

Freshman English I



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Grammar and Usage Review

Section II

Literature
Vocabulary
Grammar and Style

Section III

Writing Process
Book Report



Literature -- 9th Grade

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9th Grade English PASS OBJECTIVES

Assignment **PASS**

Section I **Grammar and Usage**

W/G/U III

Section II **Literature, Vocabulary, Grammar and Style.**

1.	R/L	I,II,III, IV	W/G/U	III
2.	R/L	I,II,III,IV	W/G/U	III
3.	R/L	I,II,III		
4.	R/L	I,II,III		
5.	R/L	I,II,III		
6.	R/L	I,II,III		
7.	R/L	I,II,III, IV		
8.	R/L	I,II,III		
9.	R/L	I,II,III		
10.	R/L	II,III		
11.	R/L	I,II,III		
12.	R/L	I,II,III	W/G/U	III
13.	R/L	I,II,III	W/G/U	III
14.	R/L	I,II,III	W/G/U	III
15.	R/L	I,II,III	W/G/U	III
16.	R/L	I,II,III		
17.	R/L	I,II,III		
18.	R/L	I,II,III		
19.	R/L	I,II,III		
20.	R/L	I,II,III	W/G/U	I

Section III **The Writing Process, Book Report**

W/G/U I,III

Book Report

A book review is a form of persuasive writing that lets others know your opinion about a book you have read. Book reviews help your readers choose good books from the many books that are published each year. Book reviews tell what the book is about and in the reviewer's opinion, whether the book is worthwhile. They tell what kind of people might enjoy the book the most. Some reviewers personalize their reviews by relating events in the book to their own experience.

Grading

- Book Report will be graded using Book Report Score Sheet on following page.

Standards

- Book must be at least 100 pages in length
- Book report must be at least 3 pages double spaced, 1" margins, 12 point, Times New Roman type.
- Book report must be an example of good essay writing with topic sentences, transitions, good grammar and mechanics.
- Book Report format as follows:

I. Introduction

- A. Title of book
- B. Author
- C. Category; i.e. mystery, adventure, animal story, etc.

II What is the book about?

- A. Give brief summary
- B. What are the book's strengths?
- C. What are the book's weaknesses?

III. Favorite Character

- A. Introduce character in an interesting way
- B. Give reasons for being favorite
- C. Describe character
 - 1. Use examples from story to show what character was like in the beginning
 - 2. Use examples from the story to show how the character changed, give reasons for the change
 - 3. Tell what happened as result of change

IV Who would probably enjoy this book the most?

- A. Why enjoy
- B. Retell favorite part
 - 1. Main problem in favorite part was
 - 2. Problem was important because
 - 3. Attempts to solve problem
 - 4. Problem solved when

V. How does the book connect to one of your life experiences?

VI. Conclusion

Book Report Score Sheet

	Ideas and Development
4	Extensive development of several ideas (or one important main idea) with extension and elaboration on all or most of the points. Look for uniqueness, interest to audience, and strong supporting details. Can be exceptional writing or extremely thorough.
3	Good development of ideas with many details extended and elaborated. Ideas are fairly well supported. May be an extensive list of ideas with little or no elaboration.
2	Adequately supported ideas with some details extended or elaborated.
1	Weak ideas minimally supported with little or no extension of details.
	Organization, Unity, and Coherence
4	Completely organized with smooth flow from one idea to the next through the use of transitions and sequencing. Unity is strongly evident with no wandering from the primary theme or plan.
3	Fairly well organized with good unity of plan. Some transitions may be used. Little or no digression from main ideas or writing mode.
2	Small amount of organization. Weak plan that may not be well unified. Ideas may be only minimally connected. May frequently wander from expected writing mode.
1	Lack of plan or coherence.
	Word Choice
4	Precise, appropriate, accurate, and specific word choices convey the correct meaning and appeal to the audience. May be vivid and imaginative.
3	Word choices are appropriate and specific. May lack "sparkle" but meaning is clear.
2	Fair use of words. May be specific but have little variety. May be simplistic and occasionally vague, but generally effective.
1	Very simplistic. Meaning may be unclear or inappropriate.
	Sentences or Paragraphs
4	Excellent control and formation of sentences. Variety of sentence structure, type and length, contribute to fluency and interest. Paragraphs used where appropriate. Few, if any errors.
3	Adequate control of sentence formation. Some mix of sentence types, lengths, and structures. May contain a small number of errors that do not interfere with fluency. May show some attempt at paragraphing.
2	Most sentences constructed correctly. May have little variety in type, length, or structure. May be somewhat monotonous or choppy. May contain several errors or lack control. May show no attempt at paragraphing.
1	Poor sentence structure with many errors that inhibit fluency or clarity. Lacks control.
	Grammar and Usage
4	Error-free or very few errors in approximate proportion to length of paper.
3	Good grammar and word usage. Errors that do not detract from overall quality of the paper.
2	Fair grammar and usage. Errors may interfere with meaning. May be simplistic.
1	Poor grammar and word usage with frequent or serious errors.
	Mechanics
4	Error-free or very few errors in approximate proportion to length of paper.
3	Most punctuation, capitalization, and spelling correct. Errors do not interfere with communication.
2	Some errors in punctuation, capitalization and/or spelling that may interfere somewhat with communication.
1	Frequent and/or serious errors in mechanics that interfere with communication.
	Scoring 4=A 3=B 2=C 1=D

Notes on Course 9th Grade English

This curriculum is designed as a companion for

Timeless Voices, Timeless Themes

Gold Level

ISBN 0-13-054789-1

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Prentice Hall

Upper Saddle River, New Jersey 07456

www.phschool.com

Assignment 1



The Cask of Amontillado

Edgar Allen Poe

Pages 6-12

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber tape 1, “The Cask of Amontillado”: Mardi Gras. Write a short summary.

Exercise 2—Complete the *Build Vocabulary* and *Build Grammar Skills: Common and Proper Nouns* worksheets.

Exercise 3 – Read pages 4, 5, and Poe’s biography on page 12. Answer the following:

1. What are catacombs?
2. The most well known catacombs are found where?
3. Define mood in a work of literature?
4. What type of mood does Poe create in “The Cast of Amontillado”?
5. Poe was orphaned at what age?
6. What caused Poe to become increasingly anti-social?

Reading:

Read or listen to “The Cask of Amontillado” (pp.6-12).

Post-Reading Assignments:

Complete one:

Short Essay Question 1 -- Montresor’s coat of arms contributes to the mood in Poe’s short story. How might this coat of arms look if the story had a humorous mood? What would the picture look like, and what would the motto say?

Short Essay Question 2 -- Name the mood Poe creates in the scene in which Montresor leads Fortunato through the crypts, and list five objects that help convey this mood.

Complete one:

Internet – Search for information about the great catacombs of Rome. Print your information and highlight the most interesting facts about the catacombs.

Critical Viewing – View the painting on page 6. How does the man’s costume compare with your image of the costume worn by Fortunato? What is the definition of motley? (Fortunato’s costume description is found on page 7.)

Literature
9th Grade
Answer Key

Assignment 1 – The Cask of Amontillado

Exercise 1 – a short summary of interest grabber

Exercise 2 – vocabulary and grammar (see attached key)

Exercise 3 –

1. long underground passageways where families leave their dead loved ones to rest beside the bones of their ancestors.
2. Rome
3. the primary feeling that the reader experiences while reading a work of literature
4. eerie suspense
5. 3
6. his wife's death

Chose one:

Short Essay Question 1 – Students create a coat of arms with a humorous mood. Sample answer: A comical scene of a man chasing a snake. The motto might read “Payback.”

Short Essay Question 2 -- Sample answer: Students may say the mood is eerie or suspenseful. Objects might include the bells on Fortunato's hat, walls of skeletons, mounds of bones, wine casks and barrels, niter, a trowel, Montresor's cloak, the flambeaux, two roof supports, two iron staples, a short chain, a padlock, and a key.

Chose one:

Internet – Students should provide a print out of information about Roman Catacombs with highlighted information.

Critical Viewing – Students should agree that the costume in the painting matches the verbal description of Fortunato's costume. Motley is a clown's multi-colored costume.

Assignment 2



The Most Dangerous Game

Richard Connell

Page 18

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber tape 1, “The Most Dangerous Game”:
Hunting For Survival.

Exercise 2 – Complete the *Build Vocabulary* and *Build Grammar Skills: Pronouns and Antecedents* worksheets.

Exercise 3 – Read pages 16, 17, Richard Connell’s biography on 36, and answer the following:

1. Define *suspense*.
2. What plays a key role in establishing suspense in a work of literature?
3. At what age was Richard Connell a sports reporter?
4. Connell attended which university?
5. In what year did Richard Connell die?

Reading:

Read or listen to “The Most Dangerous Game”, (pp. 18-36).

Post-Reading Exercises:

Chose one:

Short Essay Question 1 -- The ending to “The Most Dangerous Game” suggests that Rainsford changes his attitude toward big-game hunting. What were his thoughts about hunting animals at the beginning of the story? How does he most likely feel about it after his experience with Zaroff? What causes this change in attitude? Explain your answer in one or two paragraphs.

Short Essay Question 2 --Zaroff explains how his man-hunting game is played. Summarize the rules for the game.

Chose one:

Create a Mini-Comic book -- Create a mini-comic book of the events that take place in the story. Be sure to use details from the story in your drawings and words. Your comic book should have at least 4 pages, and be in color. Do your best work.

Zaroff Was a Cossack – Read the *Literature in Context* on page 26, and list 4 facts about Russian Cossacks.

**Literature
9th Grade
Answer Key**

Assignment 2 – Most Dangerous Game

Pre-Reading Exercises:

Exercise 1-- a short summary of interest grabber

Exercise 2 – vocabulary and grammar (see attached key)

Exercise 3 –

1. the reader's feeling of curiosity, uncertainty, or even anxiety about the outcome of events in a story
2. conflict
3. 10
4. Harvard
5. 1949

Post-Reading Exercises:

Chose One

Short Essay Question 1 -- At the beginning Rainsford thinks hunting is “the best sport in the world.” He doesn’t care how the jaguar feels; he thinks there are two classes, “the hunters and the huntees.” By the end, “Rainsford knew now how an animal at bay feels.”

Short Essay Question 2 -- Sample answer: Zaroff gives his quarry food, a knife, and three hours head start; Zaroff hunts the man with a small caliber gun; Zaroff will kill the man if he is captured within three days; If the man refuses to participate in the game, Ivan will kill him.

Chose One

Create a Mini-Comic Book – Students create a comic book summarizing the plot line of “The Most Dangerous Game”. It must be in color and at least 4 pages.

Zaroff Was a Cossack – Students list **4** facts about Cossacks.

1. members of a special Russian military unit in 1900s Russia
2. enjoyed an elite privileged status
3. were fiercely independent
4. were banished and forced to exile after Czar Nicholas II was overthrown in 1917
5. unwilling to acknowledge that the rules of ordinary people apply to them



Checkouts
Cynthia Rylant
Page 282

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber tape 2, “Checkouts”: White-Water Rafting Guides. Write a short summary.

Exercise 2 -- Complete the *Build Vocabulary* and *Build Grammar Skills: Prepositional Phrases as Modifiers* worksheets.

Exercise 3 – Read pages 280, 281, Cynthia Rylant’s biography on page 285, and answer the following:

1. In “Checkouts”, the main character achieves a state of perfect calmness by doing what?
2. Define Irony.
3. Cynthia Rylant specializes in what type of characters?
4. In what year did Rylant win the Newbery Award?

Reading:

Read or listen to “Checkouts”, (pp. 282-285).

Post-Reading Assignments:
Multiple Choice

- _____ 1. The girl in “Checkouts” is unhappy at the beginning of the story because
a. Her parents confine her to the house b. She has been forced to move
- _____ 2. Why does she want to see the bag boy again?
a. She enjoys making him feel uncomfortable.
b. His awkwardness contrasts with her perfect house.
- _____ 3. When the bag boy and the girl meet again, they don’t speak. Why not?
a. She is angry with him for not having called.
b. People sometimes don’t act on their desires.

Chose one:

Short Essay Question 1 -- In 1-2 complete sentences, explain why the girl in “Checkouts” gives up her infatuation with the bag boy?

Short Essay Question 2 – What do the boy and girl think about while they are apart? How might their unacknowledged romance be useful to both the girl and the boy? Explain your answer in 3-5 complete sentences.

**Literature
9th Grade
Answer Key**

Assignment 3 – “Checkouts”

Pre-Reading Exercises:

Exercise 1 – short summary of interest grabber

Exercise 2 – vocabulary and build grammar skills (see attached key)

Exercise 3 –

1. Grocery shopping
2. The contrast between and actual outcome and what the reader or the characters expect, or might logically be expected.
3. Quiet, thoughtful characters
4. 1993

Post-Reading Assignments:

Multiple Choice:

1. B
2. B
3. B

Chose one:

Short Essay Question1 – The girl loses interest in the bag boy because another boy asks her out to the movies

Short Essay Question 2 – They think about each other. The unspoken romance helps the girl to stop dwelling on the past and to make a transition to her new community. It gives the boy the courage to look for a new, less boring job.

Assignment 4



The Gift of the Magi

O. Henry

Page 524

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber tape 3, “The Gift of the Magi”: Gift-Giving Traditions. Write a short summary.

Exercise 2 – Complete *Build Vocabulary* and *Build Grammar Skills: Adverb Phrases* worksheets.

Exercise 3 – Read pages 522, 523, O. Henry’s biography on page 530, and answer the following:

1. What dollar amount is roughly a month’s rent for Della and Jim?
2. Define plot, then list and define the five stages of plot.
3. What is O. Henry’s birth given name?
4. Why was O. Henry sent to prison?
5. Why did O. Henry return from his hideout in Honduras?

Reading:

Read or listen to “The Gift of the Magi” (pp. 524-530).

Post-Reading Exercise:

The plot of “The Gift of the Magi” is made up of a series of related events. Summarize the plot of the story in the following five parts: exposition, rising action, climax, falling action, and resolution. For information about plot stages see page 523 and 531.

1. exposition --
2. rising action --
3. climax --
4. falling action --
5. resolution --

Literature
9th Grade
Answer Key

Assignment 4 – The Gift of the Magi

Pre-Reading Exercises –

Exercise 1 – a short summary of interest grabber

Exercise 2 – vocabulary and grammar (see attached key)

Exercise 3 –

1. \$32
2.
 - a. exposition – the scene is set and background information
 - b. rising action – the central conflict, or struggle, is introduced
 - c. climax – the high point of the conflict
 - d. resolution – the conflict concludes and loose ends get tied up
3. Willaim Sydney Porter
4. embezzling bank funds
5. his wife was dying
- 6.

Post-Reading Exercise:

1. exposition -- describes Jim and Della's economic circumstances and sets the story on Christmas Eve.
2. rising action -- introduces the story's conflict, which focuses on Della's desire to give her husband a special gift with extremely limited resources of \$1.87
3. conflict -- Della decides to cut and sell her hair in order to raise money for Jim's gift
4. climax -- that evening, when Jim and Della exchange gifts with each other
5. falling action -- shows Jim forgiving Della and Della reassuring Jim that her hair will grow quickly.



The Tragedy of Romeo and Juliet

William Shakespeare

Page 770

Pre-Reading Exercise:

Be Sure To Do This Before You Read or Watch the Video!!

Exercise 1 – Watch Interest Grabber tape 4, *The Tragedy of Romeo and Juliet: Monday Night Shakespeare*. Write a short summary.

Exercise 2 – Read pages 764-767, and answer the following:

1. T or F Shakespeare was young when he wrote R & J?
2. T or F Shakespeare's performances were held in the evening?
3. T or F Wealthy play-goers sat in the balcony to watch the plays.
4. T or F Elizabethans ate hazel nuts at plays, much like we eat popcorn at movies today.
5. T or F The scenery was very elaborate in Shakespeare's theater.
6. T or F Only males performed in Shakespeare's theater.
7. What is the name of Shakespeare's hometown?
8. What did Shakespeare's father do for a living?
9. How old was Shakespeare when he married?
10. What year did William Shakespeare die?

Exercise 3 – Read the *Summary of The Tragedy of Romeo and Juliet* and create a short timeline of events.

Reading: Read, watch, or listen to *The Tragedy of Romeo and Juliet*, (pp. 770-874).

Post-Reading Exercise:

Multiple Choice

- _____ 1. In these lines, what is Prince Escalus' message to Capulet and Montague?
- If ever you disturb our streets again,
Your lives shall pay the forfeit of the peace.
- a. "Ancient citizens" have had to take up arms.
b. Capulet and Montague will pay with their lives if there are further disturbances.
- _____ 2. Choose the item that best restates Capulet's answer to Paris's request to marry Juliet.
- But woo her, gentle Paris, get her heart;
My will to her consent is but a part.
And she agreed, within her scope of choice
Lies my consent and fair according voice, . . .
- a. Woo her gently, Paris. When you get her heart, you will have my consent.
b. Win her heart, gentle Paris. My wanting her to consent is only a part of the process. If she agrees, then you have my consent as well.

- _____ 3. In Scene v, why does Capulet allow Romeo to remain at the feast?
- He will not allow a well-mannered guest to be insulted in his home.
 - He is annoyed and wants to deal with Romeo in his own way.
- _____ 4. What point is Juliet making when she speaks these lines? “What’s in a name? That which we call a rose / By any other name would smell as sweet.”
- She thinks Romeo has a sweet-sounding name.
 - She loves Romeo even though he is a Montague.
- _____ 5. In agreeing to marry Romeo and Juliet, Friar Lawrence shows that he
- makes independent judgments.
 - looks beyond the immediate event.
- _____ 6. What makes Romeo’s love for Juliet different from his love for Rosaline?
- Unlike Rosaline, Juliet returns Romeo’s love.
 - Romeo has known Juliet longer than he has known Rosaline.
- _____ 7. Why does Friar Lawrence advise Romeo to “love moderately” just before Juliet arrives?
- He has seen Romeo in and out of love before and hopes Romeo is not acting too hastily.
 - It is his duty as a Friar to advise caution and moderation in all things.
- _____ 8. Choose the item that most accurately paraphrases the following passage at the opening of Act III, Scene i.
- BENVOLIO.** I pray thee, good Mercutio, let’s retire.
The day is hot, the Capels are abroad,
And, if we meet, we shall not ’scape a brawl,
For now, these hot days, is the mad blood stirring.
- Please Mercutio, let’s go in. It’s hot and the Capulets are out and about. If we meet we’ll surely end up fighting because everyone’s tempers are running high.
 - Benvolio pleads with Mercutio to get out of the hot sun.
- _____ 9. Romeo is motivated to kill Tybalt because Tybalt has
- called Romeo a villain.
 - killed Mercutio.
 - killed Benvolio.
 - challenged Romeo to a duel.
- _____ 10. Which of the following emotions can be inferred from Romeo’s words in the following monologue: “’Tis torture, and not mercy. Heaven is here, / Where Juliet lives; and every cat and dog / And little mouse, every unworthy thing, / Live here in heaven and may look on her; / But Romeo may not.”
- Fear
 - Misery
- _____ 11. Why is Capulet so upset by Juliet’s refusal to marry Paris?
- He considers Paris to be a good match for her.
 - He is uncomfortable with her tears.
- _____ 12. Juliet loses trust in the nurse at the end of Act III because the nurse
- believes that Romeo is dead.
 - advises her to marry Paris.
 - recommends that she run away.
 - brings too much bad news.
- _____ 13. Why does Juliet go to Friar Lawrence’s cell at the end of Act III?
- To cancel her marriage to Romeo
 - To seek his advice
 - To hide from her family
 - To grieve for Tybalt
- _____ 14. When Juliet asks Friar Lawrence to help her prevent the marriage to Paris, he offers her “a kind of hope, / Which craves as desperate an execution / As that is desperate which we would prevent. / ... A thing like death to chide away this shame ...” What does his promised remedy hint at?
- Juliet’s death
 - Juliet’s shame

- ____ 15. Which word best describes Friar Lawrence's role in dealing with Juliet?
- a. Enemy
 - b. Ally
- ____ 16. How does Capulet respond when Juliet tells him she will marry Paris?
- a. He is pleased and eager to move ahead.
 - b. He is suspicious and questions her peevishness.
- ____ 17. In Scene v, Juliet is discovered, apparently dead. Thus far, Friar Lawrence's plan
- a. seems to be working.
 - b. has already failed.
 - c. has not affected Paris's emotions.
 - d. has fooled Capulet, but not the nurse.
- ____ 18. Why does Romeo decide to poison himself after he learns of Juliet's death?
- a. He loses his interest in living.
 - b. He fears he will be blamed for her death.
- ____ 19. What knowledge or revelation springs from the suffering of the characters?
- a. The families are responsible for these deaths because they allowed the feud to continue.
 - b. The fathers agree that when people fall in love too young, it always ends badly.
- ____ 20. Why is the peace at the end of the play a "glooming" or gloomy peace?
- a. Because all the people in the churchyard will be punished by the Prince for their part in the deaths
 - b. Because the reconciliation of the two families is overshadowed by so many deaths

Summary of
The Tragedy of Romeo and Juliet

Verona is home to two feuding noble houses, the Montagues and the Capulets. In response to the constant brawling between members of these families, the Prince of Verona has issued an edict that will impose a death sentence on anyone caught dueling. Against this backdrop, young Romeo of the house of Montague has been infatuated with Rosaline, a niece of Capulet. In order to catch some time with her, Romeo and his friends slip into a masque ball at Capulet's house; as a masque affair, they can easily disguise themselves. There, Romeo catches his first glimpse of Juliet, Capulet's daughter. In one of Shakespeare's most memorable scenes, Romeo steals into the garden and professes his love to Juliet, who stands above on her balcony. With the aid of Friar Laurence, Romeo makes plans with Juliet to be married in secret.

Tybalt, Juliet's cousin, discovers that Romeo has attended the ball, and he sets out to teach the young Montague a lesson at the point of his sword. Romeo, when challenged by Tybalt, tries to avoid a duel between them as he is now married to Juliet (and hence a relation to Tybalt by this marriage). Mercutio, Romeo's best friend, takes up Tybalt's challenge and is slain in the ensuing fight. Enraged, Romeo slays Tybalt in turn. As a result of the bloodshed—and Romeo's act of vengeance, however provoked—the Prince of Verona proclaims that Romeo is to be banished for his actions. Romeo has time to consummate the marriage and bid farewell to Juliet, though he hopes to be reunited with her soon once the Capulets are aware that Juliet has married him.

The elder Capulets, meanwhile, are pressing for Juliet to marry Paris, a cousin to the Prince. Juliet, again with Friar Laurence's help, takes up a desperate plan to avoid her parent's wishes. She obtains a drug that will make her seem dead for forty-two hours; while she is in this state, Friar Laurence will send word to Romeo of the situation so that he can meet and rescue her in her tomb. Unfortunately, fate will not be so kind; the letter from Friar Laurence is severely delayed. Romeo instead hears news second-hand that Juliet has died. A grief-stricken Romeo purchases poison and hastens to Juliet's tomb to commit suicide at her side. Meanwhile, Friar Laurence has discovered to his horror that his letter did not arrive, and the friar hastens to Juliet's tomb as well to take Juliet away until he can set things aright.

At Juliet's tomb, Romeo encounters Paris, who is mourning for his lost fiancée-to-be. Romeo slays Paris, then enters the tomb and downs the poison. As Friar Laurence comes upon the scene, Juliet awakens only to find the body of her beloved Romeo lying beside her. Juliet takes the dagger from Romeo's belt and plunges it into her heart. The Prince arrives at this point—along with the Montague and Capulet parents—demanding to know what has happened. Friar Laurence relates the tragic tale of Romeo and Juliet's secret marriage; the Montagues and Capulets, when faced with the terrible price that their feud has exacted, vow to put an end to the enmity between the two houses.

Literature
9th Grade
Answer Key

Pre-Reading – The Tragedy of Romeo and Juliet

Exercise 1 – summary of interest grabber

Exercise 2 –

1. T
2. F
3. T
4. T
5. F
6. T
7. Stratford-on-Avon
8. prosperous merchant
9. 18
10. 1616

Exercise 3 – Students write a timeline of events based on the summary.

MULTIPLE CHOICE

1. B
2. B
3. A
4. B
5. B
6. A
7. A
8. A
9. C
10. B
11. A
12. C
13. C
14. A
15. B
16. A
17. D
18. A
19. A
20. B

Assignment 6



Much Ado About Nothing **William Shakespeare**

Summary of **Much Ado About Nothing**

This play is included as the introduction to Shakespeare because it is so much fun. *Much Ado about Nothing* is one of Shakespeare's silliest romantic comedies. It is also one of the most fun to watch. It has everyone from the sweetest, most innocent of girls in Hero, the wronged bride, to the most evil of villains, Don John, who does not even need a motive for wreaking destruction. It has Shakespeare's first great comic, Dogberry, who is so intent on impressing everyone with his intelligence that he ends up impressing them with his stupidity instead. Above all else, the play has two of Shakespeare's most appealing lovers in Beatrice and Benedick.

Two separate plots wind their ways through *Much Ado about Nothing*. The main plot has Beatrice and Benedick cursing and insulting each other as though they were in a deep state of hate, when everyone around them can see they are thoroughly attracted to one another. Only after their friends trick them into doing so, do the two admit reluctantly that they love each other.

In the minor plot, the diabolical villain, Don John, out of pure spite and jealousy, falsely convinces Claudio that Hero is unfaithful. This takes place on the eve of his marriage. Stunned by the accusation, Hero pretends to be dead, and when the bumbling Dogberry, the constable, and his merry watch stumble onto Don John's treachery, she magically returns to life, but only after the hasty Claudio has been made to suffer a deserved case of sorrow and remorse.

Of course, as must be true in a romantic comedy, all ends well and two weddings are proclaimed. There is no reason to look for reality in this play or in any other Shakespeare comedy, for that matter. It is taken for granted that as soon as you walk in the theater, you will suspend your sense of the real and succumb to the fun and insanity of it all.

Assignment 6

“Much Ado about Nothing” William Shakespeare

Pre-Reading Assignment:

1. Write a brief account of the summary.
2. Write a sentence explaining each underlined character.

Reading:

Watch the **VIDEO** of “Much Ado about Nothing”.
(Don’t try to catch all of the words, just enjoy it.)

Post-Reading:

Answer the following questions:

Act I

1. What is Beatrice’s opinion of Benedick? What is Benedick’s opinion of Beatrice?
2. What does Claudio confess to Benedick and Don Pedro, and what does he ask Don Pedro to do about it?
3. How does Don John see himself?
4. What does Don John intend to do to Claudio’s plan?

Act II

5. Does Beatrice see through Don John? Explain your answer.
6. How does Beatrice disappoint Don Pedro?
7. Who helps Don John accomplish his evil plan, and how?

Act III

8. How do Hero, Margaret, and Ursula conspire together?
9. What does Beatrice hear that sets her mind questioning?

Act IV

10. Where does Don John take Claudio, and what do they see?
11. How does Claudio answer the Friar on his wedding day?
12. Who does Benedick love, and how can you tell?

Act V

13. What does Leonato tell Claudio about his daughter?
14. How does Claudio learn the truth about Hero?
15. How does Leonato propose that Claudio still make up for the wrong he did Hero?

Literature
9th Grade
Answer Key

Assignment 6 – Much Ado About Nothing

Act I

1. What is Beatrice's opinion of Benedick? What is Benedick's opinion of Beatrice?
Beatrice hates Benedick, Benedick hates Beatrice (but secretly they like each other)
2. What does Claudio confess to Benedick and Don Pedro, and what does he ask Don Pedro to do about it?

He loves Hero, asks Don Pedro to speak in his behalf to Hero's father

3. How does Don John see himself?

Picked on

4. What does Don John intend to do to Claudio's plan?
Spoil the plan by telling Claudio that Don Pedro is speaking in his own behalf

Act II

5. Does Beatrice see through Don John? Explain your answer.

Yes, she says she shared Hero's bed and knows where she was

6. How does Beatrice disappoint Don Pedro?

Says she won't marry him

7. Who helps Don John accomplish his evil plan, and how?
His servant, woos Margaret and says Hero's name to confuse Claudio

Act III

8. How do Hero, Margaret, and Ursula conspire together?

They talk about Benedick's love for Beatrice in her presence

9. What does Beatrice hear that sets her mind questioning?

She hears the women saying that Benedick loves her

10. Where does Don John take Claudio, and what do they see?
Under the window so they can see Margaret and the servant, but Claudio is told that Margaret is Hero

Act IV

11. How does Claudio answer the Friar on his wedding day?
*That he will **NOT** marry Hero*
12. Who does Benedick love, and how can you tell?
Beatrice, he walks in the fountain and becomes goofy

Act V

13. What does Leonato tell Claudio about his daughter?

That she is dead

14. How does Claudio learn the truth about Hero?
He finds out while marrying Hero's cousin (he thinks)
15. How does Leonato propose that Claudio still make up for the wrong he did Hero?

That he marry Hero's cousin

Assignment 7



I Have a Dream Martin Luther King, Jr. Page 164

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber tape 1, “I Have a Dream”: The Civil Rights Movement. Write a short summary.

Exercise 2 – Complete the *Build Vocabulary* and *Build Grammar Skills: Action Verbs and Linking Verbs* worksheets.

Exercise 3 – Read pages 162, King’s biography on page 166, and answer the following:

1. The freedom of speech guaranteed by the United States Constitution is a _____ right.
2. The civil rights movement began around what time period?
3. What did Dr. Martin Luther King Jr.’s father do for a living?
4. In what year did Dr. King win the Nobel Peace Prize?

Reading:

Read or listen to, “I Have a Dream”(pp. 164-166).

Post-Reading Exercises:

Chose one:

Short Answer Question 1 -- Name at least four states King mentions in his speech, and explain why you think he refers to so many parts of the country.

Short Answer Question 2 -- Martin Luther King Jr. says, “I have a dream that one day this nation will rise up and live out the true meaning of its *creed*.” Define the word *creed*. Then paraphrase the creed to which King refers.

Chose one:

Internet research – Look up the events surrounding King’s assassination and create a timeline of that day. You may use an existing timeline, in which case, you will write a short summary of your feelings about the events of that day.

Make a Card – Every year America celebrates Dr. Martin Luther King Jr.’s birthday on January 15th. Pretend you are a writer for a greeting card company. Make a “Hallmark” style greeting card to celebrate the day. Your work should show effort and originality.

MARTIN LUTHER KING JR.'S
BIRTHDAY

**Literature
9th Grade
Answer Key**

Assignment 7 – I Have a Dream

Pre-Reading Exercises:

Exercise 1 – a short summary of interest grabber

Exercise 2 – vocabulary and grammar (see attached key)

Exercise 3 –

1. civil
2. 1950's
3. minister
4. 1964

Post-Reading Exercises:

Chose one:

Short Answer Question 1 –

Any **four** or more of the following:

- Georgia
- Alabama
- Mississippi
- Colorado
- New York
- Pennsylvania
- California

Short Answer Question 2 –

Sample answer: Students should say the word *creed* means “statement” or “belief.” Sample paraphrase: We believe these truths are clear; all people are born the same.

Choose one:

Internet Research – Students should create a timeline of the events surrounding Martin Luther King Jr.’s assassination **or** students may use an existing timeline and write a short summary about how they feel about that day.

Make a Greeting Card – students create a greeting card for MLK Jr. day.

Assignment 8



New Directions
Maya Angelou
Page 191

Pre-Reading Exercises:

Exercise 1 – Complete the *Build Vocabulary* and *Build Grammar Skills: Regular Verbs* worksheets.

Exercise 2 -- Read pages 192 and 294 and answer the following:

1. What is Maya Angelou's birth given name?
2. Maya Angelou grew up in what two states?
3. What is the title of Angelou's autobiography?

Reading: Read or listen to "New Directions", (pp. 191-192).

Post-Reading Exercise:

Put these events from "New Directions" in chronological order. Chronological Order is the order in which the events of a story happen in time. **Place a "1" next to the first event that happened in the story, etc..**

_____ Annie sold cheese, meal, syrup, cookies, candy, writing tablets, pickles, and much more.

_____ Mrs. Annie Johnson told her husband of her dissatisfaction with their marriage.

_____ Annie built a shed between the mill and the factory.

_____ Annie decided she would not go to work as a domestic and leave her "precious babes" to anyone else's care.

_____ Annie Johnson placed stones in two five-gallon pails and carried them three miles to the cotton gin.

Short Essay Question – In 3 to 5 complete sentences, explain the title of the story "New Directions." In what way does this title relate to the main character, Annie Johnson, and what she accomplished in her life?

Literature
9th Grade
Answer Key

Assignment 8 – New Directions

Exercise 1 – vocabulary and grammar (see attached key)

Exercise 2 –

1. Marguerite Johnson
2. Arkansas and California
3. I Know Why the Caged Bird Sings

___5___ Annie sold cheese, meal, syrup, cookies, candy, writing tablets, pickles, and much more.

___1___ Mrs. Annie Johnson told her husband of her dissatisfaction with their marriage.

___4___ Annie built a shed between the mill and the factory.

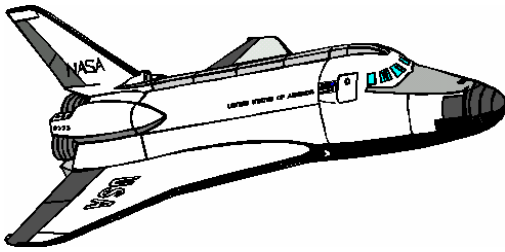
___2___ Annie decided she would not go to work as a domestic and leave her “precious babes” to anyone else’s care.

___3___ Annie Johnson placed stones in two five-gallon pails and carried them three miles to the cotton gin.

Short Essay Question --

Students should describe the lack of options that were available to Annie Johnson when she was looking for a way to support her family. Instead of being unhappy away from her children in a traditional job, Annie went her own way and actually opened her own business. She not only went in a new direction as a single woman, she also took a new direction in trying to support her family.

Assignment 9



Single Room, Earth View

Sally Ride

Page 636

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber tape 4, “Single Room, Earth View”: The View From Space. Write a short summary.

Exercise 2 – Complete the *Build Vocabulary* and *Build Grammar Skills: Subject-Verb Agreement* worksheets.

Exercise 3 – Read pages 634, 635, Ride’s biography on page 640, and answer the following:

1. In 1983 what two positions did Sally Ride hold on the space shuttle *Challenger*?
2. Sally Ride is known as the first woman in _____?
3. Ride graduated college from which university?
4. Ride retired from NASA in what year?

Reading:

Read or listen to “Single Room, Earth View”, (pp. 636-640).

Post-Reading Exercises: Complete Both

Short Answer Question 1 -- According to the author, how does the presence of the moon affect the view “on the dark side of the planet”? Fill in the chart to describe what she observes during a full moon and during nights with no moon.

Full Moon	No Moon

Short Answer Question 2 – How has Sally Ride’s essay affected what you think about the space program? Explain your answer in 3 to 5 complete sentences.

**Literature
9th Grade
Answer Key**

Assignment 9

Pre-Reading Exercises:

Exercise 1 – short summary of interest grabber

Exercise 2 – vocabulary and grammar (see attached keys)

Exercise 3 –

1. flight engineer and mission specialist
2. space
3. Stanford University
4. 1987

Post-Reading Exercises: Students Complete Both

Short Answer Question 1 –

Sample answer:

Full Moon: Casts an eerie light, making clouds look ghostly and water have bright reflections.

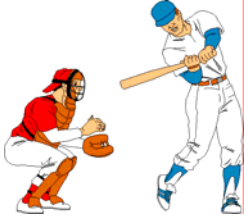
No Moon: Twinkling lights could be stars or cities on Earth; this makes it hard to distinguish Earth from sky.

Short Answer Question 2 --

Student response should be 3 to 5 complete sentences, and may include that the space program can affect one's perception of the planet Earth.

Assignment 10

You may memorize this poem instead of completing this assignment.



Casey at the Bat Earnest Lawrence Thayer Page 43

Pre-Reading Exercises:

Thayer's Biography – page 44

Answer the following:

1. What was Thayer's main occupation for most of his life?
2. What was Thayer's pen name?
3. What is the name of the operetta that was inspired by Thayer's poem, "Casey at the Bat"?

Background & Literary Analysis – pages 40 and 41

Answer the following:

1. What sport is discussed in the poem?
2. How many runs behind is the team that is going to bat for their final time?
3. What two facts can you expect from the climax of a story?
4. The point at which you learn that the story has not turned out the way you expected is the _____?
5. What is a narrative poem?

Reading:

Read or listen to "Casey at the Bat", (pp. 42-44).

Post-Reading Exercise -- Answer the following:

- _____ 1. The message of "Casey at the Bat" may be that
 - a. a ball game isn't worth getting excited about.
 - b. people shouldn't expect too much from their heroes.
- _____ 2. When he steps up to bat, Casey is _____.
 - a. angry
 - b. confident
- _____ 3. Which of the following is a clue to what will happen at the end of the poem?
 - a. Some fans start to leave the game.
 - b. The first two batters make outs.
- _____ 4. The highest point of the poem occurs when
 - a. Casey swings at the third pitch.
 - b. Casey steps up to bat.
- _____ 5. Which of the following summarizes the ending of the poem?
 - a. Casey lets the first two pitches go by and he misses the third.
 - b. Casey lets all three pitches go by without swinging.
- _____ 6. Which of the following lines describes an anticlimax?
 - a. Defiance glanced in Casey's eye, a sneer curled Casey's lip.
 - b. But there is no joy in Mudville: / Mighty Casey has struck out.

Literature
9th Grade
Answer Key

Assignment 1 0– Casey at the Bat

Pre-Reading Exercises

Biography –

1. Newspaper Reporter
2. Phin
3. *The Mighty Casey*

Background & Literary Analysis –

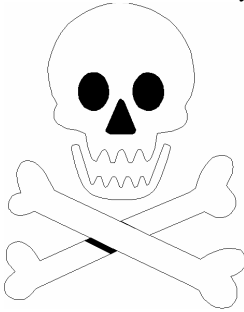
1. Baseball
2. 2
3. The action of the story is at its peak.
The feelings of the readers are at their most intense.
4. anticlimax
5. a poem that tells a story

Post-Reading Exercise:

1. B
2. B
3. B
4. A
5. A
6. B

Assignment 11

You may memorize this poem instead of completing this assignment.



Beware: Do Not Read This Poem

Ishmael Reed

Page 124

Pre-Reading Exercises:

Reed's Biography – page 125

Answer the following:

1. Name two adjectives that describe Ishmael Reed.
2. Reed was raised in what city?
3. Name the four occupations Reed held.
4. Reed has written satirical novels that make fun of what?

Reading:

Read or listen to “Beware: Do Not Read This Poem”(p. 124).

Post-Reading Exercises:

Answer the following:

1. Which of the following statements describes the main idea of “Beware: Do Not Read This Poem”?
 - a. people should not be vain
 - b. poetry is powerful and can “consume” a reader
2. When the poet says, “this poem has his head” in “Beware: Do Not Read This Poem” to whom is he referring?
 - a. to himself
 - b. to the reader
3. The woman in the poem disappears into what?
 - a. a closet
 - b. a mirror
4. In what year did 100,000 people disappear?
 - a. 1968
 - b. 1986

Literature
9th Grade
Answer Key

Assignment 11

Pre-Reading Exercise:
Biography –

1. (two of these) mysterious, many-sided, hilarious
2. Buffalo, New York
3. hospital attendant, market researcher, newspaper manager, unemployment office clerk
4. American westerns

Post Reading Exercises

1. b
2. b
3. b
4. a

Assignment 12

You may memorize this poem instead of completing this assignment.



I Hear America Singing

Walt Whitman

Page 172

Pre-Reading:

In the poem “I Hear America Singing” Walt Whitman depicts a strong, happy, hard-working nation. He also shows that this is a land of opportunities, that all work is honorable, and that everyone contributes to making the country strong.

Exercise 1 – Read Whitman’s biography on page 172, and answer the following:

1. Walt Whitman was born and died in what years?
2. Whitman was a champion of what group of people?
3. Whitman wanted to inspire the U.S. through the vision of what type of life?

Reading:

Read or Listen to “I Hear America Singing” (p. 172).

Post-Reading Exercise:

Multiple Choice

- _____ 1. Choose the phrase that best describes the workers mentioned in “I Hear America Singing.”
 - a. People doing odd jobs just to get by
 - b. People working hard and being satisfied by their work
- _____ 2. What is the meaning of the line “Each singing what belongs to him or her and to none else” in “I Hear America Singing”?
 - a. The workers put their own meaning and their own feelings into the songs they sing.
 - b. No two workers ever sing the same song.
- _____ 3. What is the theme, or message, that Whitman conveys in “I Hear America Singing”?
 - a. Americans are hard workers and good singers.
 - b. America is the sum of different contributions from many people.
- _____ 4. What is Whitman’s purpose in “I Hear America Singing”?
 - a. To show how people improve their work by singing
 - b. To rejoice over the different types of people in America

**Literature
9th Grade
Answer Key**

Assignment 12

Pre-Reading Exercise:

Exercise 1 –

1. 1819 – 1892
2. the common individual
3. democratic

Post-Reading Exercise:

Multiple Choice --

1. B
2. A
3. B
4. B

Assignment 13

You may memorize this poem instead of completing this assignment.



maggie and milly and molly and may

E.E. Cummings

Page 328

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber tape 2, “maggie and milly, and molly and may”: Reading and Student Response. Write a short summary.

Exercise 2 – Complete the *Build Vocabulary* and *Build Grammar Skills: Parenthetical Expression* worksheets.

Exercise 3 – Read E.E. Cummings’ biography on page 329, and answer the following:

1. From what college did Cummings graduate?
2. In what war did Cummings serve the United States?
3. In his writing, Cummings often disregards the rules of what three things?

Reading:

Read or listen to “maggie and milly and molly and may” (p.329).

Post-Reading Exercise:

Answer the following:

- _____ 1. What kind of feeling is conveyed by the lapses in rhyme in “maggie and milly and molly and may”?
 - a. Playful
 - b. Haunting
- _____ 2. In “maggie and milly and molly and may,” when “molly was chased by a horrible thing,” the thing she saw was probably a _____.
 - a. starfish
 - b. crab
- _____ 3. In “maggie and milly and molly and may,” one girl came home with a stone “as small as a world and as large as alone.” The poet intends to suggest that the girl
 - a. left the beach early to bring home a trivial thing.
 - b. reflected on the whole world and her feelings while viewing the stone.
- _____ 4. Which of the following best interprets the meaning of “maggie and milly and molly and may”?
 - a. A day at the beach is only a waste of time.
 - b. The seashore is a place of rediscovery.

Literature
9th Grade
Answer Key

Assignment 13

Pre-Reading Exercises:

Exercise 1 – interest grabber summary

Exercise 2 – vocabulary and grammar (see attached key)

Exercise 3 –

1. Harvard
2. World War I
3. grammar, spelling, and punctuation

Post-Reading Exercise:

1. A
2. B
3. B
4. B

Assignment 14

You may memorize this poem instead of completing this assignment.



I Wondered Lonely as a Cloud

William Wordsworth

Page 896

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber, “I Wondered Lonely as a Cloud”, Reading and Student Responses.

Exercise 2 – Complete the *Build Vocabulary* and *Build Grammar Skills: Semicolons and Colons* worksheets.

Exercise 3 – Read pages 894, 895, Wordsworth’s biography on page 898, and answer the following:

1. Who is Dorthy Wordsworth?
2. What was Wordsworth’s inspiration for the poem “I Wondered Lonely as a Cloud”?
3. Define rhyme scheme.
4. Define simile.
5. Why is the title of this poem a simile?
6. With whom did Wordsworth publish *Lyrical Ballads*?
7. How were the poems in *Lyrical Ballads* different from poems that were popular at that time?

Reading:

Read or listen to “I Wondered Lonely as a Cloud”(p. 897).

Post-Reading Exercise:

Label the rhyme scheme for “I Wondered Lonely as a Poem”.

For more information about rhyme scheme see page R13 in the reference section of your literature book. (Hint: The second stanza begins with the letter (d), the third stanza begins with a (g), the fourth with a (j).

Stanza 1	Stanza 2	Stanza 3	Stanza 4
1. a	7. d	13. g	19. j
2.	8.	14.	20.
3.	9.	15.	21.
4.	10.	16.	22.
5.	11.	17.	23.
6.	12.	18.	24.

Literature
9th Grade
Answer Key

Assignment 14 – I Wondered Lonely as a Cloud

Pre-Reading Exercises:

Exercise 1 – interest grabber summary

Exercise 2 – vocabulary and grammar worksheets (see attached key)

Exercise 3 –

1. Wordsworth's sister (also his friend)
2. an entry his sister made in her journal on April 15th 1802
3. rhyme scheme – a regular pattern of rhyming words that appear at the ends of lines in a poem.
4. simile – a figure of speech in which like or as is used to make a comparison between ideas
5. the speaker compares himself to a cloud
6. Samuel Taylor Coleridge
7. the poems used simple language

Post-Reading Exercise:

Rhyme Scheme for “I Wondered Lonely as a Cloud”.

Stanza 1	Stanza 2	Stanza 3	Stanza 4
1. a	7. d	13. g	19. j
2. b	8. e	14. h	20. k
3. a	9. d	15. g	21. j
4. b	10. e	16. h	22. k
5. c	11. f	17. i	23. l
6. c	12. f	18. i	24. l

Assignment 15

You may memorize this poem instead of completing this assignment.



Dreams

Langston Hughes

Page 905

Pre-Reading Exercises:

Exercise 1 –Complete the *Build Vocabulary* and *Build Grammar Skills: Dashes* worksheets.

Exercise 2 – Read pages 902, 903, Langston Hughes’ biography on page 905, and answer the following:

1. What is the name of the artistic and cultural movement that blossomed in Harlem, New York during the 1920’s?
2. Define figurative language.
3. What are three common uses of figurative language?
4. Langston Hughes was born in what city and state?
5. Hughes mostly drew on his experiences as a _____ to create his great body of literary work.
6. The poem “Dreams” illustrates Hughes’ ability to express the spirit of what?

Reading:

Read or listen to “Dreams” (p. 905).

Post-Reading Exercise:

1. To what two things does the speaker in “Dreams” compare life?
2. In the poem “Dreams” the line “Life is a barren field” is an example of:
 - a. Simile
 - b. Metaphor
 - c. Personification
3. Restate in your own words the advice that this poem gives.

Literature
9th Grade
Answer Key

Assignment 15

Pre-Reading Exercises:

Exercise 1 – vocabulary and grammar (see attached keys)

Exercise 2 –

1. Harlem Renaissance
2. Figurative Language – is writing or speech that is not meant to be taken literally
3. simile, metaphor, personification
4. Joplin, Missouri
5. African American man
6. black America

Post-Reading Exercise:

1. injured bird, a barren frozen field
2. b
3. sample response – Without dreams, life is meaningless.

Assignment 16

You may memorize this poem instead of completing this assignment.



The Eagle

Alfred, Lord Tennyson

Page 906

Pre-Reading Exercises:

Exercise 1 – Watch Interest Grabber tape 5, “The Eagle”: Resurgence of the Bald Eagle. Write a short summary.

Exercise 2 – Read Tennyson’s biography on page 907 and answer the following:

1. In what years were Tennyson’s birth and death?
2. Tennyson was known as _____ during his lifetime.
3. What type of advances was Tennyson enthralled with during the Victorian era?

Reading:

Read or listen to “The Eagle”, (p. 906).

Post-Reading Exercises:

Short Answer:

1. When the poem opens, where is the eagle?
2. What is meant by the words “close to the sun”?
3. What is the eagle doing?
4. How is the first stanza different from the second?

Enrichment:

The bald eagle, which has been the national bird of the United States since 1782, is the only eagle unique to North America. Eighty percent of the approximately 50,000 bald eagles in the U.S. are found in Alaska. At one time, the word “bald” meant “white”. The Bald Eagle Protection Act makes it illegal for anyone (except certain Native American tribes) to collect or possess eagles or their feathers, eggs, or nests without permission.

Short Essay Question—In two to three complete sentences explain why you think the eagle is the national emblem of the United States?

Literature
9th Grade
Answer Key

Assignment 16 – The Eagle

Pre-Reading Exercises:

Exercise 1 – interest grabber summary

Exercise 2 –

1. 1809-1892
2. the most popular British poet of his time
3. technological

Post-Reading Exercise:

Short Answer

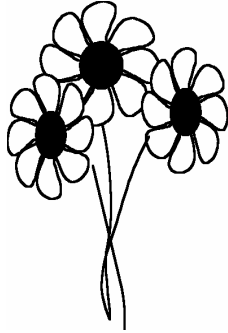
1. The eagle is on a rocky cliff.
2. The eagle is at a great height.
3. The eagle is looking down from a mountain and then descending rapidly. He is probably hunting.
4. In the first stanza the eagle is waiting, in the second he descends.

Short Essay Question

Students respond why they think the eagle is the national emblem of the United States. Answers will vary.

Assignment 17

You may memorize this poem instead of completing this assignment.



Summer Walter Dean Myers Page 927

Pre-Reading Exercise:

Read Myers' biography on page 927 and answer the following true or false questions:

- | | |
|--------|--|
| T or F | 1. Myers always wanted to be writer. |
| T or F | 2. Myers was born into poverty in West Virginia. |
| T or F | 3. Myers won a writing contest sponsored by the Council on Interracial Books for Children. |

Reading:

Read or listen to "Summer" (p.927).

Post-Reading:

What **summer** scene does this poem remind you of? On a blank piece of paper, take your time and sketch the scene you remember. Below your art, write a short summary of your memory. Do your best work.

Literature
9th Grade
Answer Key

Assignment 17 -- Summer

Pre-Reading

1. F
2. T
3. T

Post-Reading

Students draw a summer scene from their memory and write a summary of their artwork.

Assignment 18

You may memorize this poem instead of completing this assignment.



“The Bells”

Edgar Allen Poe

Page 930

Pre-Reading Exercises:

Exercise 1 – Read Poe’s biography on page 934 and answer the following:

1. How old was Edgar A. Poe when he died?
2. As shown in “The Bells”, Poe was a master at using what two literary devices?
3. Who do scholars believe suggested the idea for the poem “The Bells”? What did this person do for Poe?

Exercise 2 -- This poem is divided into four sections, each describing a different type of bell. The four types of bells are sleigh bells, wedding bells, alarm bells, and funeral bells. Keep this in mind as you read or listen to “The Bells”.

*Poe’s main purpose for this poem is to allow the reader to “**hear**” the bells.*

Reading:

Read or listen to “The Bells” (pp. 931-934).

*(This poem should either be read aloud or listened to so that you may “**hear**” the bells.)*

Post-Reading Exercise:

Answer the following:

1. Identify five words in the poem that refer to the sounds that bells make.
2. What similarities among the four sections do you see?
3. Which of these words best describes the mood of **stanza I**.
A. Delight B. Panic C. Joy D. Dread
4. Which of these words best describes the mood of **stanza II**.
A. Delight B. Panic C. Joy D. Dread
5. Which of these words best describes the mood of **stanza III**.
A. Delight B. Panic C. Joy D. Dread
6. Which of these words best describes the mood of **stanza IV**.
A. Delight B. Panic C. Joy D. Dread

Literature
9th Grade
Answer Key

Assignment 18 – “The Bells”

Pre-Reading Exercises:

1. 40 years old
2. rhythm and sound effects
3. Marie Louise Shew, a woman with medical training who treated Poe when his health began to fail.

Post-Reading Exercise:

1. possible answers: tinkle, jingling, chiming, shriek, twanging, clanging, wrangling, throbbing, moaning, and groaning.
2. possible answers: the first line in each part begins with the narrator asking the reader to hear the bells, the second line consists of two words (an adjective and the word bells), all stanzas contain the word *bells* repeated many times
3. A
4. C
5. B
6. D



Assignment 19

You may memorize the first 24 lines of this poem rather than completing this lesson.

The Raven **Edgar Allen Poe** **Page 940**

Reading: Read or listen to “The Raven” page 940.

Post-Reading:

Short Answer

1. What was the narrator doing when he heard a tapping at his door?
2. In what month did this occurrence take place?
3. What did the narrator see when he opened his door? (line 24)
4. What came in when the narrator opened his window?
5. What word does the bird keep repeating?
6. What does *respite* mean? (line 82).
7. By the end of the poem the narrator is angry and wants the bird to do what? (lines 97-102).

Multiple Choice

- ____ 1. Poe’s “The Raven” is primarily about a
a. tormented dream. b. grieving man.
- ____ 2. In “The Raven,” what inference can be made about the speaker based on the “many a quaint and curious volume of forgotten lore” he is reading in the first stanza?
a. He has a restless imagination. b. He is a very practical man.
- ____ 3. From the lines “Deep into that darkness peering, long I stood there wondering, fearing, / Doubting, dreaming dreams no mortal ever dared to dream before” the reader can infer that the speaker in “The Raven” is ____.
a. terrified b. distracted
- ____ 4. What is the speaker trying to find out from the raven?
a. Whether the speaker will meet Lenore after he dies
b. Whether the bird has seen Lenore
- ____ 5. “The Raven” is a narrative poem because it (page 939)
a. has a single speaker. b. tells a story.

Literature
9th Grade
Answer Key

Assignment 19 – The Raven

SHORT ANSWER

1. nodding, nearly napping
2. December
3. a raven
4. “Nevermore”
5. rest or relief
6. he wants the bird to leave

MULTIPLE CHOICE

1. B
2. A
3. A
4. A
5. B

Assignment 20 & 21

You may memorize these poems instead completing this assignment.

Three Haiku & Hokku Poems

Basho, Chiyojo, and Richard Wright
Pages 956 and 957

Pre-Reading Exercise:

Read Literary Analysis on page 955, the three author biographies on pages 956 and 957, and answer the following:

1. Define Haiku.
2. Where did Basho live in his youth?
3. What did Chiyojo's husband do for a living?
4. What caused Chiyojo to become a nun?
5. Which novel is Richard Wright best known for writing?

Reading:

Read or listen to the seven Haiku poems found on pages 956 and 957.

Post-Reading Exercise:

Favorite Haiku – Choose your favorite Haiku from pages 956 & 957 and in two to three complete sentences, explain why it is your favorite.

Write a Haiku – Remembering a Haiku has three rules, (1) they must have three unrhymed lines, (2) the first and third lines must have five syllables each and the second line must be seven syllables, (3) they present one or two striking images, write a haiku about any topic you choose.



Literature
9th Grade
Answer Key

Assignment 20 & 21

Pre-Reading Exercises:

1. Haiku – a form of poetry developed in Japan that consists of three unrhymed lines of verse.
2. in luxury as the companion to the son of a lord
3. he was a samurai's servant
4. her husband died
5. Native Son

Post-Reading Exercises:

Favorite Haiku – Students choose their favorite Haiku and write 2 to 3 complete sentences explaining why it is their favorite.

Write a Haiku – Students write a Haiku in the traditional style.

1st line – five syllables
2nd line – seven syllables
3rd line – five syllables

Poem should convey one or two specific images.

Example:

Hurry springtime, now!
I am tired of all the brown.
Green sprout, push, push, push.