSON 1

Read *Narrative of the Life of Frederick Douglass*, Chapter 1, paragraphs 8–10.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. Who was who?

Captain Anthony

Mr. Plummer

- _____
- a. The slaveholder
- b. The overseer, or the man hired to manage the slaves

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

- a. Captain Anthony was kind, while Mr. Plummer was cruel.
- b. Captain Anthony was cruel, while Mr. Plummer was kind.
- c. Both Captain Anthony and Mr. Plummer were kind.
- d. Both Captain Anthony and Mr. Plummer were cruel.

3. Douglass describes seeing his _____ whipped severely.

- a. mother
- b. aunt
- c. uncle
- d. friend

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

- a. An entrance
- b. A flight of stairs
- c. A bottomless pit
- d. A broken toy

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

a. I was quite a child, but I well remember it. b. I never shall forget it whilst I remember any thing. c. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. d. It struck me with awful force. e. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. f. It was a most terrible spectacle. g. I wish I could commit to paper the feelings with which I beheld it. (8)

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

LESSON 2

Read *Narrative of the Life of Frederick Douglass*, Chapter 2, paragraphs 1–6.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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

- a. To describe enslaved people’s feelings toward the enslavers
- b. To outline the possessions that the enslaved people were allowed to have
- c. To explain the reasons for the poor treatment of enslaved people
- d. To show that life as an enslaved person wasn’t as bad as we think

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

| | Yes | No |
|---------------|-------|-------|
| Food | _____ | _____ |
| Entertainment | _____ | _____ |
| Clothing | _____ | _____ |
| Bedding | _____ | _____ |
| Toys | _____ | _____ |

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?

- a. The lack of time for sleep
- b. The constant noise of the workers
- c. The winter snow
- d. The memories of the past

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

- a. “There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these.” (4)
- b. “This, however, is not considered a very great privation.” (4)
- c. “They find less difficulty from the want of beds, than from the want of time to sleep.” (4)

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

- a. They were both overseers, hired to manage the enslaved people on the farm.
- b. They were both “masters,” who claimed enslaved people as their property.
- c. They were both ordinary farmers, who helped Captain Anthony from time to time.
- d. They were both enslaved people, who suffered the same as the others.

LESSON 2

5. Compare Mr. Severe with Mr. Hopkins.

Mr. Severe

Mr. Hopkins

- a. Took pleasure in attacking enslaved people
- b. Did not seem to enjoy attacking enslaved people
- c. Did not curse and swear as much
- d. Cursed and swore frequently

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?

LESSON 3

Read *Narrative of the Life of Frederick Douglass*, Chapter 2, paragraphs 7–13.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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."

- a. They would sing songs that no one could understand, not even themselves.
- b. They would sing words that no outsider could understand, but that had clear meaning to themselves.
- c. They would sing in secret codes.
- d. They would sing meaningless words, and everyone made up their own interpretation for those words.

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

- a. reading about slavery
- b. listening to the music of enslaved people
- c. speaking to slaveholders

LESSON 3

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

- a. understood
- b. did not understand

4. This question has two parts.

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

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

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

- 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.
- b.** To those songs I trace my first glimmering conception of the dehumanizing character of slavery.
- c.** I can never get rid of that conception.
- d.** Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathies for my brethren in bonds.

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

- a. Music by enslaved people should be recorded and sold publicly.
- b. Music by enslaved people is evidence of their joy.
- c. Music by enslaved people is not as important as other forms of music.
- d. Music by enslaved people is a record of their misery.

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?

LESSON 4

Read *Narrative of the Life of Frederick Douglass*, Chapter 3, paragraphs 1–6.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. This question has two parts.

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

- a. It is not as impressive as those on other farms.
- b. It is similar to stables in the cities.
- c. It is nice but unfashionable.
- d. It is the best Douglass has ever seen.

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

a. (2) The colonel also kept a splendid riding equipage. b. His stable and carriage-house presented the appearance of some of our large city livery establishments. c. His horses were of the finest form and noblest blood. d. His carriage-house contained three splendid coaches, three or four gigs, besides dearborns and barouches of the most fashionable style.

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

| | Enslaved People | Horses |
|--|--------------------|--------|
| a. Combed and massaged | _____ | _____ |
| b. Whipped for touching tar | _____ | _____ |
| c. Stayed in a nice building | _____ | _____ |
| d. Whipped for eating fruit from the garden | _____ | _____ |
| e. Whipped if the horse did not move quickly | _____ | _____ |
| f. Fed well and regularly | _____ | _____ |

LESSON 4

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

Read *Narrative of the Life of Frederick Douglass*, Chapter 4, paragraphs 3–10.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

- 4. Who committed which murder?**

Mr. Gore _____

Mr. Thomas Lanman _____

Mrs. Hicks _____

- a. Shot a man to death in the water
- b. Killed a girl by breaking her nose and breastbone
- c. Killed a man with an axe

LESSON 4

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

- a. He had no other choice.
- b. If he allowed one enslaved person to rebel, many others would soon follow.
- c. Demby was not an efficient worker.
- d. If he let Demby get away with it, he would have rebelled again and again.

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

In the case of Mr. Gore?

- a. He laughed about it.
- b. He never faced investigation.
- c. He went to jail.

In the case of Mr. Lanman?

- a. He laughed about it.
- b. A warrant was issued but not served.
- c. He went to jail.

In the case of Mrs. Hicks?

- a. She never faced investigation.
- b. A warrant was issued but not served.
- c. She went to jail.

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"?

LESSON 5

Read *Narrative of the Life of Frederick Douglass*, Chapter 5, paragraphs 1–11.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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?

LESSON 6

Read *Narrative of the Life of Frederick Douglass*, Chapter 6, paragraph 3, and Chapter 7, paragraphs 3–7.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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

- a. cooking
- b. working
- c. reading skills
- d. a good
- e. a terrible
- f. an interesting

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

- a. To try to please Mr. Auld any way he could
- b. To learn to read no matter what
- c. To run away from the Auld family
- d. To keep pressing Mrs. Auld to teach him more

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

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

- a. He had to explain what he had been doing.
- b. He had to share bank account information.
- c. He had to state his opinions out loud.
- d. He had to start counting.

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

| | Yes | No |
|--|-------|-------|
| 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. | _____ | _____ |

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

The dialogue _____

Sheridan's speeches _____

- a. Slavery is wrong, and the idea of human rights is justified.
- b. By speaking the truth about slavery, a person has the power to change even a slaveholder's mind.

LESSON 6

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

- a. The Aulds beat him severely.
- b. He read an essay that discussed love and hate.
- c. He saw the terrible living conditions of the enslaved people in Baltimore.
- d. He realized that enslaved people had been stolen away from their lives as free people in Africa.

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

LESSON 7

Read *Narrative of the Life of Frederick Douglass*, Chapter 8, paragraphs 1–22.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. Why did Douglass have to leave Baltimore?

- a. His owner died.
- b. He needed a vacation.
- c. Mr. Auld was frustrated with him.
- d. He wanted to visit his grandmother at Captain Anthony's estate.

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

- a. Witnessing Captain Anthony's last miserable days
- b. Seeing people and animals being weighed on scales
- c. Seeing enslaved people inspected like property alongside farm animals
- d. Witnessing brutal fights between enslaved people and slaveholders

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

- a. freed
- b. clothed
- c. priced
- d. sale
- e. slaughter
- f. liberation

LESSON 7

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

a. After the valuation, then came the division. **b.** I have no language to express the high excitement and deep anxiety which were felt among us poor slaves during this time. **c.** Our fate for life was now to be decided. we had no more voice in that decision than the brutes among whom we were ranked. **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. **e.** In addition to the pain of separation, there was the horrid dread of falling into the hands of Master Andrew. **f.** He was known to us all as being a most cruel wretch,—a common drunkard, who had, by his reckless mismanagement and profligate dissipation, already wasted a large portion of his father's property.

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

- a. Paragraph 5
- b. Paragraph 6
- c. Paragraph 19
- d. Paragraph 20

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)?

LESSON 8

Read *Narrative of the Life of Frederick Douglass*, Chapter 9, paragraphs 2–5.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. Captain Auld _____.

- a. was always a slaveholder
- b. became a slaveholder later in life
- c. turned away from slaveholding

2. What did Douglass hope would change Captain Auld?

- a. Seeing the effects of slavery on real people
- b. Listening to the lectures of the Abolitionists
- c. Turning to religion
- d. Returning to poverty

3. This question has two parts.

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

- a. Daily
- b. Only on weekends
- c. Rarely
- d. Frequently at first, but soon he grew bored and quit

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

a. I indulged a faint hope that his conversion would lead him to emancipate his slaves, and that, if he did not do this, it would, at any rate, make him more kind and humane. b. I was disappointed in both these respects. c. It neither made him to be humane to his slaves, nor to emancipate them. d. If it had any effect on his character, it made him more cruel and hateful in all his ways; for I believe him to have been a much worse man after his conversion than before. Prior to his conversion, he relied upon his own depravity to shield and sustain him in his savage barbarity; but after his conversion, he found religious sanction and support for his slaveholding cruelty. e. He made the greatest pretensions to piety. f. His house was the house of prayer. He prayed morning, noon, and night.

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

- a. True
- b. False

LESSON 8

5. What did these people do?

- | | |
|--------------------------|-------|
| Mr. Wilson | _____ |
| Mr. West & Mr. Fairbanks | _____ |
| Mr. Cookman | _____ |
- a. May have convinced a slaveholder to release his enslaved people
 - b. Tried to arrange a Bible study group for enslaved people
 - c. Used violence to put an end to the Bible classes for enslaved people

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

LESSON 9

Read *Narrative of the Life of Frederick Douglass*, Chapter 10, paragraphs 1–10.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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

- a. He would watch the ships floating on the water.
- b. He would spend sleep the entire day.
- c. He would do extra work on the plantation to gain favor from Covey.
- d. He would go to church.

2. Why does Douglass talk to the ships?

- a. He is losing his mind.
- b. He is expressing his wish to be free like them.
- c. He is hoping one will stop and carry him away.
- d. He is practicing his public speaking skills away from others

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

- a. decides to give up
- b. makes a plan to kill Covey
- c. makes a plan to escape
- d. decides to take up boating

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

- _____ a. He will walk through Delaware.
- _____ b. He will head northeast in a canoe.
- _____ c. He will arrive in Pennsylvania.
- _____ d. He will turn his canoe adrift.

5. The passage ends with a feeling of _____.

- a. hope
- b. despair
- c. anger
- d. surprise

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

LESSON 10

Independent Reading

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

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

| | |
|--|--|
| | |
| | |
| | |

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 11

Read *Narrative of the Life of Frederick Douglass*, Chapter 10, paragraphs 11 and 12.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. Why did Douglass hide in the cornfield?

- a. He didn't want to do his work for that day.
- b. He was waiting until nightfall when he could get some food.
- c. He was avoiding Mr. Covey, who was trying to whip him.
- d. He decided to free himself at last.

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

- a. Book
- b. seed
- c. root
- d. medal
- e. beatings
- f. ghosts
- g. slavery
- h. exhaustion

3. Put the events in the correct sequence.

- _____ a. Douglass kicked Hughes in the ribs.
- _____ b. Douglass grabbed Mr. Covey by the throat.
- _____ c. Bill said that he was not there to do whippings.
- _____ d. Mr. Covey called for Hughes to come help him.
- _____ e. Mr. Covey caught Douglass's legs with a rope.
- _____ f. Mr. Covey called for Bill to come help him.

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

- a. Mr. Covey seemed now to think he had me, and could do what he pleased; but at this moment—from whence came the spirit I don't know—I resolved to fight; and, suiting my action to the resolution, I seized Covey hard by the throat; and as I did so, I rose. **b.** He held on to me, and I to him. **c.** My resistance was so entirely unexpected that Covey seemed taken all aback. **d.** He trembled like a leaf. **e.** This gave me assurance, and I held him uneasy, causing the blood to run where I touched him with the ends of my fingers.

LESSON 11

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

- a. Douglass was marked for sale to another slaveholder.
- b. Mr. Covey never beat Douglass again.
- c. Mr. Covey decided to quit working as a “breaker” of enslaved people.
- d. Douglass suffered severe injuries that lasted for months.

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

LESSON 12

Read *Narrative of the Life of Frederick Douglass*, Chapter 11, paragraphs 1–14.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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

- a. shame
- b. pain
- c. hopelessness
- d. perfect joy

2. Why did he say he felt pain?

- a. Because of the physical work he had been forced to do
- b. Because he was leaving behind people who had become dear to him
- c. Because he was so used to being enslaved that he was afraid of freedom
- d. Because he had begun to really like Master Hugh

LESSON 12

3. When did Douglass finally escape?

Month:

- a. September
- b. October
- c. November
- d. December

Day:

- a. 1
- b. 2
- c. 3
- d. 4

Year:

- a. 1738
- b. 1831
- c. 1838
- d. 1858

4. How did Douglass escape to the north?

- a. We don't know; he doesn't describe his escape.
- b. He escaped through the famous Underground Railroad.
- c. He took a ship on the Chesapeake Bay, just like he planned.
- d. He received a train ticket from Mr. Ruggles.

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

- a. He was afraid he wouldn't get used to life in the north.
- b. He was afraid of being recaptured by kidnappers.
- c. He was afraid of insulting his hosts.
- d. He was afraid that he would become corrupt like many northerners.

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

LESSON 13

Read *Narrative of the Life of Frederick Douglass*, Chapter 11, paragraphs 15–21.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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

- a. He had purchased a legal document stating that he was free.
- b. His new “master” had given Douglass control over his own work.
- c. He felt free on the inside, now that he was in the North.
- d. He had complete control over his own work and earnings.

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

- a. True
- b. False

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

a. I worked that day with a pleasure I had never before experienced. b. I was at work for myself and newly-married wife. c. It was to me the starting-point of a new existence. 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.

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

Paragraph 18 _____

Paragraph 21 _____

- a. Shows how good Douglass felt about working to earn money for his family, despite the difficulties he faced
- b. Shows how Douglass became involved in the antislavery movement

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

- a. The high quality of life that people could achieve outside of slavery
- b. The lack of interest in the affairs of formerly enslaved people
- c. The poor conditions in which most people were forced to live
- d. The terrible racism that he continued to face every day

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

LESSON 14

Read *Incidents in the Life of a Slave Girl*, Chapter 1, paragraphs 1–7.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. The narrator was _____.

- a. born into slavery
- b. enslaved at the age of six
- c. an enslaved person in name only
- d. the granddaughter of a free woman

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

a. My father was a carpenter, and considered so intelligent and skilful in his trade, that, when buildings out of the common line were to be erected, b. he was sent for from long distances, to be head workman. On condition of paying his mistress two hundred dollars a year, and supporting himself, c. he was allowed to work at his trade, and manage his own affairs. His strongest wish was to purchase his children; but, d. though he several times offered his hard earnings for that purpose, he never succeeded.

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

- a. She lived her entire life enslaved to the same slaveholder.
- b. She was freed but then recaptured and sold back into slavery.
- c. She worked hard and paid to free some of her grandchildren.
- d. She cried when her mistress died.

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

- a. four
- b. five
- c. six
- d. seven

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

- a. Her mother's
- b. Her grandmother's
- c. Her sister's
- d. Her mistress's

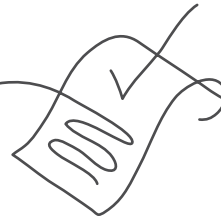
6. The narrator says that “as a child, I loved my mistress” (6). Describe their relationship and why the narrator seems to admire her mistress so much.

Unit 8B, Sub-Unit 3

Solos for

Incidents in the Life of a Slave Girl

by Harriet Ann Jacobs



LESSON 1

Read *Incidents in the Life of a Slave Girl*, Chapter 2, paragraphs 4–12.

1. Upon being given to Dr. Flint and his wife, how does Jacobs describe her new living arrangements?
 - a. A happier place than her previous home
 - b. A lonely and unwelcoming place
 - c. A busy place with lots of hard labor
 - d. A place of excitement where adventure awaits
2. According to Jacobs, why do the Flints not care for her father? Choose THREE answers.
 - a. He spoiled his children.
 - b. He was a skilled carpenter.
 - c. He was a piece of property.
 - d. He gave his children a sense of their own humanity.
 - e. He ordered his children around.

Read *Incidents in the Life of a Slave Girl*, Chapter 3, paragraphs 1–9.

3. What do the enslaved people hired yearly do on New Year's Eve? Choose TWO answers.
 - a. Gather their belongings from the place they have worked
 - b. Celebrate the coming of the new year with family and friends
 - c. Exchange gifts with the others on the plantation
 - d. Wait and worry about who will hire them the next day

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)

- a. If an enslaved person changes his mind about the work agreement, he will probably be sent to jail for extortion.
- b. If an enslaved person changes his mind about the work agreement, he will be allowed to return to his previous slaveholder.
- 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.
- d. If an enslaved person decides he can break a promise that was forced out of him and run away, he is protected by the law.

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?

- a. The conditions of a white mother with that of an enslaved mother
- b. The holiday traditions of people from different backgrounds
- c. The excitement of children at holidays compared to the seriousness of adults
- d. The joys of living with the pain of death

LESSON 1

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

| | True | 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 slaveholders treated enslaved people better than others did. | _____ | _____ |
| c. Slaveholders sometimes got rid of elderly enslaved people by sending them to live with relatives. | _____ | _____ |

LESSON 2

Read The Preface, Chapter 1, and paragraphs 1–24 of Chapter 3 from *The Boys’ War*.

1. In paragraphs 7 and 8 of the Preface, “The War Begins,” what valuable information does the author say this book will contain?
- a. Accurate details about battle strategy and troop movements
 - b. Interesting details about everyday life and experiences as a soldier
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.
- a. Differences of opinion on slavery
 - b. Cultural differences between the North and the South
 - c. Disagreements about American foreign policy
 - d. Opposing viewpoints on states’ rights
 - e. Lack of agreement on federal economic policy

LESSON 2

3. Which statements are TRUE?

| | True | False |
|---|-------|-------|
| 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. | _____ | _____ |

4. Which statements are TRUE?

| | True | False |
|--|-------|-------|
| 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. | _____ | _____ |

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

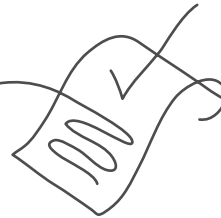
- a. Hunger
- b. Battle wounds
- c. Disease
- d. Homesickness

Unit 8B, Sub-Unit 4

Solos for

The Boys' War

by Jim Murphy



LESSON 1

Read Chapter 8, "Prison Bars and the Surgeon's Saw," from *The Boys' War*.

1. According to paragraphs 1–3, what did the boy soldiers fear and worry about?

| | Feared | Didn't Fear |
|--|--------|-------------|
| a. Finding their way back home. | _____ | _____ |
| b. The source of their next meal | _____ | _____ |
| c. Being lost among a crowd of unfamiliar faces | _____ | _____ |
| d. Spending weeks fighting and marching | _____ | _____ |
| e. Finding a good pair of shoes | _____ | _____ |
| f. Dying with no way of having their body identified | _____ | _____ |

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 | Mass Grave |
|--|------------|
| _____ | _____ |
| _____ | _____ |
| a. If the soldier was not identifiable | |
| b. If the soldier was identifiable | |
| c. If the body was an enemy soldier | |

LESSON 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 _____.

- a.** they were dead
- b.** no one would know how they died
- c.** their loved ones would not know where they were buried
- d.** their bravery in the army would not be recorded.

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

- a.** By asking the supply sergeant at the camp
- b.** By trading money or goods for them
- c.** By asking their unit's commander
- d.** By taking them from dead men

LESSON 1

5. According to the author, how did soldiers try to improve their situation or pass the time?

| | True | False |
|-------------------------|-------|-------|
| a. Making trinkets | _____ | _____ |
| b. Playing board games | _____ | _____ |
| c. Hunting rats | _____ | _____ |
| d. Practicing marching | _____ | _____ |
| e. Taking evening walks | _____ | _____ |
| f. Playing baseball | _____ | _____ |
| g. Reading books | _____ | _____ |

6. Are the following statements true or false?

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

LESSON 2

- 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, _____

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, _____

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

- a. Out of respect to all people, they should explain the reasons that led them to separate from the other nation.
- b. Throughout human history, there are times when one group of people must break ties with another group of people.
- c. The goal is to become equal in power to the other nations, as natural law and God intended.

- 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, _____

that all men are created equal, _____

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

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

- a. That these privileges include the rights to live freely, and to look for what makes us happy
- b. We believe that some things are clearly and obviously true
- c. That people have been granted by God certain privileges that can't be taken away
- d. That everyone is created the same

LESSON 2

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)

- a. The truths are not obvious.
- b. The truths are open to reasonable discussion or debate.
- c. The truths are clearly true, and don't need additional support to be proven.
- d. The truths are ideas everyone decides individually.

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...”

- a. The British people
- b. The American colonists
- c. Anyone who is governed
- d. People who hold high office in a country
- e. Members of the armed forces of a country

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?

- a. The government and citizens of Britain
- b. The people of the American colonies
- c. King George of England
- d. All of “mankind”

Part 2: Which quote BEST supports your answer?

- a. “When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another...” (1)
- b. “...a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.” (1)
- c. “Prudence, indeed, will dictate that Governments long established should not be changed...” (2)
- d. “The history of the present King of Great Britain is a history of repeated injuries and usurpations...” (2)

LESSON 3

Independent Reading

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

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

- 2. Choose one:**

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

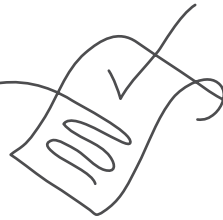
- 3. I spent about the following number of minutes reading: _____**

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

Unit 8B, Sub-Unit 5

Solos for

The Gettysburg Address



LESSON 1

Read this passage from Book 1 of *A Confederate Girl's Diary* paragraphs 38–41.

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)

- a. I must use another language to describe the sorrow in which we have spent the last three days.
- b. There is no way English can be the language I use to describe what has happened to me.
- c. I must find the words to tell you this story, but words fail to capture the intensity of what I've suffered.
- d. I cannot possibly explain in words the situation we've been experiencing for three days.

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

- a. "Day before yesterday, news came early in the morning of three of the enemy's boats passing the Forts, and then the excitement began." (39)
- b. "It is nonsense to tell me I am cool, with all these patriotic and enthusiastic sentiments." (39)
- c. "So day before yesterday, Lilly and I sewed up our jewelry, which may be of use if we have to fly." (39)
- d. "I vow I will not move one step, unless carried away." (39)

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

- a. To prevent the Union army from benefiting from it
- b. To stop enslaved people from taking it as they escape
- c. To blame the Confederate army for destroying it
- d. To keep local people from taking it while looting

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?

- a. The Union army's efforts to stop the rebels from dividing the nation
- b. The Confederate citizens' individual sacrifices to support their side's cause
- c. The Union citizens' individual sacrifices to support their side's cause
- d. The Confederate army's efforts to stop the rebels from dividing the nation

LESSON 1

5. Are the following statements true or false?

| | True | 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. | _____ | _____ |

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

- a. She is ready and willing to fight.
- b. Her side’s cause is the right one.
- c. She is ready to give up hope.
- d. Her brother will protect her.

LESSON 2

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.

LESSON 3

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero):** _____

LESSON 4

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero):** _____

LESSON 5

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero):** _____

Unit 8B, Sub-Unit 6

Solos for

Write an Essay



LESSON 1

Read the letter “To My Old Master.”

1. This letter is written from _____.
 - a. a slave to a master who can still make him come back
 - b. a master to a former slave who ran away during the war
 - c. a free black man to a former master who wants him to return
2. In paragraph 3, Jordon Anderson indicates that he thought the Yankees would have already hung his former master because _____.
 - a. he shot at Jordon Anderson as he was leaving
 - b. he used to own many slaves and mistreated them
 - c. he was hiding Southern soldiers at his house.
3. Jordon Anderson tells his former master in paragraph 3 that he would have come back to visit while he was working in Nashville, except that he heard that _____.
 - a. his former master wanted him to work for him again
 - b. someone there had a plan to harm him if he saw him
 - c. his former master never wanted to see him again
4. In paragraph 4, Jordon Anderson wants to find out from his former master how the chance he is offering compares to what Jordon and his family have now.
 - a. True
 - b. False
5. In paragraph 5, which best describes how Jordon Anderson seems to feel about the freedom his former master has offered him?
 - a. Enthusiastic; he is eager for Colonel Anderson to free him
 - b. Indifferent; he no longer needs Colonel Anderson to free him
6. As a test of his former master’s sincerity, Jordon Anderson asks in paragraph 5 that Colonel Anderson send _____.
 - a. proof that he has freed his other slaves
 - b. an apology for how he treated him and his wife
 - c. wages for the years he and his wife were slaves
 - d. a description of the job the Colonel wants him to do

LESSON 1

7. At the end of paragraph 5, the line “Surely there will be a day of reckoning for those who defraud the laborer of his hire” MOST CLOSELY means there will come a time when _____.
- a. people who made others work for them without pay will have to answer for it
 - b. all slaves will have to be freed by their masters because of labor laws
 - c. people who refuse to hire former slaves who need work will pay for it
8. Jordon Anderson asks whether “there has been any schools opened for the colored children in your neighborhood” (6) because _____.
- a. he would need additional money in that case
 - b. his children’s education is very important to him
9. The last line of the letter indicates that Jordon Anderson wants his old master to realize _____.
- a. how much he misses his life in Tennessee with the Colonel
 - b. that he has not forgotten that the Colonel threatened his life
10. Overall, the tone of this letter could best be described as _____.
- a. angry and accusatory
 - b. polite but suspicious
 - c. cheerful and forgiving
 - d. nervous but friendly

Unit 8B, Sub-Unit 6: Write an Essay

LESSON 2

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

LESSON 3

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

LESSON 4

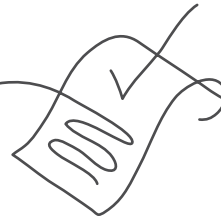
Your teacher may instruct you to continue work on your essay.

Unit 8C, Sub-Unit 1

Solos for

Gris Grimly's Frankenstein

by Mary Shelley and Gris Grimly



LESSON 1

Read Volume I, Chapter 1, pages 20–23.

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

- a. When Victor was 13, he found a book by Agrippa. The more he read, the less interested he became.
- b. When Victor was 13, his father suggested he read a book by Agrippa. He did, and he loved it.
- c. When Victor was 13, he read a book by Agrippa. His father called it trash, which made Victor even more interested.
- d. When Victor was 13, he asked his father to get a copy of Agrippa's book for him.

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

The philosopher's stone _____

The elixir of life _____

- a. To protect people from diseases
- b. To produce wealth

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

- a. the philosopher's stone
- b. the elixir of life
- c. getting rich
- d. saving people's lives

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

- a. Methods to study the weather
- b. Methods to communicate with ghosts and devils
- c. Methods to put a curse on one's enemies
- d. Methods to capture electricity

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

- a. always succeeded
- b. sometimes succeeded
- c. always failed
- d. were a waste of time

because _____.

- a. the books were wrong
- b. he made mistakes
- c. his father messed them up

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?

LESSON 2

Read the excerpt from Volume 1, Chapter 4, Pages 41–49.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. Place the events in the correct order.

- _____ a. The creature visited him and tried to speak.
- _____ b. Victor ran into his old friend, Henry.
- _____ c. Victor ran away from his apartment and walked around the streets.
- _____ d. Victor ran from the room to his bed.
- _____ e. The creature came to life.

2. Write the descriptions in the appropriate blanks.



- a. "I saw the dull yellow eye of the creature. . ."
- b. "His yellow skin scarcely covered the work of muscles and arteries beneath. . ."
- c. ". . .his hair was of a lustrous black, and flowing. . ."
- d. ". . .his teeth of a pearly whiteness. . ."
- e. ". . .his shriveled complexion, and straight black lips."

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

- a. Thrilled
- b. Angry
- c. Disgusted
- d. Curious

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

- a. Approach his bed
- b. Stare at him
- c. Make some vocal noises
- d. Attack him

LESSON 2

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.







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?

LESSON 3

Read the excerpt from Volume 1, Chapter 7, Pages 63–70.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

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.”

William _____

Justine _____

- a. “the other far more dreadfully murdered, with every aggravation of infamy that could make the murder memorable in horror.” (1)
- b. “one a smiling babe, full of innocence and joy;” (1)

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

| | Justine is guilty | Justine is innocent |
|---|-------------------|---------------------|
| a. She was out the whole night of the murder. | _____ | _____ |
| b. Elizabeth testified that Justine loved William like a son. | _____ | _____ |
| c. She was seen close to the spot where the body was found. | _____ | _____ |
| d. Justine testified that she did not commit the murder. | _____ | _____ |
| e. A picture from William’s necklace was found in her pocket. | _____ | _____ |

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

- a. Justine could not explain why the picture was in her pocket.
- b. Justine told the truth about why the picture was in her pocket, but nobody believed her.
- c. Justine made up a story about why the picture was in her pocket, but nobody believed her.

LESSON 3

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)?

- a. Justine suffered more than Victor because she had to stay in prison while he got to go free.
- b. Justine suffered more than Victor because she would be killed, while he would get to live.
- c. Victor suffered more than Justine because her pain would be over soon while his would last for the rest of his life.
- d. Victor suffered more than Justine because she could feel the peace of innocence while he felt the pain of guilt.

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

- a. He thinks Justine is suffering the most because she has been sentenced to death.
- b. He thinks Elizabeth is suffering the most because she is losing a good friend.
- c. He thinks he is suffering the most because he has to live with his guilt.
- d. He thinks the creature is suffering the most and that is why he is driven to murder.

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

LESSON 4

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 5

Read Volume II, Chapter 1, Pages 71–78.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

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

| | Yes | No |
|------------------|-------|-------|
| a. Family life | _____ | _____ |
| b. Work life | _____ | _____ |
| c. Mental health | _____ | _____ |
| d. Bodily health | _____ | _____ |
| e. School work | _____ | _____ |

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

- a. Victor had suffered a lot since he created the creature.
- b. Victor had been writing a book about his experiences making the creature.
- c. Victor had created something so bad that he couldn’t fix it.
- d. Victor was planning a book about “unalterable evil.”

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

- a. try to improve the creature’s behavior
- b. get revenge
- c. have the creature arrested
- d. find out what happened to Justine and William.

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

- a. Victor was responsible for creating the creature, and so Victor was ultimately responsible for the creature’s actions.
- b. Victor had nothing to do with the murders, but he was overcome with grief about them.
- c. Victor feared that everyone suspected him of the murders.
- d. Victor had really murdered William and Justine with his own hands.

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)?

- a. If I was truly sad, I wouldn’t have felt better once we got to the wilderness.
- b. If I hadn’t chased my foolish dreams, I would have been able to enjoy myself in a place like this.
- c. If my father knew how truly sad I was, he wouldn’t have forced me to go into the wilderness with him.
- d. If my sadness was an ordinary kind, I would probably have felt a lot better once we got to the wilderness.

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?

LESSON 6

Reread Volume II, Chapter 2 of *Gris Grimly's Frankenstein*, pages 79–85.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

1. This question has two parts.

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

- a. It completely eliminated his worries.
- b. It made him feel more depressed.
- c. It caused him to understand the creature's feelings.
- d. It temporarily reduced his feelings of grief.

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

- a. "These sublime and magnificent scenes afforded me the greatest consolation that I was capable of receiving." (1)
- b. "Although they did not remove my grief, they subdued and tranquilized it." (1)
- c. "My father was pleased, and Elizabeth overjoyed." (1)
- d. "The rain depressed me; my old feelings recurred, and I was miserable." (2)

2. Victor decides to go for a walk _____

- a. in the city
- b. on the farm
- c. in the mountains

and there he encounters _____.

- a. Elizabeth
- b. Clerval
- c. the creature

3. Who says what?

The creature _____

Victor _____

- a. "Begone, vile insect!" (6)
- b. "I expected this reception." (7)

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?

- 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.
- b. I am going to pick you up and move you. I glowed with electricity after you made me, but now I am dark and miserable.
- c. You have to believe me; I didn't mean to kill anyone. I was a very nice person before and it was all an accident.
- d. You ignore me so much that I feel like I am alone.

LESSON 6

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

- a. kill Victor
- b. tell his story
- c. run away
- d. cry

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

LESSON 7

Read the passage from the 1818 edition of Mary Shelley's *Frankenstein*, Volume II, Chapter 7.

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

The Sorrows of Werter _____

Plutarch's Lives _____

Paradise Lost _____

- a. Love and admiration for the heroes of history
- b. A comparison with creatures in a situation similar to his own
- c. Feelings of admiration and sorrow for a character

2. The creature finds _____

- a. Victor's papers
- b. a Bible
- c. a letter from Elizabeth

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

- a. energized
- b. holy
- c. disgusted

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

- a. Adam
- b. Eve
- c. God
- d. Satan

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

- a. He tried going to church, but everyone hated him there.
- b. He feels the power to give life and take it.
- c. He feels envy toward others who are happy.
- d. He is the first of his kind.

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

- a. 'Hateful day when I received life!' I exclaimed in agony.
- b. 'Cursed creator! Why did you form a monster so hideous that even you turned from me in disgust?'
- c. 'God in pity made man beautiful and alluring, after his own image; but my form is a filthy type of yours, more horrid from its very resemblance.'
- d. 'Satan had his companions, fellow-devils, to admire and encourage him; but I am solitary and detested.' (6)

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

LESSON 8

Read the passage from the 1818 edition of Mary Shelley's *Frankenstein*, Volume II, Chapter 8.

1. What is the purpose of this passage?

- a. To explain how the creature came to hate Victor so much
- b. To describe how the creature committed his first murder
- c. To show how the creature rejected violence
- d. To explain how the creature planned the murder of Justine

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

- a. He sees Victor as a father.
- b. He feels a sense of loyalty to Victor.
- c. He believes that Victor is the only person who might feel sympathetic toward him.
- d. He intends to kill him for what he has done.

3. Put the events in the correct order.

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

4. The creature feels _____ after killing William.

- a. guilt
- b. depression
- c. happiness
- d. pity

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

- a. Surprise because she looks familiar and fear because she might learn about the crime he just committed
- b. Love because he has never seen a woman before and determination because he wants to find her
- c. Envy because he does not have a mother and depression because he is overcome by loneliness
- d. Delight because he finds her beautiful and rage because he thinks she would find him disgusting

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

LESSON 9

Read the excerpt from *Gris Grimly's Frankenstein*, Volume III, Chapter 1, pages 122–129.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

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

- a. hours
- b. days
- c. weeks
- d. months

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

- a. True
- b. False

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

- a. Victor, it's time for you to get married.
- b. I should be happier at this point in my life.
- c. Getting married early won't ruin any of your life plans.
- d. All of the above.

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

- a. two weeks
- b. two months
- c. two years

5. Which description best fits each character?

Victor _____

Henry _____

- a. Full of joy and excitement for life
- b. Anxious and moody

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

LESSON 10

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 11

Read the excerpt from *Gris Grimly's Frankenstein*, Volume III, Chapter 3, pages 140–147.

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

Victor _____

The Creature _____

- a. I am not going to make the same mistake twice.
- b. If I can't be happy, you can't be happy.

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

- a. It ends with a fist-fight.
- b. It ends with Victor leaving.
- c. It ends with the creature leaving.
- d. It ends with a new plan that they both agree upon.

- 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?

- a. The creature will kill Victor on the night he weds Elizabeth.
- b. The creature will kill Elizabeth on the night she weds Victor.
- c. The creature will show himself and tell everyone about his creation on Victor's wedding night.
- d. The creature will appear to forgive and congratulate Victor on his wedding night.

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

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

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

- a. murder
- b. messiness
- c. breaking promises
- d. theft

LESSON 11

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

- a. killing someone
- b. stealing a boat
- c. disposing of body parts

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?

LESSON 12

Read the excerpt from *Gris Grimly's Frankenstein*, Volume III, Chapter 5, pages 156–161.

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

- a. sad about
- b. responsible for
- c. innocent in
- d. curious about

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

- a. He asked him if he was crazy.
- b. He asked him never to say that again.
- c. He told him he needed psychological help.
- d. He changed the subject.

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

| Elizabeth to Victor | Victor to Elizabeth |
|---------------------|---------------------|
|---------------------|---------------------|

- | | |
|--|-------|
| _____ | _____ |
| a. I feel like you may be in love with someone else. | |
| b. Don't worry; I haven't found anyone else. | |

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

- a. True
- b. False

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

a. I shut up, as well as I could, in my own heart the anxiety that preyed there, and entered with seeming earnestness into the plans of my father, although they might only serve as the decorations of my tragedy. 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. c. As the period approached, the threat appeared more as a delusion, while the happiness I hoped for in my marriage wore a greater appearance of certainty. (25)

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

LESSON 13

Read the excerpt from *Gris Grimly's Frankenstein*, Volume III, Chapter 7, pages 175–180.

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



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



LESSON 13

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



4. Put these events in the correct order:

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

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

- a. Tell his story as a lesson to others
- b. Warn others about the creature
- c. Kill the creature
- d. Take the creature aboard and tell him Victor's story

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?

LESSON 14

Read "Prometheus."

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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

- a. give fire to
- b. keep fire from

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

Zeus _____

Prometheus _____

- a. Humans are fine the way they are; they don't have sickness, worry, or warfare.
- b. They are living like pathetic animals; they need our help.

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

- a. Prometheus admits that Zeus was right and takes no further action.
- b. Zeus tells Prometheus that the conversation is over; Prometheus steals fire and gives it to humans.
- c. Zeus finally agrees with Prometheus; he asks Prometheus to give fire to humans at long last.
- d. Zeus and Prometheus launch a war against one another on Mount Olympus.

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

- a. True
- b. False

5. How does the story end for Prometheus?

- a. The gods see the value in his actions and bring him into the council of Olympian gods.
- b. Zeus destroys humanity and Prometheus has to bear the guilt for all the dead.
- c. Zeus chains Prometheus to a giant rock and causes birds to peck out his liver every day.
- d. Prometheus joins the people of earth, where he is praised as a great hero.

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

LESSON 15

Read the review of the 1931 film of *Frankenstein*.

1. The film review was published in _____.

- a. 1911
- b. 1931
- c. 1981
- d. 2001

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?

- a. They thought the film was stupid.
- b. They disliked the plot.
- c. They were really scared.
- d. They were distracted by other things happening in the theater.

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

| | Film Only | Novel and Film |
|--|-----------|----------------|
| a. The main character is a scientist named Frankenstein. | _____ | _____ |
| 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. | _____ | _____ |
| f. Frankenstein builds a creature out of human parts. | _____ | _____ |
| g. Frankenstein lives in the end. | _____ | _____ |

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

- a. Mary Shelley's novel
- b. the 1921 film version
- c. John L. Balderston's play
- d. the Prometheus myth

LESSON 15

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

- a. Dracula
- b. The Two-Headed Man
- c. The Cabinet of Dr. Caligari
- d. Phantom of the Opera

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?

LESSON 16

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 17

Independent Reading

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

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

- 2. Choose one:**

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

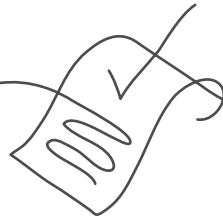
- 3. I spent about the following number of minutes reading: _____**

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

Unit 8C, Sub-Unit 2

Solos for

Write an Essay



LESSON 1

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 2

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 3

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

LESSON 4

Independent Reading

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

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

- 2. Choose one:**

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

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

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

Unit 8C, Sub-Unit 3

Solos for

Poetical Science



LESSON 1

Read the passage from *A Lady's Life in the Rocky Mountains*.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

1. Where is the writer?

- a. Mexico
- b. Colorado Territory
- c. Midland
- d. Utah Territory

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

a. How time has slipped by I do not know. This is a glorious region, and the air and life are intoxicating. **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. **c.** "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. **d.** This is not my experience in my cheery mountain home.

3. Bird's home is _____.

- a. on the plains
- b. on a mountain
- c. in a town
- d. by the beach

4. This question has two parts.

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

- a. Welcoming and kind
- b. Vicious murderers
- c. Full of the joy of life
- d. Suspicious of outsiders

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

- a.** How time has slipped by I do not know.
- b.** This is a glorious region, and the air and life are intoxicating.
- c.** 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.
- 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.
- e.** This is not my experience in my cheery mountain home.

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

- a. not been mapped
- b. no running water
- c. a lot of animals

, there are

- a. lots of people
- b. few or no people
- c. government officials

LESSON 1

to care for it, and I consider it mine because of my

- a. control over
- b. love for
- c. destruction of
- d. tolerance for

its many features.

- 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 _____

The sportsman _____

Isabella Bird _____

- a. kills animals for the fun of it.
- b. appreciates the animals for their beauty.
- c. kills animals for food or profit.

- 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?**

LESSON 2

Read the passage from Chapter 21, “Yankee Ingenuity: Cotton and Muskets,” in *A History of US 4: The New Nation 1789–1850*.

Note TWO words or phrases that caught your attention and explain what you noticed and thought about this place in the text.

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

Before the Industrial Revolution _____

After the Industrial Revolution _____

- a. Most products were made with machines in factories.
- b. Most products were made by hand at home.

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

- _____ a. Dye the yarn.
- _____ b. Get some wool and comb it.
- _____ c. Sew the cloth into a shirt.
- _____ d. Spin the wool into yarn.
- _____ e. Weave the yarn into cloth.

LESSON 2

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

Elizabeth Fuller _____

Lucy Larcom _____

- a. To show how women spent most of their day making yarn
- b. To show the future that lay ahead for many women

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

- a. positive
- b. negative

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

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

LESSON 3

Read the passage from *Ada, Countess of Lovelace*.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

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

- a. Breaking up large tasks into smaller ones and creating machines that could perform those tasks
- b. Breaking up large tasks into smaller ones and paying people well to do those tasks
- c. Ending slavery and building large factories where laborers could work together
- d. The development of computer technology and advanced mathematics

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

Babbage _____

Lovelace _____

- a. introduced the idea that computers could process anything expressed in symbols, not just numbers
- b. applied the principles of the Industrial Revolution to computation

LESSON 3

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

- a. minor but interesting
- b. more important than any other
- c. important and lasting

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

- a. The reality is that Ada's contribution was both profound and inspirational. 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. c. Her appreciation for poetical science led her to celebrate a proposed calculating machine that was dismissed by the scientific establishment of her day, and she perceived how the processing power of such a device could be used on any form of information. d. Thus did Ada, Countess of Lovelace, help sow the seeds for a digital age that would blossom a hundred years later.

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

- 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.
- b. It tells the reader that Lovelace used to keep her scientific notes in poetry form.
- c. It suggests that Lovelace was mainly a scientist but also loved poetry.
- d. It tells the reader that Lovelace came up with her own scientific field called "poetic science."

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

LESSON 4

Read the passage from “Whiz Kid” in *Steve Jobs: Technology Innovator and Apple Genius*.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

1. Steve Jobs _____ school.

- a. loved
- b. wanted to quit
- c. never attended

2. What piece of equipment most inspired young Jobs?

- a. The 9100A
- b. The Analytical Engine
- c. The Apple Macintosh
- d. An ordinary calculator

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

William Packard _____

The Pope _____

- a. To pull a prank
- b. To get help

4. This question has two parts.

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

- a. True
- b. False

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

Around this time, Steve met fellow computer enthusiast Steve Wozniak.

a. Wozniak was an engineering whiz who had recently dropped out of the University of California at Berkeley. He loved to build electronic gadgets. **b.** The two Steves quickly hit it off, despite the fact that Wozniak was four years older than Jobs. **c.** Together, they built a blue box—a device used to hack into phone lines so the hacker could make free long-distance calls. **d.** Since they didn't have anyone they really wanted to call, they used the box to make prank calls—including one to the pope in Italy! **e.** According to Jobs, the pair built and sold about one hundred of the machines.

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?

LESSON 5

Read the passage from “Core of an Idea” in *Steve Jobs: Technology Innovator and Apple Genius*.

Note TWO words or phrases that caught your attention and explain what you noticed and think about this place in the text.

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

- a. Sega
- b. Atari
- c. Altair
- d. Hewlett-Packard

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

- a. started
- b. mocked
- c. attended

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

| | Jobs | Wozniak |
|--|-------|---------|
| a. Obtained parts to build the prototype | _____ | _____ |
| b. Suggested adding memory | _____ | _____ |
| c. Suggested selling the final product | _____ | _____ |
| d. Wrote the code | _____ | _____ |
| e. Built the prototype | _____ | _____ |
| f. Negotiated for cheap parts | _____ | _____ |

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

- a. Jobs’s father suggested it.
- b. Jobs was obsessed with fruit.
- c. Jobs’s niece loved apples.
- d. Jobs’ believed that everyone would recognize the fruit.

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

| | |
|-------------------|-------|
| Steve Jobs | _____ |
| Steve Wozniak | _____ |
| Paul & Clara Jobs | _____ |

- a. Sold a fancy scientific calculator
- b. Sold a car
- c. Provided a workplace

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

LESSON 6

Independent Reading

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

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

- 2. Choose one:**

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

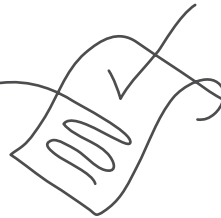
- 3. I spent about the following number of minutes reading: _____**

- 4. I had roughly the following number of interruptions (If you read continuously, the number is zero): _____**

Unit 8D, Sub-Unit 1

Solos for

Romeo & Juliet



LESSON 1

Reread *Romeo & Juliet*, The Prologue.

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

“Two households, both alike in **a. dignity**,
In fair Verona, where we **b. lay** our scene,
From ancient **c. grudge** break to new
mutiny,
Where **d. civil** blood makes civil hands
e. unclean.
From forth the fatal **f. loins** of these two
g. foes
A pair of star-cross’d **h. lovers** take
their life;
Whose **i. misadventur’d** piteous
overthrows
Doth with their **j. death** bury their parents’
strife.
The fearful **k. passage** of their death-
mark’d love,
And the continuance of their parents’
l. rage,
Which, but their **m. children’s** end,
nought could
remove.”

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

- a. They get married.
- b. They have children.
- c. They die.
- d. They run away together.

3. The parents of the “star-cross’d lovers” (6) are _____.

- a. good friends
- b. longtime enemies
- c. uninterested in each other
- d. strangers to each other

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

- a. It takes place in Verona.
- b. It will take about two hours.
- c. It has raging parents as characters.
- d. All of the above.

Using the memorization cards, follow the memorization practice steps with lines 1 and 2 of The Prologue so that you will be prepared to say those lines aloud during the next class.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.

LESSON 2

Reread *Romeo & Juliet*, The Prologue.

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.
- Reread the line with your synonyms in place of Shakespeare's words.
- Consider whether the line makes sense. If it doesn't, try out other synonyms to see if they make more sense.
- When you're done, read through the whole verse and answer the next question.

The fearful passage of their _____ love,
death-mark'd

And the _____ of their parents' rage,
continuance

Which, but their children's end,

_____ could remove,
nought

Is now the two hours' _____ of our stage;
traffic

The which if you with _____ ears attend,
patient

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

- understanding
- nothing
- tragic
- work
- persistence
- interaction

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

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

- The setting is in Verona.
- The setting is inside two houses.
- The play is about two families involved in a feud.
- The play is about two families who are friends.

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

- Not even their children's deaths could end the parents' rage.
- Only their children's deaths could end the parents' rage.

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

- Two families have been fighting for a long time when the play starts.
- The lovers will live happily ever after.
- The fighting between the families will result in bloodshed.
- One family is much more powerful than the other.

LESSON 2

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

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

- a. One
- b. Two
- c. Four
- d. Five

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

Without looking at any of the memorization cards, recite the lines of The Prologue that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of The Prologue.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.
6. Recite all the lines you have memorized without looking at the cards.

LESSON 3

Reread *Romeo & Juliet*, Act 1, Scene 5, lines 90–103.

1. What does Romeo call his lips?

- a. “this holy shrine”
- b. “two blushing pilgrims”
- c. “a rough tough”
- d. “the gentle sin”

2. Choose the phrase that BEST completes the statement.

Juliet says that saints use their lips _____.

- a. to kiss
- b. to profane shrines
- c. to show mannerly devotion
- d. to pray

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

- a. True
- b. False

4. This question has two parts.

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

- a. Saint
- b. Pilgrim
- c. Palmer
- d. Holy

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

Without looking at any of the memorization cards, recite the lines of The Prologue that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of The Prologue.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.
6. Recite all the lines you have memorized without looking at the cards.

LESSON 4

Reread *Romeo & Juliet*, Act 1, Scene 5, lines 90–103.

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

- a. He really doesn’t know if saints and palmers have lips.
- b. He is testing Juliet to see if she knows all the parts of the face.
- c. He is slyly suggesting to Juliet that saints and palmers have the right equipment for kissing.
- d. He is worried saints and palmers might not have lips.

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

- a. Juliet
- b. Juliet’s mouth
- c. Juliet’s hands
- d. his own hands

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

- a. Romeo
- b. Romeo’s mouth
- c. Romeo’s hands
- d. Her own hands

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

- a. Faith
- b. Saints
- c. Pray
- d. Hands

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

Without looking at any of the memorization cards, recite the lines of The Prologue that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of The Prologue.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.
6. Recite all the lines you have memorized without looking at the cards.

LESSON 5

Reread *Romeo & Juliet*, Act 1, Scene 5, lines 90–103.

1. In this passage Juliet has _____.
 - a. more lines than Romeo
 - b. the same number of lines as Romeo
 - c. fewer lines than Romeo
2. Romeo's lines rhyme with Juliet's lines _____.
 - a. some of the time
 - b. all of the time
 - c. none of the time

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

ROMEO

- a. Have not saints lips, and holy palmers too? (1.5.98)

JULIET

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

ROMEO

- b. O then, dear saint, let lips do what hands do. (1.5.100)
- 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)

ROMEO

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

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

- a. 8
- b. 10
- c. 12
- d. 14

Without looking at any of the memorization cards, recite the lines of The Prologue that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of The Prologue.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.
6. Recite all the lines you have memorized without looking at the cards.

LESSON 6

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

LESSON 7

Reread *Romeo & Juliet*, Act 2, Scene 2, lines 2–34.

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

| | True | 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. | _____ | _____ |

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

- a. He is looking up at Juliet.
- b. He is looking down on Juliet.
- c. He is on the balcony with Juliet.
- d. He is texting Juliet.

3. Select the phrase that BEST completes the statement.

Romeo says the moon _____.

- a. is bright and full
- b. is as beautiful as Juliet
- c. should cast off her “vestal livery”
- d. envies Juliet

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

- a. He is worried that she cannot hear him.
- b. He is overjoyed to hear her speak.
- c. He is shocked that she can hear him.
- d. He is scared to hear her respond.

Without looking at any of the memorization cards, recite the lines of The Prologue that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of The Prologue.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.
6. Recite all the lines you have memorized without looking at the cards.

LESSON 8

Reread *Romeo & Juliet*, Act 2, Scene 2, lines 35–61.

1. What does Juliet ask of Romeo?

- a. She asks that he visit her regularly.
- b. She asks that he counsel her.
- c. She asks that he bring her roses.
- d. She asks that he change his name.

2. What does Juliet think about roses?

- a. They must be called “roses” in order to smell good.
- b. They are called “roses” because they smell good.
- c. They would smell good no matter what they were called.
- d. They don’t actually smell very good.

3. Select the phrase that BEST completes the statement.

Romeo says the name Montague _____.

- a. is a major reason Juliet likes him
- b. means nothing to him if Juliet doesn’t like it
- c. would be a good last name for Juliet
- d. is one of the best names in Verona

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

- a. Beg for more time together.
- b. Write his name and rip it to shreds.
- c. Ask Juliet to change her name.
- d. Find a new name for the both of them to share.

Without looking at any of the memorization cards, recite the lines of The Prologue that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of The Prologue.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.
6. Recite all the lines you have memorized without looking at the cards.

LESSON 9

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

LESSON 10

Reread *Romeo & Juliet*, Act 3, Scene 1, lines 30–56.

1. Tybalt _____ Mercutio under Romeo’s arm.
- a. hugs
 - b. slaps
 - c. stabs
 - d. punches
2. When Mercutio exclaims, “O calm, dishonourable, vile submission!” who is he talking about?
- a. Tybalt
 - b. Romeo
 - c. Benvolio
 - d. None of the above

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

4. Number the following lines in the order they occur in the Fight Scene.
- _____ a. Mercutio is shocked by Romeo’s behavior.
 - _____ b. Tybalt stabs Mercutio.
 - _____ c. Mercutio and Tybalt fight.
 - _____ d. Romeo tries not to argue with Tybalt.
 - _____ e. Romeo steps between Mercutio and Tybalt.
 - _____ f. Mercutio draws his sword.

Without looking at any of the memorization cards, recite the lines of The Prologue that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of The Prologue.

Memorization Practice Steps

- 1. Read the line aloud. Say the line again three times.
- 2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
- 3. Record yourself saying the line or say it aloud to someone else.
- 4. Repeat steps 1–3 with the next line.
- 5. Recite the two lines aloud without looking at the cards.
- 6. Recite all the lines you have memorized without looking at the cards.

LESSON 11

Reread *Romeo & Juliet*, Act 3, Scene 1, lines 30–68.

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

- a. It is very deep.
- b. It requires medical attention.
- c. It is narrow.
- d. It is located under Mercutio's arm.

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)?

- a. Tybalt
- b. Romeo
- c. Benvolio
- d. Himself

3. Mercutio is _____.

- a. a Montague
- b. a Capulet
- c. the prince of Verona
- d. not a Montague or Capulet

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

- a. the Prince
- b. Tybalt
- c. Romeo
- d. Benvolio

Using the memorization cards, follow the memorization practice steps with lines 1 and 2 of the First Encounter Scene, so that you will be prepared to say those lines aloud during the next class.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.

LESSON 12

Reread *Romeo & Juliet*, Act 3, Scene 1, lines 30–97.

1. Select the answer that BEST completes the statement.

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

- a. that's how long Romeo and Juliet have been married
- b. Tybalt and Romeo just met
- c. Tybalt and Romeo just became best friends
- d. Tybalt and Romeo just found out their parents are siblings

2. This question has two parts.

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

- a. He tells Tybalt that all is forgiven.
- b. He says he and Mercutio weren't really that close anyway.
- c. He tells Benvolio to fight Tybalt.
- d. He vows to kill Tybalt or die trying.

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

- a. "He gone in triumph, and Mercutio slain!" (3.1.82)
- b. "And fire-ey'd fury be my conduct now!" (3.1.84)
- c. "Now, Tybalt, take the 'villain' back again." (3.1.85)
- d. "Either thou or I, or both, must go with him." (3.1.89)

3. What does Tybalt do during this scene?

- a. He becomes a murderer.
- b. He dies at the hands of his enemy.
- c. He mourns Mercutio.
- d. He avenges Mercutio in the name of Montague.

4. What does Romeo do in this scene?

- a. He becomes a murderer.
- b. He dies at the hands of his enemy.
- c. He encourages Mercutio and Tybalt to fight.
- d. He avenges Mercutio in the name of Montague.

Using the memorization cards, follow the memorization practice steps with lines 1 and 2 of the First Encounter Scene, so that you will be prepared to say those lines aloud during the next class.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.

LESSON 13

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

LESSON 14

Reread *Romeo & Juliet*, Act 5, Scene 3, lines 102–122, 169–175, and 177–179.

1. Why does Romeo drink the poison?

- a. He thinks Juliet is in love with someone else.
- b. He thinks Juliet is dead.
- c. He decides he's not good enough for Juliet.
- d. Juliet tells him to.

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

- a. Tybalt
- b. Paris
- c. Lord Capulet
- d. Death

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.

| | True | 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. | _____ | _____ |

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

- a. There is no poison left.
- b. Romeo told her to.
- c. She intends to fake her death.
- d. Romeo is dead.
- e. She is allergic to the poison.

Without looking at any of the memorization cards, recite the lines of the First Encounter Scene that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of the First Encounter Scene.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.
6. Recite all the lines you have memorized without looking at the cards.

LESSON 15

Reread *Romeo & Juliet*, Act 5, Scene 3, lines 300–320.

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

- a. Juliet's father
- b. Romeo's father
- c. both fathers
- d. neither father

2. This question has two parts.

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

- a. He took sides in the Montague-Capulet feud.
- b. He never liked Romeo or Juliet.
- c. He was in love with Juliet himself.
- d. He turned a blind eye to the Montague-Capulet fights.

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

- a. "See what a scourge is laid upon your hate, / That heaven finds means to kill your joys with love." (5.3.301–302)
- b. "And I for winking at your discords too / Have lost a brace of kinsmen." (5.3.303–304)
- c. "A glooming peace this morning with it brings, / The sun, for sorrow, will not show his head." (5.3.315–316)
- d. "Go hence to have more talk of these sad things." (5.3.317)

3. Select the phrase that BEST completes the statement.

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

- a. a message to people
- b. too sad to discuss at the moment
- c. a message to just their parents
- d. a story and nothing more

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

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

- a. They are cursed for ruining the lives of their children.
- b. Their punishment is set to come at a later time.
- c. They are praised as examples to city.
- d. Their punishment has already occurred in the loss of their children.

LESSON 15

Without looking at any of the memorization cards, recite the lines of the First Encounter Scene that you have already tried to memorize. If you need to look at one or more of the cards to refresh your memory, use the memorization practice steps again with each line that you could not recall.

Follow the memorization practice steps with the next two lines of the First Encounter Scene.

Memorization Practice Steps

1. Read the line aloud. Say the line again three times.
2. Use the rhythm of the lines to help you memorize:
 - Notice the five bold syllables as you read.
 - Read the line two more times, placing extra emphasis on these syllables.
 - Recite the line again while beating the rhythm on a table or marching around to the beat as you speak.
3. Record yourself saying the line or say it aloud to someone else.
4. Repeat steps 1–3 with the next line.
5. Recite the two lines aloud without looking at the cards.
6. Recite all the lines you have memorized without looking at the cards.

LESSON 16

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

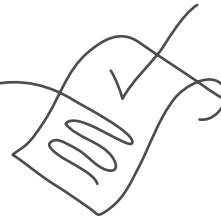
- 3. I spent about the following number of minutes reading:** _____

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

Unit 8D, Sub-Unit 2

Solos for

Write an Essay



Unit 8D, Sub-Unit 2: Write an Essay

LESSON 1

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

LESSON 2

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

LESSON 3

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

LESSON 4

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

Unit 8E, Sub-Unit 1

Solos for

Why Remember?



LESSON 1

Read *Shores Beyond Shores: From Holocaust to Hope, My True Story* by Irene Butter, Chapters 1 and 2.

1. Review paragraphs 16–44. What TWO things were Reni and her brother doing in this passage?

- a. They were having a conversation about the Nazis.
- b. They were playing a game after bedtime.
- c. They were eavesdropping on their parents' conversation.
- d. They were drawing pictures of animals.

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

- a. Americans
- b. Germans
- c. Jews
- d. Russians

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

Frank _____

Charles _____

Leo _____

- a. Wouldn't see him
- b. Didn't get back to him
- c. Talked about moving to Holland

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

- a. Posters inviting people to military service
- b. Posters that threaten the Jewish community
- c. Graffiti protesting against the Nazis
- d. Advertisements for new jobs

5. Reni's brother defined "Aryans" as

_____ people with _____ hair
 and _____ eyes.
 1 2 3

Word Choice 1

- a. German
- b. Jewish
- c. white
- d. strong

Word Choice 2

- a. brown
- b. curly
- c. straight
- d. blond

Word Choice 3

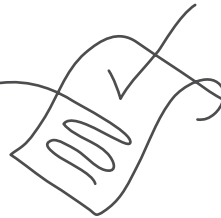
- a. blue
- b. green
- c. brown
- d. hazel

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

Unit 8E, Sub-Unit 2

Solos for

“True” Germans



LESSON 1

Read *Shores Beyond Shores: From Holocaust to Hope, My True Story* by Irene Butter, Chapter 3.

1. Based upon the description, the Hitler Youth most closely resembled _____.
 - a. a religious group
 - b. a sports team
 - c. a family
 - d. soldiers

2. Why did Mutti most likely decide that Opa would walk Reni and Werner to school from now on?
 - a. She was sick and could no longer make the walk.
 - b. She wanted the children to be protected.
 - c. The children had been disobedient and walking to school with Opa was punishment.
 - d. Jewish women were no longer allowed on the streets.

3. Werner _____ to avoid being attacked by the gang of boys.
 - a. hid
 - b. ran
 - c. called for help
 - d. surrendered

4. Which word BEST describes how Mutti felt at this time?
 - a. Thoughtless
 - b. Terrified
 - c. Calm
 - d. Optimistic

5. What does the song reveal about the goals of the Nazi party?
 - a. They only wanted to change Germany.
 - b. They didn't intend to commit acts of violence.
 - c. They planned to kill all non-Aryans.
 - d. They aimed to make changes inside and outside Germany.

6. Select the line or lines that BEST support the answer to the previous question.
 - a. (40) We will continue to march.
 - b. (41) When everything shatters.
 - c. (42) Because today Germany hears us.
 - d. (43) And tomorrow the whole world.

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?

LESSON 2

Read the article “100,000 Hail Hitler”: The Opening Ceremonies of the 1936 Olympic Games, by Frederick T. Birchall.

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

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

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

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

What was Hitler like? _____

- a. Admired
- b. Fatherly
- c. Ugly
- d. Hated
- e. Kind
- f. Old
- g. Unfriendly

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

- a. Dr. Lewald
- b. Adolf Hitler
- c. The guests of honor
- d. The Olympians

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

- _____ a. The pigeons flew out of sight.
- _____ b. A relay runner appeared with a torch.
- _____ c. The runner lit the Olympic flame.
- _____ d. A chorus sang the “Olympic Hymn.”
- _____ e. Runners got the flame from the temple of Zeus.
- _____ f. White pigeons were released from cages.

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

LESSON 3

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

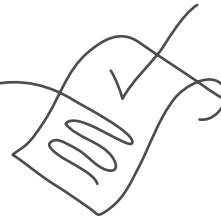
- 3. I spent about the following number of minutes reading:** _____

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

Unit 8E, Sub-Unit 3

Solos for

The Olympic Games of Berlin



LESSON 1

Read the article “Helene Mayer, Fencing Champ, Says She’ll Try for Olympics.”

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

- a.** Helen Mayer, **b.** a tall, slim, blue-eyed blonde fraulin, **c.** is in the city to compete in the national women’s fencing tournament tonight. **d.** Discussing her plans at the Fencer’s club yesterday afternoon **e.** she said that she will try out for the next German Olympic team **f.** despite the fact that she is Jewish and “non-Aryan.”

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

- a.** To compete in the Olympics again
- b.** To join the Claremont Fencer’s club
- c.** To stay in the US or return to Germany
- d.** To rejoin the Offenbach Fencer’s club

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

- a.** She was kicked out of her fencing club.
- b.** She had already competed in the Olympics.
- c.** The German team might not have admitted Jews.
- d.** The German team might not have included fencing.

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

- a.** She had to stop studying law.
- b.** She got a scholarship to Scripps College.
- c.** She was fencing champion at the Amsterdam Olympics.
- d.** She received congratulations from the Offenbach Fencer’s club.
- e.** She was kicked out of the Offenbach Fencer’s club.

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

- a.** felt bitter toward her fencing club
- b.** never felt like she fit in at the club
- c.** was an excellent fencer
- d.** received a letter from Hitler

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

- a.** She was badly injured in an attack by prejudiced people in Germany.
- b.** She was prejudiced towards Germans, so she didn’t want to live among them.
- c.** She couldn’t work, study, or fence in Germany because of prejudice against Jews.
- d.** She couldn’t win competitions in Germany because she would lose points for being Jewish.

LESSON 1

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

LESSON 2

Read the article, “Jesse Owens’ Olympic Triumph Over Time and Hitlerism,” by Lerone Bennett Jr.

1. The author calls the games a “one-man Olympics” (22) because Owens _____.

- a. won so many competitions
- b. was the only competitor in his sport
- c. won every single competition
- d. made friends with everyone he met

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

- a. He walked out of the stadium.
- b. He congratulated Owens with a handshake.
- c. He threw flower petals on Owens and the other winners.
- d. He tried to meet Owens but the crowds were too big.

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

- a. Shortly before Owens received his third gold medal, Hitler left the stadium.
- 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...”
- c. On the final day of track-and-field competition, Owens added a fourth gold medal and a 12th record as the lead-off man of the 400-meter relay team.
- d. By that time, “America’s Black auxiliaries,” as the Nazis derisively called the Black athletes, had won six of the 12 American gold medals.

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

- a. 1936
- b. 1946
- c. 1966
- d. 1976

LESSON 2

5. Which of these events really happened?

| | True | False |
|---|-------|-------|
| 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. | _____ | _____ |

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

LESSON 3

Read the excerpt: “The November Pogroms” from *A Child of Hitler*, paragraphs 1–4, by Alfons Heck.

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

- a. They are official, organized groups of Nazis.
- b. They are part of a military force from another country.
- c. They are members of the Hitler Youth.
- d. They are neighbors looking for Jewish criminals.

2. In the first sentence, “On the afternoon of November 9, 1938, I watched open-mouthed as small troops of SA and SS men jumped off trucks on the market place, fanned out in several directions, and began to smash the windows of every Jewish business in town”, “why does Alfons stand “open-mouthed”?”

- a. He was surprised by the small size of the troops.
- b. He was frightened because they were there for him.
- c. He was frightened because he needed to go warn his Jewish neighbors.
- d. He was surprised by their actions and didn’t know what to think.

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

| | <u>SA & SS Troopers</u> | <u>The Townspeople</u> | <u>Both Groups</u> |
|---|-----------------------------|------------------------|--------------------|
| a. “threw hundreds of pairs of shoes into the street” (1) | _____ | _____ | _____ |
| b. “watched silently, but many followed” (2) | _____ | _____ | _____ |
| c. “broke into a run and literally stormed the entrance” (2) | _____ | _____ | _____ |
| d. “climbed to the roof and waved the rolls of the Torah” (2) | _____ | _____ | _____ |
| e. “stayed, as if riveted to the ground, some grinning maliciously” (2) | _____ | _____ | _____ |

LESSON 3

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

- a. Helmut is trustworthy and innocent.
- b. Helmut is very excited by what he sees happening around him.
- c. Helmut is scared but wants to fit in with the Nazis around him.
- d. Helmut doesn’t really know what is going on.

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

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

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?

LESSON 4

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

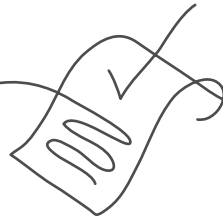
- 3. I spent about the following number of minutes reading:** _____

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

Unit 8E, Sub-Unit 4

Solos for

Descending into Darkness



LESSON 1

Read *Maus I: My Father Bleeds History*, Chapter 4: "The Noose Tightens" pages 73–84, by Art Spiegelman.

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

- a. Vladek
- b. Art
- c. Anja
- d. Mr. Ilzecki

2. Who is recording this story?

- a. Vladek
- b. Art
- c. Anja
- d. Mr. Ilzecki

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: _____

Polish Jews: _____

Non-Jewish Polish People: _____

- a. Pigs
- b. Cats
- c. Mice

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

- a. They stole from the Nazis.
- b. They secretly traded goods and services.
- c. Relatives sent them what they needed.
- d. They stole from one another.

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

- a. speaking against the Nazis
- b. trying to escape
- c. breaking the curfew
- d. trading goods illegally

LESSON 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?

- a. It shows that Vladek was ready to quit the illegal trade business.
- b. It shows that Vladek was personally unaffected by the hangings.
- c. It shows that Vladek was haunted by the hangings.
- d. It shows that Vladek had packed his bags and was prepared to flee.

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

- a. One of the men's eyes is open and appears to be looking at Anja and Vladek.
- b. One of the men is wearing a Star of David.
- c. Richieu is playing with a toy with his back turned to his family and the hanged men.
- d. Vladek is slumped forward in his chair with images of the hanged men hovering over him.

LESSON 2

Read *Maus I: My Father Bleeds History*, Chapter 4: “The Noose Tightens” pages 85–93, by Art Spiegelman.

1. Number the events in the correct order.

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

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

- a. Vladek sensed that the clerk would be willing to do illegal business with him.
- b. Vladek realized that he could turn in the clerk to the Nazis and protect his own family.
- c. Vladek thought that the clerk would take pity on him and give him free stuff.
- d. The clerk thought that Vladek was trying to steal from the shop.

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

- a. The Gemeinde did not pay well.
- b. The Gemeinde were often arrested by Nazis.
- c. The Gemeinde treated the Spiegelman family poorly.
- d. The Gemeinde were helping the Nazis.

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

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

- a. The people in that line were being put on a train right away.
- b. The people with useful skills were being sent there.
- c. All of the Jews were being put in that line.
- d. Very few people were being sent to that line.

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

- a. He thought it was the good side.
- b. He was forced to by Nazi troops.
- c. He wanted to be with Vladek.
- d. He wanted to be with his daughter.

LESSON 3

Read Excerpt: *Night*, paragraphs 1–97, by Elie Wiesel.

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

- a. student
- b. officer
- c. farmer

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

I pinched myself: **a.** Was I still alive? Was I awake? **b.** How was it possible that men, women, and children were being burned and that the world kept silent? **c.** No. All this could not be real. A nightmare perhaps... **d.** Soon I would wake up with a start, my heart pounding, and find that I was back in the room of my childhood, with my books...(54).

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

- a. A story about survival
- b. A burial place
- c. A prayer for the dead
- d. A line from the Jewish scriptures

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

- a. The reciters themselves, who believed they were about to die
- b. The people who were already dead
- c. The ancestors of the Jewish people throughout the centuries
- d. The children in the pits

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

| | Yes | No |
|----------------------------------|-------|-------|
| a. Took their clothing from them | _____ | _____ |
| b. Fed them a healthy meal | _____ | _____ |
| c. Shaved their heads | _____ | _____ |
| d. Disinfected them | _____ | _____ |

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?

LESSON 4

Read *Shores Beyond Shores: From Holocaust to Hope, My True Story*, Postscript, by Irene Butter.

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

- a. Freedom from fear
- b. Having enough food to eat
- c. Having choices
- d. Being with her family

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

- a. They were trying to start over.
- b. They didn't want to think about Pappi.
- c. No one in the United States knew what had happened.
- d. They were too busy.

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

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

| | Yes | No |
|--|-------|-------|
| 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. | _____ | _____ |

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)

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

LESSON 5

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

Unit 8E, Sub-Unit 5

Solos for

Never Forget



LESSON 1

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

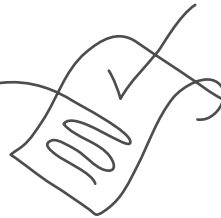
- 3. I spent about the following number of minutes reading:** _____

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

Unit 8E, Sub-Unit 6

Solos for

Write an Essay



Unit 8E, Sub-Unit 6: Write an Essay

LESSON 1

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

LESSON 2

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

LESSON 3

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

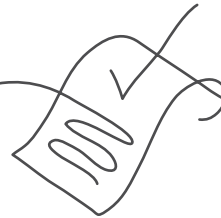
LESSON 4

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

Unit 8F, Sub-Unit 1

Solos for

Information Literacy



LESSON 1

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

LESSON 2

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

LESSON 3

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

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

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

LESSON 4

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

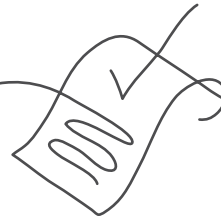
- 3. I spent about the following number of minutes reading:** _____

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

Unit 8F, Sub-Unit 2

Solos for

Scavenger Hunt and Internet Research



LESSON 1

Read Excerpt: "Sputnik" from *Rocket Boys* by Homer Hickam.

1. How did the author first learn about satellites?

- a. His pastor gave lengthy sermons warning the town about satellites.
- b. He was assigned to write a report about satellites for science class.
- c. He read about them in science fiction books and his dad's magazines.
- d. His local radio announcer discussed the importance of satellites every morning.

2. This question has two parts.

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

- a. They were both interested but had opposing views about the politics of the issue.
- b. His mother was worried and wanted information, and Homer was surprised.
- c. They were both upset that the Russian Communists had launched a satellite first.
- d. His mother was distracted by the problems at the mine, and Homer was frightened.

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

- a. All day Saturday, the radio announcements continued about the Russian *Sputnik*. It seemed like each time there was news, the announcer was more excited and worried about it. 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. c. Dad was working at the mine all day, so I didn't get to hear his opinion on what was happening. d. I was already in bed by the time he got home, and on Sunday, he was up and gone to the mine before the sun was up. e. According to Mom, there was some kind of problem with one of the continuous miners. Some big rock had fallen on it.

LESSON 1

- 3. Reread paragraph 12. Which BEST describes the meaning of “deficiencies”?**

I’d heard Dad list all their deficiencies as human beings whenever my Uncle Ken—Mom’s brother—came to visit.

- a. Habits and behaviors
- b. Judgments and decisions
- c. Jobs and responsibilities
- d. Shortcomings and flaws

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

- a. describe the family’s political differences
- b. prove why dogs should not be sent to space
- c. discuss the narrator’s feelings about Russians
- d. explain that pets can help reduce anxiety

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

- a. Since there were no dedications this morning, Johnny Villani decided to replay the beeping sound.
- b. Johnny Villani was trying to warn the town about another satellite.
- c. From that moment on, the radio would not play rock ‘n’ roll music.
- d. Johnny Villani thinks kids should be studying instead of listening to rock ‘n’ roll.

LESSON 2

Read Excerpt: “Smooth as a Peeled Egg” from *Two Sides of the Moon: Our Story of the Cold War Space Race* by David Scott and Alexei Leonov.

- 1. Which BEST describes Leonov’s reaction to accomplishing this mission?**

- a. He was relieved that the difficult and time-consuming project had come to an end.
- b. He immediately began to plan future space missions with the Americans.
- c. He was extremely happy and proud to have been a part of this historical moment.
- d. He enjoyed the moment but did not believe it would affect Soviet-American relations.

- 2. Select two things Leonov sees from the window of the Soyuz.**

- a. Leonid Brezhnev
- b. The outline of the *Apollo*
- c. The *Apollo*’s crew making repairs
- d. A meteor shower
- e. Tom’s face

- 3. As soon as the two spacecrafts made contact, the astronauts inside were able to greet each other in person.**

- a. True
- b. False

LESSON 2

4. At first, Leonov could not see the American spacecraft because it was too _____.

- a. slow
- b. high
- c. thin

5. Number the events from the passage in the order in which they occur.

- _____ a. The *Apollo* and the *Soyuz* move toward each other, separated by 25 km.
- _____ b. The television cameras on board the *Soyuz* are not working.
- _____ c. The hatch of the *Apollo* does not open easily and needs to be fixed.
- _____ d. Politburo congratulates the cosmonauts.

LESSON 3

Read Excerpt: President Kennedy's Address at Rice University, September 12, 1962.

1. President Kennedy says that _____ is one of the most crucial decisions he will make during his term.

- a. funding the research of atomic weapons
- b. advancing space exploration
- c. creating new peace treaties with the Soviets
- d. helping astronauts adjust to harsh conditions in space

2. Find two quotes that explain his sense of urgency and write them below:

3. Why does President Kennedy provide a list of details in paragraphs 11 and 12?

- a. To prove that the Soviets were leading the Space Race
- b. To show how Americans were preparing to send a man to the moon
- c. To describe the cooperative relationship between the United States and the Soviet Union
- d. To argue against additional funding of a moon landing

LESSON 3

4. Which of the following BEST describes the main purpose of this speech?

- a. To teach students how to prepare for space exploration
- b. To inspire students to study science instead of other subjects
- c. To explain why the US needs to be the first to reach the moon
- d. To criticize past presidents for not prioritizing space exploration

5. Which BEST describes the tone of this speech?

- a. Angry and frustrated
- b. Welcoming and friendly
- c. Hopeful and inspiring
- d. Informative and rational

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

- a. Knowledge
- b. Wealth
- c. World peace
- d. Racial equality

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.”

LESSON 4

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

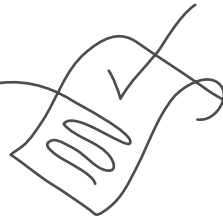
- 3. I spent about the following number of minutes reading:** _____

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

Unit 8F, Sub-Unit 3

Solos for

Space Blogs and Collection Research



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.

Why should you include this information in your assignment?

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

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.

Why should you include this information in your assignment?

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

LESSON 2

Read “You Are Here” from *Pale Blue Dot* by Carl Sagan. Then, read “First to Fly” from *Into That Silent Sea* by Francis French and Colin Burgess.

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

- a. “You Are Here”
- b. “First to Fly”
- c. Both
- d. None of the above

2. This question has two parts.

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

- a. “You Are Here”
- b. “First to Fly”

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

3. Which idea is supported by both sources?

- a. The view of the Earth from space encourages deep reflection.
- b. Scientists should explore the possibility of humans living on other planets.
- c. Those who risk going to space should be rewarded by their governments.
- d. Space exploration has negative psychological and physical effects on humans.

LESSON 2

- 4. Which source might you read to find out about the physical changes someone undergoes in space?**
- a. Both
 - b. Neither
 - c. “You Are Here”
 - d. “First to Fly”
- 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.**

LESSON 3

Read Excerpt: “And a Dog Shall Lead Them” from *A Ball, a Dog, and a Monkey* by Michael D’Antonio.

1. What characteristics made Laika a good pet? Would these qualities make her a good candidate to be a space traveler? Explain your answer.

2. Describe all the conditions that placed stress on Laika’s body in space, and explain her reaction to these conditions.

3. Many pro-animal activists were angry about Laika’s treatment in space, but the American officials said nothing. Why did they keep silent?

Read Memorandum for the Vice President by John F. Kennedy.

1. President Kennedy asks if Americans have a chance at “beating the Soviets” (6). How does he think Americans might be able to beat them?

2. Which questions best show the president’s sense of urgency in moving forward with the space program? Explain why.

3. Which questions might Jim Webb (NASA Administrator), Dr. Weisner (Science Advisor), and Secretary McNamara (Secretary of Defense) answer?

LESSON 3

Read “What the Moon Rocks Tell Us” from *National Geographic* by Kenneth F. Weaver.

1. What was the scientists’ first reaction to the moon rocks?

2. Why do you think the moon rocks were “the most sought after, the most eagerly awaited, of all specimens in the history of science” (3)?

3. The samples contained no traces of life or dangerous substances. How do you imagine the space program might have changed if the analysis had yielded different results?

Read Excerpt: President Kennedy’s Address at Rice University, September 12, 1962.

1. What does President Kennedy worry will happen to outer space if it is not explored by Americans?

2. Read the speech closely and find two examples that show President Kennedy asserting American superiority over the Soviets. Write those sentences here.

3. President Kennedy states, “We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people” (7). Explain what he means.

LESSON 3

- 4.** What does President Kennedy mean when he says, “We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard” (9)? Why choose to do the hard thing?

Look at the photograph 1969: Cars and tents lined up, waiting for the launch of *Apollo 11*.

- 1.** It is estimated that almost a million people came to watch the launch of *Apollo 11*. This picture shows some of the people at the launch. Why do you think so many people wanted to see the launch in person?

- 2.** This photograph was taken in 1969. How would it look different if this event took place today?

- 3.** List three important events in the news (political, scientific, or social) that have taken place in your lifetime. Which (if any) did you camp out to witness in person? Which events did you wish you could have seen in person? Which one could you imagine camping out to witness in person? Explain your answer.

LESSON 3

Look at the photograph 1969: *Apollo 11* / *Saturn V* space vehicle climbs toward orbit.

1. The *Saturn V* rocket was over 350 feet tall. That’s longer than a football field. Does it look that large in the photograph? What aspects of the photo give you clues to the rocket’s size?

2. What emotions do you think the astronauts in the rocket felt at the moment this photo was taken?

3. Look at the massive streak of flame shooting out behind the rocket, and imagine how much fuel is being burned, minute by minute. The cost of fuel is just one of the many reasons this project was expensive and time-consuming. Do you think it’s worth it to spend so much time and money to send people into space? Explain your answer.

Look at the photograph 1969: *Columbia* command module, *Apollo 11*, over the moon’s surface.

The command module served as the living quarters for the *Apollo 11* astronauts, and it was this craft that astronaut Michael Collins piloted around the moon while Neil Armstrong and Buzz Aldrin walked on the surface.

1. Look at the moon’s surface in this photograph. Does it look like the kinds of landscapes we have on Earth? Explain why or why not.

2. When you look at a bright, full moon on a night without clouds, does it look like this? How is it similar? How is it different?

3. Michael Collins piloted the module while Buzz Aldrin and Neil Armstrong walked on the moon. Describe the challenges and risks of both roles. Which job would you prefer to do, and why?

LESSON 3

Look at the photograph 1969: Buzz Aldrin's footprint, a photograph of one of the first steps ever taken on the moon.

1. Travelers to wilderness areas or national parks are often encouraged to "leave only footprints." The moon was Buzz Aldrin's "wilderness." What is the ground like in this picture? What other features of the moon's surface, besides the boot print, stand out?

2. This photo is considered famous because it represents an important idea. Imagine the surface of the moon covered with boot prints like this one. How would that change the importance of this one footprint?

Look at the photograph 1969: *Apollo 11* ticker tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins.

1. What clues in the picture reveal the date it was taken?

2. This photo was taken in 1969. How would a parade honoring American heroes be different and similar today?

3. Briefly describe an important world event that took place in your lifetime. Was it celebrated with a parade? If not, how was it celebrated?

LESSON 3

Look at the photograph July 24, 1969: *Columbia* command module from *Apollo 11* splashdown in Pacific Ocean.

1. Look carefully at the photo, and describe the size of the *Columbia* command module.

2. Describe the suits worn by the Navy divers in the picture. Why do you think these suits were necessary?

Look at the image 1969: *Sky Garden (Stoned Moon)* by Robert Rauschenberg.

1. Rauschenberg thought that artists and engineers should share ideas. List five items in this print that are connected to engineering and science.

2. Rauschenberg's title *Sky Garden (Stoned Moon)* gives us clues to what is going on in this work of art. What items in the print are from a "garden"? What items are from the "sky"?

3. This artwork includes lots of information. What captures your attention the most, and why?

LESSON 4

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

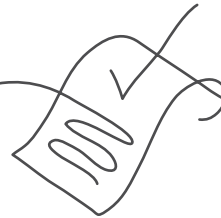
- 3. I spent about the following number of minutes reading:** _____

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

Unit 8F, Sub-Unit 4

Solos for

Socratic Seminar and Internet Research



LESSON 1

1. Review the two or three questions your group generated during the brainstorming activity.

2. Look through the remainder of The Space Race Collection texts to find two sources that contain evidence needed to address your questions. Write the name of your sources here:

Source A: _____

Source B: _____

3. From these sources, find at least three pieces of evidence you think would be useful during the discussion. Write them here:

a. _____

b. _____

c. _____

LESSON 2

Read “In Event of Moon Disaster” by William Safire. Then look at the photograph 1969: Buzz Aldrin’s footprint, a photograph of one of the first steps ever taken on the moon.

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

- a. The astronauts wanted to be rewarded for traveling to space with fame and fortune.
- b. He admired how the men met the physical and mental demands required to travel to space.
- c. The astronauts were risking their lives to gain knowledge that would benefit humanity.
- d. The astronauts agreed to explore space if their findings benefited Americans only.

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?

- a. It highlights Aldrin’s sadness and longing for Earth.
- b. It directs the viewer’s attention to the moon’s stunning beauty.
- c. It warns other astronauts of the dangers of space exploration.
- d. It emphasizes a historical moment and the significance of the first moon landing.

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

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

- a. 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.
- b. Others will follow, and surely find their way home. Man’s search will not be denied.
- c. Fate has ordained that the men who went to the moon to explore in peace will stay on the moon to rest in peace.
- d. In ancient days, men looked at stars and saw their heroes in the constellations. In modern times, we do much the same, but our heroes are epic men of flesh and blood.

LESSON 2

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?
- a. These brave men, Neil Armstrong and Edwin Aldrin, know that there is no hope for their recovery.
 - b. In ancient days, men looked at stars and saw their heroes in the constellations.
 - c. The President should telephone each of the widows-to-be.
 - 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.

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

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.”

LESSON 3

Read Excerpt: Preface from *Flight: My Life in Mission Control*. Then read Excerpt: “First to Fly” from *Into That Silent Sea*.

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).

| | “First to Fly” | <i>Flight: My Life in Mission Control</i> |
|--|----------------|---|
| a. Has notes from a secret diary | _____ | _____ |
| b. Is narrated in the first person | _____ | _____ |
| c. Describes the physical effects of space travel on living things | _____ | _____ |

2. This question has two parts.

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

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

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:

“First to Fly”:

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...”?

- a. I ate too much this morning.
- b. I am feeling angry.
- c. I know just what to do.
- d. I am feeling nervous.

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

- a. Kraft is arrogant and does not respect anyone he works with.
- b. An unexpected problem has challenged Kraft’s sense of control.
- c. The crew is not cooperating because they object to Ham’s presence.
- d. Kraft has lost his job because of what he said about President Kennedy.

LESSON 4

Independent Reading

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

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

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

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

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

- 2. Choose one:**

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

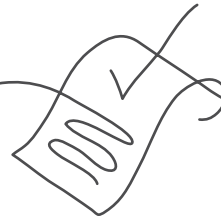
- 3. I spent about the following number of minutes reading:** _____

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

Unit 8F, Sub-Unit 5

Solos for

Write an Essay



Unit 8F, Sub-Unit 5: Write an Essay

LESSON 1

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

LESSON 2

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

LESSON 3

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

LESSON 5

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

LESSON 7

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

