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**Roselle Park Public Schools**  
**510 Chestnut Street**  
**Roselle Park, New Jersey 07204**

*"A High Performing School District"*

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 Phone (908) 245-6665 – ext. 1020  
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## Learning from Home Lesson Plans

Class	Weeks	Electronic Assignments	Paper Assignments
<b>English 2 AC</b>	Week 1	Students will reinforce their knowledge of historical context in studied literature by reading the assigned articles on Commonlit.org about Julius Caesar and the Holocaust to reinforce their knowledge and skills learned while reading <i>Julius Caesar</i> and <i>Night</i> . They will read the articles and answer the multiple choice and open-ended questions.	*Paper copy of Electronic Assignment.
	Week 2	Students will reinforce their ability of Shakespeare and poetry and short stories by reading the assigned articles on Commonlit.org about Shakespeare, <i>The Gift of the Magi</i> and "A Dream Within a Dream". They will read the articles and answer the multiple choice and open-ended questions.	*Paper copy of Electronic Assignment.
	Week 3	Students will reinforce their knowledge of identifying and explaining theme, tone and supporting quotations by reading the assigned articles on Commonlit.org about Gwendolyn Brooks' "We Real Cool," "A Retrieved Reformation" by O. Henry, and "The Hero's Journey" by Jessica McBirney. They will read the articles and answer the multiple choice and open-ended questions.	*Paper copy of Electronic Assignment.

## Home Instruction Packet for English 2 Academic

Mrs. Kowalski

<p>In this packet are materials and directions.....</p> <p>This work will be collected as it is completed online or at the conclusion of the quarantine period when you return to school (for the paper copy). This work will be graded and counted towards your marking period grade. If you complete the assignments online, you are not required to submit your work as a hard copy. If you did not have internet access, you should have a PDF or hardcopy where you typed or wrote your answers. Print and submit your work upon the first day back to school.</p>	
<p>I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour. You contact me at: <a href="mailto:Kkowalski@rpsd.org">Kkowalski@rpsd.org</a>. These assignments are also attached in GENESIS to the assignment labeled “LEARNING FROM HOME.”</p>	
<p>Lesson: Title, Objective, Action and Assessment.</p>	<p>Assignment directions and due dates.</p>
<p><b><u>Week 1</u></b></p> <p><b><u>Lesson 1:</u></b> Students will be able to review their knowledge on the life and times of Julius Caesar by reading the article and answering the accompanying questions on <i>The Life of Julius Caesar</i> on commonlit.org or in the paper packet provided. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.</p> <p><b><u>Lesson 2:</u></b> Students will be able to review the historical context of the Holocaust in Night by reading and analyzing the article <i>A Holocaust Survivor, Spared From Gas Chamber by Twist of Fate</i> on commonlit.org or in the paper packet provided. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.</p> <p><b><u>Lesson 3:</u></b> Students will be able to review the historical context of the Holocaust in Night by reading and analyzing the article <i>Elie Wiesel's Remarks at the Dedication of Yad Vashem Holocaust History Museum</i> on commonlit.org or in the paper packet provided. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.</p>	
<p>Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the second day of quarantine.</p> <p>Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the fourth day of quarantine.</p> <p>Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the fifth day of quarantine.</p>	

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<p><u>Lesson 3:</u> Students will be able to evaluate “The Hero’s Journey” by Jessica McBirney by reading the story and answering multiple choice and open-ended questions about the main idea and author’s purpose on commonlit.org or in the paper packet provided. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.</p>	<p>Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the last day of quarantine.</p>
	<p><u>Directions for ALL Paper Assignments:</u> Read the articles and answer the multiple choice questions and open-ended questions in the packet. These should have been downloaded as a PDF when we were in class. If need be, obtain one by contacting the main office.</p>

# Learning from Home Lesson Packet

English 2 Academic  
Mrs. Kowalski

## Home Instruction Packet for English 2 Academic

Mrs. Kowalski

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**Week 2**

**Lesson 1:** Students will be able to review the impact and sustainability of Shakespeare's works by reading the article *The Legacy of William Shakespeare* on commonlit.org or in the paper packet provided. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.

**Lesson 2:** Students will be able to demonstrate their ability to identify and explain the theme, irony, conflict and supporting quotations from a passage by reading *The Gift of the Magi* on commonlit.org or in the paper packet provided. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.

**Lesson 3:** Students will be able to critically analyze a poem (as practiced in class) by reading "A Dream Within a Dream" on commonlit.org or in the paper packet provided and answering questions about theme, words-in-context and supporting quotations. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.

**Week 3**

**Lesson 1:** Students will be able to evaluate "We Real Cool" by Gwendolyn Brooks by reading the poem and answering multiple choice and open-ended questions about theme, tone and supporting quotations on Commonlit.org or in the paper packet provided. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.

**Lesson 2:** Students will be able to evaluate "A Retrieved Reformation" by O. Henry by reading the short story and answering multiple choice and open-ended questions about theme, characterization and words in context on commonlit.org or in the paper packet provided. Your responses will be graded and you will be provided feedback on your open-ended responses. These responses should be one paragraph each.

Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the seventh day of quarantine.

Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the eighth day of quarantine.

Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the tenth day of quarantine.

Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the twelfth day of quarantine.

Read the article and use the read aloud application to help you. Answer the questions next to the article. Aim to complete this by the end of the thirteenth day of quarantine.

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

## The Life of Julius Caesar

By David White  
2014

*Julius Caesar (100-44 BCE) was a Roman statesman, general, and dictator. He was also one of the principal figures in the fall of the Roman Republic and the rise of the Roman Empire. As you read, take notes on how Caesar rose to power and what led to his downfall.*

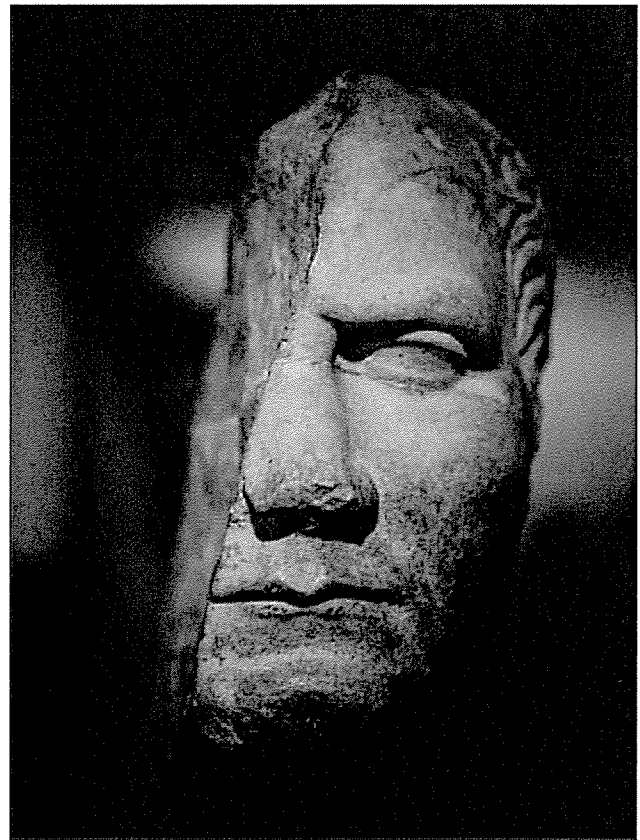
### Part 1: The Early Years

- [1] Julius Caesar was born to patrician<sup>1</sup> parents but not into a position of wealth and power. His father, Gaius Julius Caesar, was a praetor (an important position in government). His mother, Aurelia, was more well known as the sister of Julia, the wife of Gaius Marius, who was at the time the leader of a group of Romans known as the Popular group.<sup>2</sup>

When young Julius (as he preferred to be known, dropping his real first name, which was Gaius just like his father's) was 15, his father died. He spent a few years making a name for himself in the military and then got married to a woman named Cornelia, who was the daughter of an important man in the Popular group. A few years into their marriage, Cornelia gave birth to a daughter, also named Julia.

Things changed when Sulla<sup>3</sup> ruled the Roman government as dictator.<sup>4</sup> For one thing, Sulla ordered Julius to divorce Cornelia, since she was from the family of one Sulla's enemies. Caesar refused and instead went into hiding, in order to avoid a certain death sentence for refusing to obey the dictator's wishes. He was eventually pardoned and later returned to Rome when Sulla died, in 78 B.C.

Julius continued to grow as a soldier, distinguishing himself in battle against Rome's many enemies and saving the lives of fellow soldiers in the process. He was also kidnapped in 75 B.C. and held for ransom by pirates from Cilicia, a nearby land. When he found out that they were asking 20 talents<sup>5</sup> to be paid for his release, he is said to have insisted that he was worth at least 50.



*"Julius Caesar" by William Warby is licensed under CC BY 2.0.*

1. The patricians were the nobleman or aristocratic class of ancient Rome.
2. The Populares (meaning "favoring the people") were leaders in the late Roman Republic who relied on the people's assemblies and tribunate for political power.
3. Lucius Cornelius Sulla Felix (c. 138-78 BC) was a Roman general and statesman.
4. In ancient Rome, a dictator was a leader with complete authority who was appointed in times of emergency.

- [5] He was elected military tribune in 72 B.C. He was also making a name for himself as a lawyer and public speaker. He was elected quaestor<sup>6</sup> in 68 B.C. and, therefore, got a seat in the Senate. He also married Pompeia, Sulla's granddaughter.<sup>7</sup>

Caesar continued to rise in the rankings of government, being elected pontifex maximus (chief priest) and then praetor.<sup>8</sup> He also continued his military successes and was elected consul, in 60 B.C.<sup>9</sup>

The consulship was the top job in government at the time, but Caesar wasn't the only consul. In fact, Rome already had two consuls, Crassus and Pompey.

## Part 2: Government and Gaul

Pompey was a great general who had great successes in the field. He won a series of victories in Asia and returned to Rome in 62 B.C. to ask the Senate to approve of the territory arrangements that he had made as a result of his victories on the battlefields. Crassus, who was quite jealous of Pompey's war successes, persuaded the Senate not to approve of Pompey's plans.

Caesar, sensing an opportunity, persuaded the two consuls to work together and promised to support both of them. His price: a consulship of his own. Crassus and Pompey agreed, and 60 B.C. saw the formation of the First Triumvirate.<sup>10</sup> (Pompey, who might have been suspicious of Caesar's motives at this time, was probably pacified by his new wife, who happened to be Caesar's daughter, Julia.) Caesar had also taken a new wife himself, by the name of Calpurnia.<sup>11</sup>

- [10] Within a year, Caesar was true to his word: Pompey's proposals were approved, so were Crassus's and Caesar himself was granted a five-year term as proconsul of Gaul after his tour of duty as a consul had finished.

He left for Gaul in 58 and ended up staying there for nine years. During this time, he directed great military victories but also personally killed or had killed a great many people who stood in his way. The Gaul that he conquered included what is now France, Belgium, southern Holland, Germany west of the Rhine River, and most of Switzerland.

He led expeditions across the English Channel to Britain in 55 and 54 B.C. Neither expedition succeeded in establishing a permanent base. The Roman "civilization" of Britain would have to wait.

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5. a measure of gold or silver

6. an ancient Roman official concerned chiefly with financial administration

7. This was one year after his first wife, Cornelia, died.

8. an ancient Roman civil officer ranked below a consul that deals chiefly with judicial issues

9. In the ancient Roman Republic, a consul was one of the two elected chief magistrates who ruled the republic and stood as heads of the Senate.

10. a ruling party of three

11. Caesar had divorced his second wife, Pompeia, in 63 BCE.

With Caesar making a name for himself with his great victories in Gaul and his attempts at subjugating<sup>12</sup> Britain, Crassus and Pompey grew jealous (and, many historians argue, rightfully so). They had been in power and winning wars before Caesar happened on the scene, and they didn't like him getting most of the credit for Rome's recent successes. Itching for victories, Crassus requested and received command of the armies of the East. His reward was a quick death in a battle against the Parthians. Pompey, meanwhile, was increasingly an enemy of Caesar, mainly because nothing kept them together anymore. Julia, Caesar's daughter and Pompey's wife, had died in childbirth in 54. With Crassus gone, the two great generals were suspicious of each other, and each wanted to be sole consul.

## Part 3: Civil War and Victory

In 49 B.C., Caesar made the calculated move of bringing his armies across the Rubicon River and into Rome proper. This was against the laws of Rome (which stated that a general could not lead his armies into the home province). As such, it meant civil war. Pompey, whose legions were in Spain, couldn't do much to oppose Caesar at the time and so sailed to the East. Caesar, in the meantime, marched into Rome and had a new Senate installed. This group, which was naturally favorable to him, had him named dictator.

- [15] Pompey, meanwhile, was in a strong position in Greece. In order to solidify his claim as head of the government, Caesar had to convince Pompey to give up his claims. Pompey wouldn't do it, and so their struggle came to blows.

The epic struggle took place on the plains of Pharsalus, with Pompey sporting 46,000 men to Caesar's 21,000. Both men were brilliant generals with many victories under their belts by this time. On that day, however, Caesar was the more brilliant, defeating Pompey's forces (although the death toll on both sides was steep). Pompey escaped and fled to Egypt, where he was later betrayed and killed.

After this historic victory, Caesar took the unusual step of pardoning all Roman citizens who were captured. One of those pardoned was Marcus Brutus.<sup>13</sup>

After his success at Pharsalus, Caesar moved to consolidate his position, especially in Egypt. He landed in Alexandria and became involved with Cleopatra,<sup>14</sup> who was in the middle of a power struggle over the Egyptian throne. The wily queen-to-be had herself wrapped in a rug, a gift for Caesar, and delivered to the dictator. Impressed with her cleverness, Caesar listened to Cleopatra's pleas and agreed to help her. During the ensuing struggle for the throne, a great battle took place in and around Alexandria. Among other things, Caesar ordered the Egyptian fleet burned. In a great blow to history, the Great Library also went up in flames.<sup>15</sup> Finally, in 47 B.C., Cleopatra was named Queen of Egypt, in alliance to Rome.

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12. **Subjugate (verb):** to conquer or bring under one's control

13. Marcus Brutus (85-42 BCE) was a politician of the late Roman Republic and an advisor to Julius Caesar. He would play a leading role in Caesar's death.

14. Cleopatra (69-30 BCE) ruled as queen of Egypt until her death.

15. The Library of Alexandria was one of the largest libraries of the ancient world. The fire in the library destroyed countless collections, and so this event is considered one of the greatest losses of knowledge in Western history.

Flush with success in Egypt, Caesar marched on into Asia Minor. On August 1, 47 B.C., he put down a rebellion by a minor king named Pharnaces. Describing this victory, Caesar uttered the words *veni, vidi, vici* ("I came, I saw, I conquered."). Two months later, he was back in Rome, where new problems awaited him.

## Part 4: Opponents of Caesar

[20] An outspoken opponent of Caesar for many years had been Cato, a brilliant speaker who saw in Caesar a man who would put himself first, before Rome or its people. Cato, already famous before Caesar arrived on the scene, allied himself with Caesar's political opponents. After Caesar's string of victories in the East, Cato and other opponents of Caesar fled to Africa. Caesar, having returned to Rome, went to Africa and defeated his opponents there, at the Battle of Thapsus. Cato, unable to bear the shame of being defeated or pardoned, killed himself.

Another group of Caesar's opponents was still in possession of some power at this time. Among these men was Senator Gaius Cassius Longinus, who had sided with both Crassus and Pompey against Caesar. Cassius feared that Caesar would proclaim himself king, something that Senators and Romans alike desperately wanted to avoid. The seven kings of Rome<sup>16</sup> had been especially cruel, both their foreign enemies and to the people Rome. The Roman Republic was formed in large part to prevent another king from taking power, and the Senate considered themselves guardians of that trust. In Caesar, Cassius, Cato, and others (including Brutus) saw a new candidate for kingship and a return to the cruelty of the past. A king, after all, or a dictator had to answer to no one. The Republic and its Senate were founded on the idea that people could have a say in their government and that they would not be commanded or dictated to by someone who has claimed power by way of divine guidance or military superiority.

With few opponents left, Caesar got down to the business of governing Rome (by himself, of course). During this time, he did many things that endeared him to the soldiers and to the common people of Rome. He got Rome out of the enormous financial debt that it had been in (in no small part because of the civil wars that he helped create). He increased the number of Senators (with men favorable to him taking the new seats). He regulated the amount of grain that could go out to people in need (so that the corruption of past years would not favor the rich anymore). He also reformed the calendar, bringing it up-to-date and ending many years of confusion.

Among other things he did, these reforms alienated many of the rich and powerful who had supported Crassus, Pompey, Sulla, and others who had stood in Caesar's way. Gnaeus and Sextus, Pompey's sons, led a revolt in Spain. Caesar personally led the army that defeated them.

Caesar also had coins made with his face on them and had statues of him dressed up just like statues of the gods. He was also being granted many new titles and privileges by the Senate, including the title of "the unconquerable god" and the right to wear a purple and gold toga and sit in a gilded chair at all public functions. Two tribunes, Gaius Marullus and Lucius Flavius, stated their opposition to such titles and privileges and found themselves removed from the Senate.

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16. The seven kings of Rome is a series of legends about the founders of Rome. They begin with Romulus, who founded the city in 753 BCE, and end in 509 BCE.

- [25] In February of 44 B.C., Caesar was named dictator for life. On February 15 of that year, at the feat of Lupercalia, Caesar's trusted lieutenant, Marc Antony, offered the dictator a crown. Caesar, seeing that his people still didn't want a king despite his tremendous popular support, refused the crown—three times.

## Part 5: Death of Caesar

Caesar was scheduled to leave March 18 for an expedition against the Parthians, who had killed Crassus. He went to the Senate on March 15 to meet with the Senate one last time before his departure.

The Senate at that time was meeting in the theater built by Pompey because the regular meeting house had been burned and was being rebuilt. There, 60 conspirators attacked Caesar and killed him with daggers that they had concealed under their togas, at the base of a statue of Pompey himself.

One of the conspirators was Marcus Brutus, whom Caesar had pardoned at Pharsalus and who had been Caesar's trusted adviser. Other Senators in the conspiracy were Gaius Cassius Longinus and Decimus Brutus Albinus.

Though known for their long-range planning and attention to detail, these Senators didn't have a plan beyond ending Caesar's life. Once they had killed him, they fled, leaving the control of Rome to Marc Antony, Caesar's most trusted lieutenant and by this time head of an entire legion of soldiers.

- [30] It was Antony who delivered the famous oration at Caesar's funeral, naming and blaming the chief assassins. It was Antony who then became consul in his own right, part of the Second Triumvirate, which also contained Caesar's nephew, Octavian. And it was this young man, following in the footsteps of his uncle, who took the reins of power and became what Julius Caesar had dreamed of becoming: emperor of Rome.

*"The Life of Julius Caesar" from Social Studies for Kids by David White. Copyright © 2014 by David White. Reprinted with permission, all rights reserved.*

## Text-Dependent Questions

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

1. PART A: Which of the following best describes a central idea of the text?
  - A. Julius Caesar was a brilliant military strategist, but his arrogance and unpopularity with the public made him a poor political leader.
  - B. Julius Caesar led a civil war to achieve his lifelong goal: to revive the kingdom of Rome and to become its eighth king.
  - C. Julius Caesar was unjustly killed by his friends and advisors, who were envious of his popularity and power.
  - D. Julius Caesar distinguished himself as one of the most impactful leaders in ancient Roman history, creating change even after his death.
  
2. PART B: Which TWO of the following quotes best support the answer to Part A?
  - A. "Caesar continued to rise in the rankings of government... He also continued his military successes and was elected consul, in 60 B.C." (Paragraph 6)
  - B. "Crassus and Pompey grew jealous...They had been in power and winning wars before Caesar happened on the scene, and they didn't like him getting most of the credit" (Paragraph 13)
  - C. "After this historic victory, Caesar took the unusual step of pardoning all Roman citizens who were captured. One of those pardoned was Marcus Brutus." (Paragraph 17)
  - D. "The Roman Republic was formed in large part to prevent another king from taking power... In Caesar, Cassius, Cato, and others (including Brutus) saw a new candidate for kingship and a return to the cruelty of the past." (Paragraph 21)
  - E. "Caesar, seeing that his people still didn't want a king despite his tremendous popular support, refused the crown — three times." (Paragraph 25)
  - F. "it was this young man, following in the footsteps of his uncle, who took the reins of power and became what Julius Caesar had dreamed of becoming: emperor of Rome." (Paragraph 30)
  
3. PART A: What does the word "alienate" most likely mean, as used in paragraph 23?
  - A. to create a divide between allies
  - B. to conquer or destroy completely
  - C. to betray by breaking a promise
  - D. to support or benefit financially
  
4. PART B: Which sentence from paragraph 22 best supports the answer to Part A?
  - A. "With few opponents left, Caesar got down to the business of governing Rome (by himself, of course)."
  - B. "During this time, he did many things that endeared him to the soldiers and to the common people of Rome."
  - C. "He regulated the amount of grain that could go out to people in need (so that the corruption of past years would not favor the rich anymore)."
  - D. "He also reformed the calendar, bringing it up-to-date and ending many years of confusion."

5. How does the anecdote, or brief story, in paragraph 4 contribute to the author's explanation of Julius Caesar's life and character?

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

## A Holocaust Survivor, Spared from Gas Chamber by Twist of Fate

By Soraya Sarhaddi Nelson  
2015

*During World War II, Germany's Nazi Party forced hundreds of thousands of political opponents, Jews, and other so-called "racially undesirable elements" of German society into concentration camps. Throughout the war, it's estimated that more than 10 million people died in these camps. This article reports on the experiences of Jack Mandelbaum, who survived the Auschwitz concentration camp. As you read, take notes on how Mandelbaum's experiences have shaped his outlook on life and what can be learned from him.*

- [1] Seventy years ago, Soviet<sup>1</sup> soldiers liberated Auschwitz, the most notorious of Nazi concentration camps.

Some 300 Holocaust survivors were at Auschwitz on Tuesday,<sup>2</sup> along with several European presidents and other government officials, to honor at least 1.1 million people who were murdered, 1 million of whom were Jewish.

Among those killed there were Jack Mandelbaum's mother and brother. The Polish-born Mandelbaum survived, spared at the last minute by an officer of the dreaded SS<sup>3</sup> who yanked the teen away from his family and sent him instead to a forced labor camp.

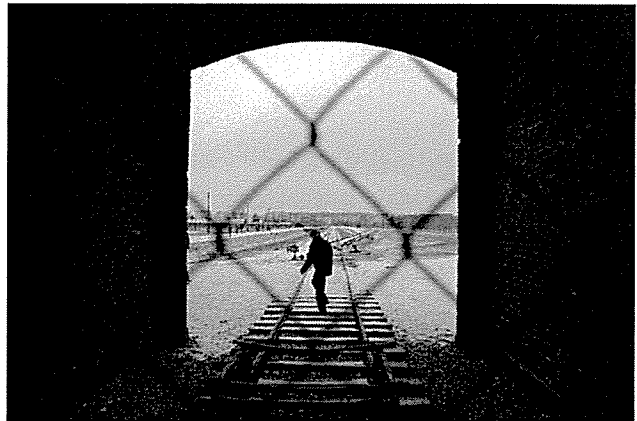
Last week, Mandelbaum flew from his Naples, Florida, home to Berlin,<sup>4</sup> to help open an exhibit on the children of Auschwitz, and to tell his story.

- [5] "I'm a person of action," he says. "Anger doesn't get you anyplace. Hate doesn't get you anyplace."

In August 1939, as the Nazis were about to invade Poland, Mandelbaum was 13 and living in the Polish port city of Gdynia. Mandelbaum says his father worried that the port would be attacked, so he sent his wife and three children to stay with relatives in the countryside.

He promised to join them six weeks later, but he never arrived. About a year later, he sent them a postcard from the Stutthof concentration camp.

"I guess he didn't want us to worry about him, so he said he was OK," Mandelbaum says.



*"Auschwitz" by Abel Francés Quesada is licensed under CC BY-NC 2.0.*

1. The Soviet Union was a Marxist-Leninist state on the Eurasian continent that existed between 1922 and 1991, at which point it dissolved into 12 separate republics.
2. Tuesday, July 21, 2015
3. The SS was a major paramilitary organization under Adolf Hitler and the Nazis.
4. The capital of Germany

He never saw his father again. His sister later died on a forced march to another concentration camp.

## Prisoner 16013

[10] Then, before dawn on June 14, 1942, the SS came for what was left of the family.

“They banged on the door and everyone had to come out in five minutes, and there was a lot of shooting and crying, and people didn’t know what was happening because they had to rush out,” Mandelbaum recalls. “Many people were even in their bed clothes. And we were lined up in the market square, and then we were marched to a local brewery.”

An SS officer there began separating people to the left and to the right. Mandelbaum says he clung to his mother and brother, who were sent to the left. But the SS officer saw in his documents that Mandelbaum had worked as an electrician’s helper.

“He grabbed me and pushed me to the other side,” Mandelbaum says. As for his family, he says, “The people who were to the left were sent to Auschwitz to be gassed.<sup>5</sup> I never saw them again.”

To the Nazis, he became prisoner 16013 and spent the next three years at seven concentration camps. The first was Gross-Rosen, where prisoners worked in a granite quarry.

[15] “There were so many prisoners,” he says. “We were in a big barrack, it had a concrete floor, it had no beds. And we were lined up like herring<sup>6</sup> on the floor, so when one person turned, everybody else had to turn, it was so tight.”

Food was scarce, and the daily meal amounted to a single piece of bread and what Mandelbaum describes as soup made out of grass.

He recalls emaciated prisoners stuffing paper into their mouths to fatten their cheeks so they’d look healthier to the guards assigned to remove the weak for extermination. His own weight eventually dropped to 80 pounds.

But Mandelbaum says he refused to give up hope. He poured what little energy he had into work, hoping it would eventually lead to his release.

## Suddenly, Freedom

“We had a good life before the war. I went to a public school, I had good clothes and good food and a nice apartment,” he says. “My dream was to go back to this life and be reunited with my family and my sister and my brother, and that sustained me.”

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5. Gas chambers were used in the 1930s and 1940s by the Nazi Party initially as part of the “public euthanasia program” aimed at eliminating physically and intellectually disabled people and political undesirables, but by the early 1940s gas chambers were largely used at extermination camps to quickly and cheaply kill large numbers of Jews at a time. Several million people were gassed to death during the Holocaust.
  6. A type of fish, often served tightly packed in a can

[20] It also helped that he didn't know the Nazis were trying to slaughter all Jews, something he says he and other prisoners learned only after liberation.

Their sudden freedom, too, was a complete shock, Mandelbaum says. "We didn't know anything, only on the morning when we woke up and the Nazi flag wasn't flying and the guards weren't there."

Unlike at Auschwitz, Allied soldiers<sup>7</sup> did not free them, as his camp was in a no man's land between the fleeing Nazis and advancing Russians. He and a friend from the camp grabbed an abandoned horse-drawn wagon and left as quickly as they could.

"We came across a women's concentration camp and they were still locked up, so we actually became the 'liberators' of the camp," he says, with a laugh.

Mandelbaum was 17 when the Holocaust ended. He says he returned to Poland several times to see if he could find his family but failed. He did find an uncle living in a hamlet near Munich.

[25] The following year, he immigrated to the United States and settled in Kansas City, Missouri, where he married, had four children and became a successful importer of ladies' handbags. It would be 16 years before he began speaking publicly about the Holocaust, something he says he decided to do after talking to one of his neighbors.

"He asked me what kind of sports did I play in the concentration camp, so all of the sudden it just opened everything up, how little people knew what was going on, and this was when I started to speak in different venues about my experiences," he says.

That desire to educate people brought Mandelbaum, 87, to Berlin last week. He says it's sad to see anti-Semitism<sup>8</sup> on the rise in Germany and elsewhere in Europe, but he hopes he and other Holocaust survivors can make a difference.

"You know, when we were in the camps, we would always ask, 'How can the world stand by and let this happen?'" he says. "So it's a matter of being vigilant, a matter of trying to do as much as you can in order to enlighten people [about] how dangerous it is when you become a bystander."

*"A Holocaust Survivor, Spared from Gas Chamber by Twist of Fate" from [NPR.org](http://NPR.org). © 2015, National Public Radio. Reprinted with permission, all rights reserved.*

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7. The Allies of World War II were the countries that opposed the Axis powers (primarily Germany, Japan, and Italy).

8. Anti-Semitism refers to hostility toward or prejudice against Jewish people

## Text-Dependent Questions

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

1. Which of the following statements best describes a central idea of the text? [RI.2]
  - A. Due to his bravery and intelligence, Mandelbaum was able to rescue his family from the Holocaust.
  - B. Mandelbaum was spared from the Holocaust because his friends provided him places to hide throughout the war.
  - C. During the Holocaust, Mandelbaum had the good fortune to escape the gas chamber because he had experience as an electrician.
  - D. Mandelbaum was able to reunite his family, decades after World War II had ended.
  
2. Which of the following quotes best summarizes Mandelbaum's perspective after surviving the Holocaust? [RI.6]
  - A. "Anger doesn't get you anyplace. Hate doesn't get you anyplace."
  - B. "My dream was to go back to this life...."
  - C. "...he hopes he and other Holocaust survivors can make a difference."
  - D. "...it's a matter of being vigilant, a matter of trying to do as much as you can in order to enlighten people [about] how dangerous it is when you become a bystander."
  
3. PART A: What does the word "emaciated" most closely mean as it is used in paragraph 17? [RI.4]
  - A. Starved
  - B. Miserable
  - C. Tortured
  - D. Hopeless
  
4. PART B: Which phrase from the text best supports the answer to Part A? [RI.1]
  - A. "refused to give up hope"
  - B. "remove the weak for extermination"
  - C. "stuffing paper... to fatten their cheeks"
  - D. "soup made out of grass"

5. Reread the following quotation from paragraph 20: "...he didn't know the Nazis were trying to slaughter all Jews, something he says he and other prisoners learned only after liberation." How does this detail contribute to the central ideas of the text? [RI.5]

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. What can be learned from conflict?
2. How does a person overcome adversity? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. What is the goal of education—especially when it comes to history and human rights? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. Do you believe Mandelbaum truly survived by a "twist of fate"? In the context of this article, is there such thing as fate? Or can people control their own destinies? Cite evidence from this text, your own experience, and other literature or art in your answer.

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

## Elie Wiesel's Remarks at the Dedication of Yad Vashem Holocaust History Museum

By Elie Wiesel  
2005

*Eliezer "Elie" Wiesel (1928-2016) was a Romanian-born American Jewish writer, a Nobel Laureate, political activist, and Holocaust survivor. In this speech, Wiesel speaks at the opening of Yad Vashem's new Holocaust History Museum. The Yad Vashem Holocaust History Museum is Israel's official memorial to the victims of the Holocaust. Wiesel discusses the horrors of the Holocaust, as well as his hopes for the museum's impact on others. As you read, take notes on how Elie Wiesel believes the Yad Vashem Holocaust History Museum can impact the future.*

- [1] Mr. President, Mr. Prime Minister, Mes Amis de France, Nitsolei Shoa Yekarim:

As you walk through the museum, so magnificently conceived by Moshe Safdie, you wonder: Where is the place of rage in all that? How come that the Jewish people, when we discovered the magnitude<sup>1</sup> of cruelty and the consequences of hatred, how come that we were not possessed by a[n] extraordinary, implacable<sup>2</sup> rage — rage of the killers; rage toward those who inspired the killers; rage towards the indifferent — those who knew and were silent? Where is rage?



*"Yad Vashem Hall of Names" by David Shankbone is licensed under CC BY-SA 3.0.*

So you look and you look, and you are afraid to look. I am. I look at some pictures of Jews from Hungary and I am afraid to discover some that I have known. You read and you read, and you say to yourself: Where did they have the strength to write, to use words, destined to whom?

My good friends, all of us know more or less that there was a tragedy; and we also know we must be honest about it: There are no words.

- [5] Only those who were there know what it meant being there. And yet, we are duty-bound to try and not to bury our memories into silence. We try. I know what people say: "It's so easy." Those that were there won't agree with that statement. The statement is: "It was man's inhumanity<sup>3</sup> to man." No! It was man's inhumanity to Jews. Jews were not killed because they were human beings. In the eyes of the killers, they were not human beings! They were Jews! It is because they were Jews that it was so easy for the killers to kill!

1. **Magnitude** (*noun*): the great size or extent of something
2. **Implacable** (*adjective*): relentless; unstoppable
3. **Inhumanity** (*noun*): extremely cruel and brutal behavior

And you see the pictures. My god, you see the pictures. Jews were ordered to dig their own graves. Have we ever had that in history, which always is filled with cruelty — but not such cruelty? Have mothers ever been forced to give up their children in order to live? And few mothers chose that, no? Mothers went with their children, with their babies — there are no words.

At that time we had a feeling that history had entered into madness, and madness had its own logic, its own destiny, almost its own archeology.<sup>4</sup> And within that madness it was perfectly plausible to kill children.

And so, we go through the museum and we don't understand. All we know is that it happened. And now the question is: What does one do with memories?

Any psychiatrist<sup>5</sup> will tell you, if you suppress memories they come back with fury. You must face them. Even if you cannot articulate<sup>6</sup> them, we must face them. And memories are many and varied: memories of those who died with weapons in their hands; and those who died with prayers on their lips. And let no one say that some were heroes and others martyrs.<sup>7</sup> In those times the heroes were martyrs and the martyrs were heroes. It was heroic for a friend to give his piece of bread to his friend. It was heroic to go around on Shabbat<sup>8</sup> and simply say to his or her friends: "It's Shabbat, today." It was heroic to have faith; it was heroic to be human.

[10] And so we go through the museum and what should we do? Weep? No. My good friends, we never try to tell the tale to make people weep. It's too easy. We didn't want pity. If we decided to tell the tale, it is because we wanted the world to be a better world — just a better world, and learn, and remember.

There is a frightening character in all of Kafka's<sup>9</sup> stories. It's always the messenger who tried to deliver the message, and is unable to do so. We feel sorry for a poor messenger. But there is something more tragic than that: when the messenger has delivered the message and nothing has changed.

You heard tonight those who spoke here with elegance, with compassion, and they spoke already about anti-Semitism<sup>10</sup> and intolerance. Now? 60 years later? When the messenger has tried to deliver the message? Why should there be anti-Semitism? But there is. Why should there be suicide killers? But there are. Why should there be hatred? But there is. Fanaticism?<sup>11</sup> Yes! It's calmed? No, it's here!

The messenger has delivered the message. What is our role?

We must become the messengers' messengers.

*"Remarks at the Dedication of Yad Vashem Holocaust History Museum" by Elie Wiesel. Copyright © 2005 by The Elie Wiesel Foundation for Humanity. Used with permission. All rights reserved.*

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4. the remains of a culture of a people
  5. a medical practitioner who specializes in diagnosing and treating mental illnesses
  6. **Articulate** (*verb*): to express an idea or feeling clearly or effectively
  7. A "martyr" is a person who is killed because of their religion or other beliefs.
  8. "Shabbat" is the Jewish Sabbath: a day of rest and spiritual enrichment.
  9. referring to Franz Kafka, a German-language writer of novels and short stories
  10. "Anti-Semitism" is hostility, prejudice, or discrimination against Jews.
  11. a belief or behavior involving an obsessive enthusiasm



## Text-Dependent Questions

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

1. PART A: Which statement best identifies the central idea of the text? [RI.2]
  - A. The Holocaust was a horrible tragedy that is best forgotten and moved on from.
  - B. The horrors of the Holocaust should not be forgotten, but rather used to encourage positive change.
  - C. The evils of the Holocaust have since given nearly all people the motivation to make the world a better place.
  - D. It is hopeless to try to understand the Holocaust because no tragedy like it has ever occurred.
  
2. PART B: Which passage from the text best supports the answer to Part A? [RI.1]
  - A. "How come that the Jewish people, when we discovered the magnitude of cruelty and the consequences of hatred, how come that we were not possessed by a[n] extraordinary, implacable rage — rage of the killers..." (Paragraph 2)
  - B. "So you look and you look, and you are afraid to look. I am. I look at some pictures of Jews from Hungary and I am afraid to discover some that I have known." (Paragraph 3)
  - C. "Have we ever had that in history, which always is filled with cruelty — but not such cruelty?" (Paragraph 6)
  - D. "If we decided to tell the tale, it is because we wanted the world to be a better world — just a better world, and learn, and remember." (Paragraph 10)
  
3. PART A: What is the meaning of "plausible" in paragraph 7? [RI.4]
  - A. reasonable
  - B. puzzling
  - C. irrational
  - D. natural
  
4. PART B: Which quote from the text best supports the answer to Part A? [RI.1]
  - A. "history had entered into madness" (Paragraph 7)
  - B. "madness had its own logic" (Paragraph 7)
  - C. "we go through the museum and we don't understand" (Paragraph 8)
  - D. "What does one do with memories?" (Paragraph 8)

5. "I look at some pictures of Jews from Hungary and I am afraid to discover some that I [RI.5] have known." How does the quote from paragraph 3 contribute to the author's authority in speaking about the events of the Holocaust?

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In your opinion, what lessons has the world failed to learn from the Holocaust? Consider the treatment of specific racial, ethnic, and religious groups in recent history.
2. In the context of the text, what can we learn from tragedy? How did the Holocaust change the world? How can it encourage positive change and the avoidance of future violence? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the text, what is the goal of education? How is the Yad Vashem Holocaust History Museum an educational tool? Do the goals of museum align with the goals of education? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the text, how do people create change? How did the Jews who recorded their experiences during the Holocaust contribute to future change? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. In the context of the text, how are people changed by war? How did war influence the Nazi Party's treatment of Jews? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

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

# The Legacy of William Shakespeare

By Mia Hodorovich  
2018

*William Shakespeare (1564-1616) was an English Poet, playwright, and actor. Shakespeare wrote approximately 39 plays and over 150 sonnets and is widely considered the greatest writer in the English language. In this informational text, Mia Hodorovich discusses the legacy of Shakespeare and his popular work. As you read, take notes on how Shakespeare's contributions can still be felt today.*

- [1] William Shakespeare is the most studied playwright in the world. All of his plays have been translated into every major language and are performed more frequently than those of any other playwright. He is considered the major author of Modern English literature, the standard to which all other writers are compared.

Despite having lived over 400 years ago, Shakespeare is one of the most popular writers in history. His influence lasts to this day, shaping how we communicate and inspiring the popular culture we consume. So how has Shakespeare managed to beat the test of time?



*"Macbeth: First Folio" by Matt Riches@voodoojava is licensed under CC0*

## All the world's a stage

Shakespeare became popular during the rule of Queen Elizabeth I and produced most of his work between 1589 and 1613. During this time, London was experiencing a revitalization<sup>1</sup> of the arts. Few enjoyed as much acclaim as Shakespeare. He was a prolific<sup>2</sup> dramatist and poet. He produced about 39 plays and wrote over 150 sonnets in little over two decades.

His plays can typically be broken down into three categories. He wrote plays about historical figures, such as *Julius Caesar* and *Henry VI*. He wrote comedies, like *Much Ado About Nothing* and *A Midsummer Night's Dream*. These plays are called comedies because they contain happy endings, usually in the form of a wedding. Finally, he wrote tragedies, like *Romeo & Juliet* and *Hamlet*, which feature character deaths and tragic endings.

- [5] Shakespeare wrote not only plays but beautiful sonnets, as well. A sonnet is a type of poem that consists of 14 lines (three quatrains<sup>3</sup> and one couplet<sup>4</sup>) and follows a specific rhyme scheme. Many of his sonnets feature themes about love and beauty. He wrote these sonnets, as well as a good deal of his plays, in iambic pentameter. This form of writing contains five metric feet, in which each foot consists of an unstressed syllable followed by a stressed syllable. It mimics the rhythms of natural speech patterns in English, a feat which takes a great amount of careful writing skill.

1. the action of giving something new life or energy  
2. **Prolific (adjective):** producing a great number of something

## Brevity is the soul of wit

Shakespeare was an innovator<sup>5</sup> of language. People quote his plays all of the time without realizing it. If you've ever heard someone say that "love is blind" or "all that glitters is not gold," they're quoting *The Merchant of Venice*. In fact, Shakespeare is credited with inventing over 1700 words and phrases. Do you know the joint that bends in the middle of your arm? Without Shakespeare, we wouldn't have the word for elbow!

Not only has Shakespeare shaped the English language but he's also had a hand in almost every form of popular culture. From books to music to modern theatre, Shakespeare has served as an inspiration. The popular TV series *Breaking Bad* is in part inspired by *Macbeth* — just as *House of Cards* takes cues from *Richard III*, and the show *Empire* has been compared to *King Lear*.

One reason his work has endured is because he wrote about universal themes. His storylines are dramatic and engaging. His dialogue is witty and poetic. He wrote tales of forbidden romance, of political intrigue, of murder and revenge. In their time, these plays were comparable to modern blockbusters. In fact, many films have been inspired by Shakespeare, such as *The Lion King* and *10 Things I Hate About You*.

## Some are born great, some achieve greatness

Many people tend to think of Shakespeare as boring and outdated. His work is known for its complexity, and his plays are published with a lot of footnotes — sometimes even translations! Nevertheless, his contributions to language and culture are apparent today. It's hard to avoid his influence on language, literature, and popular culture. Shakespeare continues to inspire generations of readers, writers, actors, and audience members. In this way, his legacy lives on.

*"The Legacy of William Shakespeare" by Mia Hodorovich Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.*

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3. a stanza of four lines, usually having alternate rhymes
  4. two lines that usually rhyme
  5. **Innovator** (*noun*): a person who introduces new ideas or methods

## 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. Shakespeare's popularity is growing once more as people realize that his plays can be adapted to address present day problems.
  - B. Despite Shakespeare's incredible storytelling abilities, many people avoid his work due to its advanced language and complex form.
  - C. Shakespeare's influence continues to be felt today because of his contributions to English and his timeless stories that can easily be re-envisioned for modern times.
  - D. Many films and television shows today took inspiration from Shakespeare, revealing how many modern stories are just recycled stories from the past.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "William Shakespeare is the most studied playwright in the world. All of his plays have been translated into every major language and are performed more frequently than those of any other playwright." (Paragraph 1)
  - B. "He wrote these sonnets, as well as a good deal of his plays, in iambic pentameter. This form of writing contains five metric feet, in which each foot consists of an unstressed syllable followed by a stressed syllable." (Paragraph 5)
  - C. "Not only has Shakespeare shaped the English language but he's also had a hand in almost every form of popular culture. From books to music to modern theatre, Shakespeare has served as an inspiration." (Paragraph 7)
  - D. "Many people tend to think of Shakespeare as boring and outdated. His work is known for its complexity, and his plays are published with a lot of footnotes — sometimes even translations!" (Paragraph 9)
  
3. How do paragraphs 4-5 contribute to the author's depiction of Shakespeare's writing?
  - A. They suggest that Shakespeare was a better sonnet writer than playwright.
  - B. They reveal that few people read his original work today because of its complexity.
  - C. They stress how his sonnets and plays were more appealing to audiences from his time.
  - D. They emphasize the wide variety of Shakespeare's work and the extent of his skills.
  
4. How does the author's discussion of certain popular phrases and television shows help us understand Shakespeare's influence?
  - A. It shows that Shakespeare's work is influential enough to still affect the language we use and the shows that we watch.
  - B. It emphasizes how certain phrases and television shows are only popular because of their relationship to Shakespeare.
  - C. It shows how Shakespeare's original language and stories have been altered to the extent that we no longer consider them his.
  - D. It suggests that we wouldn't have witty phrases or engaging televisions if it weren't for Shakespeare's influence.

5. What is the relationship between Shakespeare's work and popular films and television shows today? Use details from the text in your answer.

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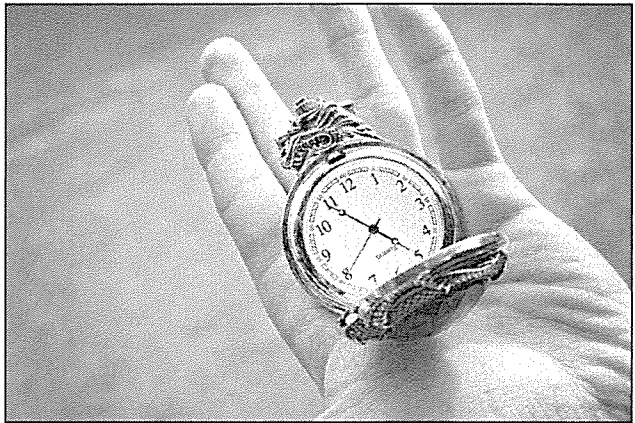
## The Gift of The Magi

By O. Henry  
1902

*O. Henry (1862-1910), who was born William Sydney Porter, was an American author who wrote hundreds of short stories. He is known for his wit, wordplay, and twist endings. "The Gift of the Magi" was published in 1902. As you read, take notes about the relationship between Jim and Della.*

- [1] One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation<sup>1</sup> of parsimony<sup>2</sup> that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates<sup>3</sup> the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.<sup>4</sup>



*"Insomnia." by Lauren Hammond is licensed under CC BY 2.0*

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat<sup>5</sup> at \$8 per week. It did not exactly beggar description,<sup>6</sup> but it certainly had that word on the lookout for the mendicancy squad.<sup>7</sup>

In the vestibule<sup>8</sup> below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto<sup>9</sup> was a card bearing the name "Mr. James Dillingham Young."

1. a suggestion that someone is guilty of something
2. **Parsimony (noun):** extreme unwillingness to spend money; cheapness
3. to provoke or bring about
4. **Predominate (verb):** to be the strongest or main element
5. an apartment that has furniture in it
6. "Beggar" can mean "someone who begs," and it can also serve as a verb and mean "to defy." In this instance, something that beggars description is something that is so strange or extraordinary that it cannot be described. The author uses "beggar description" in the negative here: in other words, the apartment is not especially strange or extraordinary.
7. A mendicancy squad was a group of police who arrested beggars and homeless people.
8. a room just inside the main doors of a building; often called a "lobby"
9. "Thereunto" is an archaic way of saying "to that" or "unto that." In this case, the author suggests that there is a name card that is attached to "that," the letter-box.

[5] The “Dillingham” had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called “Jim” and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling<sup>10</sup> — something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate<sup>11</sup> Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

[10] So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: “Mme. Sofronie. Hair Goods of All Kinds.” One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the “Sofronie.”

“Will you buy my hair?” asked Della.

“I buy hair,” said Madame. “Take yer hat off and let's have a sight at the looks of it.”

[15] Down rippled the brown cascade.

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10. **Sterling** (*adjective*): being of the highest standard or quality

11. **Depreciate** (*verb*): to lower something's value, or to cause something to seem less valuable

“Twenty dollars,” said Madame, lifting the mass with a practised hand.

“Give it to me quick,” said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious<sup>12</sup> ornamentation — as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value — the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

- [20] When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends — a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

“If Jim doesn't kill me,” she said to herself, “before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do — oh! what could I do with a dollar and eighty-seven cents?”

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: “Please God, make him think I am still pretty.”

- [25] The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two — and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter<sup>13</sup> at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

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12. appearing attractive but having no real value

13. a large dog used for hunting birds

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again — you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice — what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously,<sup>14</sup> as if he had not arrived at that patent<sup>15</sup> fact yet even after the hardest mental labor.

[30] "Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you — sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year — what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

[35] Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs — the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims — just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

[40] And then Della leaped up like a little singed<sup>16</sup> cat and cried, "Oh, oh!"

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14. slowly and requiring much effort

15. **Patent** (*adjective*): obvious

16. burned by a flame

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent<sup>17</sup> spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

- [45] The magi, as you know, were wise men — wonderfully wise men — who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

*"The Gift of The Magi" by O. Henry is in the public domain.*

17. **Ardent** (*adjective*): glowing or passionate

## Text-Dependent Questions

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

1. Which of the following best states a theme from the story?
  - A. Your status doesn't define you
  - B. Beauty isn't everything
  - C. It's the thought that counts
  - D. Unselfish love is the greatest of all gifts
  
2. How does the first paragraph help develop the plot of the story?
  - A. It illustrates how rude Della is
  - B. It illustrates how independent Della is
  - C. It illustrates how expensive it is to live in London
  - D. It illustrates how concerned with money Della is
  
3. Irony is when something unexpected happens in the story. Explain how the ending of "The Gift of the Magi" is ironic.

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4. What is the purpose of paragraph 5's discussion of the name "Dillingham"?

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5. PART A: What does the term “pier-glass” mean, as it is used in paragraph 7?
- A. A section of decorative stained glass
  - B. A mirror
  - C. A window
  - D. A peep-hole
6. PART B: Which detail from the text best supports the answer to Part A?
- A. “Perhaps you have seen a pier-glass in an \$8 flat.” (Paragraph 7)
  - B. “...by observing his reflection...” (Paragraph 7)
  - C. “Della, being slender, had mastered the art.” (Paragraph 7)
  - D. “...whirled from the window and stood before the glass.” (Paragraph 8)
7. Reread paragraph 45. How are Jim and Della similar to the Magi?
- A. Jim and Della are shopping for Christmas presents; the Magi invented the tradition of giving Christmas presents
  - B. Jim and Della make great sacrifices to give each other special Christmas gifts
  - C. Jim and Della are poor, and cannot give each other what they want for Christmas
  - D. Jim and Della are deeply religious, and hold the Magi in high esteem

## Discussion Questions

***Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.***

1. Describe how the theme of sacrifice and love develop in this text.
2. What does "The Gift of the Magi" teach us about love? Explain your answer.
3. The holidays are often considered a time for family. Consider the role of family in this story. In the context of this story, what is the meaning of family? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.



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

## A Dream Within a Dream

By Edgar Allen Poe  
1849

*Edgar Allen Poe (1809-1849) was an American author, poet, and literary critic whose works are still widely read today. His lyric poem "A Dream Within a Dream" was written in the 1820s, but it was not published until shortly before his death. In this poem, the narrator contemplates his life and his past. As you read, take notes on what the speaker questions.*

- [1] Take this kiss upon the brow!  
And, in parting from you now,  
Thus much let me avow<sup>1</sup> —  
You are not wrong, who deem<sup>2</sup>
- [5] That my days have been a dream;  
Yet if hope has flown away  
In a night, or in a day,  
In a vision, or in none,  
Is it therefore the less *gone*?
- [10] *All* that we see or seem  
Is but a dream within a dream.



*"Song Lyrics" by Silke Remmery is licensed under CC BY 2.0.*

- I stand amid the roar  
Of a surf-tormented shore,  
And I hold within my hand
- [15] Grains of the golden sand —  
How few! yet how they creep  
Through my fingers to the deep,  
While I weep — while I weep!  
O God! can I not grasp
- [20] Them with a tighter clasp?  
O God! can I not save  
*One* from the pitiless wave?  
Is *all* that we see or seem  
But a dream within a dream?

*"A Dream Within a Dream" by Edgar Allen Poe (1849) is in the public domain.*

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1. **Avow (verb):** to assert or confess openly  
2. **Deem (verb):** to judge or consider in a specific way

## Text-Dependent Questions

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

1. PART A: Which sentence best describes a theme of the poem? [RL.2]
  - A. Our loved ones usually leave us.
  - B. Nothing in life is permanent.
  - C. It is important to hold on to your dreams.
  - D. We cannot slow the passage of time.
  
2. PART B: Which lines from the poem best support the answer to Part A? [RL.1]
  - A. "Thus much let me avow — / You are not wrong, who deem" (Lines 3-4)
  - B. "And I hold within my hand / Grains of the golden sand" (Lines 14-15)
  - C. "Through my fingers to the deep, / While I weep — while I weep!" (Lines 17-18)
  - D. "O God! I cannot save / One from the pitiless wave" (Lines 21-22)
  
3. PART A: What is the meaning of the word "vision" as used in line 8? [RL.4]
  - A. a spirit
  - B. a dream
  - C. the future
  - D. a beautiful person
  
4. PART B: Which lines from the poem best support the answer to Part A? [RL.1]
  - A. "You are not wrong, who deem / That my days have been a dream" (Lines 4-5)
  - B. "Yet if hope has flown away / In a night, or in a day" (Lines 6-7)
  - C. "Is it therefore the less gone?" (Line 9)
  - D. "All that we see or seem / Is but a dream within a dream." (Lines 10-11)

5. How does the division of the poem into two stanzas contribute to its meaning? [RL.5]

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

## We Real Cool

By Gwendolyn Brooks  
1960

*Gwendolyn Brooks (1917-2000) was an American poet, author, and teacher. On May 1, 1950, she became the first African American woman to receive the Pulitzer Prize for Poetry. In this poem, Brooks describes seeing a group of men in a pool hall and portrays them as not caring about responsibilities. As you read, take note of how Brooks's form contributes to the development of the theme of the poem.*

[1] THE POOL PLAYERS.

SEVEN AT THE GOLDEN SHOVEL.

We real cool. We  
Left school. We

[5] Lurk late. We  
Strike straight. We

Sing sin. We  
Thin gin. We

Jazz June. We  
[10] Die soon.



*"Not exactly playing games" by Johnny Silvercloud is licensed under CC BY-SA 2.0*

*"We Real Cool" from The Bean Eaters by Gwendolyn Brooks, published by Harpers. © 1960 by Gwendolyn Brooks. Used by permission of Brooks Permissions. All rights reserved.*

## Text-Dependent Questions

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

1. PART A: Which of the following identifies the central theme of the poem?
  - A. A carefree lifestyle can have dire consequences.
  - B. It is important to control the image other people have of you.
  - C. As long as you have a reliable group of friends, nothing else matters.
  - D. Your youth should be a time for fun, not responsibilities.
  
2. PART B: Which quote from the poem best supports the answer to Part A?
  - A. "The Pool Players. / Seven at the Golden Shovel." (Lines 1-2)
  - B. "Lurk late. We / Strike straight. We" (Lines 5-6)
  - C. "Sing sin. We / Thin gin. We" (Lines 7-8)
  - D. "Jazz June. We / Die soon." (Lines 9-10)
  
3. PART A: How does the tone evolve throughout the poem?
  - A. It remains light-hearted throughout the poem, as the boys don't take their actions or the possible consequences seriously.
  - B. It starts off as light-hearted but becomes serious as the consequences of the boys' carefree lifestyle becomes apparent.
  - C. It goes from being serious about the consequences of the boys' actions to being casual about them.
  - D. It remains consistently somber throughout the poem, as there are clearly consequences for every decision the boys make.
  
4. PART B: Which stanza from the poem best supports the answer to Part A?
  - A. We real cool. We / Left school. We (Stanza 1, Lines 3-4)
  - B. Lurk late. We / Strike straight. We (Stanza 2, Lines 5-6)
  - C. Sing sin. We / Thin gin. We (Stanza 3, Lines 7-8)
  - D. Jazz June. We / Die soon. (Stanza 4, Lines 9-10)

5. What is the effect of the repetition of the word "we" throughout the poem?

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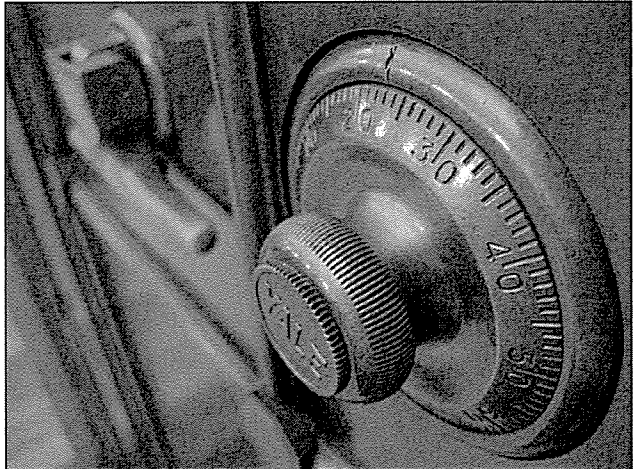
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## A Retrieved Reformation

By O. Henry  
1903

*O. Henry (1862-1910), born William Sydney Porter, was an American author who wrote hundreds of short stories. He is known for his wit and wordplay.*

- [1] A guard came to the prison shoe-shop, where Jimmy Valentine was assiduously<sup>1</sup> stitching uppers,<sup>2</sup> and escorted him to the front office. There the warden handed Jimmy his pardon, which had been signed that morning by the governor. Jimmy took it in a tired kind of way. He had served nearly ten months of a four year sentence. He had expected to stay only about three months, at the longest. When a man with as many friends on the outside as Jimmy Valentine had is received in the "stir"<sup>3</sup> it is hardly worthwhile to cut his hair.



*"Safe" by Rob Pongsajapan is licensed under CC BY 2.0*

"Now, Valentine," said the warden, "you'll go out in the morning. Brace up, and make a man of yourself. You're not a bad fellow at heart. Stop cracking safes, and live straight."

"Me?" said Jimmy, in surprise. "Why, I never cracked a safe in my life."

"Oh, no," laughed the warden. "Of course not. Let's see, now. How was it you happened to get sent up on that Springfield job? Was it because you wouldn't prove an alibi for fear of compromising somebody in extremely high-toned society? Or was it simply a case of a mean old jury that had it in for you? It's always one or the other with you innocent victims."

- [5] "Me?" said Jimmy, still blankly virtuous.<sup>4</sup> "Why, warden, I never was in Springfield in my life!"

"Take him back, Cronin!" said the warden, "and fix him up with outgoing clothes. Unlock him at seven in the morning, and let him come to the bull-pen. Better think over my advice, Valentine."

At a quarter past seven on the next morning Jimmy stood in the warden's outer office. He had on a suit of the villainously fitting, ready-made clothes and a pair of the stiff, squeaky shoes that the state furnishes to its discharged compulsory<sup>5</sup> guests.

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1. **Assiduous (adjective):** showing great care, attention, and effort
  2. the upper part of a shoe that connects to the sole
  3. an old slang term for prison
  4. **Virtuous (adjective):** having or showing high moral standards or goodness
  5. **Compulsory (adjective):** having the power of forcing someone to do something; required by law

The clerk handed him a railroad ticket and the five-dollar bill with which the law expected him to rehabilitate himself into good citizenship and prosperity. The warden gave him a cigar, and shook hands. Valentine, 9762, was chronicled on the books, "Pardoned by Governor," and Mr. James Valentine walked out into the sunshine.

Disregarding the song of the birds, the waving green trees, and the smell of the flowers, Jimmy headed straight for a restaurant. There he tasted the first sweet joys of liberty in the shape of a broiled chicken and a bottle of white wine — followed by a cigar a grade better than the one the warden had given him. From there he proceeded leisurely to the depot. He tossed a quarter into the hat of a blind man sitting by the door, and boarded his train. Three hours set him down in a little town near the state line. He went to the cafe of one Mike Dolan and shook hands with Mike, who was alone behind the bar.

[10] "Sorry we couldn't make it sooner, Jimmy, me boy," said Mike. "But we had that protest from Springfield to buck against, and the governor nearly balked.<sup>6</sup> Feeling all right?"

"Fine," said Jimmy. "Got my key?"

He got his key and went upstairs, unlocking the door of a room at the rear. Everything was just as he had left it. There on the floor was still Ben Price's collar-button that had been torn from that eminent<sup>7</sup> detective's shirt-band when they had overpowered Jimmy to arrest him.

Pulling out from the wall a folding-bed, Jimmy slid back a panel in the wall and dragged out a dust-covered suit-case. He opened this and gazed fondly at the finest set of burglar's tools in the East. It was a complete set, made of specially tempered steel, the latest designs in drills, punches, braces and bits, jimmies, clamps, and augers, with two or three novelties, invented by Jimmy himself, in which he took pride. Over nine hundred dollars they had cost him to have made at — , a place where they make such things for the profession.

In half an hour Jimmy went down stairs and through the cafe. He was now dressed in tasteful and well-fitting clothes, and carried his dusted and cleaned suit-case in his hand.

[15] "Got anything on?" asked Mike Dolan, genially.<sup>8</sup>

"Me?" said Jimmy, in a puzzled tone. "I don't understand. I'm representing the New York Amalgamated Short Snap Biscuit Cracker and Frazzled Wheat Company."

This statement delighted Mike to such an extent that Jimmy had to take a seltzer-and-milk on the spot. He never touched "hard" drinks.

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6. **Balk** (*verb*): to hesitate or be unwilling to accept an idea or undertaking

7. **Eminent** (*adjective*): successful, well-known, and respected

8. **Genial** (*adjective*): friendly and cheerful



A week after the release of Valentine, 9762, there was a neat job of safe-burglary done in Richmond, Indiana, with no clue to the author. A scant eight hundred dollars was all that was secured. Two weeks after that a patented, improved, burglar-proof safe in Logansport was opened like a cheese to the tune of fifteen hundred dollars, currency; securities and silver untouched. That began to interest the rogue-catchers. Then an old-fashioned bank-safe in Jefferson City became active and threw out of its crater an eruption of bank-notes amounting to five thousand dollars. The losses were now high enough to bring the matter up into Ben Price's class of work. By comparing notes, a remarkable similarity in the methods of the burglaries was noticed. Ben Price investigated the scenes of the robberies, and was heard to remark:

"That's Dandy Jim Valentine's autograph. He's resumed business. Look at that combination knob — jerked out as easy as pulling up a radish in wet weather. He's got the only clamps that can do it. And look how clean those tumblers were punched out! Jimmy never has to drill but one hole. Yes, I guess I want Mr. Valentine. He'll do his bit next time without any short-time or clemency<sup>9</sup> foolishness."

- [20] Ben Price knew Jimmy's habits. He had learned them while working on the Springfield case. Long jumps, quick get-aways, no confederates, and a taste for good society — these ways had helped Mr. Valentine to become noted as a successful dodger of retribution.<sup>10</sup> It was given out that Ben Price had taken up the trail of the elusive cracksman, and other people with burglar-proof safes felt more at ease.

One afternoon Jimmy Valentine and his suit-case climbed out of the mail-hack in Elmore, a little town five miles off the railroad down in the black-jack country of Arkansas. Jimmy, looking like an athletic young senior just home from college, went down the board side-walk toward the hotel.

A young lady crossed the street, passed him at the corner and entered a door over which was the sign, "The Elmore Bank." Jimmy Valentine looked into her eyes, forgot what he was, and became another man. She lowered her eyes and coloured slightly. Young men of Jimmy's style and looks were scarce in Elmore.

Jimmy collared a boy that was loafing on the steps of the bank as if he were one of the stockholders, and began to ask him questions about the town, feeding him dimes at intervals. By and by the young lady came out, looking royally unconscious of the young man with the suitcase, and went her way.

"Isn' that young lady Polly Simpson?" asked Jimmy, with specious<sup>11</sup> guile.<sup>12</sup>

- [25] "Naw," said the boy. "She's Annabel Adams. Her pa owns this bank. Why'd you come to Elmore for? Is that a gold watch-chain? I'm going to get a bulldog. Got any more dimes?"

Jimmy went to the Planters' Hotel, registered as Ralph D. Spencer, and engaged a room. He leaned on the desk and declared his platform to the clerk. He said he had come to Elmore to look for a location to go into business. How was the shoe business, now, in the town? He had thought of the shoe business. Was there an opening?

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9. **Clemency** (*noun*): kind or merciful treatment of someone who could be given harsh punishment

10. **Retribution** (*noun*): punishment inflicted on someone as revenge for a wrong or crime

11. **Specious** (*adjective*): having a false look of truth or sincerity

12. **Guile** (*noun*): the use of clever and usually dishonest methods to achieve something

The clerk was impressed by the clothes and manner of Jimmy. He, himself, was something of a pattern of fashion to the thinly gilded youth of Elmore, but he now perceived his shortcomings. While trying to figure out Jimmy's manner of tying his four-in-hand<sup>13</sup> he cordially gave information.

Yes, there ought to be a good opening in the shoe line. There wasn't an exclusive shoe-store in the place. The dry-goods and general stores handled them. Business in all lines was fairly good. Hoped Mr. Spencer would decide to locate in Elmore. He would find it a pleasant town to live in, and the people very sociable.

Mr. Spencer thought he would stop over in the town a few days and look over the situation. No, the clerk needn't call the boy. He would carry up his suit-case, himself; it was rather heavy.

[30] Mr. Ralph Spencer, the phoenix that arose from Jimmy Valentine's ashes — ashes left by the flame of a sudden and alterative attack of love — remained in Elmore, and prospered. He opened a shoe-store and secured a good run of trade.

Socially he was also a success, and made many friends. And he accomplished the wish of his heart. He met Miss Annabel Adams, and became more and more captivated by her charms.

At the end of a year the situation of Mr. Ralph Spencer was this: he had won the respect of the community, his shoe-store was flourishing, and he and Annabel were engaged to be married in two weeks. Mr. Adams, the typical, plodding, country banker, approved of Spencer. Annabel's pride in him almost equalled her affection. He was as much at home in the family of Mr. Adams and that of Annabel's married sister as if he were already a member.

One day Jimmy sat down in his room and wrote this letter, which he mailed to the safe address of one of his old friends in St. Louis:

Dear Old Pal:

[35] I want you to be at Sullivan's place, in Little Rock, next Wednesday night, at nine o'clock. I want you to wind up some little matters for me. And, also, I want to make you a present of my kit of tools. I know you'll be glad to get them — you couldn't duplicate the lot for a thousand dollars. Say, Billy, I've quit the old business — a year ago. I've got a nice store. I'm making an honest living, and I'm going to marry the finest girl on earth two weeks from now. It's the only life, Billy — the straight one. I wouldn't touch a dollar of another man's money now for a million. After I get married I'm going to sell out and go West, where there won't be so much danger of having old scores brought up against me. I tell you, Billy, she's an angel. She believes in me; and I wouldn't do another crooked thing for the whole world. Be sure to be at Sully's, for I must see you. I'll bring along the tools with me.

Your old friend,

Jimmy.

On the Monday night after Jimmy wrote this letter, Ben Price jogged unobtrusively<sup>14</sup> into Elmore in a livery buggy. He lounged about town in his quiet way until he found out what he wanted to know. From the drug-store across the street from Spencer's shoe-store he got a good look at Ralph D. Spencer.

13. a type of necktie knot

"Going to marry the banker's daughter are you, Jimmy?" said Ben to himself, softly. "Well, I don't know!"

- [40] The next morning Jimmy took breakfast at the Adamses. He was going to Little Rock that day to order his wedding-suit and buy something nice for Annabel. That would be the first time he had left town since he came to Elmore. It had been more than a year now since those last professional "jobs," and he thought he could safely venture out.

After breakfast quite a family party went downtown together — Mr. Adams, Annabel, Jimmy, and Annabel's married sister with her two little girls, aged five and nine. They came by the hotel where Jimmy still boarded, and he ran up to his room and brought along his suit-case. Then they went on to the bank. There stood Jimmy's horse and buggy and Dolph Gibson, who was going to drive him over to the railroad station.

All went inside the high, carved oak railings into the banking-room — Jimmy included, for Mr. Adams's future son-in-law was welcome anywhere. The clerks were pleased to be greeted by the good-looking, agreeable young man who was going to marry Miss Annabel. Jimmy set his suit-case down. Annabel, whose heart was bubbling with happiness and lively youth, put on Jimmy's hat, and picked up the suit-case. "Wouldn't I make a nice drummer?" said Annabel. "My! Ralph, how heavy it is? Feels like it was full of gold bricks."

"Lot of nickel-plated shoe-horns in there," said Jimmy, coolly, "that I'm going to return. Thought I'd save express charges by taking them up. I'm getting awfully economical."

The Elmore Bank had just put in a new safe and vault. Mr. Adams was very proud of it, and insisted on an inspection by every one. The vault was a small one, but it had a new, patented door. It fastened with three solid steel bolts thrown simultaneously with a single handle, and had a time-lock. Mr. Adams beamingly explained its workings to Mr. Spencer, who showed a courteous but not too intelligent interest. The two children, May and Agatha, were delighted by the shining metal and funny clock and knobs.

- [45] While they were thus engaged Ben Price sauntered in and leaned on his elbow, looking casually inside between the railings. He told the teller that he didn't want anything; he was just waiting for a man he knew.

Suddenly there was a scream or two from the women, and a commotion. Unperceived by the elders, May, the nine-year-old girl, in a spirit of play, had shut Agatha in the vault. She had then shot the bolts and turned the knob of the combination as she had seen Mr. Adams do.

The old banker sprang to the handle and tugged at it for a moment. "The door can't be opened," he groaned. "The clock hasn't been wound nor the combination set."

Agatha's mother screamed again, hysterically.

"Hush!" said Mr. Adams, raising his trembling hand. "All be quite for a moment. Agatha!" he called as loudly as he could. "Listen to me." During the following silence they could just hear the faint sound of the child wildly shrieking in the dark vault in a panic of terror.

[50] "My precious darling!" wailed the mother. "She will die of fright! Open the door! Oh, break it open! Can't you men do something?"

"There isn't a man nearer than Little Rock who can open that door," said Mr. Adams, in a shaky voice. "My God! Spencer, what shall we do? That child — she can't stand it long in there. There isn't enough air, and, besides, she'll go into convulsions from fright."

Agatha's mother, frantic now, beat the door of the vault with her hands. Somebody wildly suggested dynamite. Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing. To a woman nothing seems quite impossible to the powers of the man she worships.

"Can't you do something, Ralph — try, won't you?"

He looked at her with a queer, soft smile on his lips and in his keen eyes.

[55] "Annabel," he said, "give me that rose you are wearing, will you?"

Hardly believing that she heard him aright, she unpinned the bud from the bosom of her dress, and placed it in his hand. Jimmy stuffed it into his vest-pocket, threw off his coat and pulled up his shirt-sleeves. With that act Ralph D. Spencer passed away and Jimmy Valentine took his place.

"Get away from the door, all of you," he commanded, shortly.

He set his suit-case on the table, and opened it out flat. From that time on he seemed to be unconscious of the presence of anyone else. He laid out the shining, queer implements swiftly and orderly, whistling softly to himself as he always did when at work. In a deep silence and immovable, the others watched him as if under a spell.

In a minute Jimmy's pet drill was biting smoothly into the steel door. In ten minutes — breaking his own burglarious record — he threw back the bolts and opened the door.

[60] Agatha, almost collapsed, but safe, was gathered into her mother's arms.

Jimmy Valentine put on his coat, and walked outside the railings towards the front door. As he went he thought he heard a far-away voice that he once knew call "Ralph!" But he never hesitated.

At the door a big man stood somewhat in his way.

"Hello, Ben!" said Jimmy, still with his strange smile. "Got around at last, have you? Well, let's go. I don't know that it makes much difference, now."

And then Ben Price acted rather strangely.

[65] "Guess you're mistaken, Mr. Spencer," he said. "Don't believe I recognize you. Your buggy's waiting for you, ain't it?"

## Text-Dependent Questions

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

1. PART A: Which statement best expresses a major theme of the text?
  - A. Deception is a thief's greatest tool.
  - B. Never try to change the one you love.
  - C. Being merciful is the mark of a good man.
  - D. People can change, for better or for worse.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "‘Me?’ said Jimmy, in a puzzled tone. ‘I don’t understand. I’m representing the New York Amalgamated Short Snap Biscuit Cracker and Frazzled Wheat Company.’" (Paragraph 16)
  - B. "‘That’s Dandy Jim Valentine’s autograph. He’s resumed business... He’ll do his bit next time without any short-time or clemency foolishness.’" (Paragraph 19)
  - C. "‘Going to marry the banker’s daughter are you, Jimmy?’ said Ben to himself, softly. ‘Well, I don’t know!’" (Paragraph 39)
  - D. "‘Jimmy stuffed [the rose] into his vest-pocket, threw off his coat and pulled up his shirt- sleeves. With that act Ralph D. Spencer passed away and Jimmy Valentine took his place.’" (Paragraph 56)
  
3. What do paragraphs 3-5 reveal about Jimmy’s character?
  - A. Jimmy is in deep denial about his criminal record.
  - B. Jimmy is comfortable pretending to be someone he is not.
  - C. Jimmy is eager to change his ways and become a better person.
  - D. Jimmy is an innocent man who was wrongly convicted of robbery.
  
4. What does the word “elusive” mean as it is used in paragraph 20?
  - A. charming
  - B. sociable
  - C. difficult to catch
  - D. not memorable
  
5. What causes Jimmy to become “another man” (Paragraph 22)?
  - A. seeing a young woman in Elmore
  - B. learning that Polly’s father runs the local bank
  - C. learning that Ben Price is investigating his case
  - D. being reminded of the warden’s advice to change

6. Compare Jimmy Valentine's transformation in paragraph 30 with the conclusion of the story. How do these two events contribute to the story's overall meaning? Cite evidence in your answer.

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

## The Hero's Journey

By Jessica McBirney  
2017

*Joseph Campbell was an American mythologist, writer, and lecturer. His book *The Hero with a Thousand Faces* explores the common journey that heroes from different works of literature take. In this informational text, Jessica McBirney further discusses this common structure of storytelling that Campbell identified. As you read, take notes on the different parts of the Hero's Journey.*

- [1] When we follow a good story, we tend to follow the journey a character makes from beginning to end. We can't wait to find out what happens next. It's a page-turner; there are obstacles at every stage and crucial<sup>1</sup> choices that characters have to make in order to overcome these obstacles. Eventually, we pick up another story. We have an appetite for stories. There are so many for us to choose from — in libraries, in bookshops, and on our screens — and each story seems new and exciting.



*"Leaving Hobbiton" by Jeff Hitchcock is licensed under CC BY 2.0*

Well, in fact, oftentimes this is not true. We are led to believe these stories are new even though a lot of them follow a simple formula. When we stop to think about it, many of these stories have more similarities than we might think.

In the 1940s, the writer and professor, Joseph Campbell, noticed that a lot of his favorite stories shared a similar structure. He decided to write about it in his book, *The Hero with a Thousand Faces*. Today, this story structure is popularly known as "The Hero's Journey." Stories that use this structure loosely follow a similar series of general events, otherwise known as plot points.

The hero is the main character in the story. He or she sets off on an adventure, or quest, to accomplish a specific goal. Below are just a few of the steps all heroes face in the "Hero's Journey" story plot. Popular stories like *The Hobbit* and *The Hunger Games* follow this structure.

### The Ordinary World

- [5] The story usually opens with the hero's normal life: their ordinary world. This "world" can include their home and family life, their job, their personal history, and more. The author does this to introduce their hero and explain certain things about their personality and actions.

In the ordinary world, the hero often feels uncomfortable in some way. There is something they don't like about their normal life, something that causes them stress or discomfort. Others in the ordinary world might think the hero is odd in some way.

1. **Crucial (adjective):** of great importance



## Call to Adventure

According to Campbell's formula, something will then occur that disrupts our hero's life in the ordinary world and causes them to face a decision. It could be an event, a discovery, an added danger, or something new from within the hero. It requires the hero to do something; they are the only person who can fulfill this call or accomplish this goal. The call to adventure provides a first look into what Campbell calls "a new world," one very different from the ordinary world.

## Refusing the Call

The hero may not immediately accept their call to adventure. They might be afraid of entering the new world or of the tasks they have to do. If this is the case, they will initially refuse to accept the call. If the hero initially refuses their call to adventure, bad things usually begin to occur.

## Crossing the Threshold

In some stories, before the hero accepts the call to adventure, they meet with a mentor. This person will be a mature person who has experienced the new world before. The mentor offers advice that convinces the hero to accept the call and enter the new world.

- [10] "Crossing the threshold" happens when the hero finally accepts the call to adventure and enters the new world. The new world is very different from their ordinary world. It has unfamiliar rules and values that the hero must navigate.

## Tests, Allies, and Enemies

In the new world, the hero faces a variety of tests and obstacles. Sometimes the hero is successful and sometimes they fail. All the tests serve to make the hero stronger and more determined to accomplish their goal. The hero encounters other people during his journey. They usually have at least one ally, someone who travels with them and supports them in the mission. Together they may encounter other helpful people.

## The Ordeal<sup>2</sup>

According to Campbell's formula, midway through the story, the hero will face their hardest test yet, a test that will make them confront their greatest fear or insecurity. This often includes a brush with death. The hero overcomes this test, or escapes death, and finds new hope as they push towards their ultimate challenge or goal.

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2. Ordeal (*noun*): a severe trial or experience

## The Supreme Ordeal

At the climax of the story — the most intense, exciting or important point of the story — the hero faces one final test, which is often their absolute greatest challenge. Campbell calls this plot point the “Supreme Ordeal.” The hero is close to being able to return to the ordinary world, but they must overcome this final test to return. This is the moment where the hero accomplishes their goal; their quest has succeeded.

During the “Supreme Ordeal,” the hero will tend to experience a lot of turmoil.<sup>3</sup> Maybe they face death again, or have to make a great sacrifice. They defeat the internal and external conflicts they have been facing throughout the story.

## Reward and the Journey Home

- [15] After they've accomplished their mission, the hero collects some type of reward from their journey. Usually this is a physical reward, anything ranging from treasure, a prince or princess, to even the rulership of a kingdom.

The hero returns, with this reward, home to their ordinary world. Because of all they have experienced and accomplished, they are changed from the beginning of the story. The story may or may not have a happy ending, but a lot of the tension or discontent they felt has now been resolved because of what they accomplished on their journey.

## Where can we find The Hero's Journey formula?

Campbell's Hero's Journey structure shows up all over literature, no matter the genre. The Hero's Journey stories are so compelling because we like to see heroic characters overcoming great obstacles; we admire these heroes and hope to be like them. You don't have to be a character in a book to be a hero in your own life.

Now that you are familiar with the Hero's Journey story structure. Let's try it out on the two popular hero stories mentioned earlier, *The Hobbit* and *The Hunger Games*. A warning for those readers who haven't read these books, the examples carry spoilers!

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3. **Turmoil** (*noun*): a state of great disturbance or uncertainty

## ***The Hobbit***

In J.R.R. Tolkien's fantasy novel, *The Hobbit*, the hero is the Bilbo Baggins. Bilbo's "Ordinary World" is his hobbit hole in Bag End in the Shire. At first glance, Bilbo Baggins seems to be the most comfortable hobbit<sup>4</sup> in all of Hobbiton. However, after hearing the dwarves' song, a part of Bilbo begins to long for adventure. His "Call To Adventure" comes when the wizard, Gandalf, approaches him and asks if he wants to go on an adventure. Bilbo, at first, refuses to go with Gandalf on the adventure ("Refusing the call"). Gandalf puts a sign on Bilbo's door and a band of dwarves come to his house and eat all his food. This is extremely unnerving for Bilbo (bad things happening after refusing the call). Gandalf serves as Bilbo's "Mentor" throughout the story. Bilbo agrees to go with the dwarves to try and reclaim the treasure from a place called Lonely Mountain ("Crossing the Threshold"), and they begin their journey. One of Bilbo's "Tests" is his encounter with the trolls in the woods. When they capture the dwarves, he must rescue his friends. The elves ("Allies") in Rivendell take care of Bilbo and the other dwarves and prepare them for the journey ahead. They will also face various "Enemies" who want to prevent them from finishing their goal. Bilbo's "Ordeal" is his journey to the heart of the goblin mountain and his encounter with Gollum, a twisted character, who he must outwit to save his own life. His "Supreme Ordeal" is when he participates in 'the Battle of Five Armies,' and his side succeeds. Bilbo's "Reward" is his share of the dwarves' treasure from the mountain.

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4. a member of an imaginary race similar to humans, of a small size and with hairy feet

## ***The Hunger Games***

[20] In Suzanne Collins' dystopian<sup>5</sup> novel, *The Hunger Games*, the main hero is Katniss Everdeen. Her "Ordinary World" is in District 12, an impoverished region in the fictional country of Panem where she lives with her mother and little sister, Prim. She struggles to support her family, often hunting illegally to keep them fed, but poverty is not the only stress in her life. Every year, children between the ages 12 to 18 face the 'reaping': a ceremony that chooses participants for the Hunger Games, a contest where those participants must fight to the death. In the beginning of *The Hunger Games*, Katniss experiences her "Call to Adventure" while on a hunting trip with her childhood friend, Gale. He talks about running away, leaving District 12 to live in the woods. Katniss dismisses Gale's suggestion to run away because they both have families to take care of ("Refusing the Call). After refusing to run away, she attends the reaping ceremony. Out of the hundreds of entries, her little sister's name is chosen, which forces Katniss to volunteer in her sister's place in order to save Prim's life. Bad things have happened after Katniss "refused the call," which leads to her "Crossing the Threshold" and participating in the Hunger Games. Haymitch Abernathy is her "Mentor" figure, a former victor of the Hunger Games from District 12. He advises Katniss and the other District 12 champion, Peeta, on how to survive the Hunger Games. The Gamemakers test Katniss and the other tributes on their skills, and their score usually determines how well they will do in the game ("Tests"). Katniss encounters allies and enemies both in and out of the arena. Cinna, her stylist and only friend in the Capitol, encourages Katniss and helps her win over the audience in her interviews. Peeta and Haymitch also work to help Katniss survive ("Allies"). Many of Katniss' competitors resent her and see her as a challenge ("Enemies"), but others, like the character Rue, create an alliance with Katniss. For the participants, the game itself is an ordeal; it forces them to kill or be killed. But for Katniss, the "Ordeal" occurs when Rue is killed. Rue's death forces Katniss to confront the injustice of the Hunger Games. Shortly after, Katniss is motivated to defy the Capitol by making sure she and Peeta survive. "The Supreme Ordeal" arrives at the end of the game, the Gamemakers announce that only one tribute may win, despite their earlier rule change that declared two could survive. Rather than attack each other, Katniss and Peeta agree to eat poisonous berries. They are stopped by the Gamemakers before they can do so, but their willingness to sacrifice their own lives instead of killing each other saves them. Survivors of the Hunger Games receive money and fame ("Reward"), though at a terrible cost.

As you can see, both *The Hobbit* and *The Hunger Games* follow Campbell's formula for "The Hero's Journey". So the next time you read a book, or watch a movie, check to see if it follows the formula and ask yourself: is this story really new?

*"The Hero's Journey"* by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

5. relating to an imagined place or state in which everything is unpleasant or bad

## Text-Dependent Questions

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

1. PART A: Which sentence best expresses the central idea of the text?
  - A. While different genres of literature exist, all of them follow the Hero's Journey.
  - B. When authors are writing novels, they intentionally adhere to the Hero's Journey.
  - C. The Hero's Journey establishes the structure of a story that countless stories follow.
  - D. The Hero's Journey is a helpful outline for author's to follow when writing.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "There are so many for us to choose from — in libraries, in bookshops, and on our screens — and each story seems new and exciting." (Paragraph 1)
  - B. "Popular stories like 'The Hobbit' and 'The Hunger Games' follow this structure." (Paragraph 4)
  - C. "Campbell's Hero's Journey structure shows up all over literature, no matter the genre." (Paragraph 17)
  - D. "So the next time you read a book, or watch a movie, check to see if it follows the formula and ask yourself: is this story really new?" (Paragraph 21)
  
3. Which of the following describes the author's main purpose in the text?
  - A. to encourage authors to move away from the structure of the Hero's Journey
  - B. to show how common the structure of the Hero's Journey is in literature
  - C. to prove that essentially every story follows the Hero's Journey
  - D. to help readers understand how Campbell came to identify the Hero's Journey
  
4. Which statement describes how the author develops their analysis of the Hero's Journey?
  - A. The author describes the structure of the Hero's Journey and then explores how it translates to popular books.
  - B. The author discusses the Hero's Journey as Campbell describes it and then shows how it has changed over time.
  - C. The author describes what the Hero's Journey is and then discusses the pros and cons of following such a structure.
  - D. The author discusses Campbell's discovery of the Hero's Journey and then explores how the structure of stories has changed since then.

5. How does the author's discussion of "The Hobbit" and "The Hunger Games" contribute to the development of ideas in the text? Cite evidence from the text in your response.

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