

# High School English Enrichment

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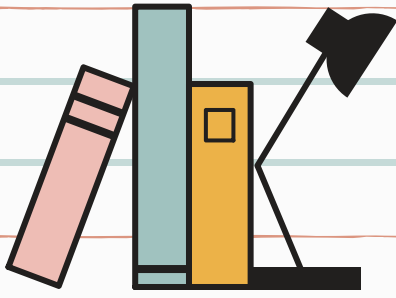
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## What have your English teachers been up to?

Hi, all! I've been taking a daily walk and listening to an audiobook, *Where the Crawdads Sing*, while doing it! Also, while snuggling with my cat companion, Rue (who is named after a character in *The Hunger Games*), I just finished the book *Children of Virtue and Vengeance*, which is the sequel to *Children of Blood and Bone*. It was SO good, and I can't wait for the last book to come out! I miss you all so much, and I would love to hear from each and every one of you! Even through social distancing, I'm still here for you!

-Ms. Bocks, WMHS

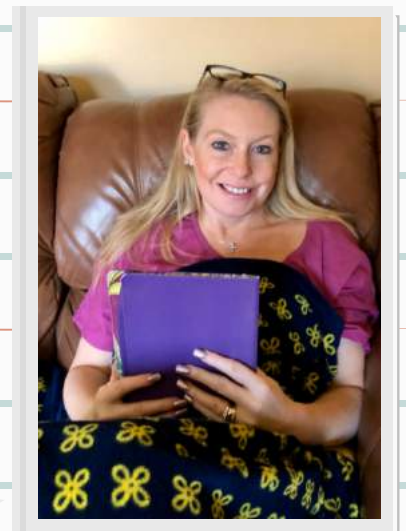


Hey angel babies! I'm up north at my cottage on Higgins Lake. Been doing major work inside and outside of the house, and reading a lot. I just finished reading *The Raven Boys* by Maggie Stiefvater, can't wait to read the rest of the series. I've been trying my best to teach my toddler while we are here, she asks to take more bathroom breaks than you guys do!! I miss you guys so much!!

-Love, Mrs. Armstrong, WMHS

My students often hear me say that there's no better way to relax than by curling up with a cozy blanket and a good book. I've definitely been doing a lot of that during our shutdown! We may be confined to our homes, but the beauty of books is that they can take us to faraway lands. I miss you all so much! Keep reading, my friends!

~Mrs. Koch, WMHS



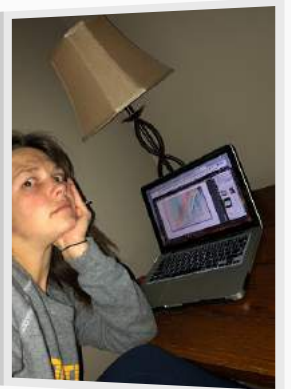


Hello! I've been communicating with all of my classes on Schoology, catching up grading, reading a lot (it's going to be easy to meet my Goodreads goal THIS year)! While I haven't been cleaning obsessively, I feel a lot like Sheldon. I miss all of my students very much!

-Mrs. Boyce, JGHS

Hey guys, I've been spending a LOT of time working on the yearbook so can bring you a great product! I've also been hanging out with my kids...playing lots of tag, taking walks, and watching, Disney Plus. I miss you all!

-Mrs. Tyzo-DePaulis, JGHS

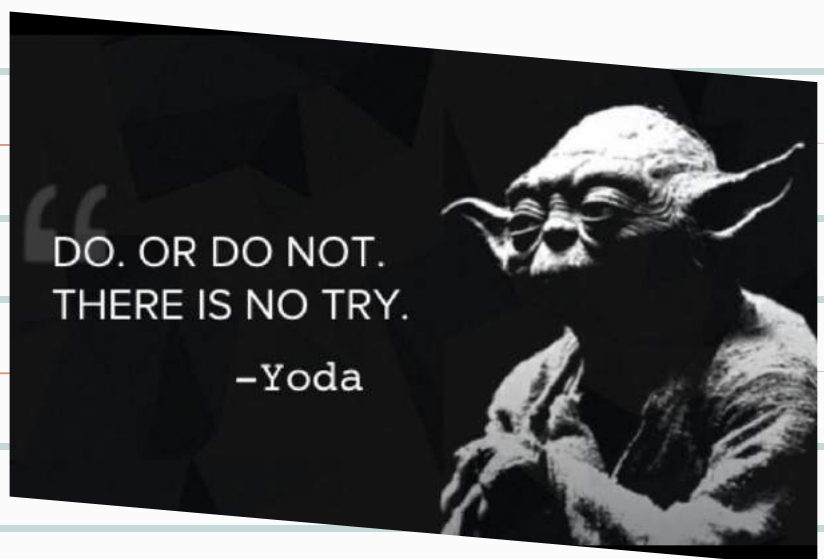


Hey Zebras, this sandhill crane isn't Mr. Martin, but was photographed by him. He hopes you are getting outside and not spending too much time in front of screens. Spring has arrived--get out and get moving! He has been bingeing on *Star Trek: TNG* episodes, but he's made plenty of time for reading and hiking, too.

What about you?

--Mr. Martin, WMHS

From Mr. Henzi, JGHS



Hello, dear students! These days, unsurprisingly, I have nothing but time. Most of us (if not all) have spent the last couple of weeks making sure we stay healthy. For me, that also includes maintaining my mental health while practicing social distancing. One of the most important aspects of "feeling good" these days is keeping some type of routine. Every morning I wake up with a new goal. Up until this point, most of my goals have been related to spring cleaning; for me, a clean dwelling helps foster a clean mind. I have also spent a great deal of time reading books, listening to podcasts, and watching some new true crime documentaries. Oh, and one last thing! You know how I've been joking all year about dying my hair a wacky color? Well, I chose blue! :) I miss all of you SO much! Reach out if you need anything. Remind: @mssears20

-Ms. Sears, WMHS

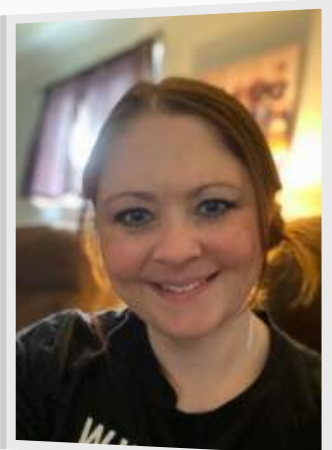


Hi Everyone! In an effort to relax during this stressful time, I have found myself looking back at great memories from my past! This picture is from our summer vacation last year (we are BIG Disney fans!). I have been exercising and reading to help find my calm during the shutdown. I hope you are all well and finding ways to relax! You are in my thoughts!

-Mrs. Sullivan, WMHS

I MISS YOU! When it comes to this break, I have been scrambling to help my kids finish your yearbook. We have had Zoom video meetings. What I have been missing most, is seeing your faces every week and hearing all of your wonderful stories. I look forward to seeing you again, and hearing about all the wonderful things you are up to. Please email me if you need anything!

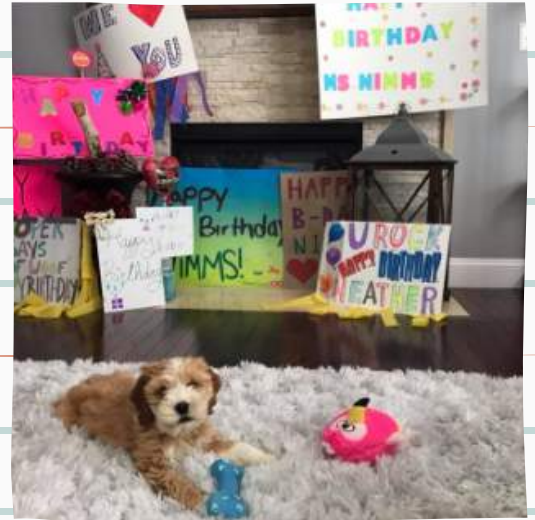
-Mrs. Crane, WMHS





Hi All! I hope this finds you and your family healthy and safe. I have been catching up on A LOT of tv, doing puzzles, catching up on grading, setting up Goosechases for my friends with families (the Lezaks crushed it), celebrating birthdays (my dad, my niece, my nephew and myself) and welcoming a new little "main man" to my life. Welcome, Harley! He is a cockapoo (cocker spaniel and poodle), who is almost 3 mos. It has not even been a month and we are BFFs. Even though I have a new BFF, I still miss you all and wish we were all dreading getting up before the sun rises to go to school. I guess it is true, you never know what you have until it's gone. We all need to remember that in the fall, when we are setting our alarms again. Until we meet again.....

-Ms. Nimmerguth, JGHS



Hey Everyone!! Greetings from the lake! I hope you all are doing well! My family and I have stayed healthy throughout all of these crazy times!! We have been playing lots of games, watching lots of Netflix and DVR content. I have done a little reading and I am just trying to stay busy so I/we don't go too crazy. I miss you all so much and wish I could see your faces! Stay safe and stay healthy. Hopefully as we get through the whole "wrap up of the school year" process I will get to see you and say a proper "Happy Summer Vacation!"

-Mr. Gidley, JGHS

p.s. I am not that great at the whole Selfie thing...

Hello everyone! I hope you are all safe and healthy. I have been pretty good about social distancing and trying to keep myself busy. I make sure to read every single day. I visit my island on Animal Crossing. And I check in with my family and friends. The one thing I miss the most is being in the classroom and seeing you all. It has been too long since I heard any of your stories and updates on what crazy things you all get into. I hope to hear from you all soon. Don't be afraid to reach out to your teachers. We miss hearing from you! Take care and be well.

-Ms. Blay, JGHS





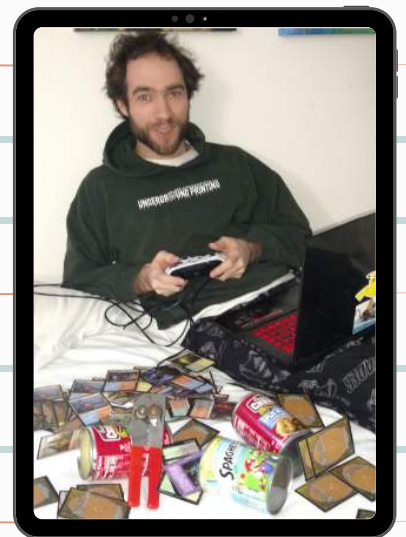
Hello Ladies and Gentlemen! I hope you are all staying home and staying safe during this time! I've decided to keep myself busy by cleaning, crafting, making sure Hazel goes on plenty of walks, and starting the wedding planning process! I wish I could share this news with you in person! I miss you all!!

Email me if you need me!

-Ms. Olech, WMHS

Mr. Heslip has been hard at work this entire time. He takes social distancing very seriously, and has been spending much of his time playing video games (Doom Eternal is hard), watching shows (just started Breaking Bad for the first time), and in general being extremely productive in every sense of the word. He hopes his students have done much of the same, and are safe and happy!

-Mr. Heslip, WMHS



Hi peeps! I hope y'all have been staying safe and healthy. We found out in the first week of the quarantine that we're having a boy and couldn't be more excited! Since I found out I of course am on Pinterest and planning out what I want his nursery to look like. My husband and I also demoed and renovated our kitchen, so I'm excited for that change. I had a reading goal to read 25 books over the course of the year and am getting closer and closer to the goal.

Currently, I have my nose in *Internment* by Samira Ahmed, which is really good! I miss all of you so much!

Stay safe! Please reach out if you need me!

-Mrs. Myerscough, WMHS



Hidy ho, my favorite beings!! I hope everyone is happy, healthy, and staying safe! These past few weeks have really made me appreciate the finer things in life a bit more. Don't get me wrong, I love my puppies very much...ok the kids and husband too, but I miss seeing your faces and hearing your voices. Life has a funny way of altering your day to day plans, but all we can do is "roll with the punches". I am sorry our year together did not end the way it was supposed to, but know that I am always here for you and will help you in any way that I can. Keep smiling and I WILL see you soon, even you seniors!!

Always in your corner,  
-THE Lezak!! JGHS

Hello,  
I have been thinking. Reality has a way of testing us. Quarantine, social distancing, serology...the vocabulary goes on and on. Words we would have never known we now know. New is never easy. Reality is never easy, but we must deal with it. We will either come out of this feeling good about who we are and what we have done or not. I do not want to be the "or not" group. With that said, I will be as I have always been -honest. I have had my dark moments-how could we not? The times we find ourselves in are unprecedented. We are truly enduring the unknown. Feelings are strong now (Yoda speak) and that is okay. Feel what you feel, share it out or write it out and then temper it with thought. Thoughts that are critical and solve problems. Essential and realistic actions must follow those thoughts. Then and only then will we come out of this with new found strength and confidence. Defeat the darkness of our reality. And no, there will not be a vocabulary test on the above mentioned words. Stay healthy and miss you all so much!  
-Mrs. Grimm, JGHS





# LET'S START JOURNALING!

While we are practicing social distancing and following the stay at home order, try to journal each day for 10 minutes of uninterrupted writing time! Various prompts are provided below, and it's OK to choose the same one more than once! It's also OK to create a combination of multiple prompts or to create your own prompt!



Watch a commercial on TV and analyze its use of ethos, pathos, and/or logos. *Remember, ethos builds the credibility of the speaker, pathos appeals to emotions of the audience, and logos builds the logic of the message.*

Have a conversation with someone in your home. Then, write a summary about that conversation. *Remember, a summary should paraphrase all of the main ideas while also including a few significant direct quotes.*

Do you have a pet companion at home? Take some artistic license by referring to them as your “classmate,” and write a story about something they did. For example, you might start with, “My classmate just ate a crumb off the ground.” *Remember, a story should follow the plot diagram: exposition, inciting incident, rising action, climax, falling action, and resolution.*

If you have permission, go for a safe walk - be sure to practice social distancing, though. Then, use imagery to describe everything you experienced during your walk. *Remember, imagery should be vivid, using all of the human senses: sight, sound, taste, and smell. Let's not include touch this time in order to stay safe and well.*

Create a mad lib template and ask other people in your home to provide words that fill in the blanks. *Remember, a noun is a person, place, or thing; a verb describes an action, occurrence, or state of being; and an adjective is a word that modifies or describes a noun.*

Watch a news segment or read an article, then evaluate the source using the C.R.A.A.P. test. *Remember to ask the following questions: Is it CURRENT? Is the information RELEVANT? Does the speaker have AUTHORITY and seem credible? Does the information seem ACCURATE and supported by evidence? What is the PURPOSE of the information?*

Reflectively write about your thoughts and feelings about social distancing and the Stay Home order. *Think about how you'd like to structure this entry: Paragraphs? Bullet points? A timeline? Flashbacks? Stream of consciousness (where you write exactly as thoughts and feelings flow into your mind)? A picture with labels? A diagram? Include a passage from a news article?*

Read a bit of a fiction book. This might be your lit circle book from school, another book checked out to you by the school, or maybe one you have at home. Then write about what you read. *Feel free to use any of the following sentence starters: I predict... I wonder... This reminded me... A question I have is... The author... I imagine... I realized... I'm confused by... I reread the part...*

Spring is here! With permission, get outside and explore your yard and your neighborhood. Can you identify the trees in your yard/neighborhood? Describe them. What about birds? Have you seen any insects or heard frogs calling yet? *Use a book or the app iNaturalist to help you id things and then write about what you've found.*

What evidence can you find outdoors of the changing season? You could write or draw the new birds you are seeing or hearing, the new plant growth emerging or the animals you are finding evidence of. You don't have to know what you're looking at or hearing to be able to notice that things are changing. *Consider different ways to compare and contrast, such as double bubbles.*

Imagine life 15 years from now. How will you explain what life was like when much of the country was shut down? How much did life differ in April 2020 from February 2020? What lessons in 2035 can we take from 2020? What are you doing now in 2035 that was impacted by the time of Corona?

Draw or write as many observations as you can. What do you hear, see, smell and feel outdoors?

Start writing with just these phrases to guide you: I wonder..., I notice..., Today I feel grateful for..., Being in nature makes me feel...

Imagine that you are sitting on a park bench with a literary character of your choice. What would you say to him/her? Why? How would that character respond? Write a script of your conversation.

Research shows that the average American watches as much as six hours of television each day. Do you think this is too much? Write a journal entry convincing readers to spend less time in front of the TV.

Walt Disney said, "Laughter is timeless, imagination has no age, and dreams are forever." Write about a funny moment that made you laugh out loud, a creative idea you have imagined, or a dream that you hope will one day come true.



You're taking a road trip in a 5 seater car. Each seat is filled with you, but at various points of life. One of you strikes up a conversation. Write about what the conversation entails.

Does your family have different rules or routines during the summer? Explain what changes at home and what stays the same.

You are invited to participate on a cooking show. To impress the judges you decide to make a new food. What is it and what did the judges think?

If you could get rid of one emotion what would it be and why?

If you had to make a collage about your life, what would you include?

Write a "day-in-the-life" profile about yourself and your typical quarantined day.

If you could travel anywhere in the world this pandemic, where would you want to go? Why? What would you do there?

List three things you'd like to accomplish. How will you make sure they get done?

What is your happiest memory from when we were in school? Explain it using specific details and reasoning..

Using what you know about direct and indirect characterization, select a complex character in your home. Once you have selected, interview them for their direct characterization, find out who they are by making up your own direct questions.

Complex character will have:

- Conflicting motivations (motivations that challenge one another)
- Multiple roles
- Multiple responsibilities
- Strengths AND weaknesses

Once you have received their direct characterization, watch them for their indirect characterization. Let their actions tell you who they are and take notes. When you have logged enough information, write about the similarities you found, and write about the differences. How was this experience for you? What about the process surprised you? Did you share your findings with your character, and if so what did they think of their direct and indirect characterization you put together?

You may want to type your entries digitally, write them in a notebook you already have for your English class, or write them in the space provided below. Whatever you choose, be sure to date each entry!











In this section, various reading passages are provided.  
Each reading passage is followed by questions.  
Choose whichever reading passages interest you the most.  
There is no need to go in order!

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# The Black Death

By Margaret Gushue  
2018

*The bubonic plague, commonly referred to as the Black Death, is a devastating disease that is believed to have killed around 50% of Europe's population in the 14th century. In this informational text, Margaret Gushue further discusses the ways in which the plague impacted Europe. As you read, take notes on how the plague changed life in Europe.*

- [1] *"There was no one who wept for any death, for all awaited death." — Agnolo di Tura, Sienna 1348*

It was a fateful day in October 1347 when a fleet of ships docked in Sicily, a large island just off the southern coast of Italy. Their arrival would change the course of European history. They carried traders who had arrived from the port city of Caffa in the Crimea. The people who gathered on the docks to receive the ship had no idea at the time that just by being there they were signing their own death warrants.

When the cabin opened, they were shocked to find the ship rampant<sup>1</sup> with disease. There were corpses with swellings on their bodies and black spots on their skin. The remaining survivors were gravely ill with high fevers. They spat blood. They had swollen lumps in their armpits and near their groins. No one had any idea what this disease was, why it had struck, or how to help them.



*"Burying Plague Victims of Tournai" by Unknown is in the public domain.*

In just two days, most of the survivors on board had died. But by then they had spread the disease to everyone with whom they had come into contact in Sicily. It was an outbreak of bubonic plague that would later be known as the Black Death. The tradership is the first recorded account in history of its arrival in Europe. It is difficult to know the exact death toll, but historians today estimate that between 1347 and 1351 this plague killed at least 100 million people across Europe and Asia.

## The Arrival and Spread of the Black Plague

- [5] The Black Death, also known as "The Great Plague" or simply "The Plague," was caused by a strand of bacteria found in a population of fleas. These fleas lived on the backs of rats in Asia. Even before the Black Death arrived on European soil, there were rumors of a deadly disease that had taken down entire armies in China.

1. **Rampant (adjective):** spreading unchecked

Earlier in the 14th century, trade between distant countries was prohibitively<sup>2</sup> time-consuming and expensive. But by the 1340s demand for foreign goods had risen, and travel between the East and West was fairly common. While this meant that trade improved, it also meant that disease could be more easily transferred across the two regions, as well. The rats were carried along trade routes from the East. A diseased rat could pass the plague to a flea while the flea was feeding on it, and the flea could then infect another rat, animal, or person.

Fleas were common enough at the time that bites did not startle people, and humans had not yet discovered bacteria, let alone theorized that it could be transported by insects. At the time, people believed that disease spread through poisonous vapors, or miasma,<sup>3</sup> coming from the bodies of the dead. Scientists today believe that the disease was both airborne (meaning it passed from person to person who were near one another) and was carried via contact, namely through rats and fleas. Common medicinal practices of the time period, like bloodletting,<sup>4</sup> would have also contributed to the spread of the disease. For example, high standards of hygiene were not practiced; physicians didn't even wash their hands.

## Symptoms and Devastation

The Black Death was an epidemic unlike any before it. Seemingly healthy people would be struck with the illness and die in as little as three days. Those who contracted the disease became very ill and suffered from high fevers. Tumors would grow on the armpits and in the groin areas. This would be followed by vomiting blood, as the lungs became infected. People were unable to sleep because of the pain and were often unable to keep food down.

It infected people with no clear pattern; the Black Death hit the poor and rich, the healthy and unhealthy. Whole households — including dogs, cats, and livestock — would all perish within a matter of months. It quickly became a pandemic.<sup>5</sup> In just a year, the Black Death had spread from the shores of Sicily northwards to Italy, France, Spain, and England. In London, where living spaces were more cramped (making it easier for the plague to spread), there was an estimated rate of six deaths for every ten people. The disease also spread east, eventually affecting Germany, Scandinavia, and Russia. Before the Black Death, the population in Europe had been exploding. Europe lost roughly 20 million people to the disease during the initial outbreak. Historians estimate about 50 million people died from the Black Death during the 14th century. It took about two hundred years before the population got back to where it was before the Black Death.

## Societal Effects

- [10] The wide reach of the Black Death meant it affected all of European society. Before the plague, through the practice of serfdom,<sup>6</sup> servants were tied to the land that their lord owned and made almost no money. There weren't enough jobs, and many people struggled to find work. Shortly after the disease struck, the tide turned, and suddenly there weren't enough workers. Many countries now had more jobs to fill than people.

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2. so high of a cost that it prevents people from using or doing something

3. an unhealthy or unpleasant vapor or smell

4. the surgical removal of a patient's blood to treat an illness

5. an outbreak of a disease throughout an entire country or the world

6. the state of being a serf, an agricultural laborer who was born to the land that they worked and could not leave in the hierarchical feudal system



This shift meant that for the first time people in Western Europe, particularly in England, had greater choice. They were able to move to different lands and, in many cases, find better working conditions because jobs were abundant and servants were scarce. This shift also affected the feudal lords,<sup>7</sup> as they had to offer better pay and free materials in order to attract workers. In 1349, King Edward III tried to freeze wages in England to pre-plague rates, but employers were so desperate for help they ignored his decree. This shift in power and wages also loosened the strict social order, giving a new measure of power to the workers and peasants. It effectively brought an end to serfdom in a number of European countries.

Not all societal change led to greater equality. The plague was indiscriminate, and its cause was unknown. This, in turn, led to the persecution of a number of minority groups. For example, Jewish communities were less affected by the Black Death than Christian communities. Scientists and historians today believe that this may have been due to stricter rules around food preparation practiced in Judaism, which hindered the spread of germs. However, during the Middle Ages, this lower rate of infection in Jewish communities led to the superstition that Jewish people were the cause of the pandemic. This fueled rampant anti-Semitism.<sup>8</sup> There were several massacres of Jewish people, and they were generally ostracized<sup>9</sup> from larger European society.

Religion, especially Catholicism, was central to the lives of many Europeans before the Black Death struck. While the disease spread, some believed it to be a punishment from God. They decided to repent for their sins by wandering from village to village, publicly whipping themselves and others as penance. Many lost faith in the Catholic Church as people continued to die from the plague. Some converted to Protestantism, while others became more interested in secular<sup>10</sup> ideas about the world.

## The Black Death's Legacy

Scientists believe that because of the climate in Europe, the Black Death never became endemic<sup>11</sup> on the continent. They believe that the disease was eventually wiped out as rats and fleas died off, ironically from the very same plague they were carrying. The disease died out in Europe in 1351. While it continued to re-emerge periodically over the centuries, it never had as far-reaching an effect as it did in the 14th century.

- [15] The next outbreak of comparable size was in China and India in 1855, about five hundred years after the Black Death reached the shores of Italy. Twelve million people in China and India died. Due to the timing of this final outbreak, scientists were able to isolate the bacterium and understand its spread. In October 1897, after developing a vaccine to slow the spread of cholera, scientist Waldemar Haffkine was sent to India. He created a vaccine against the bubonic plague in January of 1898, using himself as the first test subject.

Scientists and historians today still study the Black Death. They continue to develop vaccines, but with our current knowledge of bacteria, it is no longer the threat it once was. Simple health measures and preventative care, such as washing hands and cleaning cuts, slow the spread of illness.

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7. a high ranking individual who had authority over others  
8. hostility to or prejudice against Jews  
9. **Ostracize (verb):** to exclude someone from society or a group  
10. nonreligious  
11. growing or existing in a particular place, usually of a disease

Looking back, some scholars argue that the Black Death pushed Europe into modernity. The plague upended<sup>12</sup> traditional structures like religion and feudalism that were once the cornerstones of medieval life. It redirected the path of European history, propelling it towards the modern age, though at the cost of millions of lives.

*"The Black Death" by Margaret Gushue. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.*

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12. **Upend (verb):** to set or turn (something) on its end or upside down

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
  - A. Scientists continue to study the plague's spread through Europe in the 14th century because they can't understand how it spread so aggressively.
  - B. Upper-class people lost their influence over lower classes of people as it became clear that even they would not be spared from the plague.
  - C. The plague modernized health and medicine in Europe as people realized that doctors were unintentionally spreading the plague rather than treating it.
  - D. While the plague was devastating to Europe's population, it also reshaped their social order to allow for greater equality.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Common medicinal practices of the time period, like bloodletting, would have also contributed to the spread of the disease. For example, high standards of hygiene were not practiced; physicians didn't even wash their hands." (Paragraph 7)
  - B. "Many lost faith in the Catholic Church as people continued to die from the plague. Some converted to Protestantism, while others became more interested in secular ideas about the world." (Paragraph 13)
  - C. "Scientists and historians today still study the Black Death. They continue to develop vaccines, but with our current knowledge of bacteria, it is no longer the threat it once was." (Paragraph 16)
  - D. "The plague upended traditional structures like religion and feudalism that were once the cornerstones of medieval life. It redirected the path of European history, propelling it towards the modern age, though at the cost of millions of lives." (Paragraph 17)
  
3. How does the author's introduction (Paragraphs 1-4) contribute to the author's explanation of the Black Death?
  - A. It emphasizes how severely the bubonic plague affected people and how quickly it killed them.
  - B. It reveals how the bubonic plague was able to enter Europe without anyone knowing until it was a full pandemic.
  - C. It shows how closely crowded spaces caused the disease to spread more quickly, especially near bodies of water.
  - D. It suggests that Europe could have easily avoided the plague if they had not let the ship in to the port.

4. How did increase in trade affect the spread of the Black Death?
- A. Increased contact with other countries through trade allowed the plague to spread farther.
  - B. Trade with the rest of the world allowed Europe to search for potential cures for the plague.
  - C. Traders who left Europe were spared from the disease that was quickly spreading through Europe.
  - D. Animals infected with the plague hid on tradeships and introduced new variations of the plague around the world.
5. What connection does the author draw between the Black Death and the shift of power in Europe? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## **The Red Bow**

By George Saunders  
2006

*George Saunders is an American writer of short stories, essays, children's books, and novels. In this short story, a young girl is killed by a rabid dog and her family works to make their community safe again. As you read, take notes on how the narrator and Uncle Matt get the community on their side.*

- [1] Next night, walking out where it happened, I found her little red bow.

I brought it in, threw it down on the table, said:  
My God my God.

Take a good look at it and also I'm looking at it,  
said Uncle Matt. And we won't ever forget it, am I  
right?

First thing of course was to find the dogs. Which  
turns out, they were holed up back of the — the  
place where the little kids go, with the plastic balls  
in cages, they have birthday parties and so forth  
— holed up in this sort of nest of tree debris dragged there by the Village.



["Red Ribbon"](#) by M. McIntyre is licensed under CC BY-NC-ND 2.0

- [5] Well we lit up the debris and then shot the three of them as they ran out.

But that Mrs. Pearson, who'd seen the whole — well she said there'd been four, four dogs, and next night we found that the fourth had gotten into Mullins Run and bit the Elliotts' Sadie and that white Muskerdoo that belonged to Evan and Millie Bates next door.

Jim Elliott said he would put Sadie down himself and borrowed my gun to do it, and did it, then looked me in the eye and said he was sorry for our loss, and Evan Bates said he couldn't do it, and would I? But then finally he at least led Muskerdoo out into that sort of field they call the Concourse, where they do the barbecues and whatnot, giving it a sorrowful little kick (a gentle kick, there was nothing mean in Evan) whenever it snapped at him, saying Musker Jesus! — and then he said, *Okay, now*, when he was ready for me to do it, and I did it, and afterwards he said he was sorry for our loss.

Around midnight we found the fourth one gnawing at itself back of Bourne's place, and Bourne came out and held the flashlight as we put it down and helped us load it into the wheelbarrow alongside Sadie and Muskerdoo, our plan being — Dr. Vincent had said this was best — to burn those we found, so no other animal would — you know, via feeding on the corpses — in any event, Dr. Vincent said it was best to burn them.

When we had the fourth in the wheelbarrow my Jason said: Mr. Bourne, what about Cookie?

[10] Well no I don't believe so, said Bourne.

He was an old guy and had that old-guy tenderness for the dog, it being pretty much all he had left in the world, such as for example he always called it *friend-of-mine*, as in: How about a walk, friend-of-mine?

But she is mostly an outside dog? I said.

She is almost completely an outside dog, he said. But still, I don't believe so.

And Uncle Matt said: Well, Lawrence, I for one am out here tonight trying to be certain. I think you can understand that.

[15] I can, Bourne said, I most certainly can.

And Bourne brought out Cookie and we had a look.

At first she seemed fine, but then we noticed she was doing this funny thing where a shudder would run through her and her eyes would all of a sudden go wet, and Uncle Matt said: Lawrence, is that something Cookie would normally do?

Well, ah . . . said Bourne.

And another shudder ran through Cookie.

[20] Oh Jesus Christ, said Mr. Bourne, and went inside.

Uncle Matt told Seth and Jason to trot out whistling into the field and Cookie would follow, which she did, and Uncle Matt ran after, with his gun, and though he was, you know, not exactly a runner, still he kept up pretty good just via sheer effort, like he wanted to make sure this thing got done right.

Which I was grateful to have him there, because I was too tired in mind and my body to know what was right anymore, and sat down on the porch, and pretty soon heard this little pop.

Then Uncle Matt trotted back from the field and stuck his head inside and said: Lawrence do you know, did Cookie have contact with other dogs, was there another dog or dogs she might have played with, nipped, that sort of thing?

Oh get out, get away, said Bourne.

[25] Lawrence my God, said Uncle Matt. Do you think I like this? Think of what we've been through. Do you think this is fun for me, for us?

There was a long silence and then Bourne said well all he could think of was that terrier at the Rectory, him and Cookie sometimes played when Cookie got off her lead.

\* \* \*



When we got to the Rectory, Father Terry said he was sorry for our loss, and brought Merton out, and we watched a long time and Merton never shuddered and his eyes remained dry, you know, normal.

Looks fine, I said.

Is fine, said Father Terry. Watch this: Merton, genuflect.

[30] And Merton did this dog stretchy thing where he sort of like bowed.

Could be fine, said Uncle Matt. But also could be he's sick but just at an early stage.

We'll have to be watchful, said Father Terry.

Yes, although, said Uncle Matt. Not knowing how it spreads and all, could it be we're in a better-safe-than-sorry type of situation? I don't know, I truly don't know. Ed, what do you think?

And I didn't know what I thought. In my mind I was all the time just going over it and over it, the before, the after, like her stepping up on that footstool to put that red bow in, saying these like lady phrases to herself, such as, Well Who Will Be There, Will There Be Cakes?

[35] I hope you are not suggesting putting down a perfectly healthy dog, said Father Terry.

And Uncle Matt produced from his shirt pocket a red bow and said: Father, do you have any idea what this is and where we found it?

But it was not the real bow, not Emily's bow, which I kept all the time in my pocket, it was a pinker shade of red and was a little bigger than the real bow, and I recognized it as having come from our Karen's little box on her dresser.

No I do not know what that is, said Father Terry. A hair bow.

I for one am never going to forget that night, said Uncle Matt. What we all felt. I for one am going to work to make sure that no one ever again has to endure what we had to endure that night.

[40] I have no disagreement with that at all, said Father Terry.

It is true you don't know what this is, Uncle Matt said, and put the bow back in his pocket. You really really have no experience whatsoever of what this is.

Ed, Father Terry said to me. Killing a perfectly healthy dog has nothing to do with —

Possibly healthy but possibly not, said Uncle Matt. Was Cookie bitten? Cookie was not. Was Cookie infected? Yes she was. How was Cookie infected? We do not know. And there is your dog, who interacted with Cookie in exactly the same way that Cookie interacted with the known infected animal, namely through being in close physical proximity.

It was funny about Uncle Matt, I mean funny as in great, admirable, this sudden stepping up to the plate, because previously — I mean, yes, he of course loved the kids, but had never been particularly — I mean he rarely even spoke to them, least of all to Emily, her being the youngest. Mostly he just went very quietly around the house, especially since January when he'd lost his job, avoiding the kids really, a little ashamed almost, as if knowing that, when they grew up, they would never be the out-of-work slinking-around uncle, but instead would be the owners of the house where the out-of-work slinking uncle etc., etc.

- [45] But losing her had, I suppose, made him realize for the first time how much he loved her, and this sudden strength — focus, certainty, whatever — was a comfort, because tell the truth I was not doing well at all — I had always loved autumn and now it was full autumn and you could smell woodsmoke and fallen apples but all of the world, to me, was just, you know, flat.

It is like your kid is this vessel that contains everything good. They look up at you so loving, trusting you to take care of them, and then one night — what gets me, what I can't get over, is that while she was being — while what happened was happening, I was — I had sort of snuck away downstairs to check my e-mail, see, so that while — while what happened was happening, out there in the schoolyard, a few hundred yards away, I was sitting there typing — typing! — which, okay, there is no sin in that, there was no way I could have known, and yet — do you see what I mean? Had I simply risen from my computer and walked upstairs and gone outside and for some reason, any reason, crossed the schoolyard, then, believe me, there is not a dog in the world, no matter how crazy —

And my wife felt the same way and had not come out of our bedroom since the tragedy.

So Father you are saying no? said Uncle Matt. You are refusing?

I pray for you people every day, Father Terry said. What you are going through, no one ever should have to go through.

- [50] Don't like that man, Uncle Matt said as we left the Rectory. Never have and never will.

And I knew that. They had gone to high school together and there had been something about a girl, some last-minute prom-date type of situation that had not gone in Uncle Matt's favor, and I think some shoving on a ball field, some name-calling, but all of this was years ago, during like say the Kennedy administration.

He will not observe that dog properly, said Uncle Matt. Believe me. And if he does notice something, he won't do what is necessary. Why? Because it is his dog. *His* dog. Everything that's his? It's special, above the law.

I don't know, I said. Truly I don't.

He doesn't get it, said Uncle Matt. He wasn't there that night, he didn't see you carrying her inside.

[55] Which, tell the truth, Uncle Matt hadn't seen me carrying her inside either, having gone out to rent a video — but still, yes, I got his drift about Father Terry, who had always had a streak of ego, with that silver hair with the ripples in it, and also he had a weight set in the Rectory basement and worked out twice a day and had, actually, a very impressive physique, which he showed off, I felt, we all felt, by ordering his priest shirts perhaps a little too tight.

Next morning during breakfast Uncle Matt was very quiet and finally said well he might be just a fat little unemployed guy who hadn't had the education some had, but love was love, honoring somebody's memory was honoring somebody's memory, and since he had no big expectations for his day, would I let him borrow the truck, so he could park it in the Burger King lot and keep an eye on what was going on over at the Rectory, sort of in memory of Emily?

And the thing was, we didn't really use that truck anymore and so — it was a very uncertain time, you know, and I thought: Well, what if it turns out Merton really is sick, and somehow gets away and attacks someone else's — so I said yes, he could use the truck.

He sat all Tuesday morning and Tuesday night, I mean not leaving the truck once, which for him — he was not normally a real dedicated guy, if you know what I mean. And then Wednesday night he came charging in and threw a tape in the VCR and said watch, watch this.

And there on the TV was Merton, leaning against the Rectory fence, shuddering, arching his back, shuddering again.

[60] So we took our guns and went over.

Look I know I know, said Father Terry. But I'm handling it here, in my own way. He's had enough trouble in his life, poor thing.

Say what? said Uncle Matt. Trouble in his life? You are saying to this man, this father, who has recently lost — the dog has had *trouble in his life*?

Well, however, I should say — I mean, that was true. We all knew about Merton, who had been brought to Father Terry from this bad area, one of his ears sliced nearly off, plus it had, as I understood it, this anxiety condition, where it would sometimes faint because dinner was being served, I mean, it would literally pass out due to its own anticipation, which, you know, that couldn't have been easy.

Ed, said Father Terry. I am not saying Merton's trouble is, I am not comparing Merton's trouble to your —

[65] Christ let's hope not, Uncle Matt said.

All's I'm saying is I'm losing something too, said Father Terry.

Ho boy, said Uncle Matt. Ho boy ho boy.

Ed, my fence is high, said Father Terry. He's not going anywhere, I've also got him on a chain in there. I want him to — I want it to happen here, just him and me. Otherwise it's too sad.

You don't know from sad, said Uncle Matt.

[70] Sadness is sadness, said Father Terry.

Blah blah blah, said Uncle Matt. I'll be watching.

\* \* \*

Well later that week this dog Tweeter Deux brought down a deer in the woods between the TwelvePlex and the Episcopal Church, and that Tweeter Deux was not a big dog, just, you know, crazed, and how the DeFrancinis knew she had brought down a deer was, she showed up in their living room with a chewed-off foreleg.<sup>1</sup>

And that night — well the DeFrancini cat began racing around the house, and its eyes took on this yellow color, and at one point while running it sort of locked up and skidded into the baseboard and gave itself a concussion.<sup>2</sup>

Which is when we realized the problem was bigger than we had initially thought.

[75] The thing was, we did not know and could not know how many animals had already been infected — the original four dogs had been at large for several days before we found them, and any animal they might have infected had been at large for nearly two weeks now, and we did not even know the precise method of infection — was it bites, spit, blood, was something leaping from coat to coat? We knew it could happen to dogs, it appeared it could happen to cats — what I'm saying is, it was just a very confusing and frightening time.

So Uncle Matt got on the iMac and made up these flyers, calling a Village Meeting, and at the top was a photo he'd taken of the red bow (not the real bow but Karen's pinkish-red bow, which he'd color-enhanced on the iMac to make it redder and also he had superimposed<sup>3</sup> Emily's Communion photo) and along the bottom it said FIGHT THE OUTRAGE, and underneath in smaller letters it said something along the lines of, you know, why do we live in this world but to love what is ours, and when one of us has cruelly lost what we loved, it is the time to band together to stand up to that which threatens that which we love, so that no one else ever has to experience this outrage again. Now that we have known and witnessed this terrific pain, let us resolve together to fight against any and all circumstances which might cause or contribute to this or a similar outrage now or at any time in the future — and we had Seth and Jason run these around town, and on Friday night ended up with nearly four hundred people in the high school gym.

Coming in, each person got a rolled-up FIGHT THE OUTRAGE poster of the color-enhanced bow, and also on these Uncle Matt had put in — I objected to this at first, until I saw how people responded — well he had put in these tiny teeth marks, they were not meant to look real, they were just, you know, as he said, symbolic reminders, and down in one corner was Emily's Communion photo and in the opposite corner a photo of her as a baby, and Uncle Matt had hung a larger version of that poster (large as a closet) up over the speaker's podium.

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1. the front leg of a four-footed animal  
2. a brain injury from a hard hit to the head  
3. to place one image over another so both are visible

And I was sort of astonished by Uncle Matt, I mean, he was showing so much — I'd never seen him so motivated. This was a guy whose idea of a big day was checking the mail and getting up a few times to waggle the TV antenna — and here he was, in a suit, his face all red and sort of proud and shiny —

Well Uncle Matt got up and thanked everyone for coming, and Mrs. DeFrancini, owner of Tweeter Deux, held up that chewed-up foreleg, and Dr. Vincent showed slides of cross sections of the brain of one of the original four dogs, and then at the end I talked, only I got choked up and couldn't say much except thanks to everybody, their support had meant the world to us, and I tried to say about how much we had all loved her but couldn't go on.

- [80] Uncle Matt and Dr. Vincent had, on the iMac, on their own (not wanting to bother me) drawn up what they called a Three-Point Emergency Plan, which the three points were: 1) All Village animals must immediately undergo an Evaluation, to determine was the animal Infected, and 2) all Infected or Suspected Infected animals must be destroyed at once, and 3) all Infected or Suspected Infected animals, once destroyed, must be burned at once to minimize the possibility of Second-Hand Infection.

Then someone asked could they please clarify the meaning of "suspected"?

Suspected, you know, said Uncle Matt. That means we suspect and have good reason to suspect that an animal is, or may be, Infected.

The exact methodology is currently under development, said Dr. Vincent.

How can we, how can you, ensure that this assessment will be fair and reasonable though? the guy asked.

- [85] Well that is a good question, said Uncle Matt. The key to that is, we will have the assessment done by fair-minded persons who will do the Evaluation in an objective way that seems reasonable to all.

Trust us, said Dr. Vincent. We know it is so very important.

Then Uncle Matt held up the bow — actually a new bow, very big, about the size of a ladies' hat, really, I don't know where he found that — and said: All of this may seem confusing but it is not confusing if we remember that it is all about *This*, simply *This*, about honoring *This*, preventing *This*.

Then it was time for the vote, and it was something like 393 for and none against, with a handful of people abstaining<sup>4</sup> (which I found sort of hurtful), but then following the vote everyone rose to their feet and, regarding me and Uncle Matt with — well they were smiling these warm smiles, some even fighting back tears — it was just a very nice, very kind moment, and I will never forget it, and will be grateful for it until the day I die.

\* \* \*

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4. to decline to vote either for or against a proposal

After the meeting Uncle Matt and Trooper Kelly and a few others went and did what had to be done in terms of Merton, over poor Father Terry's objections — I mean, he was upset about it, of course, so upset it took five men to hold him back, him being so fit and all — and then they brought Merton, Merton's body, back to our place and burned it, out at the tree line where we had burned the others, and someone asked should we give Father Terry the ashes, and Uncle Matt said why take the chance, we have not ruled out the possibility of airborne transmission, and, putting on the little white masks supplied by Dr. Vincent, we raked Merton's ashes into the swamp.

- [90] That night my wife came out of our bedroom for the first time since the tragedy, and we told her everything that had been happening.

And I watched her closely, to see what she thought, to see what I should think, her having always been my rock.

Kill every dog, every cat, she said very slowly. Kill every mouse, every bird. Kill every fish. Anyone objects, kill them too.

Then she went back to bed.

Well that was — I felt so bad for her, she was simply not herself — I mean, this was a woman who, finding a spider, used to make me take it outside in a cup. Although, as far as killing all dogs and cats — I mean, there was a certain — I mean, if you did that, say, killed every dog and cat, regardless of were they infected or not, you could thereby guarantee, to 100 percent, that no other father in town would ever again have to carry in his — God there is so much I don't remember about that night but one thing I do remember is, as I brought her in, one of her little clogs thunked off onto the linoleum, and still holding her I bent down to — and she wasn't there anymore, she wasn't, you know, there, there inside her body. I had passed her thousands of times on the steps, in the kitchen, had heard her little voice from everywhere in the house and why, why had I not, every single time, rushed up to her and told her everything that I — but of course you can't do that, it would malform<sup>5</sup> a child, and yet —

- [95] What I'm saying is, with no dogs and no cats, the chance that another father would have to carry his animal-murdered child into their home, where the child's mother sat, doing the bills, happy or something like happy for the last time in her life, happy until the instant she looked up and saw — what I guess I'm saying is, with no dogs and no cats, the chances of that happening to someone else (or to us again) went down to that very beautiful number of Zero.

Which is why we eventually did have to enact our policy of sacrificing all dogs and cats who had been in the vicinity of the Village at the time of the incident.

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5. to cause someone to develop abnormally



But as far as killing the mice, the birds, the fish, no, we had no evidence to support that, not at that time anyway, and had not yet added the Reasonable Suspicion Clause to the Plan, and as far as the people, well my wife wasn't herself, that's all there was to it, although soon what we found was — I mean, there was something prescient<sup>6</sup> about what she'd said, because in time we did in fact have to enact some very specific rules regarding the physical process of extracting the dogs and/or cats from a home where the owner was being unreasonable — or the fish, birds, whatever — and also had to assign specific penalties should these people, for example, assault one of the Animal Removal Officers, as a few of them did, and finally also had to issue some guidelines on how to handle individuals who, for whatever reason, felt it useful to undercut our efforts by, you know, obsessively and publicly criticizing the Five- and Six-Point Plans, just very unhappy people.

But all of that was still months away.

I often think back to the end of that first Village Meeting, to that standing-ovation moment. Uncle Matt had also printed up T-shirts, and after the vote everyone pulled the T-shirt with Emily's smiling face on it over his or her own shirt, and Uncle Matt said that he wanted to say thank you from the bottom of his heart, and not just on behalf of his family, this family of his that had been so sadly and irreversibly malformed by this unimaginable and profound tragedy, but also, and perhaps more so, on behalf of all the families we had just saved, via our vote, from similar future profound unimaginable tragedies.

[100] And as I looked out over the crowd, at all those T-shirts — I don't know, I found it deeply moving, that all of those good people would feel so fondly towards her, many of whom had not even known her, and it seemed to me that somehow they had come to understand how good she had been, how precious, and were trying, with their applause, to honor her.

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6. **Prescient (adjective):** having or showing knowledge of something before it takes place

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best describes the main theme of the short story?
  - A. Tragedy can help bring communities together and motivate them to take action.
  - B. Sometimes people don't realize how much someone means to them until they're gone.
  - C. Losing a loved one can cause people to think and act in extreme ways.
  - D. The best way to heal from a tragedy is to make sure that tragedy is never repeated.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Jim Elliott said he would put Sadie down himself and borrowed my gun to do it, and did it, then looked me in the eye and said he was sorry for our loss, and Evan Bates said he couldn't do it, and would I?" (Paragraph 7)
  - B. "But losing her had, I suppose, made him realize for the first time how much he loved her, and this sudden strength — focus, certainty, whatever — was a comfort" (Paragraph 45)
  - C. "well they were smiling these warm smiles, some even fighting back tears — it was just a very nice, very kind moment, and I will never forget it, and will be grateful for it until the day I die." (Paragraph 88)
  - D. "Kill every dog, every cat, she said very slowly. Kill every mouse, every bird. Kill every fish. Anyone objects, kill them too." (Paragraph 92)
  
3. PART A: How is the narrator most impacted by his daughter's death?
  - A. He becomes willing to go to extreme measures to make sure no one else feels the same pain that he does.
  - B. He becomes cold and uncaring towards other people and animals in the town.
  - C. He becomes confused and unable to differentiate between current events and memories of his daughter.
  - D. He becomes distant and no longer invested in helping Uncle Matt find and kill the remaining infected dogs.
  
4. PART B: Which quote from the story best supports the answer to Part A?
  - A. "Uncle Matt and Dr. Vincent had, on the iMac, on their own (not wanting to bother me) drawn up what they called a Three-Point Emergency Plan" (Paragraph 80)
  - B. "Then Uncle Matt held up the bow... and said: All of this may seem confusing but it is not confusing if we remember that it is all about This, simply This, about honoring This, preventing This." (Paragraph 87)
  - C. "God there is so much I don't remember about that night but one thing I do remember is, as I brought her in, one of her little clogs thunked off onto the linoleum" (Paragraph 94)
  - D. "What I'm saying is, with no dogs and no cats, the chance that another father would have to carry his animal-murdered child into their home" (Paragraph 95)

5. PART A: How does Uncle Matt's reference to Emily's bow throughout the story develop the theme?
- A. It shows how much Uncle Matt cared for Emily as he never goes anywhere without her bows.
  - B. It shows how Uncle Matt uses various bows to dramatize Emily's death and demand action from people.
  - C. It emphasizes how difficult it is to let someone you love go as Uncle Matt tries to keep Emily's memory alive through her bow.
  - D. It suggests that Uncle Matt doesn't truly care about Emily, or her death, as he uses the bows to manipulate people.
6. PART B: Which TWO details from the text best support the answer to Part A?
- A. "I brought it in, threw it down on the table, said: My God my God. / Take a good look at it and also I'm looking at it, said Uncle Matt. And we won't ever forget it, am I right?" (Paragraphs 2-3)
  - B. "And Uncle Matt said: Well, Lawrence, I for one am out here tonight trying to be certain. I think you can understand that." (Paragraph 14)
  - C. "And Uncle Matt produced from his shirt pocket a red bow and said: Father, do you have any idea what this is and where we found it?" (Paragraph 36)
  - D. "But it was not the real bow, not Emily's bow, which I kept all the time in my pocket, it was a pinker shade of red and was a little bigger than the real bow" (Paragraph 37)
  - E. "But losing her had, I suppose, made him realize for the first time how much he loved her, and this sudden strength — focus, certainty, whatever — was a comfort, because tell the truth I was not doing well at all" (Paragraph 45)
  - F. "and at the top was a photo he'd taken of the red bow (not the real bow but Karen's pinkish-red bow, which he'd color-enhanced on the iMac to make it redder and also he had superimposed Emily's Communion photo) and along the bottom it said FIGHT THE OUTRAGE " (Paragraph 76)
7. Which statement describes the narrator's reaction when Father Terry's dog is put down against his will in paragraph 89?
- A. He is sympathetic but does nothing to stop the dog from being put down.
  - B. He is indifferent towards Father Terry's distress and helps put the dog down.
  - C. He is upset with Father Terry and his reluctance to put down his dog for everyone's safety.
  - D. He is ashamed of his actions as he realizes that he has gone too far.

8. How are the details that the narrator provides about his wife important to the development of the story's theme (Paragraphs 92-94)?

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Langston Hughes' hidden influence on MLK

By Jason Miller  
2018

*Martin Luther King Jr. (1929-1968) and Langston Hughes (1902-1967) were both leaders of important movements and furthered the rights of African Americans. While King was the leader of the civil rights movement, Hughes was most famous for his poetry and his role in the Harlem Renaissance. In this informational text, Jason Miller explores how Hughes' poetry influenced King. As you read, take notes on the connections the author draws between Hughes' poetry and King's speeches.*

- [1] For years, Martin Luther King Jr. and poet Langston Hughes maintained a friendship, exchanging letters and favors and even traveling to Nigeria together in 1960.

In 1956, King recited Hughes' poem "Mother to Son" from the pulpit<sup>1</sup> to honor his wife Coretta, who was celebrating her first Mother's Day. That same year, Hughes wrote a poem about Dr. King and the bus boycott titled "Brotherly Love." At the time, Hughes was much more famous than King, who was honored to have become a subject for the poet.

But during the most turbulent<sup>2</sup> years of the civil rights movement, Dr. King never publicly uttered the poet's name. Nor did the reverend overtly invoke<sup>3</sup> the poet's words.

You would think that King would be eager to do so; Hughes was one of the Harlem Renaissance's leading poets, a master with words whose verses inspired millions of readers across the globe.



*"Martin Luther King - March on Washington" by Unknown is in the public domain.*

- [5] However, Hughes was also suspected of being a communist sympathizer. In March of 1953, he was even called to testify before Joseph McCarthy during the Red Scare.<sup>4</sup>

Meanwhile, King's opponents were starting to make similar charges of communism against him and his Southern Christian Leadership Conference, accusing the group of being a communist front. The red-baiting<sup>5</sup> ended up serving as some of the most effective attacks against King and his Southern Christian Leadership Conference.

1. a raised platform to preach from
2. **Turbulent (adjective):** characterized by conflict or disorder
3. **Invoke (verb):** to refer to something
4. a nationwide fear in the United States of the presence of communists
5. to harass or persecute someone because they're a known or suspected communist

It forced King to distance his organization from men with similar reputations — Bayard Rustin, Jack O'Dell and even his closest adviser, Stanley Levison.

It also meant he needed to sever<sup>6</sup> any overt ties to Hughes.

But my research has found traces of Hughes' poetry in King's speeches and sermons. While King might not have been able to invoke Hughes' name, he was nonetheless able to ensure that Hughes' words would be broadcast to millions of Americans.

## Beating back the red-baiters

- [10] In the 1930s, Hughes earned a subversive<sup>7</sup> reputation by writing several radical poems. In them, he criticized capitalism, called for worker's to rise up in revolution and claimed racism was virtually absent in communist countries such as the U.S.S.R.

By 1940, he had attracted the attention of the FBI. Agents would sneak into his readings, and J. Edgar Hoover derided<sup>8</sup> Hughes' poem "Goodbye Christ" in circulars he sent out in 1947.

Red-baiting also fractured black political and social organizations. For example, Bayard Rustin was forced to resign from the SCLC after African-American Congressman Adam Clayton Powell threatened to expose Rustin's homosexuality and his past association with the Communist Party USA.

As the leading figure in the civil rights movement, King had to toe a delicate line. Because he needed to retain popular support — as well as be able to work with the Kennedy and Johnson administrations — there could be no question about where he stood on the issue of communism.

So King needed to be shrewd about invoking Hughes' poetry. Nonetheless, I've identified traces of no fewer than seven of Langston Hughes' poems in King's speeches and sermons.

- [15] In 1959, the play "A Raisin in the Sun" premiered to rave reviews and huge audiences. Its title was inspired by Hughes' poem "Harlem."

"What happens to a dream deferred?" Hughes writes. "Does it dry up like a raisin in the sun? ... Or does it explode?"

Just three weeks after the premiere of "A Raisin in the Sun," King delivered one of his most personal sermons, giving it a title — "Shattered Dreams" — that echoed Hughes' imagery.

"Is there any one of us," King booms in the sermon, "who has not faced the agony of blasted hopes and shattered dreams?" He'd more directly evoke Hughes in a later speech, in which he would say, "I am personally the victim of deferred<sup>9</sup> dreams."

Hughes' words would also become a rallying cry during the Montgomery Bus Boycott.

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6. **Sever (verb):** to put an end to a relationship or connection; to break off

7. characterized as undermining an established or existing system, especially a government

8. **Deride (verb):** to ridicule

9. **Defer (verb):** to put off something; postpone



- [20] During the grind of the year-long boycott, King spurred activists on by pulling from “Mother to Son.”

“Life for none of us has been a crystal stair,” King proclaimed at the Holt Street Baptist Church, “but we must keep moving.” (“Well, son, I’ll tell you / Life for me ain’t been no crystal stair,” Hughes wrote. “But all the time / I’ve been a-climbin’ on.”)

## Did Hughes inspire the dream?

King’s best-known speech is “I Have a Dream,” which he delivered during the 1963 March on Washington.

Nine months before the famous march, King gave the earliest known delivery of the “I Have a Dream” speech in Rocky Mount, North Carolina. (We can also now finally hear this connection after the reel-to-reel tape of King’s First Dream was recently discovered.)

But the roots of “I Have a Dream” go back even further. On Aug. 11, 1956, King delivered a speech titled “The Birth of a New Age.” Many King scholars consider this address — which talked about King’s vision for a new world — the thematic precursor to his “I Have a Dream” speech.

- [25] In this speech, I recognized what others had missed: King had subtly ended his speech by rewriting Langston Hughes’ “I Dream a World.”

A world I dream where black or white,

Whatever race you be,

Will share the bounties of the earth

And every man is free.

- [30] It is impossible not to notice the parallels in what would become “I Have a Dream”: I have a dream that one day... little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

King spoke truth to power, and part of that strategy involved riffing or sampling Hughes’ words. By channeling Hughes’ voice, he was able to elevate the subversive words of a poet that the powerful thought they had silenced.

*“Langston Hughes’ hidden influence on MLK” by Jason Miller, North Carolina State University, March 30, 2018. Copyright © The Conversation 2018, CC-BY-ND.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
  - A. Despite not explicitly discussing Hughes or his poetry, King quietly conveyed Hughes' words and ideas in several of his speeches.
  - B. King allowed the political views of others to dictate his actions when he decided to distance himself from his friend Hughes.
  - C. King continued to very clearly quote Hughes' poetry and support both his work and personal ideas throughout the civil rights movement.
  - D. Without the influence of Hughes' poetry, it's unlikely that King's speeches would have been so moving or influential.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "But during the most turbulent years of the civil rights movement, Dr. King never publicly uttered the poet's name. Nor did the reverend overtly invoke the poet's words." (Paragraph 3)
  - B. "The red-baiting ended up serving as some of the most effective attacks against King and his Southern Christian Leadership Conference." (Paragraph 6)
  - C. "Because he needed to retain popular support — as well as be able to work with the Kennedy and Johnson administrations — there could be no question about where he stood on the issue of communism." (Paragraph 13)
  - D. "Just three weeks after the premiere of 'A Raisin in the Sun,' King delivered one of his most personal sermons, giving it a title — 'Shattered Dreams' — that echoed Hughes' imagery." (Paragraph 17)
  
3. Which of the following describes the author's overall purpose in the text?
  - A. to show readers that Hughes and King remained in contact over the years
  - B. to prove to readers that elements of King's speeches were inspired by Hughes
  - C. to explore possible reasons for why King distanced himself from Hughes
  - D. to discuss how Hughes' poetry was influenced by King's activism
  
4. How does paragraph 21 contribute to the author's discussion of King and Hughes?
  - A. It draws indisputable parallels between Hughes' poetry and King's speech.
  - B. It emphasizes how King was inspired more by Hughes' ideas than his poetry.
  - C. It stresses the risks King took by continuing to quote Hughes' poetry.
  - D. It reveals that Hughes and King had similar struggles through life.

5. What is the relationship between King's image and his work in the civil rights movement?

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Why it matters that teens are reading less

By Jean Twenge  
2018

*When is the last time you read a book for pleasure? According to Jean Twenge, a professor of psychology, digital media is changing teenagers' reading habits. As you read, take notes on how a lack of reading impacts teenagers.*

- [1] Most of us spend much more time with digital media than we did a decade ago. But today's teens have come of age with smartphones in their pockets. Compared to teens a couple of decades ago, the way they interact with traditional media like books and movies is fundamentally different.

My co-authors and I analyzed nationally representative surveys of over one million U.S. teens collected since 1976 and discovered an almost seismic<sup>1</sup> shift in how teens are spending their free time.



*"Five" by Roxanne Milward is licensed under CC BY-NC-ND 2.0*

Increasingly, books seem to be gathering dust.

## It's all about the screens

By 2016, the average 12th grader said they spent a staggering six hours a day texting, on social media, and online during their free time. And that's just three activities; if other digital media activities were included, that estimate would surely rise.

- [5] Teens didn't always spend that much time with digital media. Online time has doubled since 2006 and social media use moved from a periodic activity to a daily one. By 2016, nearly nine out of 10 12th-grade girls said they visited social media sites every day.

Meanwhile, time spent playing video games rose from under an hour a day to an hour and a half on average. One out of 10 8th graders in 2016 spent 40 hours a week or more gaming – the time commitment of a full-time job.

With only so much time in the day, doesn't something have to give?

Maybe not. Many scholars have insisted that time online does not displace time spent engaging with traditional media. Some people are just more interested in media and entertainment, they point out, so more of one type of media doesn't necessarily mean less of the other.

1. of enormous proportion or effect

However, that doesn't tell us much about what happens across a whole cohort<sup>2</sup> of people when time spent on digital media grows and grows. This is what large surveys conducted over the course of many years can tell us.

## Movies and books go by the wayside

- [10] While 70% of 8th and 10th graders once went to the movies once a month or more, now only about half do. Going to the movies was equally popular from the late 1970s to the mid-2000s, suggesting that Blockbuster video and VCRs didn't kill going to the movies.

But after 2007 – when Netflix introduced its video streaming service – moviegoing began to lose its appeal. More and more, watching a movie became a solitary<sup>3</sup> experience. This fits a larger pattern: In another analysis, we found that today's teens go out with their friends considerably less than previous generations did.

But the trends in moviegoing pale in comparison to the largest change we found: An enormous decline in reading. In 1980, 60% of 12th graders said they read a book, newspaper or magazine every day that wasn't assigned for school.

By 2016, only 16% did – a huge drop, even though the book, newspaper or magazine could be one read on a digital device (the survey question doesn't specify format).

The number of 12th graders who said they had not read any books for pleasure in the last year nearly tripled, landing at one out of three by 2016. For iGen – the generation born since 1995 who has spent their entire adolescence with smartphones – books, newspapers and magazines have less and less of a presence in their daily lives.

- [15] Of course, teens are still reading. But they're reading short texts and Instagram captions, not longform articles that explore deep themes and require critical thinking and reflection. Perhaps as a result, SAT reading scores in 2016 were the lowest they have ever been since record keeping began in 1972.

It doesn't bode<sup>4</sup> well for their transition to college, either. Imagine going from reading two-sentence captions to trying to read even five pages of an 800-page college textbook at one sitting. Reading and comprehending longer books and chapters takes practice, and teens aren't getting that practice.

There was a study from the Pew Research Center a few years ago finding that young people actually read more books than older people. But that included books for school and didn't control for age. When we look at pleasure reading across time, iGen is reading markedly less than previous generations.

## The way forward

So should we wrest<sup>5</sup> smartphones from iGen's hands and replace them with paper books?

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2. group of people

3. **Solitary (adjective):** done or existing alone

4. **Bode (verb):** to indicate a certain outcome

5. **Wrest (verb):** to forcibly pull from someone's grasp

Probably not: smartphones are teens' main form of social communication.

- [20] However, that doesn't mean they need to be on them constantly. Data connecting excessive digital media time to mental health issues suggests a limit of two hours a day of free time spent with screens, a restriction that will also allow time for other activities – like going to the movies with friends or reading.

Of the trends we found, the pronounced decline in reading is likely to have the biggest negative impact. Reading books and longer articles is one of the best ways to learn how to think critically, understand complex issues and separate fact from fiction. It's crucial for being an informed voter, an involved citizen, a successful college student and a productive employee.

If print starts to die, a lot will go with it.

*["Why it matters that teens are reading less"](#) by Jean Twenge, San Diego State University, August 20, 2018. Copyright (c) The Conversation 2018, CC-BY-ND.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
  - A. The time that teenagers spend with digital media negatively impacts their ability to make sense of longer and more complex written material.
  - B. Teenagers are not developing the social skills they need to succeed in the world, as digital devices encourage them to spend time alone.
  - C. Fast-paced games and constantly updating social media makes it difficult for teenagers to be entertained by paper media, such as books and magazines.
  - D. The time that teenagers spend playing video games or on social media takes away from their commitment to their studies, negatively affecting their grades.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "One out of 10 8th graders in 2016 spent 40 hours a week or more gaming – the time commitment of a full-time job." (Paragraph 6)
  - B. "In another analysis, we found that today's teens go out with their friends considerably less than previous generations did." (Paragraph 11)
  - C. "Of course, teens are still reading. But they're reading short texts and Instagram captions, not longform articles that explore deep themes and require critical thinking and reflection." (Paragraph 15)
  - D. "Data connecting excessive digital media time to mental health issues suggests a limit of two hours a day of free time spent with screens..." (Paragraph 20)
  
3. Which of the following describes the author's main purpose in the text?
  - A. to offer teenagers fun and engaging alternatives to spending time with digital media
  - B. to emphasize the disadvantages of spending more time online and less time reading
  - C. to show how reading from digital devices is not as beneficial as reading from paper sources
  - D. to speculate how teenagers will be impacted in the future if they continue to rely on digital devices
  
4. What connection does the author draw between new digital media and movies?
  - A. The author shows how digital media has negatively impacted teenagers' engagement in other activities, such as going to the movies.
  - B. The author highlights the disadvantages of spending more time streaming movies alone, than going to the theater with friends.
  - C. The author shows how new digital media and movies both discourage teenagers from reading for pleasure.
  - D. The author discusses how new digital media doesn't require teenagers to engage in complex thought, as movies once did.

5. What is the relationship between reading longform texts and the development of certain skills?

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# “Help Him Up!”: A Witness’s Account of Panic on a Subway Platform

By Michael Wilson  
2017

*More than 5 million people ride the New York City subway every day. In this article, Michael Wilson, a reporter for The New York Times, describes his personal account of a frightening incident and the New Yorkers who were willing to help.*

- [1] The man stood bent at the waist, but sideways, as if he were doing some kind of deep stretching. He was incoherent<sup>1</sup> and filthy, his pants around his ankles but boxer shorts intact. Asleep on his feet with his head buried in his puffy coat, he leaned with an arm outstretched against a metal pillar.

The pillar, deep below ground in the Second Avenue subway station in Manhattan, was all that stood between him and the platform edge and the tracks of the Brooklyn-bound F train.



*“Subway II” by Adrian Scottow is licensed under CC BY-SA 2.0*

It was Saturday afternoon, April 29. Everyone who came down the stairs to the train platform saw him, myself included, and everyone did the same thing. Watched him. He wobbled this way and that, never straightening up or lowering himself to the ground. He just swayed side to side, his full weight against the pillar.

Maybe some people thought about approaching him — as I did — and took another look at those fallen pants, the streaked pale legs — as I did — and decided to keep their distance. I did.

- [5] A few women walked over to the emergency call box and spoke to someone through a speaker. They said a homeless man looked as if he might fall on the tracks.

A few minutes passed this way.

And then it happened. The man lurched and lost his hold on the pillar and plunged over the edge of the platform to the tracks below.

It is a very specific New York City preoccupation<sup>2</sup> and plotline, a horror and a drama that grips the imagination and lays down a gut check.

What happens when someone falls on the tracks and can’t save himself? What would you do if you were there? What if a train is coming? Which one is the electrified — and fatal<sup>3</sup> — third rail?

1. **Incoherent (adjective):** spoken or written in an unclear, confusing way  
2. an idea that fills someone’s mind so they can’t think about anything else

- [10] These stories typically have two endings, and I've written them both. The happy endings introduce another stranger to the ranks of that New York subset of rescuers, the subway hero.

I interviewed one, an actor named Chad Lindsey, in 2009, after he jumped down and pulled a drunken man out of the path of a downtown-bound train in Pennsylvania Station. He in turn evoked<sup>4</sup> the hallowed<sup>5</sup> name of another, Wesley Autrey, who a couple of years earlier had laid down on top of a man having a seizure<sup>6</sup> between the rails and waited as a train passed over them.

Couldn't have done that, Mr. Lindsey said. Did what I did, but I couldn't have done that. Mr. Lindsey had no warning that day — the guy wasn't there one second, and on the tracks the next.

On that afternoon at Second Avenue, we all watched a similar situation play out.

Time slowed. A woman screamed. I pulled my messenger bag off my shoulder and let it drop. I was aware, behind me, of another woman shouting into the call box. There were a dozen or more people nearby. I distinctly remember a man yelling, "For God's sake, stay away from that third rail!"

- [15] I ran several feet to the edge of the platform where the man had fallen. He was coming toward me — not because he had suddenly sobered up, but because there was another man down there already, pushing him toward safety.

I bent down and grabbed two fistfuls of puffy coat below his shoulders. Other hands reached down on either side of me and grabbed, too. We all pulled without a word, and up he came. We dragged him away from the edge.

I looked back for the second man, but he wasn't on the tracks. He had already vaulted<sup>7</sup> back up to safety.

People clapped and shouted and smiled at one another. The young man who had jumped down to help, wearing a green jacket, walked around in circles by himself, shaking a little. Two Metropolitan Transportation Authority workers whom I had seen upstairs earlier, tending to a MetroCard machine, appeared and spoke to the homeless man, who had pulled his pants up.

I'm O.K., he told them. I'm just dirty.

- [20] You can't stay here, they told him. You have to go back up to the street.

A police officer arrived, and I lost track of the man.

I approached the rescuer in the green jacket and introduced myself. His name was David Capuzzo, 26. He was coming from his job waiting tables at Rosie's, a Mexican restaurant just outside the station entrance above.

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3. deadly

4. mentioned

5. **Hallowed** (*adjective*): honored or holy

6. a sudden attack of illness, especially a physical fit

7. to jump while pushing up on something with one's hands

He was born in Bogotá, Colombia, and adopted by American parents. He was raised in the suburbs in New England. He is an illustrator, lives in Bushwick, Brooklyn, and waits tables to make extra money.

He was heading to his girlfriend's apartment in Clinton Hill, Brooklyn, when he entered the station.

- [25] "I see the guy," he said later. "I pictured myself helping him, but I didn't. I just kept looking back at him and looking at everybody else look at him." Eventually he lost interest. "I got caught up on my phone."

Then: "I heard all those ladies yell."

Mr. Capuzzo saw the man on the tracks. "He was hunched over," he said. "He's kind of, like, wobbling."

Mr. Capuzzo said he called out: "Press the button! Press the button!" and walked in a quick circle. Then he acted.

"I just jumped down," he said. "I grabbed, like, his legs together and I stood up. This is a time-sensitive issue. I don't know where the train is."

- [30] He shouted, "Help him up!" He felt the man rise from his arms, lifted to the platform, and then made his own escape.

"I jumped up, like, no problem," he said. "I hurt my hand a little bit." It all happened so quickly, it was a blur — Mr. Capuzzo is not even certain he was the only person who jumped down to help.

Several minutes later, the F train, in typical weekend fashion, finally arrived, its potential victim long gone. Mr. Capuzzo got out after a few stops. He texted his girlfriend, "Guy fell so I had to jump on the tracks now I have a cut on my hand." He called his mother. Both were upset with him at first, "mad I jumped on the tracks in the first place," he said, but more thankful he was O.K.

In the days since, Mr. Capuzzo has looked for the homeless man near the subway. No sightings yet. The man looked so incoherent, he might not even remember what happened. He most likely would not recognize the man who jumped down and helped him. The Police and Fire Departments had no record of calls regarding the incident.

Mr. Capuzzo said that before he jumped, he remembered an old public service announcement: "Twenty people are thinking someone else called about the gas leak." He recalled thinking, "If nobody does anything, he's going to die."

- [35] He did something. And someday, another person will save someone on the tracks, and that tale will be told, and that rescuer might look back and remember the one from 2017, and the part about the pants around the ankles. That guy who grabbed the legs and lifted him up like that? Couldn't do it. Did what I did, but couldn't do that.

*"Help Him Up!": A Witness's Account of Panic on a Subway Platform" from The New York Times by Michael Wilson. Copyright © 2017 by The New York Times. Used by permission of Publisher. All rights reserved.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of this article?
  - A. When a normal commute home is interrupted, it can cause lifelong fear and anxiety for New York City residents.
  - B. Some people will selflessly take extraordinary action to save people who are in danger because they feel responsible.
  - C. After performing a heroic action, rescuers such as Capuzzo and Lindsey often become arrogant.
  - D. New Yorkers rarely help each other or show concern when tragedy strikes.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "It was Saturday afternoon, April 29. Everyone who came down the stairs to the train platform saw him, myself included, and everyone did the same thing. Watched him." (Paragraph 3)
  - B. "It is a very specific New York City preoccupation and plotline, a horror and a drama that grips the imagination and lays down a gut check." (Paragraph 8)
  - C. "He texted his girlfriend, 'Guy fell so I had to jump on the tracks now I have a cut on my hand.' He called his mother. Both were upset with him at first, 'mad I jumped on the tracks in the first place,' he said, but more thankful he was O.K." (Paragraph 32)
  - D. "Mr. Capuzzo said that before he jumped, he remembered an old public service announcement: 'Twenty people are thinking someone else called about the gas leak.'" (Paragraph 34)
  
3. In paragraphs 1-4, how does the author introduce the people on the platform at the beginning of the narrative?
  - A. by demonstrating how caring and kind the people on the platform could be
  - B. by contrasting Mr. Capuzzo's courage with the other people's fear
  - C. by implying that the people on the platform knew the man was in danger
  - D. by contrasting other people's curiosity with the way the narrator kept to himself
  
4. How does paragraph 14 contribute to the text?
  - A. It explains how the man fell onto the subway tracks.
  - B. It shows how the author took heroic action to save the man on the tracks.
  - C. It describes how the people in the subway station did not do enough to help.
  - D. It creates tension and suspense by describing what happened before the man was rescued.

5. In the last paragraph of the article, the author repeats Chad Lindsey's statement: "Couldn't do it. Did what I did, but couldn't do that." How does this repetition develop the author's ideas in the text?
- A. It emphasizes his belief that people who do heroic things are not motivated by pride.
  - B. It proves that heroic people are rare in a world in which most people follow the crowd.
  - C. It implies that the author believes Lindsey and Capuzzo are not really heroes.
  - D. It emphasizes the guilt that many heroes feel after they help someone.
6. How does the author use the structure of the text to develop his ideas? Be sure to describe how the major sections of the text contribute to the text overall.

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# Serena Williams' catsuit controversy evokes the battle over women wearing shorts

By Deirdre Clemente  
2018

*In this informational text, Deirdre Clemente discusses the controversy surrounding what Serena Williams, a famous tennis athlete, decided to wear to the French Open. Deirdre uses this recent example to explore the attention that female athlete's outfits have received historically. As you read, take notes on the expectations about how women should look and what they should wear.*

- [1] At the French Open, Serena Williams wore a custom-made black catsuit. On Aug. 24, the president of the French Tennis Federation said the outfit “wouldn’t be back.” It “went too far,” he continued. It didn’t “respect the game and the place.”

Among Williams’ defenders, the pushback was swift — the decision indicative of how female athletes face more scrutiny<sup>1</sup> and are held to outdated dress standards.



*"Serena Williams" by Andy Miah is licensed under CC BY-NC 2.0*

As a historian of the American fashion industry, I’m not surprised when an outfit worn by a female athlete generates outrage. I thought of Suzanne Lenglen, the French tennis star of the late 1910s who shocked onlookers with her knee-length tennis dress. Coincidentally, Stade Roland Garros, the stadium where Serena wore her suit during the French Open, has a court named after Lenglen.

This is simply the most recent chapter of a centurylong debate over the place of informality and immodesty in our dress: how short can that skirt be? Should the first lady be able to don a tank top? What about wearing sneakers to prom?

- [5] Sportswear, which can be both informal and immodest, has served as a flashpoint<sup>2</sup> in these debates — particularly for women.

In 1936, a sportswriter named Paul Gallico argued that female athletes and their clothing were offensive.

Women who play sports, he wrote, “stick out places when they play, wear funny clothes, get out of breath or perspire.” He didn’t like that because “it’s a lady’s business to look beautiful, and there are hardly any sports in which she seems able to do it.”

1. **Scrutiny (noun):** critical observation or examination  
2. a place, event, or time at which trouble comes about

Nothing, it seemed, upset people more than women in shorts. Starting in the late 1920s, shorts became the much-contested replacement for bloomers, the puffy-legged, bifurcated<sup>3</sup> garment worn under long skirts. Women who did wear athletic garb were supposed to keep out of the public eye because it was deemed unfeminine and, yes, immodest.

Female tennis players were on the frontlines of the battle for public acceptance of shorts. Even though tennis industry officials and country club muckety mucks wrote dress codes that outlawed shorts, many women refused to adhere to the rules and continued showing up to play wearing them.

[10] Some were thrown off the courts. But it's hard to enforce dress codes when everybody's doing it.

Not surprisingly, this really rankled<sup>4</sup> the old guard.<sup>5</sup>

"If you gals really knew how cute you look in a well-cut dress, you wouldn't hanker to wear shorts," one etiquette writer grumbled in the 1936 book, "Co-Ediquette: Poise and Popularity for Every Girl." "Of course, you've got to be comfortable, ah, me! Even if you have to insult the aesthetic sense of men to do it?"

Most women shrugged — and kept on wearing shorts, on and off the court.

In time, shorts as hiking wear, shorts as gardening garb and shorts as loungewear became increasingly common. It seems the old guard had been worn down — or simply died off.

[15] By the end of the 1930s, younger women were acknowledging a shift in attitudes. "American women live 24 hours a day in sports clothes," one college student told the Boston Post. "Husbands no longer come home and deliver stern lectures upon finding their wives cooking supper in shorts. It's just taken for granted."

While some husbands may have skipped the stern lectures, it took three more decades for shorts to fully reach widespread acceptance.

But in tennis, notions of immodesty and informality die hard. When female tennis players such as Billie Jean King wore very short, gored skirts<sup>6</sup> and sleeveless polo shirts in the 1970s, they were criticized for their "radical" outfits. Time and again, the powers-that-be in tennis push back on immodesty, and the players push forward towards personal choice and — dare we say — personal style.

So, we've seen this all before. New stuff — never-seen-before stuff — has long spelled trouble for female athletes and sparked public outcry.

Today, the sartorial<sup>7</sup> standards of what you can and can't wear in certain settings have changed so radically that institutions can't keep up. You almost feel sorry for the French official who announced the ban on the catsuit. In the big picture, he won't do anything to stop the crawl of social change.

[20] And how did Serena Williams respond to being chastised for wearing her black catsuit?

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3. divided in two parts

4. **Rankle (verb):** to cause persisting annoyance or resentment

5. the original or long-standing members of a group, reluctant to accept change

6. a style of folded skirt

7. related to clothing or style of dress

She simply showed up a few days later to win U.S. Open matches wearing a tulle tutu.

[\*Serena Williams' catsuit controversy evokes the battle over women wearing shorts\*](#) by Deirdre Clemente, University of Nevada, Las Vegas, September 5, 2018. Copyright (c) The Conversation 2018, CC-BY-ND.



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
  - A. Sports is the one area where women should not be judged for what they wear, as their clothing is a means to optimize their athletic performance.
  - B. Men have used harsh dress codes as a way to discourage women from participating in athletic activities that they deem inappropriate for women.
  - C. Women need to continue to challenge dress codes in sports by wearing what they're comfortable in, rather than what is expected of them by the public.
  - D. Women's fashion, especially women's fashion in sports, has always been examined and criticized more severely than men's fashion.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Coincidentally, Stade Roland Garros, the stadium where Serena wore her suit during the French Open, has a court named after Lenglen." (Paragraph 3)
  - B. "Women who did wear athletic garb were supposed to keep out of the public eye because it was deemed unfeminine and, yes, immodest." (Paragraph 8)
  - C. "In time, shorts as hiking wear, shorts as gardening garb and shorts as loungewear became increasingly common. It seems the old guard had been worn down — or simply died off." (Paragraph 14)
  - D. "You almost feel sorry for the French official who announced the ban on the catsuit. In the big picture, he won't do anything to stop the crawl of social change." (Paragraph 19)
  
3. How have people's views on women's fashion in America changed over time?
  - A. People are just as critical of women's fashion today, as they were decades ago.
  - B. People have only ever been accepting of women's fashion that highlights their femininity.
  - C. People have become more tolerant of a wider range of women's styles, but continue to criticize them.
  - D. People have become increasingly critical of women's fashion as more options have become available.
  
4. How does the author's inclusion of sports and etiquette writers' comments contribute to the text (Paragraph 12 and Paragraph 7)?
  - A. They highlight how absurd people's criticism of women's appearances and dress were.
  - B. They emphasize how male and female athletes are criticized for what they wear in sports.
  - C. They show how people's views about women's fashion in sports has largely remained the same.
  - D. They help readers understand the logic behind certain dress codes in sports.

5. What connection does the author draw between criticism of Serena Williams' tennis outfit and past scrutiny of women's athletic clothing?

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# Why it's time to lay the stereotype of the 'teen brain' to rest

By Dan Romer  
2017

*In this informational text, Dan Romer discusses widely held beliefs about why teenagers engage in risky behavior, and offers an explanation of his own.*

- [1] A deficit<sup>1</sup> in the development of the teenage brain has been blamed for teens' behavior in recent years, but it may be time to lay the stereotype of the wild teenage brain to rest. Brain deficits don't make teens do risky things; lack of experience and a drive to explore the world are the real factors.

As director of research at a public policy center that studies adolescent risk-taking, I study teenage brains and teenage behavior. Recently, my colleagues and I reviewed years of scientific literature about adolescent brain development and risky behavior.



*"Untitled" by Kirk Morales is licensed under CC0*

We found that much of the risk behavior attributed to adolescents is not the result of an out-of-control brain. As it turns out, the evidence supports an alternative interpretation: Risky behavior is a normal part of development and reflects a biologically driven need for exploration — a process aimed at acquiring experience and preparing teens for the complex decisions they will need to make as adults.

## Stereotypes of adolescence

We often characterize adolescents as impulsive, reckless and emotionally unstable. We used to attribute this behavior to “raging hormones.” More recently, it's been popular in some scientific circles to explain adolescent behavior as the result of an imbalance in the development of the brain.

- [5] According to this theory, the prefrontal cortex, the center of the brain's cognitive-control system, matures more slowly than the limbic system, which governs desires and appetites including drives for food and sex. This creates an imbalance in the adolescent brain that leads to even more impulsive and risky behavior than seen in children — or so the theory goes.

This idea has gained currency to the point where it's become common to refer to the “teenage brain” as the source of the injuries and other maladies<sup>2</sup> that arise during adolescence.

1. a problem that causes a decrease in ability  
2. a disease or illness

In my view, the most striking failure of the teen brain hypothesis is its conflating<sup>3</sup> of important differences between different kinds of risky behavior, only a fraction of which support the notion of the impulsive, unbridled adolescent.

## Adolescents as explorers

What clearly peaks in adolescence is an interest in exploration and novelty seeking. Adolescents are by necessity engaged in exploring essential questions about themselves — who they are, what skills they have and who among their peers is worth socializing with.

But these explorations are not necessarily conducted impulsively. Rising levels of dopamine<sup>4</sup> in the brain during adolescence appear to drive an increased attraction to novel and exciting experiences. Yet this “sensation seeking” behavior is also accompanied by increasing levels of cognitive control that peak at the same age as adolescents’ drive for exploration. This ability to exert cognitive control peaks well before structural brain maturation, which peaks at about age 25.

- [10] Researchers who attribute this exploratory behavior to recklessness are more likely falling prey to stereotypes about adolescents than assessing what actually motivates their behavior.

If adolescents were truly reckless, they should show a tendency toward risk-taking even when the risks of bad outcomes are known. But they don’t. In experiments where the probabilities of their risks are known, adolescents take fewer risks than children.

In experiments that mimic the well-known marshmallow test, in which waiting for a bigger reward is a sign of self-control, adolescents are less impulsive than children and only slightly more so than adults. While these forms of decision-making may place adolescents at a somewhat greater risk of adverse outcomes than adults, the change in this form of self control from mid-adolescence to adulthood is rather small and individual differences are great.

There is a specific kind of risk-taking that resembles the imbalance that the brain-development theory points to. It is a form of impulsivity that is insensitive to risk due to acting without thinking. In this form of impulsivity, the excitement of impulsive urges overshadows the potential to learn from bad experience. For example, persons with this form of impulsivity have trouble controlling their use of drugs, something that others learn to do when they have unpleasant experiences after using a drug. Youth with this characteristic often display this tendency early in childhood, and it can become heightened during adolescence. These teens do in fact run a much greater risk of injury and other adverse outcomes.

But it is important to realize that this is characteristic of only a subset of youth with weak ability to control their behavior. Although the rise in injurious<sup>5</sup> and other risky behavior among teens is cause for concern, this represents much more of a rise in the incidence of this behavior than of its prevalence. In other words, while this risky behavior occurs more frequently among teens than children, it is by no means common. The majority of adolescents do not die in car crashes, become victims of homicide or suicide, experience major depression, become addicted to drugs or contract sexually transmitted infections.

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3. combining two or more things into one

4. a chemical in the body responsible for sending messages between the brain and different nerve cells

5. **Injurious (adjective):** causing or likely to cause damage or harm

- [15] Furthermore, the risks of these outcomes among a small segment of adolescents are often evident much earlier, as children, when impulse control problems start to appear.

## The importance of wisdom

Considerable research suggests that adolescence and young adulthood is a heightened period of learning that enables a young person to gain the experience needed to cope with life's challenges. This learning, colloquially<sup>6</sup> known as wisdom, continues to grow well into adulthood. The irony is that most late adolescents and young adults are more able to control their behavior than many older adults, resulting in what some have called the wisdom paradox. Older adults must rely on the store of wisdom they have built to cope with life challenges because their cognitive skills begin to decline as early as the third decade of life.

A dispassionate review of existing research suggests that what adolescents lack is not so much the ability to control their behavior, but the wisdom that adults gain through experience. This takes time and, without it, adolescents and young adults who are still exploring will make mistakes. But these are honest mistakes, so to speak, because for most teens, they do not result from a lack of control.

This realization is not so new, but it serves to place the recent neuroscience of brain development in perspective. It is because adolescents are immature in regard to experience that makes them vulnerable to mishaps. And for those with weak cognitive control, the risks are even greater. But we should not let stereotypes of this immaturity color our interpretation of what they are doing. Teenagers are just learning to be adults, and this inevitably involves a certain degree of risk.

*["Why it's time to lay the stereotype of the 'teen brain' to rest"](#) by Dan Romer, University of Pennsylvania, October 29, 2017. Copyright © The Conversation 2017, CC-BY-ND.*

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6. casual or informal speech

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
  - A. Experts have spent time researching how different the teenage brain is from adults' brains, when they are actually more similar than different.
  - B. Teenagers often engage in risky behavior to fulfill the narrative they have been told about how teenagers are supposed to behave.
  - C. Explanations for why teenagers engage in risky behavior have been overly focused on brain development, rather than their natural need to explore the world.
  - D. Teenagers' risky behavior is influenced by the combined effects of their hormone levels and their brain development.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Brain deficits don't make teens do risky things; lack of experience and a drive to explore the world are the real factors." (Paragraph 1)
  - B. "According to this theory, the prefrontal cortex, the center of the brain's cognitive-control system, matures more slowly than the limbic system, which governs desires and appetites including drives for food and sex." (Paragraph 5)
  - C. "In experiments that mimic the well-known marshmallow test, in which waiting for a bigger reward is a sign of self-control, adolescents are less impulsive than children and only slightly more so than adults." (Paragraph 12)
  - D. "The majority of adolescents do not die in car crashes, become victims of homicide or suicide, experience major depression, become addicted to drugs or contract sexually transmitted infections." (Paragraph 14)
  
3. Which of the following best describes the author's main purpose in the text?
  - A. to encourage teens to be careful as they explore the world, as this can lead to risky behavior
  - B. to criticize past experts who have pointed to teens' brains and hormones to explain their risky behavior
  - C. to disprove the idea that all teens are dangerously impulsive because of their mental development or hormones
  - D. to prove that the cognitive abilities and decision-making skills of adults and teens aren't so different
  
4. Which of the following describes how the author develops his analysis of teenagers' behavior?
  - A. He describes his own risk-taking as a teenager, and explains how his actions were exploratory rather than impulsive.
  - B. He describes common explanations for teenagers' behavior, and gives reasons for why they fail to explain teenagers' behavior.
  - C. He compares the state of teenagers' brains with the brains of adults to show that there are no significant differences.
  - D. He references exaggerated stories about teenagers' risky and impulsive behavior to emphasize how far from the truth it is.

5. What connection does the author draw between stereotypes about teenagers and explanations for their behavior?

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

# **DNA Tells Tale of How Cats Conquered the World**

*Analyzing 9,000 years of cat remains points to two waves of feline migration*

By Tina Hesman Saey  
2017

*In this informational text, Tina Hesman Saey discusses Eva-Maria Geigl and Thierry Grange's work studying cat DNA and what it reveals about when and where ancient wildcats were tamed. As you read, take notes on the interaction between cats and humans.*

- [1] When it comes to revealing when and how wild felines became couch kitties, the cat is starting to come out of the bag. Cats were likely first tamed in the Middle East. Later, they spread — first by land, then by sea — to the rest of the world, researchers now report.

Early farmers brought cats with them to Europe from the Middle East by 6,400 years ago. That's the conclusion from looking at DNA from 352 ancient cats. A second wave of migration, perhaps by ship, appears to have occurred some 5,000 years later. That's when Egyptian cats quickly colonized<sup>1</sup> Europe and the Middle East.



*"Untitled" by Timothy Meinberg is licensed under CC0*

Researchers describe how they came to these dates in a new study. It was published June 19 in *Nature Ecology & Evolution*.

Domestication (Doh-MES-ti-kay-shun) is the long and slow process by which people have adapted wild animals or plants to be tame and useful. Wolves became dogs, for instance. Wild ox became cattle. And wildcats became house cats.

- [5] Exactly where and when this happened to cats, though, has been a matter of great debate. Researchers had only the DNA from modern cats to work with. These data showed that house cats had been tamed from African wildcats. What was not clear was when domesticated cats began to spread around the world. Now, new ways of studying ancient DNA are pointing to some answers.

Eva-Maria Geigl and Thierry Grange are behind this deepest dive yet into the genetic history of cats. They are molecular biologists. Both work at the Institute Jacques Monod in Paris, France. Mitochondria (My-tow-KON-dree-uh) are tiny energy-producing structures inside cells. They contain a bit of DNA. Only mothers, not fathers, pass mitochondria (and its DNA) to their offspring. Scientists use slightly different varieties of mitochondrial DNA, called *mitotypes*, to track the female side of families.

1. to settle somewhere



Geigl, Grange and their colleagues collected mitochondrial DNA from 352 ancient cats and 28 modern wildcats. These felines spanned 9,000 years. They came from regions stretching across Europe, Africa and Southwest Asia.

About 10,000 to 9,500 years ago, African wildcats (*Felis silvestris lybica*) may have tamed themselves. They would have hunted rodents and scavenged<sup>2</sup> scraps from the homes of early farmers in the Middle East. People probably encouraged the cats to hang around as a way for these farmers to control mice, rats, snakes and other vermin. The arrangement would have been “mutually profitable for both sides,” explains Grange.

No one really knows how friendly people and cats were with each other at the beginning of cat domestication. Some people may have been very close to their pet cats. Indeed, one person on the Mediterranean island of Cyprus, 9,500 years ago, was buried with a cat. Says Geigl, this suggests that some people, back then, already had close ties to cats.

- [10] Before early farmers started migrating from the Middle East to Europe, European wildcats (*Felis silvestris silvestris*) carried one mitotype. It's called clade I. A 6,400-year-old Bulgarian cat and a 5,200-year-old Romanian cat had a different type of mitochondrial DNA. They both had mitotype IV-A. That mitotype was previously seen only in domesticated cats from what is now Turkey.

Cats are territorial<sup>3</sup> and usually don't roam far. This suggests people must have transported cats to Europe.

## Mummies (and more) tell another story

Domesticated cats in Africa — including three cat mummies from Egypt — had yet another mitotype. It's known as IV-C. Until about 2,800 years ago, that type was found mostly in Egypt. But then it began showing up in Europe and the Middle East. And between 1,600 and 700 years ago, it spread far and fast. By then, seven of nine of the ancient European cats the researchers tested now carried this Egyptian type of DNA. Among them was a 1,300- to 1,400-year-old cat from a Viking port far to the north, on the Baltic Sea.

Thirty-two of 70 cats from Southwest Asia also had that mitotype. That rapid spread may indicate that sailors traveled with cats, some of which could have jumped ship to find a new home.

The speedy spread of the Egyptian cats' DNA could mean that something made these animals especially attractive to people, Geigl and Grange say. House cats aren't much different from wildcats. The big difference is that domestic cats tolerate people. And the Egyptian cats may have been particularly friendly. They may have more resembled the type of purring pet found in homes today, the researchers speculate. Earlier house cats might have been more comfortable with people than wildcats were, but still have qualified as scaredy cats.

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2. **Scavenge (verb):** to collect anything usable from discarded waste  
3. defending an area that one uses or controls

- [15] There's not enough evidence to say that, counters Carlos Driscoll of the National Institutes of Health in Bethesda, Maryland. Working at its Laboratory of Comparative Behavioral Genomics, he studies the genetic bases of some behavioral traits. And Driscoll now suggests another reason why Egyptian cats got popular so fast: They may have lived along shipping and trade routes. That would have made hopping a boat to some new port easy, especially if they offered to work as mousers on the ship.

Earlier cats may have been just as popular, Driscoll says, but moving them would have been harder. Those early cats, he says, would have been "dependent on somebody putting a bunch of kittens in a basket and walking across a desert with them."

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Which statement best expresses the central idea of the text?
  - A. Ancient domesticated cats' travel and relationship with humans resulted in their widespread presence around the world.
  - B. Humans domesticated cats to hunt mice and protect grain, similarly to how they domesticated dogs and cattle.
  - C. Ancient cats would not have survived if it weren't for the intervention of the humans who domesticated them.
  - D. Ancient cats gained more from being domesticated than humans did, as humans provided them with food and shelter.
  
2. Which detail from the text best supports the answer to Part A?
  - A. "Domestication (Doh-MES-ti-kay-shun) is the long and slow process by which people have adapted wild animals or plants to be tame and useful." (Paragraph 4)
  - B. "Exactly where and when this happened to cats, though, has been a matter of great debate. Researchers had only the DNA from modern cats to work with." (Paragraph 5)
  - C. "No one really knows how friendly people and cats were with each other at the beginning of cat domestication." (Paragraph 9)
  - D. "They may have lived along shipping and trade routes. That would have made hopping a boat to some new port easy, especially if they offered to work as mousers on the ship." (Paragraph 15)
  
3. How do paragraphs 15-16 contribute to the development of ideas in the text?
  - A. They emphasize that experts are in agreement that Egyptian cats are largely responsible for the spread of tamed cats.
  - B. They suggest that there is no way to confirm how ancient domesticated cats spread around the world.
  - C. They reveal that experts are not in agreement about why ancient domesticated cats' DNA spread around the world.
  - D. They prove that Eva-Maria Geigl and Thierry Grange don't have enough evidence to support their theory about ancient domesticated cats.
  
4. What connection does the author draw between cats' DNA and cats' history?
  - A. Their DNA proves that there was hardly ever any difference between wildcats and house cats.
  - B. Their DNA emphasizes the wide variety of cats that have existed across the world historically.
  - C. Their DNA helps readers better understand how all cats are genetically connected throughout history.
  - D. Their DNA provides evidence for when and where ancient domesticated cats spread around the world.

5. How does the author develop the idea that both humans and cats benefited from the domestication of cats? Cite evidence from the text in your response.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Life Skills

By Set to Go  
2019

*How do people successfully face the challenges of everyday life? This informational text explores the life skills necessary for independence, health, and emotional well-being. As you read, take notes on the key life skills and why they are significant in our everyday lives.*

- [1] Every moment, sometimes without even thinking about it, we rely on things we've learned that help manage our daily lives. These are called life skills. The term refers to a range of skills, from managing your finances and your relationships, to how well you perform at school. A life skill is any skill that you might need to help improve the quality of your life. There is no fixed list of life skills; there are so many of them! Some are more relevant to people than others. Learning how to use a computer or how to drive are useful life skills for most people. But learning how to raise children are life skills that parents need. Learning how to take notes in class is an important life skill for students.



*"Young people in conversation" by Alexis Brown is licensed under CC0*

Because life skills can include the ability to manage many aspects of your life, the development of these skills can have a direct impact on how we feel about ourselves, our emotional well-being, our physical health, and even our independence! Our ability to master life skills can have a significant outcome on the quality of our lives.

### **How we gain early life skills.**

Young people acquire<sup>1</sup> a range of cognitive,<sup>2</sup> emotional and social skills as they grow. Most of the time these skills begin developing unconsciously in us as children, as a result of interactions with family and our surroundings. By the time we are around the age of 5 or 6, we spend more time in school interacting with teachers and classmates than with our family. Our experiences at school begin to have a huge impact on the development of our life skills. We learn how to play, communicate and cooperate with others. We begin to learn how to take care of our own belongings. We begin to take on tasks on our own.

1. learn or develop

2. relating to the mental action of gaining knowledge through thought and experience

While the basics of learning to manage our emotions and relationships are developed as young children, these relationships become more varied and complex as we mature. Our ideas and feelings also begin to grow more varied (assuming all is proceeding well enough). The ongoing development of these internal skills is an important element as we transition through middle school and high school. Furthermore, young people who are lacking in these skills are at higher risk of emotional, social and even academic problems. They also have a higher risk of experiencing difficulties when making the transition<sup>3</sup> into college and adulthood.

## Key Life Skills

[5] Even though there is no definitive<sup>4</sup> list of life skills, there are six key areas:

Communication and Interpersonal Skills — These are the skills that we use to work with other people, including how we receive and convey meaning to one another, whether verbally, physically or written.

Decision-making and problem-solving — These are the skills that we use to select a course of action based on our knowledge and experience, to identify and understand problems and generate solutions.

Creative thinking and critical thinking — These are the skills required to think in different and unusual ways, to come up with new ideas, and analyze facts to form judgments.

Self-awareness and empathy — Self-awareness is the ability you need to understand yourself, your emotions, feelings, motives and desires, especially in relation to others. Empathy plays a big role in our ability to relate and connect with others in personal, academic and professional settings. It helps us to treat others with kindness and respect. It is the ability to see or understand something from another person's perspective.

[10] Assertiveness and self-control — These are the skills you need to be self-assured and confident without being aggressive. You'll also rely on these skills to maintain your composure during times when circumstances and emotions might have the ability to influence your behavior.

Resilience — These are the skills you need in order to cope with and recover from setbacks.

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3. the process or period of changing from one condition to another

4. **Definitive** (*adjective*): Clearly stated or decided

## Life Skills in the Classroom

Just as you cannot learn to cook by reading cookbooks or to play a musical instrument by listening to music on YouTube, skills like self-awareness, recognizing personal values, perseverance, managing relationships, etc. cannot be taught effectively within the classroom — they need to be experienced. However, there is much that can be done in school — both in the classroom and in other settings — that can promote and enhance these skills. Social and emotional skills can be enhanced when teachers and administrators model attitudes and communications that promote curiosity, self-exploration, awareness of and sensitivity to the views and feelings of others. They can promote deep reading and analytical thinking,<sup>5</sup> group activities and the like. Similarly, classwork and other activities that are intellectually engaging, and that provide opportunities for thoughtful feedback and positive interaction with teachers and fellow students, can be valuable ingredients in helping promote a positive self-image, as well as perseverance and grit.

### Life skills: the pathway toward independence.

An important part of growing up is learning how to take care of yourself. By the time we leave home to live on our own, we need to possess a basic set of life skills. This includes the ability to take care of our own eating, sleeping, health, finances, shopping, and laundry. These skills may seem rudimentary,<sup>6</sup> but when put into action they are practical, powerful and allow us to enjoy independence. Getting a handle on these life skills, and taking steps to take care of ourselves, will help prepare us for greater independence and the experiences of adulthood.

### Life Skills: What you can do today to get started

A way we can stay healthy and prepare for future challenges is to maintain positive life skills and self-care strategies.

- [15] Believe it or not, you're supposed to get between 9 – 9 ½ hours of sleep per night. When was the last time you got that much sleep? Sleep and rest are incredibly important for your well-being — it's a simple life skill (even if it is not always so simple to get the right amount of sleep) that can have a really positive impact on many parts of your life. Good sleep improves learning, concentration, memory, mood, attitude, energy, digestion, and heart health; it promotes growth, performance and safety. A good rule of thumb — if you're feeling tired, moody, sick or just off, try getting a good night's sleep!

Good nutrition is another life skill that can promote emotional and physical health. This is something you can teach yourself and practice every day. You can read about it or ask a health professional about nutritious foods. You should aim for a balanced diet and avoid things such as too much caffeine or sugar. Remember that when your body is healthy and in nutritional balance, you're bound to feel your best — and feeling your best can boost your emotional health.

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5. detailed examination of the elements or structure of something

6. **Rudimentary** (*adjective*): basic

Another life skill that will benefit your emotional and physical health is exercise. Exercise can boost your mood and release stress. It can be a good way to take your mind off your problems and help you cope. Exercise is good for physical strength, energy and stamina and helps release “feel-good” hormones called endorphins. Exercise doesn’t solve problems, but it’s a life skill that can boost your ability to face them.

Besides taking care of your physical and mental health, what is self-care? It’s the skills that allow you to take care of your possessions, your finances, your studies, your to-do lists, your time, to name a few! It is an important life skill to keep track of, take responsibility for, and take care of all the things that go into managing your life. When you’re independent and no longer living with your parents or guardians, it’s going to be up to you to develop the skills to manage your “stuff” on your own.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
  - A. Young adults will become failures if they are not able to function independently.
  - B. Teachers need to spend more time aligning their lessons to the six key life skills areas.
  - C. Even though life skills are not directly taught, learning them has a profound impact on adult life.
  - D. Regular exercise and balanced nutrition are essential components for independent adult self-care.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Furthermore, young people who are lacking in these skills are at higher risk of emotional, social and even academic problems." (Paragraph 4)
  - B. "However, there is much that can be done in school — both in the classroom and in other settings — that can promote and enhance these skills." (Paragraph 12)
  - C. "These skills may seem rudimentary, but when put into action they are practical, powerful and allow us to enjoy independence." (Paragraph 13)
  - D. "Good nutrition is another life skill that can promote emotional and physical health." (Paragraph 16)
  
3. Which quotation best describes the relationship between life skills and independence?
  - A. "Every moment, sometimes without even thinking about it, we rely on things we've learned that help manage our daily lives." (Paragraph 1)
  - B. "Our experiences at school begin to have a huge impact on the development of our life skills." (Paragraph 3)
  - C. "You'll also rely on these skills to maintain your composure during times when circumstances and emotions might have the ability to influence your behavior." (Paragraph 10)
  - D. "A way we can stay healthy and prepare for future challenges is to maintain positive self-care strategies." (Paragraph 14)
  
4. Which quote does the author use to support the idea that the ongoing development of life skills is necessary?
  - A. "Most of the time these skills begin developing unconsciously in us as children, as a result of interactions with family and our surroundings." (Paragraph 3)
  - B. "While the basics of learning to manage our emotions and relationships are developed as young children, these relationships become more varied and complex as we mature." (Paragraph 4)
  - C. "Empathy plays a big role in our ability to relate and connect with others in personal, academic and professional settings." (Paragraph 9)
  - D. "When you're independent and no longer living with your parents or guardians, it's going to be up to you to develop the skills to manage your "stuff" on your own." (Paragraph 18)

5. What is the author's purpose in paragraph 12?
- A. to persuade readers that a change in the education system is necessary to teach life skills
  - B. to demonstrate how teachers can indirectly provide life skills instruction
  - C. to argue the importance of including life skills in school curricula
  - D. to provide readers with an illustration of how life skills are taught

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Characteristics of Resilient People

By Set to Go  
2019

*How do people successfully rebound from the challenges they face in everyday life? This informational text discusses the characteristics that resilient people have in common. As you read, take notes on how a person can increase their resilience.*

- [1] Resilience is the ability to bounce back from difficult times in life. Resilience emerges from the lessons and skills we learn as we grow up and face our difficulties, whatever they may be. Why is resilience important? Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life. Resilience doesn't solve all of our problems, but it will help you cope, adjust and stay on your feet. There are many ways to boost your resilience — read on to learn more about what characteristics resilient people share.



*"Nepal" by Christopher Burns is licensed under CC0*

### Support network

It really doesn't matter who has your back in life – parents, friends, relatives, teachers, coaches — the point is that having a solid support system is a very important part of resilience. The people in your support system will give you understanding, guidance, and comfort when you're struggling with a problem. It is good to learn to ask for help from the people who support you.

### Give back

It may seem odd to suggest that giving to others helps you get through your own problems, but keeping up your commitments (to yourself, family, friends), or a commitment to a cause (like volunteering) are very helpful ways to take the focus off your problems. Helping others helps expand your life skills and problem-solving abilities. Also, giving back to yourself is helpful — taking good care of your health or treating yourself to something nice are soothing ways to take the focus off stressful emotions.

### Don't give in

Resilient people learn to accept emotional pain and stress as part of life – they don't allow their difficulties to define them. A resilient person would avoid feeling sorry for themselves. Instead, they recognize their feelings, acknowledge the problems that they're facing, trust that they have the ability to face their problems, and believe they have the strength to maintain their emotional balance.

## Accept change

- [5] Accepting the fact that some things change is a basic part of resilience. When your goals, plans, ideas or hopes are ruined because of unavoidable circumstances, a flexible and positive attitude will allow you to focus on new plans or new hopes. If you accept the things you can't change or control, you're free to put your effort into the things you can change and control.

## Choose your attitude

Most of the time, you don't get to choose the obstacles and difficulties that life puts in your path, but it's good to remember that you get to choose your attitude toward adversity. During hard times, it's helpful to find something positive to think about and imagine a positive outcome. Even if you don't have all the answers and even if the solution to your problems isn't obvious, you can choose to believe that things will work out. You can tell yourself that your problems are manageable. You can choose to see yourself as a fighter, not a victim.

## Keep it in perspective

When a resilient person faces adversity, they're likely to avoid making things worse by jumping to extremes. Resilient people tell themselves that their troubles won't last forever. They don't see every bump in the road as a catastrophe; they understand that things can't be perfect and they have realistic expectations of themselves and what they can achieve.

## Humor

You might have heard that "laughter is the best medicine." And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up! Laughter and humor are wonderful ways to connect to others. They help release the feeling of stress that adversity causes you. Laughter is also good for your body – it changes your body's response to stress.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
  - A. Resiliency is the key to problem-solving for most people.
  - B. People are able to avoid tough situations because of resilience.
  - C. Life lessons provide people with different amounts of resiliency.
  - D. Resilient people possess qualities that enable them to overcome challenges.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "There are many ways to boost your resilience - read on to learn more about what characteristics resilient people share." (Paragraph 1)
  - B. "It really doesn't matter who has your back in life - parents, friends, relatives, teachers, coaches - the point is that having a solid support system is a very important part of resilience." (Paragraph 2)
  - C. "Even if you don't have all the answers and even if the solution to your problems isn't obvious, you can choose to believe that things will work out." (Paragraph 6)
  - D. "And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up!" (Paragraph 8)
  
3. What connection does the author draw between resiliency and struggle?
  - A. Resilient people are seldom able to help others because they do not understand struggle.
  - B. People who are resilient struggle because they feel sorry for themselves and others.
  - C. Resilient people avoid struggle because they are able to laugh at themselves.
  - D. People who are resilient are able to power through the struggles they face.
  
4. How does the author support the idea that the ongoing development of resilience is necessary?
  - A. "Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life." (Paragraph 1)
  - B. "If you accept the things you can't change or control, you're free to put your effort into the things you can change and control." (Paragraph 5)
  - C. "Resilient people tell themselves that their troubles won't last forever." (Paragraph 7)
  - D. "Laughter is also good for your body - it changes your body's response to stress." (Paragraph 8)
  
5. What is the author's purpose in paragraph 1?
  - A. to provide readers with a definition of resiliency
  - B. to demonstrate that resiliency can be found in everyday life
  - C. to persuade readers that resiliency is necessary for success
  - D. to argue the importance of resiliency for people as they grow up

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Rules of the Game

By Amy Tan  
1989

*Amy Tan is an American writer whose works explore mother-daughter relationships and the Chinese-American experience. This vignette is an excerpt from her novel *The Joy Luck Club*; it recounts Waverly Jong's thirst for learning the rules of chess. **Skill Focus:** In this lesson, you'll practice analyzing a complex character. This means paying attention to all of the reasons why a character does or does not act. As you read, take note of what motivates Waverly to action and key moments when Waverly makes a decision.*

- [1] I was six when my mother taught me the art of invisible strength. It was a strategy for winning arguments, respect from others, and eventually, though neither of us knew it at the time, chess games.

"Bite back your tongue," scolded my mother when I cried loudly, yanking her hand toward the store that sold bags of salted plums.<sup>1</sup> At home, she said, "Wise guy, he not go against wind. In Chinese we say, Come from South, blow with wind — poom! — North will follow. Strongest wind cannot be seen."



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The next week I bit back my tongue as we entered the store with the forbidden candies. When my mother finished her shopping, she quietly plucked a small bag of plums from the rack and put it on the counter with the rest of the items.

My mother **imparted** her daily truths so she could help my older brothers and me rise above our circumstances. We lived in San Francisco's Chinatown. Like most of the other Chinese children who played in the back alleys of restaurants and curio shops, I didn't think we were poor. My bowl was always full, three five-course meals every day, beginning with a soup of mysterious things I didn't want to know the names of.

- [5] We lived on Waverly Place, in a warm, clean, two-bedroom flat that sat above a small Chinese bakery specializing in steamed pastries and dim sum.<sup>2</sup> In the early morning, when the alley was still quiet, I could smell fragrant red beans as they were cooked down to a pasty sweetness. By daybreak, our flat was heavy with the odor of fried sesame balls and sweet curried chicken crescents. From my bed, I would listen as my father got ready for work, then locked the door behind him, one-two-three clicks.

1. a common Chinese treat  
2. a style of Chinese food served in small portions

At the end of our two-block alley was a small sandlot playground with swings and slides well-shined down the middle with use. The play area was bordered by wood-slat benches where old-country people sat cracking roasted watermelon seeds with their golden teeth and scattering the husks to an impatient gathering of gurgling pigeons. The best playground, however, was the dark alley itself. It was crammed with daily mysteries and adventures. My brothers and I would peer into the medicinal herb shop, watching old Li dole out onto a stiff sheet of white paper the right amount of insect shells, saffron-colored seeds, and pungent leaves for his ailing customers. It was said that he once cured a woman dying of an ancestral curse that had eluded<sup>3</sup> the best of American doctors. Next to the pharmacy was a printer who specialized in gold-embossed wedding invitations and festive red banners.

Farther down the street was Ping Yuen Fish Market. The front window displayed a tank crowded with doomed fish and turtles struggling to gain footing on the slimy green-tiled sides. A hand-written sign informed tourists, "Within this store, is all for food, not for pet." Inside, the butchers with their bloodstained white smocks deftly gutted the fish while customers cried out their orders and shouted, "Give me your freshest," to which the butchers always protested, "All are freshest." On less crowded market days, we would inspect the crates of live frogs and crabs which we were warned not to poke, boxes of dried cuttlefish, and row upon row of iced prawns, squid, and slippery fish. The sanddabs<sup>4</sup> made me shiver each time; their eyes lay on one flattened side and reminded me of my mother's story of a careless girl who ran into a crowded street and was crushed by a cab. "Was smash flat," reported my mother.

At the corner of the alley was Hong Sing's, a four-table cafe with a recessed stairwell in front that led to a door marked "Tradesmen." My brothers and I believed the bad people emerged from this door at night. Tourists never went to Hong Sing's, since the menu was printed only in Chinese. A Caucasian<sup>5</sup> man with a big camera once posed me and my playmates in front of the restaurant. He had us move to the side of the picture window so the photo would capture the roasted duck with its head dangling from a juice-covered rope. After he took the picture, I told him he should go into Hong Sing's and eat dinner. When he smiled and asked me what they served, I shouted, "Guts and duck's feet and octopus gizzards!" Then I ran off with my friends, shrieking with laughter as we scampered across the alley and hid in the entryway grotto of the China Gem Company, my heart pounding with hope that he would chase us.

My mother named me after the street that we lived on: Waverly Place Jong, my official name for important American documents. But my family called me Meimei, "Little Sister." I was the youngest, the only daughter. Each morning before school, my mother would twist and yank on my thick black hair until she had formed two tightly wound pigtails. One day, as she struggled to weave a hard-toothed comb through my disobedient hair, I had a sly thought.

[10] I asked her, "Ma, what is Chinese torture?" My mother shook her head. A bobby pin was wedged between her lips. She wetted her palm and smoothed the hair above my ear, then pushed the pin in so that it nicked sharply against my scalp.

"Who say this word?" she asked without a trace of knowing how wicked I was being. I shrugged my shoulders and said, "Some boy in my class said Chinese people do Chinese torture."

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3. could not be understood by  
4. a small type of fish  
5. white

"Chinese people do many things," she said simply. "Chinese people do business, do medicine, do painting. Not lazy like American people. We do torture. Best torture."

My older brother Vincent was the one who actually got the chess set. We had gone to the annual Christmas party held at the First Chinese Baptist Church at the end of the alley. The missionary ladies had put together a Santa bag of gifts donated by members of another church. None of the gifts had names on them. There were separate sacks for boys and girls of different ages.

One of the Chinese parishioners<sup>6</sup> had donned a Santa Claus costume and a stiff paper beard with cotton balls glued to it. I think the only children who thought he was the real thing were too young to know that Santa Claus was not Chinese. When my turn came up, the Santa man asked me how old I was. I thought it was a trick question; I was seven according to the American formula and eight by the Chinese calendar. I said I was born on March 17, 1951. That seemed to satisfy him. He then solemnly<sup>7</sup> asked if I had been a very, very good girl this year and did I believe in Jesus Christ and obey my parents. I knew the only answer to that. I nodded back with equal solemnity.

- [15] Having watched the older children opening their gifts, I already knew that the big gifts were not necessarily the nicest ones. One girl my age got a large coloring book of biblical characters, while a less greedy girl who selected a smaller box received a glass vial of lavender toilet water.<sup>8</sup> The sound of the box was also important. A ten-year-old boy had chosen a box that jangled when he shook it. It was a tin globe of the world with a slit for inserting money. He must have thought it was full of dimes and nickels, because when he saw that it had just ten pennies, his face fell with such undisguised disappointment that his mother slapped the side of his head and led him out of the church hall, apologizing to the crowd for her son who had such bad manners he couldn't appreciate such a fine gift.

As I peered into the sack, I quickly fingered the remaining presents, testing their weight, imagining what they contained. I chose a heavy, compact one that was wrapped in shiny silver foil and a red satin ribbon. It was a twelve-pack of Life Savers and I spent the rest of the party arranging and rearranging the candy tubes in the order of my favorites. My brother Winston chose wisely as well. His present turned out to be a box of intricate plastic parts; the instructions on the box proclaimed that when they were properly assembled he would have an authentic miniature replica of a World War II submarine.

Vincent got the chess set, which would have been a very decent present to get at a church Christmas party, except it was obviously used and, as we discovered later, it was missing a black pawn and a white knight. My mother graciously thanked the unknown benefactor,<sup>9</sup> saying, "Too good. Cost too much." At which point, an old lady with fine white, wispy hair nodded toward our family and said with a whistling whisper, "Merry, merry Christmas."

When we got home, my mother told Vincent to throw the chess set away. "She not want it. We not want it," she said, tossing her head stiffly to the side with a tight, proud smile. My brothers had deaf ears. They were already lining up the chess pieces and reading from the dog-eared instruction book.

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6. people who attend a particular church

7. very seriously

8. perfume

9. a person who gives money or help to a person or cause



I watched Vincent and Winston play during Christmas week. The chessboard seemed to hold **elaborate** secrets waiting to be untangled. The chessmen were more powerful than old Li's magic herbs that cured ancestral curses. And my brothers wore such serious faces that I was sure something was at stake that was greater than avoiding the tradesmen's door to Hong Sing's.

- [20] "Let me! Let me!" I begged between games when one brother or the other would sit back with a deep sigh of relief and victory, the other annoyed, unable to let go of the outcome. Vincent at first refused to let me play, but when I offered my Life Savers as replacements for the buttons that filled in for the missing pieces, he **relented**. He chose the flavors: wild cherry for the black pawn and peppermint for the white knight. Winner could eat both.

As our mother sprinkled flour and rolled out small doughy circles for the steamed dumplings that would be our dinner that night, Vincent explained the rules, pointing to each piece. "You have sixteen pieces and so do I. One king and queen, two bishops, two knights, two castles, and eight pawns. The pawns can only move forward one step, except on the first move. Then they can move two. But they can only take men by moving crossways like this, except in the beginning, when you can move ahead and take another pawn."

"Why?" I asked as I moved my pawn. "Why can't they move more steps?"

"Because they're pawns," he said.

"But why do they go crossways to take other men? Why aren't there any women and children?"

- [25] "Why is the sky blue? Why must you always ask stupid questions?" asked Vincent. "This is a game. These are the rules. I didn't make them up. See. Here in the book." He jabbed a page with a pawn in his hand. "Pawn. P-A-W-N. Pawn. Read it yourself."

My mother patted the flour off her hands. "Let me see book," she said quietly. She scanned the pages quickly, not reading the foreign English symbols, seeming to search deliberately for nothing in particular.

"This American rules," she concluded at last. "Every time people come out from foreign country, must know rules. You not know, judge say, Too bad, go back. They not telling you why so you can use their way go forward. They say, Don't know why, you find out yourself. But they knowing all the time. Better you take it, find out why yourself." She tossed her head back with a satisfied smile.

I found out about all the whys later. I read the rules and looked up all the big words in a dictionary. I borrowed books from the Chinatown library. I studied each chess piece, trying to absorb the power each contained.

I learned about opening moves and why it's important to control the center early on; the shortest distance between two points is straight down the middle. I learned about the middle game and why tactics<sup>10</sup> between two **adversaries** are like clashing ideas; the one who plays better has the clearest plans for both attacking and getting out of traps. I learned why it is essential in the endgame to have **foresight**, a mathematical understanding of all possible moves, and patience; all weaknesses and advantages become evident to a strong **adversary** and are obscured to a tiring opponent. I discovered that for the whole game one must gather invisible strengths and see the endgame before the game begins. I also found out why I should never reveal "why" to others. A little knowledge withheld<sup>11</sup> is a great advantage one should store for future use. That is the power of chess. It is a game of secrets in which one must show and never tell.

- [30] I loved the secrets I found within the sixty-four black and white squares. I carefully drew a handmade chessboard and pinned it to the wall next to my bed, where I would stare for hours at imaginary battles. Soon I no longer lost any games or Life Savers, but I lost my **adversaries**. Winston and Vincent decided they were more interested in roaming the streets after school in their Hopalong Cassidy cowboy hats.

\* \* \*

On a cold spring afternoon, while walking home from school, I detoured through the playground at the end of our alley. I saw a group of old men, two seated across a folding table playing a game of chess, others smoking pipes, eating peanuts, and watching. I ran home and grabbed Vincent's chess set, which was bound in a cardboard box with rubber bands. I also carefully selected two prized rolls of Life Savers. I came back to the park and approached a man who was observing the game.

"Want to play?" I asked him. His face widened with surprise and he grinned as he looked at the box under my arm.

"Little sister, been a long time since I play with dolls," he said, smiling benevolently.<sup>12</sup> I quickly put the box down next to him on the bench and displayed my **retort**.

Lau Po, as he allowed me to call him, turned out to be a much better player than my brothers. I lost many games and many Life Savers. But over the weeks, with each diminishing roll of candies, I added new secrets. Lau Po gave me the names. The Double Attack from the East and West Shores. Throwing Stones on the Drowning Man. The Sudden Meeting of the Clan. The Surprise from the Sleeping Guard. The Humble Servant Who Kills the King. Sand in the Eyes of Advancing Forces. A Double Killing Without Blood.

- [35] There were also the fine points of chess etiquette. Keep captured men in neat rows, as well-tended prisoners. Never announce "Check" with vanity,<sup>13</sup> lest someone with an unseen sword slit your throat. Never hurl pieces into the sandbox after you have lost a game, because then you must find them again, by yourself, after apologizing to all around you. By the end of the summer, Lau Po had taught me all he knew, and I had become a better chess player.

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10. carefully planned actions or strategies

11. **Withhold (verb):** to hold back

12. kindly

13. great pride or ego

A small weekend crowd of Chinese people and tourists would gather as I played and defeated my opponents one by one. My mother would join the crowds during these outdoor exhibition games. She sat proudly on the bench, telling my admirers with proper Chinese humility, "Is luck."

A man who watched me play in the park suggested that my mother allow me to play in local chess tournaments. My mother smiled graciously, an answer that meant nothing. I desperately wanted to go, but I bit back my tongue. I knew she would not let me play among strangers. So as we walked home I said in a small voice that I didn't want to play in the local tournament. They would have American rules. If I lost, I would bring shame on my family.

"Is shame you fall down nobody push you," said my mother.

During my first tournament, my mother sat with me in the front row as I waited for my turn. I frequently bounced my legs to unstick them from the cold metal seat of the folding chair. When my name was called, I leapt up. My mother unwrapped something in her lap. It was her chang, a small tablet of red jade which held the sun's fire. "Is luck," she whispered, and tucked it into my dress pocket. I turned to my opponent, a fifteen-year-old boy from Oakland. He looked at me, wrinkling his nose.

[40] As I began to play, the boy disappeared, the color ran out of the room, and I saw only my white pieces and his black ones waiting on the other side. A light wind began blowing past my ears. It whispered secrets only I could hear.

"Blow from the South," it murmured. "The wind leaves no trail." I saw a clear path, the traps to avoid. The crowd rustled. "Shhh! Shhh!" said the corners of the room. The wind blew stronger. "Throw sand from the East to distract him." The knight came forward ready for the sacrifice. The wind hissed, louder and louder. "Blow, blow, blow. He cannot see. He is blind now. Make him lean away from the wind so he is easier to knock down."

"Check," I said, as the wind roared with laughter. The wind died down to little puffs, my own breath.

My mother placed my first trophy next to a new plastic chess set that the neighborhood Tao society had given to me. As she wiped each piece with a soft cloth, she said, "Next time win more, lose less."

"Ma, it's not how many pieces you lose," I said. "Sometimes you need to lose pieces to get ahead."

[45] "Better to lose less, see if you really need."

At the next tournament, I won again, but it was my mother who wore the triumphant grin.

"Lost eight piece this time. Last time was eleven. What I tell you? Better off lose less!" I was annoyed, but I couldn't say anything.

I attended more tournaments, each one farther away from home. I won all games, in all divisions. The Chinese bakery downstairs from our flat displayed my growing collection of trophies in its window, amidst the dust covered cakes that were never picked up. The day after I won an important regional tournament, the window encased a fresh sheet cake with whipped-cream frosting and red script saying "Congratulations, Waverly Jong, Chinatown Chess Champion." Soon after that, a flower shop, headstone engraver, and funeral parlor offered to sponsor me in national tournaments. That's when my mother decided I no longer had to do the dishes. Winston and Vincent had to do my chores.

"Why does she get to play and we do all the work," complained Vincent.

- [50] "Is new American rules," said my mother. "Meimei play, squeeze all her brains out for win chess. You play, worth squeeze towel."

By my ninth birthday, I was a national chess champion. I was still some 429 points away from grand-master status, but I was touted as the Great American Hope, a child **prodigy** and a girl to boot. They ran a photo of me in Life magazine next to a quote in which Bobby Fischer said, "There will never be a woman grand master." "Your move, Bobby," said the caption.

The day they took the magazine picture I wore neatly plaited braids clipped with plastic barrettes trimmed with rhinestones. I was playing in a large high school auditorium that echoed with phlegmy coughs and the squeaky rubber knobs of chair legs sliding across freshly waxed wooden floors. Seated across from me was an American man, about the same age as Lau Po, maybe fifty. I remember that his sweaty brow seemed to weep at my every move. He wore a dark, malodorous suit. One of his pockets was stuffed with a great white kerchief on which he wiped his palm before sweeping his hand over the chosen chess piece with great flourish.

In my crisp pink-and-white dress with scratchy lace at the neck, one of two my mother had sewn for these special occasions, I would clasp my hands under my chin, the delicate points of my elbows poised lightly on the table in the manner my mother had shown me for posing for the press. I would swing my patent leather shoes back and forth like an impatient child riding on a school bus. Then I would pause, suck in my lips, twirl my chosen piece in midair as if undecided, and then firmly plant it in its new threatening place, with a triumphant smile thrown back at my opponent for good measure.

I no longer played in the alley of Waverly Place. I never visited the playground where the pigeons and old men gathered. I went to school, then directly home to learn new chess secrets, cleverly concealed advantages, more escape routes.

- [55] But I found it difficult to concentrate at home. My mother had a habit of standing over me while I plotted out my games. I think she thought of herself as my protective ally. Her lips would be sealed tight, and after each move I made, a soft "Hmmmmph" would escape from her nose.

"Ma, I can't practice when you stand there like that," I said one day. She retreated to the kitchen and made loud noises with the pots and pans. When the crashing stopped, I could see out of the corner of my eye that she was standing in the doorway. "Hmmmmph!" Only this one came out of her tight throat.

My parents made many concessions<sup>14</sup> to allow me to practice. One time I complained that the bedroom I shared was so noisy that I couldn't think. Thereafter, my brothers slept in a bed in the living room facing the street. I said I couldn't finish my rice; my head didn't work right when my stomach was too full. I left the table with half finished bowls and nobody complained. But there was one duty I couldn't avoid. I had to accompany my mother on Saturday market days when I had no tournament to play. My mother would proudly walk with me, visiting many shops, buying very little. "This my daughter Wave-ly Jong," she said to whoever looked her way.

One day after we left a shop I said under my breath, "I wish you wouldn't do that, telling everybody I'm your daughter." My mother stopped walking. Crowds of people with heavy bags pushed past us on the sidewalk, bumping into first one shoulder, than another.

"Aii-ya. So shame be with mother?" She grasped my hand even tighter as she glared at me.

[60] I looked down. "It's not that, it's just so obvious. It's just so embarrassing."

"Embarrass you be my daughter?" Her voice was cracking with anger.

"That's not what I meant. That's not what I said."

"What you say?"

I knew it was a mistake to say anything more, but I heard my voice speaking, "Why do you have to use me to show off? If you want to show off, then why don't you learn to play chess?"

[65] My mother's eyes turned into dangerous black slits. She had no words for me, just sharp silence.

I felt the wind rushing around my hot ears. I jerked my hand out of my mother's tight grasp and spun around, knocking into an old woman. Her bag of groceries spilled to the ground.

"Aii-ya! Stupid girl!" my mother and the woman cried. Oranges and tin cans careened down the sidewalk. As my mother stooped to help the old woman pick up the escaping food, I took off.

I raced down the street, dashing between people, not looking back as my mother screamed shrilly, "Meimei! Meimei!" I fled down an alley, past dark, curtained shops and merchants washing the grime off their windows. I sped into the sunlight, into a large street crowded with tourists examining trinkets and souvenirs. I ducked into another dark alley, down another street, up another alley. I ran until it hurt and I realized I had nowhere to go, that I was not running from anything. The alleys contained no escape routes.

My breath came out like angry smoke. It was cold. I sat down on an upturned plastic pail next to a stack of empty boxes, cupping my chin with my hands, thinking hard. I imagined my mother, first walking briskly down one street or another looking for me, then giving up and returning home to await my arrival. After two hours, I stood up on creaking legs and slowly walked home.

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14. When someone makes concessions, they agree to let someone else do or have something.

[70] The alley was quiet and I could see the yellow lights shining from our flat like two tiger's eyes in the night. I climbed the sixteen steps to the door, advancing quietly up each so as not to make any warning sounds. I turned the knob; the door was locked. I heard a chair moving, quick steps, the locks turning-click! click! click!-and then the door opened.

"About time you got home," said Vincent. "Boy, are you in trouble."

He slid back to the dinner table. On a platter were the remains of a large fish, its fleshy head still connected to bones swimming upstream in vain escape. Standing there waiting for my punishment, I heard my mother speak in a dry voice.

"We not concerning this girl. This girl not have concerning for us."

Nobody looked at me. Bone chopsticks clinked against the inside of bowls being emptied into hungry mouths.

[75] I walked into my room, closed the door, and lay down on my bed. The room was dark, the ceiling filled with shadows from the dinnertime lights of neighboring flats.

In my head, I saw a chessboard with sixty-four black and white squares. Opposite me was my opponent, two angry black slits. She wore a triumphant smile. "Strongest wind cannot be seen," she said.

Her black men advanced across the plane, slowly marching to each successive level as a single unit. My white pieces screamed as they scurried and fell off the board one by one. As her men drew closer to my edge, I felt myself growing light. I rose up into the air and flew out the window. Higher and higher, above the alley, over the tops of tiled roofs, where I was gathered up by the wind and pushed up toward the night sky until everything below me disappeared and I was alone.

I closed my eyes and pondered my next move.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Why do Winston and Vincent most likely stop playing chess with Waverly? (Paragraph 30)
  - A. Winston and Vincent think chess is a game for girls.
  - B. Winston and Vincent are bored by how easy the game is.
  - C. Winston and Vincent have to do Waverly's chores instead.
  - D. Winston and Vincent are tired of always losing to Waverly.
  
2. How does Waverly's mother give her daughter support?
  - A. She takes Waverly to tournaments and gives her advice.
  - B. She hires an old man to teach Waverly and pays for lessons.
  - C. She lets Waverly eat cake from the bakery that sponsors her.
  - D. She makes Waverly's brothers teach her how to play chess every day.
  
3. Waverly recalls, "I said in a small voice that I didn't want to play in the local tournament. They would have American rules. If I lost, I would bring shame on my family" (Paragraph 37). How does this message convince her mother to agree to the tournament?
  - A. Waverly challenges her mother's knowledge about the local culture.
  - B. Waverly tricks her mother into feeling ashamed of her family.
  - C. Waverly questions her mother's dedication to the family.
  - D. Waverly brings out her mother's pride in her heritage.
  
4. How is Waverly affected by the conflict with her mother in paragraphs 71-78?
  - A. She is unaffected and begins practicing for her next chess tournament.
  - B. She begins to think of her mother as her enemy rather than her teammate.
  - C. She reflects on her irritation towards her mother and realizes it is unhealthy.
  - D. She allows her anger towards her mother to build until she cannot contain it.
  
5. How has Waverly's relationship with her mother changed from the beginning to the end of the story? Use evidence from the text to support your response. Be sure to explain how each piece of evidence supports your analysis.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

# How to Identify and Manage Emotions

By Set to Go  
2019

*This informational text explores the benefits of emotional awareness and shares tips for managing emotions. As you read, take notes on the benefits of practicing emotional awareness.*

[1] What would you think if you saw a teenager or an adult cry and scream when they didn't get their way? You would probably find this behavior strange and childlike. Teenagers and adults are supposed to have a better handle on their emotions than children do. Children tend to immediately express their emotional reactions in an overt<sup>1</sup> and sometimes dramatic way. For example, it is normal for children to cry or complain when they are told they have to eat their vegetables before getting to eat dessert. But as you get older you tend to grow out of crying and complaining when you don't get everything that you want. Adults may act like children at times, but this behavior is usually viewed as bizarre and immature.



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Eventually, children begin to learn more appropriate methods to express their excitement and disappointment. This happens in a few different ways and for a few different reasons. As we grow up, we begin to recognize that the way we express our feelings has an impact on other people. If we scream and cry in school in front of our classmates, we begin to learn that this makes our teachers angry and makes our classmates uncomfortable or nervous around us.

When the people around us have a negative or positive response to the way we express our feelings, we learn from those experiences. If the responses to our emotions are positive, we learn that this is a comfortable environment to share feelings and that we have communicated our feelings in an appropriate way. If the responses to our emotions are negative, we learn to behave differently by expressing our emotions less intensely; we attempt to convey our feelings in a different way, or we choose to manage our emotions privately. We also learn over time that we need to behave and express ourselves differently in different settings. For example, we behave and express ourselves differently in a class or a house of worship than we would when hanging out with friends.

1. **Overt (adjective):** done or shown openly; plainly or readily apparent, not secret or hidden



## Emotional awareness

Emotional awareness is a skill that impacts the way we think about ourselves, as well as how others perceive us. There are many different emotions you can experience from day to day and even hour to hour. Once you are familiar with your emotions, you will be better at identifying when you are feeling them. We are better equipped to navigate our friendships and other relationships, successes, disappointments, conflicts with others, and much more, when we understand our feelings. This awareness has the potential to affect multiple areas of our lives — our time with family, in the classroom, at a job and time spent with friends.

- [5] Emotional awareness is like a muscle. The more you practice using it, the stronger it will get. One way we can improve our emotional awareness is by getting into the habit of noticing how you feel at different points throughout the day. Designate a couple of times a day to check in with yourself about how you are feeling. Did you just get a grade back from a test? Did you just finish catching up with a friend? Have you been busy working on multiple assignments all day? Are you rushing to get to work? How do these, and your own personal experiences throughout the day, make you feel? You can write some of the feelings you notice into a notebook or your phone or simply think them over. Most importantly, carve out some time to notice how you feel.

Noticing emotions in others (and how this makes you feel) can make you a more careful observer. In the normal course of events, we notice and gauge<sup>2</sup> other people's feelings all the time. Not only that, whenever we read a story or watch a show or a movie, we notice things about how the characters are feeling (and maybe even how the story/show/movie is making us feel). So much of this happens without us really thinking about it. But if you take some time to notice these feelings and put them into words it will make you more aware of others and yourself.

Here are some tips for managing your own emotions:

### ***Identify the feeling***

What are you experiencing? Can you name it? If not, can you describe it? Getting familiar with your emotions will help you understand what you are feeling and help you decide how to handle it and communicate it to others.

### ***Acceptance***

Some people find it very unpleasant when they experience certain feelings; like anger or sadness. And sometimes those people try to avoid even letting themselves be aware of these unpleasant emotions. But, acknowledging and accepting that you feel an undesirable emotion will not make it stronger or more intense. It's important to know that the more we avoid our emotions, the more intense they can become. This often leads to situations when our emotions overwhelm us and we have difficulty managing them. Or at other times, the emotion might express itself in other indirect ways. In any case, it is almost always better to let yourself be aware of how and what you are feeling.

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2. **Gauge (verb):** estimate or determine the magnitude, amount, or volume of

### ***Express the feeling***

- [10] A few healthy ways to express your feelings include: writing about your experience, this is sometimes called “journaling;” talk about your experience with someone you feel comfortable with; you can cry if you need to, this can feel like an emotional release when you are alone or with someone you trust; or any other activity that allows you to let out your feelings — as long as it is not harmful to you or anyone else.

### ***Use a healthy strategy to take care of yourself***

Find an activity that helps you feel better in the moment. This could involve deep breathing, talking to someone you trust for support, taking a nap or a shower, exercising, reading, or going for a walk. Find what works best for you when you are feeling upset. But be aware that what works for you might be different than what works for your friends or peers.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
  - A. Emotional awareness, which can be learned and practiced, can help people navigate multiple areas of life.
  - B. Babies learn to manage emotions, and as they grow, they use the same skills in new situations.
  - C. Emotional awareness involves learning to accept positive emotions and reject negative ones.
  - D. Because learning to manage emotions is so difficult, it is best left to adults.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "As we grow up we begin to recognize that the way we express our feelings has an impact on other people." (Paragraph 2)
  - B. "There are many different emotions you can experience from day to day and even hour to hour." (Paragraph 4)
  - C. "We are better equipped to navigate our friendships and other relationships, successes, disappointments, conflicts with others, and much more, when we understand our feelings." (Paragraph 4)
  - D. "It's important to know that the more we avoid our emotions, the more intense they can become. This often leads to situations when our emotions overwhelm us and we have difficulty managing them." (Paragraph 9)
  
3. Why does the author compare emotional awareness to a muscle?
  - A. One cannot acknowledge any weaknesses when building strong emotional awareness and strong muscles.
  - B. Developing habits of noticing one's own feelings can make emotional awareness stronger.
  - C. It is something that some people have and other people don't have.
  - D. Good diet and sleep can help make it stronger.
  
4. How does paragraph 5 contribute to the development of ideas in the text?
  - A. It suggests that the ability to manage emotions is genetic; some people are better at it than others.
  - B. It suggests that scientists don't know a lot about emotions, so managing them helps battle the unknown.
  - C. It emphasizes how varied and complicated emotions can be and shows the importance of identifying them.
  - D. It shows strong evidence supporting the history of certain emotions and why some people seem to feel them so intensely.

5. How does the author develop the idea that emotional awareness can be learned and practiced? Use details from the text to support your answer.

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