Beyond Literature

Each selection is supported with one of the following activity pages:

- Cross-Curricular Connection
- Career Connection
- Community Connection
- Media Connection
- Humanities Connection
- Workplace Skills
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Workplace Skills: Making Decisions

What led Tom to risk his life for a piece of paper? Ambition motivates people to work hard, achieve goals, and improve themselves. Ambition can lead to success but, as Tom learned, it can also cloud judgment. Good decisions are based on an analysis of the problem—exploring one's purpose, objectives, and alternatives.

A. DIRECTIONS: Analyze Tom's decision to go out on the window ledge. Answer the following questions on the lines provided.

1. What is the reason for, or purpose of, this decision?

2. What objectives should he consider?

3. What are other alternatives?

4. What could go wrong with this alternative?

B. DIRECTIONS: Analyze a decision of your own on the lines below.

Purpose of or Reason for Decision

Objectives

Alternatives

Final Course of Action
Cross-Curricular Connection: Physical Education

Hillary and Norgay use belays, or rope supports, to help each other scale the mountain safely. As they climb, one man goes ahead, cutting steps in the ice or snow. The man who waits below anchors his ice ax securely and wraps the rope around it. If the climbing man should slip, he would be caught by the rope. When the climbing man reaches a stopping point, it is his turn to anchor his ice ax and secure the rope around it. The man who has been waiting below then makes his way up the newly cut steps. If he slips, the anchored ice ax and rope will keep him from falling very far.

Teamwork of this kind is not limited to mountain climbing. Many athletic activities and sports require teamwork, though most do not involve life and death situations.

DIRECTIONS: In a brief essay, analyze the role teamwork plays in an athletic activity or sport in which you participate. If you are not involved in an organized sport, analyze an activity from physical education class. Consider the following questions as you write your analysis. When does teamwork occur? When you are competing? During training and practice? How does teamwork help your performance? How does teamwork help your team’s performance?
Community Connection: Community Action

The White family in "The Monkey’s Paw" would have been better off taking positive action than wishing for circumstances to change. What positive changes do you wish to make in your neighborhood or community? What community projects would have a positive impact on the people who live in your community? How will you go about launching and completing each project? Use the following chart to determine the steps you need to take to accomplish two community projects. Complete each section of the chart.

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“A Walk to the Jetty” from Annie John by Jamaica Kincaid (text page 60)

Cross-Curricular Connection: Social Studies

Jamaica Kincaid grew up in the West Indies, on the island of Antigua. Made up of three islands—Antigua, Barbuda, and Redonda—the independent republic of the Lesser Antilles is located in the eastern Caribbean Sea. Formerly a colony of Britain, Antigua is a mix of English and African cultures, perhaps most impressively seen in the Caribbean’s spectacular music and carnival arts.

DIRECTIONS: Use the map of Antigua and details from the story to answer the questions below.

1. Describe the climate of Antigua.

   ________________________________________________

2. How might the climate of Antigua differ from that of England?

   ________________________________________________

3. What can you infer are Antigua’s three main industries?

   ________________________________________________

4. In which part of the island is the capital located?

   ________________________________________________

5. At which two points on the island do you think the ships dock?

   ________________________________________________

6. What is the highest point on the island?

   ________________________________________________

7. Why might Annie feel that Antigua is a place of limited opportunity?

   ________________________________________________

8. Which elements of home might Annie miss most?

   ________________________________________________
"The Masque of the Red Death" by Edgar Allan Poe (text page 78)

Cross-Curricular Connection: Science

Plague can spread to humans when fleas living on infected rodents bite humans and pass the disease into people's bloodstreams. The urban centers of fourteenth- and fifteenth-century Europe were breeding grounds for plague. Poor people lived close together and had low standards of cleanliness, making it easy for rats to thrive. Even among the wealthier and better educated, frequent bathing was considered a health risk rather than a necessity. From about 1300 to 1450, the Black Death wiped out nearly one-fourth of the European population.

In the modern world, plague is a rare threat. With medical weapons such as vaccinations and antibiotics, modern science has made incredible gains in the battle against the disease. However, we are not completely immune to life-threatening illnesses. Epidemics such as AIDS and tuberculosis still present a serious threat. For example, certain strains of the tuberculosis virus have mutated and become resistant to medicines that once prevented them. Other viruses can mutate and reappear as a new disease. The Ebola virus is particularly deadly. It travels from animals to humans, spreading quickly through the human population and causing a gruesome, painful death.

DIRECTIONS: Answer the following questions.

1. Why are modern standards of hygiene an effective protection against the spread of plague?

2. What medical advances have slowed the spread of life-threatening diseases, such as smallpox and influenza?

3. Has modern science completely eliminated the threat of fatal epidemics? Why or why not?

4. Why are some infectious diseases still a threat?

5. What diseases in the modern world might be considered the next Black Death? Why?
In “Spring and All,” William Carlos Williams creates a scene in which life struggles to renew itself in a cold, unwelcoming spring. This hardiness is what life is about, Williams says, as these plants “grip down and begin to awaken.”

How well does a work of art correspond to your idea of something you read? Look at the untitled work by David Gaz on pages 90 and 91 in your textbook. Does the artwork match the image you created in your mind as you read the poem?

DIRECTIONS: On separate sheets of paper, make information sheets like the following sample. Complete an information sheet for the artwork by David Gaz to help you describe what you see. Then complete an information sheet for the picture you created in your mind as you read “Spring and All.” Use the two sheets to help you answer the following questions.

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<td>Effect of colors:</td>
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<td>Arrangement of scene:</td>
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<td>Feelings evoked:</td>
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</table>

1. What images do you see in David Gaz’s work that are similar to the ones you created in your mind as you read “Spring and All”?

2. What images differ in Gaz’s work from what you saw in “Spring and All”?

3. What feelings do you derive from the objects in David Gaz’s picture?

4. What feelings do the images in “Spring and All” evoke?

5. In your opinion, to what extent does David Gaz’s artwork represent the images of Williams’s poem?
Rules of Warfare

Between the years 1864 and 1949, international treaties known as the Geneva Conventions were created to protect basic human rights during times of war. The first Geneva Convention, approved by all of the major powers of Europe, provided for the protection of military hospitals from capture or destruction. It also established the International Red Cross as a neutral organization to care for the wounded, the sick, and the homeless.

The original Geneva Convention was revised over the years to include protection for prisoners of war and civilians. According to revised treaties, established in 1949 following World War II, prisoners of war must be treated humanely, given food and water, and must not be pressured to supply secret information. The revised treaties provided civilians with protection by forbidding torture, violations of human dignity, deportation of individuals and groups, group punishments, the taking of hostages, and discrimination based on race, religion, or nationality. The Geneva Conventions assume a "code of honor" during times of war and have been approved by most nations.

A. DIRECTIONS: Answer the following questions on the lines provided.

1. In what way do the actions of Dionysius in "Damon and Pythias" and the Prussian officer in "Two Friends" show the need for the human rights guidelines established by the Geneva Conventions?

2. What specific rules of the Geneva Conventions would Dionysius and the Prussian officer be found guilty of violating?

3. In what ways do Damon, Pythias, Sauvage, and Morissot exhibit honorable behavior, despite the cruelty that surrounds them?

B. Imagine if ordinary citizens were asked to live by a "code of honor" in their everyday lives. What special guidelines would you establish to encourage people to treat one another with respect and dignity? What guidelines would you establish to encourage the respectful treatment of animals and the environment? Working in a small group, write a treaty that sets forth a general "code of honor" for all people in their everyday lives.
from In Commemoration: One Million Volumes by Rudolfo A. Anaya (text page 119)

Community Connection: The Library

**DIRECTIONS:** How could your town library be improved to make it more like the library that Anaya commemorates? Interview the librarians at your local library, asking for their “wish list.” Then talk to people you know, and ask how they would like to see the library improved. Compile a list of what you feel are the most worthwhile ideas, then prepare a proposal you might present to your town’s governing body, including suggestions for how these changes might be funded. State your plan as persuasively as possible.

**Wish List:**

________________________________________________________________________
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**Needed Improvements:**

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**Proposal:**

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“Thoughts of Hanoi” by Nguyen Thi Vinh (text page 364)
“Pride” by Dahlia Ravikovitch (text page 366)
“Auto Wreck” by Karl Shapiro (text page 367)
“Before the Law” by Franz Kafka (text page 368)

Career Connection: Emergency Medical Technician

Emergency Medical Technicians, often called EMTs, respond to medical emergencies like the one described in Karl Shapiro’s “Auto Wreck” to provide immediate treatment for ill or injured persons, both on the scene and during transport to a medical facility. EMTs work in fire departments, private ambulance services, police departments, volunteer Emergency Medical Services (EMS) squads, hospitals, industrial plants, or other organizations that provide prehospital emergency care. At the scene, they must cope calmly and efficiently with whatever awaits them—including victims who appear to have had heart attacks, or are burned, trapped under fallen objects, in childbirth, or emotionally disturbed. Once they have evaluated the situation and the victim’s condition, EMTs establish priorities of required care. Then they administer emergency treatment under standing orders or in accordance with specific instructions received over the radio from a physician.

The particular procedures and treatments EMTs carry out are related to the level of certification they have achieved. Those trained in EMT-Basic may open airways, restore breathing, control bleeding, treat for shock, administer oxygen, immobilize fractures, bandage wounds, assist in childbirth, manage emotionally disturbed patients, assist heart attack victims, and give initial care to poison and burn victims. EMT-Intermediate training allows them to administer intravenous fluids, give lifesaving shocks to a stopped heart, and provide other intensive care procedures. EMT-Paramedics provide the most extensive prehospital care. They may administer drugs and use complex equipment.

EMT-Basic training includes 100 to 120 hours of classroom work plus 10 hours of internship in a hospital emergency room. EMT-Intermediate training varies from state to state, but includes 35–55 hours of additional instruction in patient assessment and in the use of certain procedures and equipment. Training programs for EMT-Paramedics last between 750 and 2,000 hours. Applicants to an EMT training course generally must be at least 18 years old and have a high school diploma (or the equivalent) and a driver’s license. Recommended high school subjects for prospective EMTs are driver education, health, and science.

A. DIRECTIONS: Answer the following questions on the lines provided.

1. How does someone become an EMT? ________________________________

2. For whom do EMTs work? ________________________________

3. What skills are involved in EMT work? ________________________________

4. What are the most difficult aspects of the job? ________________________________

5. What are some of the rewarding aspects of the job? ________________________________

B. DIRECTIONS: On a separate sheet of paper, briefly discuss the ways in which EMT work does or does not appeal to you. Explain why.
Career Connection: Veterinary Science

Working on farms, in kennels, in hospitals, and in laboratories, veterinarians are doctors involved in health care for animals. Many veterinarians have small-animal practices in which they treat dogs, cats, and other household pets. Most of these veterinarians are associated with animal hospitals. These hospitals often contain equipment much like that used in hospitals for humans. There, animals may be cared for during illnesses, and surgery may be performed to treat an illness or injury. An important part of a veterinarian's duties is the control of rabies. All dogs, cats, and other pets that may be exposed to rabies must be vaccinated against it.

Veterinarians in farm practices specialize in the care and treatment of livestock. They work to keep farm animals in good health and to prevent outbreaks of animal diseases. Epidemics can devastate animal populations, and in some cases, livestock diseases cross over to human populations. Fortunately, vaccines make it possible for veterinarians to protect farm animals against most diseases.

Although small-animal and livestock practices are most common, veterinary science presents a variety of career opportunities. Veterinarians may work for a government agency, such as a public health service or agricultural department. They may inspect meat and meat products in slaughtering and packing houses. They may also work in laboratories testing milk or other dairy products, or preparing serums and vaccines. Veterinarians also work at animal shelters, zoos, and even race tracks.

Students seeking a degree in veterinary science must complete four to six years at a veterinary school, where courses in anatomy, physiology, surgery, and other disciplines provide training. In order to practice in most states, a veterinarian must pass a test to obtain a license.

Directions: Write your answers to the following questions.

1. What type of veterinarian would treat James, the parrot, or Mrs. Gage's dog, Shag?

2. Why would a veterinarian with a livestock practice be particularly concerned with the control of animal-to-animal diseases?

3. If a veterinarian wished to practice in an urban area, what are three career paths he or she might pursue?

4. List three differences between small-animal and livestock veterinary practices.
Cross-Curricular Connection: Geography

Chinua Achebe sets much of his fiction in his homeland of Nigeria. Situated on the west coast of Africa, Nigeria has the largest population of any country in Africa. Although most live in rural areas, more and more Nigerians have moved to urban centers. More than one million people live in Lagos, the country's largest city. Other large cities include Ibadan, Kano, Ogbomosho, and Uyo.

With its coastal oil fields and farmlands in the Niger Delta and other areas, the south is the most economically developed part of the country. Root crops, such as the yams which Maria uses to make akara balls, grow well in the south. Grains, legumes, peanuts, and cotton thrive in the drier northern regions.

For many years, Lagos was Nigeria's political center. In 1980, however, the government began building Abuja, a new city, and in 1991, Abuja was declared Nigeria's official capital.

**Questions**

1. People from the eastern region formed the Republic of Biafra, the area roughly east of the Niger River. Name two cities that were formerly part of Biafra.

2. Why would crops produced in the drier north not grow as well in the Niger Delta?

3. Where are most of Nigeria's large cities located? Why might most large cities be located in this region?

4. Why might the government have wanted to move the capital from Lagos to Abuja?
Cross-Curriculum Connection: Art

“How to React to Familiar Faces” explores the role played by the media in making certain faces familiar. For about twenty centuries, however, portraiture has helped the rich, the beautiful, and the powerful find fame.

The Greeks, in the fourth century B.C., were among the first to capture the actual appearance of real persons. Throughout the duration of the Roman Empire, the Middle Ages, and the Renaissance, European painters made portraits of rulers or extremely wealthy or important people. Common people had no money, and no use, for portraits. Kings and queens, on the other hand, used the portraits to display their wealth and their regality—their fitness for being rulers. As a result, portrait painters frequently improved on nature to flatter and please their subjects.

In the early 1800's, an artist named Louis Daguerre introduced the first popular form of photography, whereby images were permanently fixed on a copper plate. His pictures, called daguerreotypes, made portraiture affordable for the middle classes.

In the late twentieth century, we take photographic portraits for granted. Most students in school have a portrait done annually. Celebrities often attempt to control the types of pictures released to the public to shape their image.

Though photographs can now be "retouched" or altered electronically, they are generally regarded as realistic representations of their subjects. Portraiture continues to be popular, though almost exclusively photographic. The idea of capturing and preserving our likenesses for our friends, family, and future generations appeals to us for reasons that have existed for about twenty centuries.

DIRECTIONS: Use the information on this page to answer the following questions.

1. What characteristics would a king or queen have wanted to be apparent in a portrait of him- or herself? Why?

2. Why, for centuries, were rulers and the very wealthy the only ones to have portraits made?

3. Study the portrait of Anthony Quinn on page 408 of your text. What impression do you get from the photograph? Explain why.

4. Why do you think celebrities are interested in controlling the photographs that are available to the media?
Humanities Connection: Art and Photography

Artists have been creating fine art—paintings, drawings, sculptures, and prints—for many centuries. By comparison, photography is a "new" art medium, having been around only since the early 1800's. Since photography's invention, however, painting and photography have greatly influenced each other; artists of both mediums borrow freely from each other, creating "photographic" paintings and "painterly" photographs. What elements are unique to each medium? What elements do painting and photography share? How is the influence of their various elements "seen" in a photograph or painting? In Degas' paintings, for example, the influence of photography can be seen in the overall effect of a candid moment captured on canvas, and in the way Degas uses the frame of the canvas to "cut off" figures and forms, as if they are moving beyond the "film" frame.

Basically, painting is a two-dimensional artistic expression created by applying pigment to a flat surface. The elements of painting, which may be combined by the artist in any number of ways, include line, form, color, tone, and texture.

"Photo" is from the Greek word for light; "graph," from the Greek word for draw. Photography, then, is the method by which light is "drawn," or recorded, onto a sensitive material or paper.

A. DIRECTIONS: Find a contemporary photograph of a ballet dancer taken in the midst of a performance. Then, complete the following chart by comparing and contrasting the photograph with "Dancers, Pink and Green" (text page 417) or with another Degas painting of ballet dancers.

<table>
<thead>
<tr>
<th>Degas painting:</th>
<th>Photograph:</th>
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<tbody>
<tr>
<td>Artist and year created</td>
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<tr>
<td>Subject</td>
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<td>Medium</td>
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<td>- texture</td>
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<tr>
<td>Overall impression created</td>
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</tbody>
</table>

B. DIRECTIONS: In a paragraph, summarize how the photograph and the painting of ballet dancers are similar and how they are different. Draw upon the details you have gathered in the chart for your summary.

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"The Orphan Boy and the Elk Dog" a Blackfeet Myth (text page 429)

**Cultural Connection: The Role of the Horse in Different Cultures**

In the Blackfeet myth "The Orphan Boy and the Elk Dog," Long Arrow becomes a hero because he finds and brings home to his village Elk Dogs, or horses. For the Blackfeet, the discovery of horses was indeed an important occasion. Horses improved their lives considerably by providing transportation and carrying heavy loads.

Horses have been an asset to people in many different cultures throughout human history. It is believed that horses were first domesticated in southwestern Asia by nomadic tribes who used them to carry heavy loads and as a source of milk. Ancient stone tablets and tapestries show that in about 1400 B.C., Mesopotamian people began to use horses to pull chariots in warfare, sport, and hunting. Later, Greeks and Romans became skilled riders, using horses in sports and warfare. The Romans relied on horses for light transport when they began to expand their empire.

Horses did not arrive in North America until about 1519, when Spanish conquerors brought them from Mexico. Native Americans began using horses to hunt buffalo and in battle. The pioneers used them to travel west, and to clear and cultivate land. Soldiers in both the Revolutionary War and the Civil War rode horses into battle. In early America, horses were used to pull stage coaches, to deliver mail, and even to pull trains, before the invention of the steam locomotive in 1830. Horses today are used primarily for sports such as horseback riding and racing, and they continue to be quite popular.

**Directions:** Explore the importance of horses to the Blackfeet and to other cultures by answering the following questions.

1. Why do you think having horses for travel and to carry heavy loads was so important to the Blackfeet?

2. What does each culture's use of the horse show about its values, its needs, and the time in which it existed?

3. Compare the Blackfeet view of horses with the views held by two other cultures.

4. People are not as dependent on the horse today as they were in the past. Why do you think people continue to enjoy riding horses? Why do you think people enjoy watching horses at shows?
Community Connection: Social Dancing

On the night Pepe Gonzalez pays an unusual visit to San Juan Iglesias, he walks cautiously down dark, unwelcoming streets and then enters a home filled with music and "whirling dancers." Pepe is from Hidalgo, an enemy village, and before this night his only meetings with people from San Juan Iglesias were hostile ones. Tonight, however, people are distracted by the music and festive atmosphere, and nobody recognizes him as an enemy. He finds a dance partner and together they join a circle of dancers, talking and enjoying each other's company.

Dancing, one of the oldest art forms, has always been popular as a way for people to relax, entertain, celebrate, and socialize. While theater dance is usually performed by professionals to entertain an audience, social dancing is an activity meant to be enjoyed by all people at parties, ceremonies, weddings, and other gatherings. Social dance finds its roots in primitive cultures and in early folk dances; it began as a way for people to connect themselves with a group and to celebrate religion or important events. Some of the earliest forms of social dances include the square dance, waltz, polka, and minuet. Latin-American dances include the tango and the rhumba. New forms of recreational and social dancing continue to appear as music and social customs evolve and change.

DIRECTIONS: Review “The Street of the Cañon,” and then respond to the following topics.

1. Explain the importance of dance to the story. Describe how Josephina Niggli incorporates descriptions of dance into the conversation between Sarita and Pepe. How do the dance movements contrast with the relationship the two are supposed to have, given they are from feuding villages?

2. Knowing that social dance has always been a way for people to socialize and connect themselves with a group, explain why Pepe might have chosen to make his daring appearance in San Juan Iglesias at a party featuring dance. What is he trying to do?

3. Why do you think social dance has always been such a popular activity? How does the dancing in “The Street of the Cañon" compare with dances you have seen or enjoyed?

4. Describe a time in which you danced or watched people dance for fun. What kind of dancing was it? How did you feel, or how did other people seem to feel, about dancing? What kind of atmosphere does social dancing create?
Career Connection: Meteorology

Meteorologists make the study of weather their work. *Synoptic (or operational) meteorologists* gather and interpret current data to forecast the weather. They are often concerned with a specific geographic area, and use instruments to measure temperature, humidity, air pressure, wind speed, rainfall, and air quality. Many operational meteorologists work in metropolitan areas near airports. Some are even stationed on planes and ships.

*Climatologists* compile and study records of past weather conditions to understand long-term weather patterns. Climatologists make statistical analyses of trends in such things as sunlight, humidity, rainfall, and wind that may affect food production or ocean temperature. Sometimes they study fossils of plants to determine how the climate in an area has changed. Such information is of use in agriculture, aviation, and public health.

*Physical meteorologists* study the nature of the atmosphere itself, including its chemical, electrical, optical, and acoustic qualities. They are often employed by industry and government for the study of environmental problems. *Dynamic meteorologists* study the physical laws of air currents to understand the complex motions of weather systems.

The military provides on-the-job training for a career in meteorology. Outside the armed services, one needs a bachelor’s degree in meteorology, engineering, geography, or computer science to get a starting job in meteorology.

**DIRECTIONS:** Answer the following questions.

1. Which type of meteorologist makes forecasts for planes taking off and landing at a major metropolitan airport?

2. Which type of meteorologist is concerned with what the weather was like on this day in your town a hundred years ago?

3. Which type of meteorologist studies the effect of the sun’s radiation on communications equipment?

4. What type of meteorologist studies hurricanes?

5. Why would the military have a critical need for meteorologists?

6. Of what value would a dynamic meteorologist be to a study of air pollution?

7. How might a climatologist be useful to the agriculture industry?

8. Which fields of study are most useful for prospective meteorologists?
Cross-Curricular Connection: Social Studies

Prior to Alexander II's abolition of serfdom in Russia in 1861, the only distinguishing feature between a serf and a slave was the plot of land to which he or she was tied. However, even with their new freedom under Alexander II's reforms, most serfs could not afford to buy their own land or farms. In fact, most serfs were outraged that they needed to pay for land that they considered, by rights, already theirs. The serfs' definition of their relationship to the nobility and to the land could be summed up in the phrase "We are yours, but the land is ours." The disparity between the peasants' social conditions and those of the landowning nobility continued to widen. One of the reasons for the increase in poverty was the Russian government's regard for agriculture as a source of revenue. Even though many peasants prospered after liberation, they were crushed with taxes on sugar, tobacco, matches, and oil.

Around the time Alexander II implemented his reforms, Karl Marx published his *Communist Manifesto*. In the *Manifesto*, Marx argues that workers have been exploited by the ruling class throughout human history. The principles of Karl Marx and Vladimir Lenin inspired the movements that brought about communism, which is a political system based on common property or upon the equal distribution of wealth. Early university-educated communist activists saw the peasants as a great potential for revolutionary action, and many elements fueled the Russian Revolution of 1905. As peasants competed with each other to lease estate land from landowners, rents were driven up. Peasants then demanded that the government redistribute even greater portions of estate land. The revolution movement gathered momentum with peasant insurrections, workers' demonstrations, and strikes, but it was not powerful enough to replace the autocratic government with a democratic republic.

**DIRECTIONS:** Use the preceding information to answer each of the following questions.

1. Do you think the idea of communism would have appealed to Pahom? Why or why not?
2. What prevented many liberated serfs from prospering economically?
3. What elements in the selection illustrate the social and economic conditions of the peasant class, particularly those that communism was intended to counteract?
“Success is counted sweetest” and “I dwell in Possibility—” by Emily Dickinson
(text pages 148 and 149)
“Uncoiling” by Pat Mora (text page 150)
“Columbus Dying” by Vassar Miller (text page 151)

Humanities Connection: Impressionist Art

In Paris in the late 1860s, a group of artists began experimenting with dabs of color to show how light affects the way we see images. Their technique was strongly influenced by photography, but it wasn’t an imitation of a photograph. Instead of freezing a scene in time, these painters strove to capture the fleeting moment of viewing an object. In the 1870s and 1880s, Monet, Renoir, and Sisley, along with other painters, came to be known as the impressionists.

The impressionists believed that our perception of what we see changes constantly, depending on light and atmospheric changes. To capture this effect, they worked out-of-doors rather than in a studio, seeking to achieve an instant impression of subtle light changes.

DIRECTIONS: Answer the following questions. Use the preceding information and refer to the painting The Terrace at Meric, 1867 by Frédéric Bazille on page 148 of your textbook.

1. Why is impressionism a fitting name for the type of painting Monet, Renoir, Bazille, and others created?

2. What principles of impressionism are reflected in Bazille’s The Terrace at Meric?

3. Do you believe the impressionists successfully captured the viewer’s moment of perception? What makes you think so?

4. Would Bazille or another impressionist have the same opinion of success as the speaker in “Success is counted sweetest”? Why or why not?
from My Left Foot by Christy Brown (text page 156)

Community Connection:
Accommodating the Physically Challenged

Most of us take for granted our ability to get around and get along in the world. We step over bumps in the sidewalk, bound up steps two at a time, and stand on tiptoe to reach books on the highest library shelves. What if you weren’t able to do one or all of these things? What would you do? Would you take another route? Not go up the steps? Choose a book on the bottom shelf instead?

Suppose you don’t have a choice. All the sidewalks have bumps. The steps are the only way into the building. You need the book on the top shelf for an assignment. Now you face a problem that people with handicaps face every day—and usually many times a day. Some steps have been taken in recent years to make public areas more accessible to people with handicaps. What evidence do you see in your community or town?

DIRECTIONS: Work with a partner to determine how your community accommodates people with disabilities. Imagine that you are physically challenged in some way. Decide on four locations that you and your partner will visit to determine how accessible they are to people with the disability you have chosen, such as a mall, a library, an apartment building, and a public park.

With permission, visit the locations and evaluate them from the perspective of a person who is physically challenged. Use the questions in the bulleted list to help you begin your evaluation. Then, write a complete evaluation of the locations you visited. For each location, state whether a person with the handicap you chose would be able to use the facility fully. If not, explain why.

- Do the sidewalks outside the building have ramps or curbs?
- Do the stoplights have buzzers?
- Does the building have a wheelchair-accessible entrance?
- Do the elevators have Braille labels on the button panels?

Handicap: ________________________________________________________________

Location 1: ____________________________________________________________

Location 2: ____________________________________________________________

Location 3: ____________________________________________________________

Location 4: ____________________________________________________________
"A Visit to Grandmother" by William Melvin Kelly (text page 166)

Career Connection: Performing Arts

Storytelling is the art of sharing an experience with an audience. As with any other art form, it requires special tools and the skills to use these tools effectively. The storyteller's tools are language and his or her own voice and body. Whether they are performing on stage or sharing an experience at a family party, great storytellers are able to use words, voice, and body language to create vivid pictures in the minds of their listeners.

A. DIRECTIONS: Answer the following questions.

1. What specific elements do you think are important in the art of storytelling?

2. What story does Chig's grandmother share in "A Visit to Grandmother"? How do people react to her story?

3. What elements of effective storytelling can be found in Chig's grandmother's tale? What specific details does she use to make the story visual for her audience? When does she raise her voice to increase the story's level of excitement? At what moments in the story is her own, unique perspective most noticeable?

4. Do you think the events of the story would be as humorous if they were shared by GL, or one of the aunts or uncles? Why, or why not? In what ways might GL's version be different?

B. Practice your skills as a storyteller. First, take a few moments to think about an experience you would like to share with your classmates. Your story can be humorous, frightening, sad, or exciting. Then practice telling your story. Use specific, interesting details to make the story come alive for your audience. Practice changing the level of loudness and softness in your voice at appropriate moments. Then decide where to use movement and hand gestures to emphasize parts of your story. When everyone has finished rehearsing, gather in a circle with your classmates and share stories. After each story is told, discuss which elements of good storytelling were used by the performer.
Career Connection: Farming

Robert Frost's poems “Mowing” and “After Apple Picking” and Maya Angelou's poem “Harvesttime” feature striking images of farming and the natural environment. Owning and operating a farm is difficult work that requires farmers to have patience, resilience, and a great deal of physical stamina. Farmers must be knowledgeable about the land, since a number of factors present daily risks to a farmer's livelihood, including weather and pests. They must also have a great deal of technical expertise and marketing and accounting skills. Many people are born into farming families and learn about working the land through years of experience and watching other family members. Many universities offer agricultural programs for people who wish to enter this challenging but essential field.

A. DIRECTIONS: Answer the following questions.

1. What rewarding aspects of working closely with the land are brought out in Robert Frost's poem “Mowing"?

________________________________________________________________________

2. What challenges does the speaker in “After Apple Picking" face?

________________________________________________________________________

3. What images of farming does Angelou use in her poem “Harvesttime"? According to the poem, when a farmer is trying to plant a crop, what factors are beyond his or her control?

________________________________________________________________________

________________________________________________________________________

4. In what way do farmers have to be more in tune with nature than most people?

________________________________________________________________________

B. Work with a partner to plan the details of a small farming business. Decide what crops you would like to plant, then go to the library or check a local farm, farmstand, or agricultural school to find out what is involved in growing these crops. Find out the cost of seeds, fertilizer, and tools necessary for cultivating your crop. When you have completed the necessary research, plan how you will market what you have grown.
“The Apple Tree” by Katherine Mansfield (text page 195)

**Cross-Curricular Connection: Plant Science**

If you have ever bitten into a sour apple you have some sense of how the narrator and Bogey felt. What, do you suppose, makes some apples sour and some sweet? What might have made the apples in the story shot through with pink? And why did they taste so terrible?

The answers to these questions are the kinds of things that plant scientists study. Plant scientists work to figure out what the best growing conditions are, which diseases and bugs attack plants and why, and how to prevent those diseases and bugs from damaging the plants and their fruit.

Apples are the most widely cultivated fruit tree in the world. The world crop of apples is 32,000,000 metric tons a year. Most of us can hardly imagine how many apples that is. There are thousands of varieties of apples. At least several varieties of apples are usually readily available in our local grocery stores. Next time you go to the grocery store, look at the different kinds of apples. Do you think any of them are pink inside?

**A. DIRECTIONS:** Conduct research to answer these questions about types of apples and the best growing conditions. Then use what you learn to hypothesize about the apples in the story.

1. The thousands of varieties of apples fall into three classes. What are those classes?

2. What five qualities of an apple determine what class it falls into?

**B. DIRECTIONS:** Conduct an experiment in which you compare two varieties of apple to determine which is more to your liking. Create a chart like this one on your own piece of paper. In the first column, list the five qualities by which apples are evaluated (see question #2 above). Label columns two and three with the name of the varieties of apple you have chosen to test. Complete the chart as you evaluate the qualities of each apple. Then draw conclusions based on your comparison.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Apple 1:</th>
<th>Apple 2:</th>
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</table>
“Africa” by David Diop (text page 202)
“Old Song” Traditional (text page 202)
“Biko” by Peter Gabriel (text page 203)
from The Analects by Confucius (text page 204)
“All” by Bei Dao (text page 206)
“Also All” by Shu Ting (text page 207)

Cultural Connection: “Words to the Wise”

In these selections, writers from differing times and places offer wisdom to readers. Efforts to distill wisdom into easily understood, easily remembered sayings are by no means unique to Africa or China. Most cultures have found ways of passing on traditional wisdom and values. Sometimes, this wisdom is part of religious tradition, as in the Talmud, or the Qur’an. Sometimes, it is part of heroic tales such as Greek myths or Nordic sagas, and sometimes wisdom is just an author’s collection of sayings, such as Benjamin Franklin’s famous Poor Richard’s Almanack. Some of this knowledge is written down, and some, like Native American or Australian aboriginal legends, has been passed through generations orally.

DIRECTIONS: Select one of the following topics for further research.

A. If you are studying a foreign language, find six or eight aphorisms in that language. Record the aphorisms in their original language, translate them literally, and write an explanation of what each means.

B. If you are not studying a foreign language, look into traditional wisdom of other peoples, such as Native American, Pacific Island, or other cultures. Use an encyclopedia or the library as a starting point for your research, and prepare a report about the way knowledge is passed from generation to generation in the selected culture. Record your sources. Topics to search include folklore, oral literature, and mythology. If you discover aphorisms in your research, include them in your report.

C. Research wisdom from other times. Write “book reports” on any two of the following: Poor Richard’s Almanack, the biblical book of Proverbs, Aesop’s Fables. Include in your report information about authorship, area and culture of origin, time and place of appearance, summaries and brief examples. Include the sources of your information in your report.
Cross-Curricular Connection: Physical Education

The local boys in "Through the Tunnel" enjoy diving off the rocks and swimming through the long, narrow tunnel. Even though they gasp for air when they finally regain the water's surface, they swim the tunnel again and again. The boys enjoy the extreme thrill of swimming through the dangerous rock tunnel.

In the past decade, greater numbers of young athletes have been participating in so-called "extreme sports." An increasing number of physical feats that involve both high energy and high risk fall under the extreme sports category. Most popular among them are snowboarding, rock climbing, and several variations of in-line skating. Downhill mountain biking, ice climbing, sky surfing, and street luge also attract young people who seek more than your average adrenaline rush. The typical extreme-sport participant ranges in age from 15 to 25. People in this age group are more likely to have the nerve to hurtle down a mountain on a bicycle.

Extreme athletes thrive on the rush they receive from being in risky situations. Extreme sports allow them to exercise their minds as well as their bodies as they make split-second decisions. A climber scaling a wall of ice with only two icepicks must draw upon skill and mental quickness as well as nerve to survive the climb. Although they invite dangerous situations, extreme athletes also use safety equipment as a precaution against injury.

In addition to getting a thrill, enthusiasts participate in extreme sports to express themselves. Skateboarders and radical skiers invent their own stunts. Athletes bored with a traditional sport or seeking a way to enjoy a sport in a different environment have invented new extreme sports. In recent years, extreme athletes have shared their enthusiasm with wider audiences, due in part to the staging of the X Games and similar competitions.

DIRECTIONS: Make a class presentation about an extreme sport. Choose one of the following options.

1. If you participate in an extreme sport, prepare an oral report explaining why you enjoy the sport. If possible, make a videotape of yourself in action. After you deliver your report, relate your experiences to Jerry’s accomplishment in the story.

2. If you do not participate in an extreme sport, consider whether you would like to do so. Prepare a brief oral report in which you express your opinions about extreme sports. Then describe your feelings about Jerry’s feat.
Career Connection: Humor Columnist

Many newspapers and magazines feature humor columnists—journalists who regularly write humorous essays, or columns, for their publications. Humor columnists use material from their jobs, family, and other personal experiences to create entertaining commentary on everyday life. They present a humorous angle on topics that most readers will identify with or recognize. Although many humor columnists write for local audiences, some, such as Dave Barry, are syndicated, or published in periodicals across the country.

Humor columnists use many of the same devices found in humorous essays, including exaggeration, anecdotes, irony, and understatement. However, their columns are generally shorter, and their titles must be eye-catching and humorous to capture readers’ attention.

**DIRECTIONS:** Use the following steps to create your own humor column.

**A. Analyze Humor Columns**

Collect copies of humor columns from magazines or newspapers. Read columns from at least three different writers, and analyze their effectiveness. Record your analysis in the following chart.

<table>
<thead>
<tr>
<th>Column Title</th>
<th>Topic</th>
<th>Humorous Elements</th>
<th>Effectiveness Rating</th>
</tr>
</thead>
<tbody>
<tr>
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**B. Choose a Topic**

Think about school-related topics that you might use for your own column. List your ideas on the following lines.

____________________

____________________

____________________

**C. Write a Column**

Choose a topic. Write a humor column for your school paper.
Cross-Curricular Connection: Music

Two of the poems in this selection concern themselves with forms of music native to America. Both jazz and blues as distinct forms originated in the African American world of the nineteenth century, but have roots much older, from Africa and Europe. The combining of West African rhythms and cadences with European forms such as hymns and marches led to a new type of music in America.

Jazz has as its hallmark a dependence on improvisation. The music is fluid and rhythmically complex, including syncopation and conflicting rhythms from different instruments. Often jazz players pass the lead around, the soloist on each instrument improvising within the general chord progression.

One form of jazz has its roots in the blues, a style more closely linked to popular and folk music. Repeated lyrics dealing with hard lives and lost loves provide a framework for musical interpretation progressing through call and response patterns. These patterns were based on group vocal dynamics of work and religious origin. Blues and jazz overlap, but each has also developed independently.

A. DIRECTIONS: Using the school or local library, read more about jazz and blues. Then, using school, local library, or online sources, listen to music by the following artists performing jazz or blues. Identify a piece and note its characteristics.

<table>
<thead>
<tr>
<th>Jazz Performer</th>
<th>Piece Performed</th>
<th>Characteristics and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jelly Roll Morton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louis Armstrong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duke Ellington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wynton Marsalis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blues Performer</th>
<th>Piece Performed</th>
<th>Characteristics and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadbelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bessie Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. B. King</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ray Charles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. DIRECTIONS: After listening to the music, write a paragraph about your discoveries and relate them to “The Weary Blues” and “Jazz Fantasia.” Which performers seem more like the one in “The Weary Blues,” and which are described by Sandburg in “Jazz Fantasia”? Cite specific sensory images from the poems that remind you of a performer.
“Like the Sun” by R. K. Narayan (text page 252)
“Tell all the Truth but tell it slant—” by Emily Dickinson (text page 254)

**Cross-Curricular Connection: Science**

“Like the Sun” and “Tell all the Truth but tell it slant” connect their themes to images of sunlight. The sun and its energy is a continual source of fascination for people on Earth. For about 4.6 billion years, this enormous star at the center of our solar system has sustained life on Earth by providing it with light and heat. The sun’s brilliant, fiery glow comes from nuclear reactions that take place at its center. What we call sunlight, or sunshine, is light radiating from the sun that is visible at the Earth’s surface. A variety of factors affect the way in which we on Earth experience the sun’s radiation of light and heat. Remember that it is very dangerous to look directly into sunlight.

**A. DIRECTIONS:** Make observations about the look and feel of the sun’s light and warmth at different times during the day and under different weather conditions. Record your observations in the following chart:

<table>
<thead>
<tr>
<th>Time</th>
<th>Weather conditions on day of observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early morning</td>
<td></td>
</tr>
<tr>
<td>Midday</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
</tr>
</tbody>
</table>

**B. DIRECTIONS:** Answer each of the following questions based on what you’ve learned and observed about sunlight.

1. In what way is untempered, absolute truth really like the intensity of direct sunlight, as the character of Sekhar says in “Like the Sun”? Why does the author make this comparison?

2. What does Emily Dickinson mean when she says “Tell all the Truth but tell it slant”? Based on what you know of the different positions of the sun at different seasons and times of day, what is the significance of her use of the word *slant*?
Community Connection: Random Acts of Kindness

Some readers might call the speaker's action in “The Fish” a random act of kindness. The speaker had a choice—to end the fish's life or to allow the fish to live. Random acts of kindness need not involve life or death, nor are they limited to the treatment of animals. Most of us have opportunities every day to perform random acts of kindness.

Random acts of kindness go beyond simple courtesies, such as holding the door open so it doesn't bump into the person behind you. They are not "favors" that we do because someone has asked us. They are usually simple, thoughtful acts that are done simply to help someone out. Consider these examples:

- An empty-handed shopper offers to help a senior citizen across an icy section of sidewalk.
- Marie knows that her neighbor Jackie has been home with two sick children for two days and Jackie's husband is away on business. Marie calls Jackie to ask if there is anything she can pick up for her when she goes to the grocery store.
- Joe's mom has an important presentation to make at work today. If she impresses her boss, she may get a promotion. Joe has dinner waiting for her when she gets home, either to celebrate or console.

**Directions:** During the next week, perform two random acts of kindness. Make sure that your acts are not just simple courtesies. Use this table to record your acts, how the recipient of the acts responded, and how doing the acts made you feel. Be ready to share your experiences in a class discussion.

<table>
<thead>
<tr>
<th>Act</th>
<th>Random Act of Kindness #1</th>
<th>Random Act of Kindness #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How the recipient of the act responded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How it made me feel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cross-Curricular Connection: Social Studies

In the spring of 1942, President Roosevelt ordered the mass evacuation of all people of Japanese ancestry who were living on the West Coast—United States citizens as well as Japanese citizens. The army rounded up more than 120,000 people and sent them to assembly camps in California and Washington State. Farmers lost their land, storekeepers had to sell their businesses at below-market prices, and homeowners lost their homes because they could not keep up monthly mortgage payments. What’s more, because each person could take only two bags, families had to store or sell most of their belongings, suffering tremendous financial loses.

The evacuees remained at assembly centers for about three months. Then they were transferred to ten isolated internment camps called War Relocation Authority (WRA) camps in California, Arizona, Utah, Idaho, Colorado, Wyoming, and Arkansas. There, surrounded by barbed wire and guards, evacuees lived in barracks, ate in mess halls, and shared central bathroom facilities. Some evacuees held jobs in the camps, but their wages were kept very low.

In January 1943, the United States government reversed its wartime policy of barring Japanese Americans from the armed forces. The government planned to form a segregated unit of Japanese Americans to fight in Europe. To be sure of their loyalty, however, the government asked all adult male United States citizens in the camps to fill out a questionnaire attesting to their allegiance to the United States of America. About 33,000 Japanese American men and women served in the armed forces during World War II. The main Japanese American units in Europe were the 100th Battalion (from Hawaii) and the 442nd Infantry Regiment. The 442nd was recruited from WRA camps. Both units suffered heavy casualties. After the war, the GI Bill helped Japanese American veterans to buy homes, start businesses, and go to college. The army lifted its ban on Japanese Americans in West Coast areas at the end of 1944. The WRA camps closed down gradually over the next fourteen months.

Ironically, there was no mass evacuation of Japanese Americans in Hawaii. After the attack on Pearl Harbor, Hawaii was governed by the United States military under martial law. People of Japanese descent made up more than one third of Hawaii’s population and played an important role in its economy. Thus, Japanese Americans in Hawaii were permitted to remain in their homes, attend school and work, and operate their businesses.

DIRECTIONS: Answer the following questions on the lines provided.

1. What kinds of financial loses did Japanese Americans suffer as a result of their internment? Explain.

2. Where were the internment camps located? How many camps were there? What were the conditions of the camps?

3. Why was there no mass evacuation of Japanese Americans in Hawaii?

4. What role did Japanese Americans play in the United States armed forces during World War II?
Cultural Connection: Wedding Customs and Traditions

On Mini’s wedding day, the marriage pipes sound, and Mini adorns herself in a red silk sari. On her forehead, Mini wears sandal paste. These details from the story reflect traditional Hindu wedding customs. What other customs are traditional in Hindu weddings? Different cultures around the world practice a variety of customs and traditions in their wedding preparations, ceremonies, and celebrations. For example, at a traditional Jewish wedding, the ceremony takes place under a canopy, a symbolic reminder of the promise made to Abraham that his descendants would be as numerous as the stars in the heavens. At a traditional Javanese wedding, both the bride and groom dress in brightly colored, finely decorated sarongs. For good luck, the groom crushes a raw egg with his bare foot, which the bride then washes with water.

DIRECTIONS: Find additional information on the wedding customs and traditions for Hindu and two other non-European or American cultures, such as Japanese, Jewish, Eskimo, Islamic, Chinese, or Korean. To begin your search, look up a key phrase, such as “marriage customs,” in your library’s computer or card bibliography. Information about marriage customs is also included in books describing a variety of customs and rituals of the world. Then complete the following chart, which compares and contrasts specific aspects of the wedding. Be prepared to display your chart in class.

<table>
<thead>
<tr>
<th>Wedding Traditions</th>
<th>Clothes</th>
<th>Food</th>
<th>Ceremonial Symbols or Rituals</th>
<th>Celebratory Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cross-Curricular Connection: Geography

Latitude and longitude refer to the coordinate system by which any location in the world can be determined. In essence, parallels of latitude and meridians of longitude form a grid pattern around the globe. Latitude is the measurement on a map or globe identifying the degrees north or south of the equator. Longitude is the measurement identifying the degrees east or west of the Greenwich prime meridian. On a map or globe, locate the equator and the Greenwich prime meridian.

Nabokov places his family's summer home at "latitude 59° north from your equator, longitude 100° east from my writing hand." Knowing Nabokov's location, can you determine where Vyra, his family's summer home, is located? First, locate Cambridge, Massachusetts, on a map or globe. Then, move 100° east from that point, and at latitude 59° north, you will find the location of Vyra.

A. DIRECTIONS: Identify the city located at each of the following "addresses."

1. latitude 55°N, longitude 40°E _____________________________
2. latitude 35°N, longitude 140°E _____________________________
3. latitude 42°N, longitude 88°W _____________________________
4. latitude 33°S, longitude 71°W _____________________________
5. latitude 20°N, longitude 73°E _____________________________
6. latitude 34°S, longitude 18°E _____________________________

B. DIRECTIONS: At some point during his life, Nabokov lived in each of the following places. For each location, give its latitude and longitude address.

1. St. Petersburg, Russia _____________________________
2. Berlin, Germany _____________________________
3. Paris, France _____________________________
4. Estes Park, Colorado _____________________________
5. Cambridge, Massachusetts _____________________________
6. Montreux, Switzerland _____________________________
Community Connection: Caring for the Elderly

Most communities have resources of some kind to care for the aging and elderly. Such services include visiting nurse programs to assist elderly residents with medications or physical therapy and low-cost housing. Some communities offer assisted-living facilities in which residents are largely independent, but can obtain medical or personal assistance on-site.

The median age of America's population is increasing. How will the younger generation—busy with careers and raising families—provide care for an ever-greater percentage of the population? In 1993, about 3 million people in the United States were age 85 or over, or about 1 percent of the population. By the year 2030, that figure is expected to triple to about 9 million, making up 3 percent of the population. That means that for every 100 people in your community in 1993 who were older than 85, there will be 300 in another three decades. Does your community have facilities or services that can expand to serve three times the number of elderly?

DIRECTIONS: Explore the resources for the aging and elderly in your community. Use this page to plan and organize your search. Then prepare a report including information about eligibility, availability, and the cost of services and facilities. At the end of your report, suggest at least one further service that could be provided by volunteers.

Sources
Start with the Yellow Pages in your telephone directory. List the words you will look under. Then briefly list what kind of information you find under your search words.

Now list other sources you might use to find out about services for the elderly in your community.

Focus: Kinds of Services
Your community may have too many facilities or services to include in one report. List here the different kinds of facilities and services. Be sure to mention each kind of service in your report if you are not able to cover specific facilities or service-providers.

Extension: Further Services
Think of one service or kind of service that your community does not provide for the elderly. Explain how volunteers could be organized to provide that service.
Humanities Connection: What Is Courage?

In these selections, the speakers have made decisions about the way they want to live. Their words convey the courage it takes to live with these decisions, sometimes under the most extreme circumstances.

What do these selections say to you about courage? What do you think courage is? Which of these selections most nearly matches your sense of the meaning of courage?

A. DIRECTIONS: Choose one of the selections that most vividly demonstrates courage to you. Then, define courage in your own words, explaining how courage is shown in the selection you have chosen.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

B. DIRECTIONS: What does courage look like? Choose one of the following activities to demonstrate your ideas about the nature of courage.

1. Illustrate with your own artwork one of the selections to represent the speaker's courage. You may sketch, draw, paint, or sculpt. Use media of your choice.

2. Find a piece of art, a photo, an illustration, or some other representation that illustrates the concept of courage. This figure may be from history, from the news, or from another source. Be prepared to explain how the depiction portrays courage.
Cultural Connection: Dating Customs

Pearl Buck's story, "The Good Deed," focuses in part on a clash between the marriage customs of two cultures. Forms of marriage, in which a man and a woman are joined in a special kind of union, have existed in most cultures for many thousands of years. Up until modern times, marriage was rarely a matter of free choice in most societies. Many Western cultures associate feelings of love with marriage, but in most cultures marriages were arranged by families or communities and carefully regulated.

The customs and specific laws regarding marriage vary according to the beliefs and laws of particular time periods and societies. In most cultures, men and women entering into marriage had certain obligations to each other. Women usually raised children and took care of the home dwelling, while men were expected to provide shelter and food for the family. Ancient Roman law dictated that women be on the same level with their children, controlled by their husbands. In some cultures, a woman could not enter into marriage if she did not have a dowry, or an amount of money or goods, to bring to her future husband. Many royal families viewed marriage simply as a practical arrangement to help them hold onto power or extend their power into other areas.

A. DIRECTIONS: Provide answers to the following questions.

1. In what ways are the modern marriage laws with which you are familiar different from some earlier marriage laws, or the marriage laws of different cultures?

2. What has often been required of a couple entering into marriage? What is often required of a woman entering into marriage? What is often required of a man?

3. Compare and contrast the Chinese marriage customs presented in "The Good Deed" with the customs of two or more other cultures.

4. Why do you think types of marriage have been universally accepted by so many cultures?

B. Use your imagination to create a marriage ceremony that reflects your own beliefs about marriage and family. What symbolic gestures, such as the exchanging of rings, might you include in your ceremony? What vows might you say? How might you include members of your family or members of the community in your ceremony? Your ceremony can be completely imaginative, or it can be based on a traditional ceremony of a particular culture or religion.
Workplace Skills: Letter of Recommendation

Before Framton Nuttel embarks on his rural retreat, his sister gives him letters of introduction to present to people who do not know him. You might never carry a letter of introduction into a social situation, but you will probably be asked to supply letters of recommendation when you apply to colleges or job training programs, or for employment. A letter of recommendation, written by a person who has observed your work and work habits, should describe your strengths, talents, and qualifications. Here are a few suggestions for what a strong letter of recommendation should do:

- Clearly state the writer’s relationship to the person he or she is recommending.
- Grab the reader’s attention with descriptive words and phrases and clearly state the writer’s opinion.
- Use concrete details to support the opinions presented.

Review the following excerpt from a sample letter of recommendation.

Dear Ms. Lee:

Over the past two years, I have had the opportunity to work closely with Maria Alvarez as her manager in the shoe department at Newman’s Department Store. I can honestly say I have never met a more hardworking, honest, and friendly salesperson. I know that she could be a valuable addition to your sales team.

When Maria began working at Newman’s Department Store two years ago on a part-time basis, she had very little experience. It soon became clear, however, that Maria had a natural talent for sales because customers began to request her, and she sold even more shoes per week than some of our full-time employees. Maria began working full-time when two other salespeople unexpectedly left. She went out of her way to rearrange her schedule so that she could put in extra hours during this difficult time. Since that time, Maria has never called in sick and I have often trusted her to run the department on her own some afternoons....

A. Directions: Answer the following questions.

1. What is this writer’s relationship to the person being recommended? Where is this information given?

2. Which statements in the opening paragraph grab your attention? Which sentences clearly state the writer’s opinion?

3. What concrete details and facts does the writer present to back up statements of opinion?

B. Directions: Write a detailed letter of recommendation for yourself or for a close friend. Your letter can be a general description of your friend’s or your own talents and work habits, or you can make it specific—directed toward a particular job, program, or scholarship. To begin, you must first identify specific skills and experiences. Then organize your letter so that it clearly presents your opinions and then backs up these opinions with facts and concrete details.
Cross-Curricular Connection: Science

Among South American insects, army ants and fire ants have developed legendary reputations. Like all ants, army ants and fire ants are social insects, meaning that they live in organized communities. The largest ants reach lengths of a little more than an inch. Both types of ants can lift objects several times heavier than their bodies.

Army ants are known for their voracious appetite, not for a lethal sting. Although some hunt in underground tunnels, most army ants march in narrow columns across the land in search of food. Army ants feast primarily on insects and plants, although they might occasionally attack small animals that cannot escape quickly.

Unlike the nomadic army ants, fire ants build permanent nests in mounds. These ants, which often attack in large numbers, are notorious for their stings. When fire ants sting their victims, which include both animals and humans, they release a poison. Few people, however, die—or even suffer significant injury—from fire ant stings, except in rare cases where individuals are allergic to the venom.

Directions: Determine whether the following details from "Leiningen Versus the Ants" are fact or fiction. In the appropriate column, write why each story detail is true or false.

<table>
<thead>
<tr>
<th>Story Detail</th>
<th>Fact</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The District Commissioner reports a swarm of ants &quot;ten miles long, two miles wide.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The army ants &quot;injected a burning and paralyzing venom.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Leningen sees ants carrying leaves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A running pampas stag, covered with ants, collapses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The ants appear to work in teams.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cross-Curricular Connection: Social Studies

As we learn in "By the Waters of Babylon," even the most powerful civilizations come to an end. In ancient times, Babylon was the seat of power for several empires. The city, whose name means gate of the god, stood on the banks of the Euphrates River in modern-day Iraq. During Hammurabi's reign (1792 to 1750 B.C.), grand palaces and temples graced the capital's streets. From this time, the city established itself as a crucial trade center.

About one thousand years later, under the rule of Nebuchadnezzar II, Babylon had attained its status as the largest and most magnificent city of its time. Surrounded by walls almost 85 feet thick, the city stood fortress-like on the Mesopotamian plains. Eight bronze gates formed entry points into the city, the most glorious being the Ishtar Gate, which was elaborately decorated with carved figures and colored glazed bricks. Stone bridges spanned the Euphrates, and a planned grid of streets stretched across the city. Other famous sights included Nebuchadnezzar's palace, a ziggurat later known as the Tower of Babel, and the lush Hanging Gardens, which the ancient Greeks considered one of the Seven Wonders of the World.

After Nebuchadnezzar II's reign, the Persians invaded and conquered Babylon. Other invaders, one of the last being Alexander the Great, held the city. Eventually, a new capital was built on the Tigris River, and Babylon was abandoned. Today, the partially excavated ruins of the once-great city lie in the Middle Eastern desert.

DIRECTIONS: Write your answers to the following questions.

1. Name three characteristics that distinguished Babylon as the grandest city of antiquity.

2. How is ancient Babylon like and unlike New York City?

3. Why is "By the Waters of Babylon" an appropriate title for Benét's story? In other words, how is New York City literally and figuratively comparable to Babylon?
Humanities Connection: Personal Honor

The dual theme of honor and dishonor runs through both of these short stories. As you read the stories, you will most likely ask yourself, "What does it mean to be an honorable person?"

In Chekhov's story, the main character, Sasha Uskov, causes "a problem" for his family that threatens to tarnish his family's honor. However, the action needed to protect the family's reputation is not necessarily an honorable one.

Twain's story opens at a banquet where the character Arthur Scoresby, who has an esteemed reputation, is to be honored. However, Scoresby's honorable reputation is in sharp contrast to his true abilities.

**Directions:** As you read "A Problem" and "Luck," complete each of the following charts. For each story, define "honor" as it is demonstrated by the characters and events. Then, identify two examples of honor illustrated in each story. Explain why you think the example is a good illustration of honor.

"A Problem"

**Definition of honor:** __________________________________________________________

<table>
<thead>
<tr>
<th>Example of Honor</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

"Luck"

**Definition of honor:** __________________________________________________________

<table>
<thead>
<tr>
<th>Example of Honor</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>
Community Connection: Automation in the Home

In Ray Bradbury’s "There Will Come Soft Rains," a fantastic house lives on after its inhabitants have perished. The story dramatizes in a graphic way that marvelous technology can perform miracles in some areas, but in other areas the risks are great.

Although we don’t have all the labor-saving devices in the story, we are getting closer all the time. Automatic thermostats heat and cool our homes according to schedules and temperatures we can choose. We can shop at home via computer or telephone. Our ovens can clean themselves. We can see news from anywhere at any time.

But these advances are not without cost. Economists, anthropologists, and ecologists call these costs “tradeoffs.” You don’t have to grow your own food, but you are also entirely dependent on someone else. You’ve saved labor, but lost self-sufficiency. Some of these tradeoffs are cultural. We can cook an entire dinner in five minutes in a microwave, but most of us don’t take the time to teach someone else what we know about cooking.

What are some of the tradeoffs of modern devices? Use the following chart to consider the way the world is changing. Which ones do you consider worth the price?

**DIRECTIONS:** For each device or technology in the left column, list some benefits in the center column. In the right column, list some potential tradeoffs.

<table>
<thead>
<tr>
<th>Device or Technology</th>
<th>Benefits</th>
<th>Tradeoffs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheap gasoline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV remote control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cellular telephones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-line catalogs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central air conditioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banking by computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic surveillance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cable television</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cross-Curricular Connection: Social Studies

Luisa Valenzuela has first-hand experience when it comes to human rights. Born in Argentina in 1938, she grew up during a series of political upheavals. From the 1940’s on, most of Argentina’s leaders relied on military support for their power. It is estimated that between 1976 and 1983 as many as 10,000 Argentinians who opposed the military government were murdered. What were their human rights? Why weren’t they being protected?

Human rights have to do with the ways in which governments protect individual men, women, and children. The U.S. Bill of Rights is what establishes and protects the basic freedoms of American citizens. It stresses freedom of speech, freedom of religion, freedom to pursue political goals, and the right to hold private property.

In 1945, the United Nations adopted the Universal Declaration of Human Rights. This document called on all nations to respect freedom of speech, freedom of religion, freedom from want, and freedom from fear.

Directions: Use the following questions to explore human rights as represented in the literature and as they apply to your own life.

1. Review “The Censors.” In light of the information on this page, cite the human rights issues in the story. As you develop your list, keep in mind the freedoms protected by the U.S. Bill of Rights and those included in the Universal Declaration of Human Rights.

2. What does it mean to have the right to “life, liberty, and the pursuit of happiness”? Explain.

3. Some Americans feel that employment is a basic human right, and that the government should provide jobs for everyone. Others argue that having a job is a privilege for which one must work and compete. How responsible should a government be for providing for its citizens in this way?

4. Some people argue that human rights are so important that the United States should insist that other nations respect the human rights of their citizens. Opponents of this view reply that doing this would actually violate the human rights of those other nations. What is your reaction to these arguments?
Marine Biology

Rachel Carson writes, "Underlying the beauty of the spectacle there is meaning and significance. It is the elusiveness of that meaning that haunts us, that sends us again and again into the natural world where the key to the riddle is hidden." As a marine biologist, Carson drew her inspiration from the sea's beauty and from the strength and adaptability of marine life. Identifying marine organisms and learning more about where they can be found and how they are affected by their environment is the foundation of marine biology. Due to the growth of human population, however, marine biologists today are also called on to find new ways in which the ocean can meet increasing human demands for food, raw materials, and energy.

To meet demands for food, marine biologists study ways of harvesting more fish without harming existing marine life. They also study the use of the many species of fish in the ocean that people have not typically eaten. Other marine biologists explore the use of plankton—microscopic animal and plant life found floating on the ocean's surface—as an inexpensive source of protein, as well as the more frequent use of seaweed as a food source. In addition to food sources, marine biologists study types of sponges that produce antibiotics and substances that might someday help in treating forms of cancer; possible oil deposits in the ocean floor; and the processes by which types of plankton capture and store the sun's energy.

DIRECTIONS: Answer each of the following questions.

1. When Rachel Carson visits the sea, she "senses that intricate fabric of life by which one creature is linked with another." In what ways are humans part of this intricate fabric of life, linked with the creatures of the sea? How is modern marine biology working to make this link even stronger?

2. Why does increased use of the ocean for food and other resources require such careful study? Why do you think it is necessary for marine biologists to understand how changes, such as the harvesting of new fish, will affect other marine life? In what way does this care relate to Carson's observations about the balance of life in the sea?

3. How is Rachel Carson's attitude toward the sea probably different from the attitude of modern marine biologists in search of resources? Why might a balance between the two perspectives be necessary in today's world?
Imagine a postal system in which the person who receives the letter is responsible for paying the postage. That is how postal systems worked throughout Europe during the seventeenth and eighteenth centuries. An English schoolmaster first proposed, in 1837, that postage be prepaid by the sender of the letter.

Now, more than 150 years later, postage stamps do more than move the mail. They send messages in and of themselves. In particular, commemorative stamps—by means of their art—publicize a nation's successes, praise its heroes, and pay tribute to achievements both large and small. Almost no topic has been left untouched. Here is just a brief list: anniversaries of the births and deaths of writers, artists, media celebrities, presidents, and scientists; anniversaries of inventions, battles, and other events, such as statehood; "first" accomplishments, such as space travel; war; peace; human rights; and nature and the environment. The only "rule" with regard to U.S. commemorative stamp subjects is that living persons are not depicted.

Postal administrations receive hundreds of suggestions each year for commemorative stamp subjects. Once the subject for a stamp design is decided upon by a committee, the design is rendered, or drawn. An artist or illustrator may render an original design. Or an image may be reproduced from an existing painting, portrait, or photograph. Designs are carefully constructed for color balance and composition, or overall impression. The picture, the words, and any other elements must balance and work together if the stamp is to convey an effective message.

Postal stamps have become an art form in themselves. The miniature art on a commemorative stamp is expected to reflect its age, its issuing nation, and the subject it commemorates all at once. That is a great deal to ask of a piece of paper approximately one inch square.

A. DIRECTIONS: Answer the following questions.

1. Examine the stamps on pages 587 and 588 of the text. What do they have in common in terms of their design?

2. Compare the two French stamps on page 587 with the one from the United Kingdom. How are their designs different?

3. What does commemorating the anniversary of the birth or death of a famous writer by depicting that writer on a postage stamp say about the issuing nation?

4. What special issues must an artist consider when designing a postage stamp?

B. DIRECTIONS: Review "Keep Memory Alive" by Elie Wiesel. Then, on a separate piece of paper, design a postage stamp that commemorates the victims of the Holocaust. Your design may be abstract or realistic. Include an identifying phrase, the name of the issuing nation, and the value of the stamp.
Career Connection: Music

As a child, Dylan Thomas spent Christmas holidays singing familiar carols with his friends and listening to his uncle's fiddle accompany the songs of aunts and cousins. When Marian Anderson was barely eight years old, she was singing in her church choir and had already learned by heart many hymns and spirituals. Most people are introduced to music when they are young and continue to enjoy listening to it or creating it for fun throughout their lives. For some people, however, music grows into more than a casual hobby. These people, like Marian Anderson, pursue careers in music as singers, songwriters, composers, instrumentalists, or conductors.

Professional musicians often spend many years developing their skills. To have a career as a professional musician, a person must not only love music and the excitement of performing, but also be willing to spend hours rehearsing his or her voice, practicing an instrument, or writing and rewriting music or song lyrics. An aspiring musician must also be willing to find ways to share his or her work with different audiences in order to get as much performing experience as possible and to learn what people like and do not like. Some musicians study music in college, which provides an audience of teachers and other students and builds his or her knowledge of music. Some musicians also take formal lessons throughout their careers. Even for performers or songwriters who are talented and hardworking, music can be a competitive business, and audiences do not always respond right away to a new voice or style. A musician must believe in what he or she is doing and enjoy music enough to keep working hard at it and growing professionally.

A. DIRECTIONS: Answer each of the following questions.

1. What seems most attractive about working as a professional musician? What seems most difficult?

2. What personal qualities do you think a professional musician should have? Do you think Marian Anderson exhibited these qualities? Explain.

3. Why might an aspiring musician benefit from studying the life of Marian Anderson?

B. DIRECTIONS: Research the life of a professional singer, songwriter, composer, or instrumentalist, either from the past or the present. When did he or she begin studying music? What experiences did he or she have in working to establish a career? Does this person have anything in common with Marian Anderson? Answer these questions in a short essay.
"Flood" by Annie Dillard (text page 610)

**Community Connection: Flood Control**

Annie Dillard witnesses the flooding of a creek near her home, observing that “the floodwater rolls to a violent froth that looks like dirty lace, a lace that continuously explodes before my eyes.” What Dillard is observing is how a driving rain can turn the gentle waters of a creek into a potent and destructive force.

Because water can be such a powerful force, and because most of the world’s population is located in areas subject to the flooding of rivers and seas, people have developed different ways of harnessing and controlling natural bodies of water. The most effective way to control water and harness its power is to build dams, or barriers, across rivers. Water held back by a dam forms a reservoir, or lake, and this controlled water can serve a variety of purposes. One important purpose is flood control. The reservoir of a dam built specifically to prevent flooding is kept as empty as possible, so that when a flood occurs, the excess water can collect in the reservoir. In addition to aiding flood control, dams provide water for the irrigation of soil, for public water supplies, and for recreational use. Dams can also be used to generate hydroelectric power and to improve waterways for boats.

Despite obvious benefits to people, the building of dams presents problems. Reservoirs created by dams may occupy a large space and cover scenic, natural areas. Also, because a dam blocks a river, it can prevent the natural migration of certain types of fish. Finally, if a dam is not structurally sound, it can break and cause a flood devastating to its surrounding area.

**Directions:** Answer the following questions based on “Flood” and your understanding of the pros and cons of controlling water.

1. In a single morning, personal possessions and homes at Tinker Creek are destroyed by the floodwaters. What does this scenario show about the forces of nature and the limitations of human control over nature?

2. Why do people continue to live near rivers and oceans, in areas prone to flooding, despite the potential for disaster? Do the benefits of being in these areas outweigh potential problems, or do people simply fail to realize the power of nature?

3. Do you believe the pros of dam-building outweigh the cons? Why or why not? Do you believe some functions of a dam are more essential than others? Explain.

4. In what ways does “Flood” illustrate the clash between people and nature? In what ways does a dam illustrate this clash as well?
**Media Connection: Classic Films**

Roger Ebert asserts that *Star Wars*, like *2001: A Space Odyssey*, is a classic. He even notes that Skywalker's "Speeder" vehicle looks like a classic car, the 1965 Mustang. What is a classic?

The term "classic" originally referred to the highest-quality works from the classical civilizations of Greece and Rome. Gradually, it has come to mean any work that is an enduring model of excellence or standard of quality. What are the hallmarks of a classic film?

A classic film has an appeal that endures. *Casablanca* may seem dated in some ways, with its antiquated plot and simple patriotic theme, but the power of the love story and the appeal of the performers far outlive the 1940's. The basic story still works.

A classic film should be a model of excellence and do something in its own way better than any film before it; subsequently, it is often imitated. The excellence may be in the performance, the plot, the technology, or the storytelling, but a classic sets a high standard.

A classic film should represent its era. In addition to offering enduring appeal, a classic film often defines the era in which it was produced, as did *Citizen Kane* and *Casablanca*. Ebert explains in his review why he thinks *Star Wars* was a watershed for motion pictures.

A classic film has an underlying universal story. In *Casablanca* it is the power of love and courage. In *Citizen Kane* it is the folly of greed. What are the universal themes in *Star Wars*?

**DIRECTIONS:** Using the preceding criteria, fill in the following chart with elements in *Star Wars* as described by Ebert and Canby. To what extent do you agree with Ebert that *Star Wars* is a classic? Then, make a similar chart for another film you think qualifies as a classic.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Elements in Star Wars</th>
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<tbody>
<tr>
<td>Enduring Appeal</td>
<td></td>
</tr>
<tr>
<td>Model of Excellence</td>
<td></td>
</tr>
<tr>
<td>Represents Its Era</td>
<td></td>
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<tr>
<td>Universal Story</td>
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</table>
"Mothers and Daughters" points to the complexity of relationships, and how often we struggle in those relationships to understand and to be understood. The foundation of any rewarding relationship—in the family, with friends, or at the workplace—is good communication skills. Chief among these skills is the ability to be an effective listener. The following are some effective listening skills.

1. *Use nonverbal cues* to show that you are paying attention to what the other person is saying. Eye contact, body language, and facial expressions let the other person know you are interested and involved in the conversation.

2. *Ask questions* to start the conversation, to move it along, and to show that you are listening.

3. *Participate thoughtfully* in the conversation. Allow the other person to speak. Also, take time to think about what the other person has said and about your own response.

4. *Control your emotions*. If you feel that your emotions are getting out of control, pause, take a breath, and continue when you feel calmer.

**Directions:** Think of a problem you might need to discuss in a workplace situation. Work with a partner and take turns speaking and listening to each other's problem. Each speaker should complete the chart to evaluate his or her partner's listening skills. Share your feedback with each other.

<table>
<thead>
<tr>
<th>Listening Skill</th>
<th>Effectiveness</th>
<th>Suggestions for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use nonverbal cues</td>
<td></td>
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<tr>
<td>Ask questions</td>
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<tr>
<td>Participate thoughtfully</td>
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<tr>
<td>Control emotions</td>
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Cross-Curricular Connection: Geography

Veracruz is one of about two dozen identified migratory bottlenecks in the world. In these places, large numbers of birds converge as they make their migrations. In 1992, the first time a census was taken of the fall migration, more than 2.5 million raptors were counted. Two years later, 3.2 million raptors were tallied in one day at just one site in the town of Cardel.

In Mexico, the Sierra Madre Oriental range, which runs down the eastern coast of Mexico, causes the raptors to fly in an ever-narrowing path. The mountains run quite near the coast, so the Veracruz plain is only dozens of miles wide in some places. The narrowness of this bottleneck is what causes the bird counts in Veracruz to be so dramatic.

Why don't the birds just all pick the shortest route to their destination? The answer is that they do pick the shortest route, but they also choose not to fly over large bodies of water. Most of these birds depend on thermal air currents to make their long migration from breeding ranges to wintering ranges. There are no thermals over the ocean. The birds are dependent upon the mountains for the thermal air currents.

Veracruz is experiencing development. The tropical forests on which the birds depend during their migration are being cleared so that farmers can graze herds and grow sugar cane. The migrating raptors must roost in less desirable, less protected patches of forest. For now, however, the bottleneck continues to be heavily used by the raptors of North America.

**AUTUMN MIGRATION ROUTE OF SWAINSON’S HAWKS**

**Directions:** Use information provided in the text and the map to answer these questions.

1. On what general course are the raptors flying?

2. What geographical factors lead to the concentration of raptor traffic over Vera Cruz?

3. What effect could further destruction of the forests have on the raptor migration?
Antigone, Prologue through Scene 2, by Sophocles (text page 670)

Humanities Connection: The Greek Theater

Imagine that you are attending the annual festival of Dionysus in ancient Greece, where over several days you will see contests in drama, acting, and singing. You enter the Theater of Dionysus, which sits below the Acropolis in Athens, and take your seat in the outdoor amphitheater, a structure of half-circular rows of benches extending up the side of a steep hill. You and the other 14,000 attendees look down onto the orchestra, a large circular area at the bottom of the amphitheater where the actors perform. Beyond this area you can see the skene, or stage house, a building on which scenery is painted and in which actors change their costumes.

As the performance begins, you hear musical instruments and the formal, dramatic voices of the chorus members. You watch as the chorus dances across the orchestra and back again. The actors, all of them male, enter wearing large masks that have exaggerated facial features and contain a megaphone-like device near the mouth. The masks immediately identify each character's social and gender role—male or female, royalty, prophet, soldier, or commoner. The actors speak their lines dramatically and formally, in the style of the time. As the performance comes to a close, the actors exit the staging area and the chorus delivers its final lines.

Directions: Write your answers to the following questions.

1. What practical purpose might the steep, circular design of the amphitheater serve?

2. Considering the staging of a Greek play, name at least two purposes of masks in Greek theater.

3. How might a staging of Antigone in a Greek theater differ from a staging at your school theater or auditorium? Describe at least three differences.
Cross-Curricular Connection: History

Government in Ancient Greece

Modern democracy has its roots in the political systems of ancient Greece. As far back as the 700's B.C., Greece was organized into city-states. Initially, city-states existed as monarchies, in which a king ruled and consulted noblemen on key issues. The nobles eventually overthrew the kings and established an oligarchy, a government in which only a few privileged people rule. By the 400's B.C., oligarchy had given way to democracy in most Greek city-states, the most successful democracy being that of Athens.

In Athens, all male citizens, regardless of wealth or social status, had a right to vote, to hold political office, and to serve on a jury. Other city-states, such as Sparta, were ruled by a combination of kings and officials elected by the citizenry. However, despite some of their inclusive policies, no city-state recognized the rights of women, slaves, or free-born foreign citizens.

Democracy as we understand it today and democracy of the ancient Greek city-state vary in many ways. However, both systems of government share the ideal that people should organize their government as an independent political entity that is ruled by laws.

DIRECTIONS: Write your answers to the following questions.

1. What type of government does Creon head?

2. What rights were granted to citizens in ancient democratic Athens?

3. In what ways does modern democracy, such as that in the United States, differ from democracy in ancient Greece?

4. Why doesn’t justice always prevail in a democracy? (Consider events in Antigone and current events as you form your answer.)
Humanities Connection: The Globe Theater

North of the main part of London, the flag is flying from the top of the O-shaped Globe Theater. The flag means the company is performing this afternoon. You and about 3,000 other people pay your few pennies admission and crowd into the galleries of the theater. You make your way to the third gallery—the top tier—and find a spot on a wooden bench. Down below, the rectangular stage juts out into the round “yard.” At the back of the stage is a three-story facade. Today, the facade represents the Roman Senate for the afternoon performance of The Tragedy of Julius Caesar.

Around the edge of the stage, in the yard, are the “groundlings.” These spectators paid a penny apiece to enter the theater and stand on the ground to watch. They surround the wooden stage, which is raised to prevent overeager spectators from joining on-stage fights and battle scenes.

The round shape and tiered structure of the theater allowed for an intimacy that contributed to the popularity and success of Elizabethan plays. Viewers of Julius Caesar, for example, might have felt as if they were part of Caesar’s train, the crowd of senators who accompanied him as he went to and from the Senate. The original Globe Theater was destroyed by fire in 1613. The acting company, of which William Shakespeare was a prominent member, rebuilt it. The Globe was then shut down in 1642 for political reasons, and was finally dismantled in 1644.

In 1987 construction began on a re-creation of the Globe Theater near the original site. The plan of the new Globe is based on sixteenth-century drawings and on evidence drawn from archaeological excavations carried out at the site of the original Globe. The new Globe’s first season opened in June 1997, just 398 years after its original opening in 1599. Modern-day theater-goers can once again experience a Shakespearean play in the intimate, open-air atmosphere for which it was written.

DIRECTIONS: Use the information on this page to answer the following questions.

1. Imagine that you are a groundling. How would being so close to the action on stage affect your viewing of Act I of Julius Caesar?

2. Suppose you are viewing Julius Caesar during a performance in the original Globe. Review the events of Act I, Scene iii, of Julius Caesar. What do you imagine the actors are doing on stage to convey the mood of this scene? Remember that it is afternoon and there is no roof over the theater. Describe the actors’ movements.

3. What do you think an audience member can expect from the experience of attending a Shakespearean play in the new Globe Theater?
**Multicultural Connection: Omens and Portents**

Omens and portents play a large role in setting the atmosphere in *The Tragedy of Julius Caesar*. Fierce weather, astronomical phenomena, unusual events, and fearsome dreams all suggest to the characters that strange times are upon them.

An omen or portent is anything that foretells or suggests what may happen in the future. An omen can be perfectly rational: A good score on a pre-test quiz is a reasonable omen for a good score on the test itself. Heavy gray clouds and a drop in the temperature portend rain.

In the past, though, interpreting various signs and events was a serious attempt to learn the future. People believed that all things were the will of gods, and that inexplicable phenomena were signs of that will. Interpreting these signs, these omens and portents, is called *divination*.

Most cultures have practiced some forms of divination at various times. In ancient Rome, the practice was elevated to a governmental level. *Augurs* were official members of the government, whose job it was not to foretell the future, but to determine whether the gods approved of a course of action taken by the government.

There were two primary means of augury. One was to examine the motions of weather and birds, which were believed to be controlled by the spirits of the gods. Another was to examine the entrails of sacrificed animals. As one might expect, the augury grew more complicated and more elaborate, with as many as sixty augurs officially consulting various signs for approval of governmental and private acts. The practice led to abuses and interference in the operation of the Roman government.

**DIRECTIONS:** Answer each of the following questions.

1. To what word is the term *divination* related? Why is this association appropriate for the activities of the Roman augurs?

2. The practice of divination among primitive cultures has some things in common with a scientific understanding of the world. Explain what these similarities are.

3. Why would weather be a natural choice as an omen?

4. Why might the motions of birds be especially appealing to augurs?

5. Why would it be almost inevitable that using augury for official approval of acts of the government would lead to corruption and other problems?
The Tragedy of Julius Caesar, Act III, by William Shakespeare (text page 751)

Community Connection: Eulogies

Mark Antony’s famous line—“Friends, Romans, countrymen, lend me your ears”—begins a dramatic speech in a play. He delivers this speech as a eulogy at Caesar’s funeral. The word eulogy comes from a Greek word that means “praise” or “speaking well” of someone or something. In Western society, we think of funerals when we hear the word eulogy, but a eulogy, a formal speech of praise, could be delivered on other occasions as well.

People in many cultures find it helpful to speak of a deceased person’s good qualities. This fact has to do with how people view the value of human life. Upon a person’s death, the living have a need to find meaning in the existence of the person. Speaking of a person’s accomplishments and good deeds and qualities, by way of a eulogy at a funeral, helps the living friends and relatives to feel good about the person’s life.

In Shakespeare’s play, however, there was a bit more to Antony’s purpose. Certainly, Antony was grieving at the sudden and cruel death of his friend. He couldn’t help but express some of that grief in front of the crowd of plebeians. As it turns out, however, Antony eulogizes Caesar not so much to make meaning of Caesar’s life but to use his death—and the manner of his death—to sway public opinion. He appeals to both the reason and the emotions of his audience to accomplish his purpose. In addition, by displaying his own grief, he becomes a sympathetic character.

DIRECTIONS: Answer the following questions.

1. What is the definition of a eulogy?

2. Review Brutus’ funeral oration in Act III, Scene ii, lines 12–47. Is Brutus’ speech a eulogy? Why or why not?

3. Review Antony’s oration, in which he says, “I come to bury Caesar, not to praise him.” Why does he say this?

4. In the first section of Antony’s eulogy (Act III scene ii, lines 74–108), identify one line or passage in which Antony appeals to his audience’s reason, one in which he appeals to emotions, and one in which he attempts to foster the trust of the audience or increase his own credibility.

   reason:

   emotions:

   trust:
Career Connection: Political Science

As you read *The Tragedy of Julius Caesar*, you might have noticed political practices both similar to and quite different from those in your own society. Government, or institutions in which public decisions are made concerning the affairs of nations, states, or other kinds of communities, change with different time periods and cultures.

In the modern world, the word *politics* refers to all aspects and types of government. When you think of jobs in politics, you probably think of your own country, state, and community leaders and lawmakers. The term *political science* refers specifically to the study of government and how it operates. There are many different areas of study within the field of political science, including the different types of government, the structure and function of government, the roles of citizens, decision-making processes, special-interest groups and lobbying, the power of elite groups in society, voting practices and patterns, political parties, how public opinion is shaped and influences government, and the effects of media on government.

**DIRECTIONS:** Answer the following questions.

1. How are the politicians in *The Tragedy of Julius Caesar* similar to modern politicians in your own government? How are they different?

2. Would modern political science be more concerned with the reactions of the common people of Rome to Antony's speech, and the influence Antony has on the people, or with whether Brutus was justified in assassinating Caesar? Explain your answer.

3. In what way might lobbying and special-interest groups of modern politics be like the people to whom Cassius caters when he is in a position of power? In what situations do lobbyists or special-interest groups have a negative influence on leaders and government? When might they have a positive influence?

4. Which aspect of political science might Brutus have studied in order to learn how to win back the favor of the Roman people?

5. Julius Caesar is killed because Brutus and others were concerned that he had become too powerful. Which aspect of political science studies ways in which power is distributed?
**Workplace Connection: Leadership Skills**

By studying the successes and failures of the main characters in *The Tragedy of Julius Caesar*, you can learn a great deal about the importance of effective leadership skills. Which leaders in Shakespeare’s tragedy are best able to win popularity and effectively accomplish what they set out to do? Which characters seem unable to make an impact on people and situations?

Strong leadership skills are essential in many types of jobs. To be an effective leader, you must be positive, confident, and forthright about what you want or believe without being overbearing or pushy; respectful toward the people you are leading, which means listening carefully to ideas and concerns, as well as giving people credit for good ideas and hard work; and knowledgeable.

**A. DIRECTIONS:** Examine the leadership skills of the main characters in *The Tragedy of Julius Caesar* by making notes in the following chart. As you make your notes, refer to the information provided about effective leadership skills as well as your own ideas about what makes a strong leader.

<table>
<thead>
<tr>
<th>Leader</th>
<th>Positive Leadership Traits</th>
<th>Negative Leadership Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julius Caesar</td>
<td></td>
<td></td>
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<tr>
<td>Antony</td>
<td></td>
<td></td>
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<tr>
<td>Brutus</td>
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<tr>
<td>Cassius</td>
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</table>
“The Stolen Child” by William Butler Yeats (text page 815)

Cultural Connection: Celtic Folklore

Who, or what is it that speaks in “The Stolen Child”? The word *fairy*, sometimes also spelled *faery* or *faerie*, goes back only to the Middle Ages (about A.D. 500–1500). Similar creatures, however, have been known by many names and in many cultures for thousands of years. These creatures include the banshee, brownie, elf, goblin, gnome, hill people, leprechaun, pixie, and puck.

Fairy lore is especially prevalent in Ireland, and it is this tradition Yeats seizes upon for “A Stolen Child.” For centuries before writing, stories were told of small people living in woods and caves who fled at the sight of taller humans. These stories came to exist alongside Celtic religion, which emphasized magic and the power of the woods. Small arrowheads, probably made by the earliest Irish inhabitants, were taken as proof of the existence of fairies.

The modern tendency has been to make fairies seem angelic and harmless. Yeats’s treatment is closer to the original. Fairies were feared by superstitious people, for they could be dangerous as well as helpful, and might carry off children at any time before the child was baptized. A common theme in fairy stories is interference in human life by the mischievous creatures, whether for good or ill. Minor household misfortunes, such as spoiled milk or lost objects, and many natural phenomena were explained as the work of fairies.

Human encounters with fairies are governed by special rules and often involve bargains. Banshees can foretell death, but only to people who are truly Irish. A leprechaun can be forced to reveal the whereabouts of gold, but if one takes one’s eyes off him, he vanishes. People who eat or drink in fairyland cannot return. Some legends even say that Avalon, the mythic island of King Arthur’s burial, is home to fairies, but this is a very late addition to the lore.

**DIRECTIONS:** Consider the qualities of these supernatural creatures and “A Stolen Child.” Answer the following questions.

1. Why might belief in supernatural beings like fairies be an understandable thing in earlier times?

2. Is Yeats’s representation of fairies different from what you expected of a “fairy tale”? Why or why not?

3. Identify elements in “A Stolen Child” that Yeats has drawn from the traditions of Celtic fairy stories.

4. Why might Yeats use the tradition of a fairy encounter in a modern poem?
"In Flanders Fields" by John McCrae (text page 824)
"The Kraken" by Alfred, Lord Tennyson (text page 825)
"Reapers" by Jean Toomer (text page 826)
"Meeting at Night" by Robert Browning (text page 827)
"Prayer of First Dancers" Traditional Navajo Chant (text page 828)

Cross-Curricular Connection: Art

While reading these poems, you have images in your mind of poppies growing among rows of crosses, a lumbering sea monster, reapers moving scythes through a field, a man pushing his boat onto a dark shore, and details of nature from a ceremonial chant. Poets use words and phrases to create visual images for their readers.

A. DIRECTIONS: In the following chart, record some of your favorite examples of visual imagery in the poems. List specific words and phrases.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Visual Imagery</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;In Flanders Field&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;The Kraken&quot;</td>
<td></td>
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<tr>
<td>&quot;Reapers&quot;</td>
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<td>&quot;Meeting at Night&quot;</td>
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<tr>
<td>&quot;Prayer of First Dancers&quot;</td>
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B. DIRECTIONS: Often images in illustrations and pieces of fine art can complement images created by a poet. Evaluate the art that accompanies the poems you've read. Then think about what design you might create to accompany your favorite poem. Begin to plan your design by answering the following questions. Then, on your own paper, create a sketch of your design.

1. Which is your favorite piece of art in this section. Why do you like it? What image from the poem does it capture?

2. Which is your favorite poem of those in this section? What images from this poem would you like to capture in a new illustration or design? How will you incorporate these images into your own design?
“The Wind—tapped like a tired Man” by Emily Dickinson (text page 834)
“A Pace Like That” by Yehuda Amichai (text page 835)
“Metaphor” by Eve Merriam (text page 836)
“Right Hand” by Philip Fried (text page 838)

Workplace Connection: Time Management Skills

Yehuda Amichai writes “I’m looking at the lemon tree I planted./A year ago. I’d need a different pace, a slower one./to observe the growth of its branches, its leaves as they open./I want a pace like that.”

Balancing the pressures of daily life can be challenging. It is easy to feel overwhelmed by the pressures of school, work, family, clubs, sports, and social activities. Learning time management skills will help you to balance your various responsibilities and still have time for the type of relaxation and reflection that the speaker in “A Pace Like That” craves. Here is a list of some of the most effective time management tips to help you through busy days and weeks.

• Set priorities. Decide what really needs to be done and by when.

• Create a time schedule. Decide how long it should take to complete certain activities. Try to stick to the times you establish.

• Set reasonable goals. Be realistic about what you can accomplish in an afternoon, a day, or a week.

• Delegate tasks. If you are in charge of completing a project or managing a club or team, don’t accept more jobs that you can handle. Find out who can help you to complete certain tasks.

DIRECTIONS: Identify the time pressures you face in your life by answering the following questions. Then use time management skills to improve your schedule.

1. What are some of the pressures and demands you face in a typical day?

2. What are your first priorities? How much time is needed in handling each of these priorities?

3. Eve Merriam writes of how every person begins his or her day as if with a blank sheet of paper. Imagine it is the start of one of your busiest days. You have a blank sheet of paper in front of you. Make a schedule in which you establish your goals for the day and estimate how much time you will need to complete each of your tasks. Be sure to schedule time for at least one relaxing activity.
Career Connection: The Military

Keats’s knight and Kipling’s soldiers are military men of their times. Since then, military life has changed drastically. Today, the military is a leading source of job skills and training as well as a career in itself.

The Army, Navy, Air Force, Marine Corps, and Coast Guard need people with skills as diverse as those of postal clerks and dental hygienists, and will train people to perform those roles. In addition to strictly military jobs such as weapons crew member, infantry soldier, and pilot, the armed services require support personnel from highly technical computer and electronics specialists to food-service staff. All of the skills involved are transferable to civilian life, so the military can be a good, economical source of career training.

Some people spend their entire careers in the military. Others stay in the armed services for the twenty years required for a retirement pension, then return to a civilian job and two incomes. Although salaries in the military are usually lower than those paid by comparable civilian jobs, benefits and retirement plans make total compensation roughly equal. The military also offers the opportunity for world-wide travel assignments.

Each service has its own requirements for entry, but in general, you must be between ages 17 and 35. Many military jobs require a high school diploma, and all personnel receive aptitude tests. If you seek particular training, you can specify that upon enlistment. For those academically able to enter military academies, tuition is paid and five years of active duty are required.

The goal of the military is to train and prepare professional soldiers. If you are considering the military for either training or career purposes, you should be aware that strict discipline, unquestioning obedience, close working conditions, and physical vigor will be required from the first day. The challenges of military life can be great, but many find it an invaluable preparation and experience for work and life.

DIRECTIONS: Answer each of the following questions.

1. What are some advantages of a career in the armed services?

2. Why do the armed forces provide training in such a wide variety of careers?

3. Why might later employers think well of a successful military record?

4. What personal characteristics might one need to do well in the military?

5. What disadvantages might there be to a military career?
The Great Wall of China

The Great Wall of China was one of the greatest construction projects in human history. In 214 B.C., when China was united for the first time, Emperor Shih Huang-ti sought greater protection against nomadic enemies to the north. He commissioned the building of a barrier wall to run west from the eastern end of his vast empire. Built entirely by hand of dirt, stone, and brick, the wall reached its present proportions during the Ming dynasty (1368–1644).

The Great Wall stretches about 1500 miles. To get an idea of the wall's incredible length, imagine a wall stretching from New York City to Dallas or from Los Angeles to Houston! With all its branches included, the Great Wall reaches a length of almost 4,000 miles. That's like a wall running from New York City to San Francisco and continuing up the Pacific Coast past Seattle.

The wall’s other proportions are equally impressive. Its average thickness is twenty feet, it has an average height of twenty-five feet, and its thirteen-foot width has accommodated columns of troops marching abreast. Forty-foot high watchtowers rise from the wall at regular intervals. Today, hundreds of miles of the Great Wall remain intact, and the massive sight draws tourists from across the world.

DIRECTIONS: Write your answers to the following questions.

1. What are two reasons the wall might be called the Great Wall?

2. Why was the Great Wall a huge undertaking, even after its construction was completed?

3. Besides military defense, what other benefit might the wall have given a newly united China?
Asian Flora and Fauna

The writers of these tanka and haiku took their inspiration from the natural world. The flora and fauna mentioned in three of these poems—camellia, cypress, and plover—can be found in Asia, as well as other parts of the world.

**Directions:** Explore the natural habitats, habits, and uses of the camellia, the cypress, and the plover. Use library references to determine to which of those things each of the following details applies, then copy each detail under the name of the appropriate flora or fauna.

They grow to an average height of 80 feet.
Some species have been known to migrate more than 2,000 miles.
Its twenty-odd species are evergreen conifers.
One variety of the plant is the tea plant, whose leaves are the source of tea.
Overlapping petals give its blossoms a cuplike shape.
These small members of the shorebird family range from 6 to 12 inches in length.
The most common variety blooms in winter and spring.
Most are grown for use as ornaments, not lumber.
Its distinctive call is whistelike and melodious.
Its wood is durable and insect resistant.
Blossoms may be red, white, pink, or spotted.
It feeds by running along the beach or shoreline and snapping up invertebrates.

<table>
<thead>
<tr>
<th>Camellia</th>
<th>Cypress</th>
<th>Plover</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Cervantes wrote *Don Quijote* during what is called the Siglo De Oro, or “Golden Age” of Spanish literature, which extended roughly from the early 1500s to the late 1600s.

In the early 1500s, Spain had largely become politically unified, and this stability set the stage for cultural developments. A great playwright, Lope de Vega, established a dramatic tradition using Spanish themes. Where previously Spanish poetry had imitated Italian models, a unique Spanish voice emerged. It was a time of patriotism and religious zeal.

In prose, the reading public became familiar with literary traditions from the rest of the world. An interest in epics and ballads resulted in a last expansion of the chivalric and pastoral forms, concerned with courtly manners and scenes of nature.

In the late 1500s, the century of Spanish influence began to wane. The disastrous defeat of the Armada in 1588 effectively ended Spain’s status as the world’s most powerful nation. In a busy and competitive world, some began to write in a more realistic way. The picaresque novel, usually a tale of a lowborn rogue and his adventures in common life, replaced the romances and epics of the past. People wanted to read of the world as it was. It was into this environment of a newer, more modern world that Cervantes cast his *Don Quijote*. It was an immediate and overwhelming success, generating imitators in its time and worldwide popularity that endures to this day.

**DIRECTIONS:** Answer the following questions.

1. What developments helped Spanish writers establish their own national identity?

2. How does *Don Quijote* reflect Spanish life after Spain’s power waned?

3. In what ways might *Don Quijote* represent the form of a picaresque novel?

4. Why will one find evidence in any novel of the historical period in which it was written?

5. Why do political events affect the nature of a country’s literature?

6. Why has the popularity of *Don Quijote* endured past Spain’s Golden Age?
Humanities Connection: Courage, Honesty, and Compassion

One of the reasons the Arthur legend endures is that Arthur is easy to admire. Most poems and stories based on the legend represent him as a good and strong leader who displays courage, honesty, and compassion. This makes Arthur appealing even to modern-day readers, who can still relate to and admire these qualities in a leader.

A. Finding Examples in Your Own Life

**DIRECTIONS:** Answer the following questions.

What are your ideas and feelings about these terms? Define each quality. You may choose to use examples to define the words.

**courage**

**honesty**

**compassion**

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B. Finding Examples in Literature

Cite at least one passage from each selection in which Arthur displays the specified quality.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Tennyson's &quot;Morte d'Arthur&quot;</th>
<th>White's &quot;Arthur Becomes King of Britain&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td></td>
<td></td>
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<tr>
<td>Honesty</td>
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<tr>
<td>Compassion</td>
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</table>
Cultural Connection: Hinduism in India

Hinduism is one of the world’s oldest active religions. Over thousands of years, different groups have developed various ways of practicing Hinduism. However, most Hindus adhere to the same basic beliefs about divinities, personal conduct, and life after death.

Hindus are polytheists, meaning they worship many gods. Chief among these divinities are Brahma, the universe’s creator; Vishnu, its preserver; and Shiva, its destroyer. However, Hinduism also holds the view that there is one god, Brahman, who is an absolute governing force in the universe.

According to Hinduism, the soul does not die when the body dies. Instead, in a process called reincarnation, the soul is reborn in another form, usually human but sometimes animal. The laws of karma dictate into what state the soul will be reborn. According to these laws, living a good life means the soul will return in a higher form; living a bad life might mean returning in a lower form. Through this process of rebirth, the soul eventually breaks free of physical existence and enters a state of blessedness called moksha.

The Hindu caste system has social as well as religious implications in India. There are four major castes. Beginning with the highest caste, they are: Brahmans, the priests and scholars; Kshatriyas, the rulers and warriors; Vaisyas, the merchants; and Sudras, the workers and servants. Thousands of smaller castes exist within this system. Caste membership can dictate rules of behavior and even a person’s occupation. Another group, the untouchables, was considered for centuries to fall outside the caste system. Deprived of full civil rights until 1950, the untouchables still face discrimination. A person born into a certain caste remains in that caste throughout his or her life.

DIRECTIONS: Write your answers to the following questions.

1. **Rama is thought to be an incarnation of the god Vishnu. Which qualities does Rama demonstrate that might make him an incarnation of the preserver of the universe?**

2. **To which caste might Rama belong? What makes you think so?**

3. **How might Viswamithra’s conduct relate to the law of karma?**

4. **How might the caste system affect social conditions in India?**
from *Sundiata: An Epic of Old Mali* by D. T. Niane (text page 934)

**Cross-Curricular Connection: Geography**

*Sundiata* is a legend that for centuries has been shared in what is now the African Republic of Mali. Mali is a relatively flat, landlocked country in western Africa. It is located within three climatic zones: the Sudanic, the Sahelian, and the Saharan.

The Sudanic climate, which can be found in southern Mali, experiences regular periods of rainfall. It is a fertile area that produces different types of vegetation, including the gnougs and the baobab trees mentioned in the selection. Vegetation gradually decreases in the Sahel region, where more drought-resistant types of vegetation grow. In the Sahara, a desert region, vegetation is virtually nonexistent.

**DIRECTIONS:** Use the background information and the map of Mali to answer the following questions.

1. In what part of Mali do most people live? Why do you think most people live there?

2. Judging from references in the story to baobab and other types of vegetation, in what climatic zone of Mali did Sogolon Djata probably live?

3. What large country borders Mali to the north and east?

4. At what city do the Niger River and Bani River meet?

5. What major river runs across the western corner of Mali? What cities sit along this river?
ANSWERS
Unit 1: On the Edge

“Contents of the Dead Man’s Pocket” by Jack Finney

Workplace Skills: Making Decisions (p. 1)

Suggested responses:
A. 1. Tom needs the piece of paper that blew out on the ledge to complete a report to his boss.
2. He should think about the fact that he could fall off the ledge and die.
3. Alternatively, he could redo the work.
4. He might not complete the work to make a timely presentation.

B. Students should include sufficient details to indicate an understanding of the decision-making process.

“The Final Assault” from High Adventure by Edmund Hillary

“The Dream Comes True” from The Tiger of the Snows by Tenzing Norgay

Cross-Curricular Connection: Physical Education (p. 2)

Suggested response:
Students should acknowledge the mutuality of teamwork; everyone should participate and benefit equally from teamwork. Students who write about participating in team sports may say teamwork is essential to completing plays effectively, to outsmarting or outplaying opponents, and to winning. Students who play tennis or run track may speak of teamwork that occurs during practice. Tennis players or runners may encourage, constructively criticize, and inspire each other.

“The Monkey’s Paw” by W. W. Jacobs

“The Bridegroom” by Alexander Pushkin

Community Connection: Community Action (p. 3)

Possible responses for one project:
1. neighborhood garden

2. To provide a safe and clean garden plot for neighborhood people to grow their own vegetables
3. contact alderman about abandoned lot site
4. clean up lot
5. haul in clean soil and compost
6. make and post garden sign
7. county extension officer
8. local garden or hardware store
9. friends—Maria and Luis
10. March 31—lot cleaned
11. May 15—lot ready for early planting
12. pride in neighborhood; sense of self-sufficiency

“A Walk to the Jetty” from Annie John by Jamaica Kincaid

Cross-Curricular Connection: Social Studies (p. 4)

Suggested responses:
1. The climate is tropical.
2. Antigua is hot and humid, while England has a cool and damp northern climate.
3. Antigua’s three main industries are probably fishing, farming (sugar cane), and tourism.
4. St. John’s is located in the northwestern part of the island.
5. The ships probably dock at St. John’s Harbor and Willoughby Bay.
6. The highest point is Boggy Peak.
7. Antigua is a very small island, where most jobs and opportunities probably fall within the major industries of fishing or farming.
8. Ironically, Annie might miss most the smallness of the island and the sense of community she knew there.

“The Masque of the Red Death” by Edgar Allan Poe

Cross-Curricular Connection: Science (p. 5)

Suggested responses:
1. Regular bathing rids the body of germs that might cause disease. Careful disposal of waste and trash also discourages the pres-
en of rodents and helps prevent the spread of disease.

2. The invention of vaccines against smallpox and influenza have seriously deterred the spread of these once life-threatening diseases. Antibiotics are another effective modern weapon in the battle against disease.

3. No. Many epidemics, such as AIDS and tuberculosis, still present a serious threat.

4. Viruses that cause certain diseases can mutate; certain strains become resistant to medicines that once prevented them, as is the case with certain new strains of tuberculosis.

5. The Ebola virus might be considered the next Black Death for many reasons—it travels from animals to humans, it causes a gruesome and painful death in a short period of time, it spreads quickly through the human population, and it has the potential to become an epidemic.

Suggested responses:

For the Gaz work, students may describe the two flowers surrounded by feathers and vegetation. They may note variations in the color of the two flowers, the lower one darker. The progression from darker to lighter may evoke a sense of gradual warming, or students may disagree and regard the scene as autumnal, based on the brown tones, yellows, and feathers. They may note the abstract nature of Gaz’s work as opposed to a literal view.

For their own worksheet, students should describe the scene presented in “Spring and All” according to their own images. Student responses should include specific objects they see as they read, the colors they see, and the feelings the colors evoke, as if they were responding to a landscape painting.

1. Vegetation, dark reds, browns, blues, sense of shifting temperatures from colors
2. Flowers already in bloom, feathers, abstract rather than literal, absence of sky
3. Focus on living things, awareness of change, living things contending with darkness, awareness of cooling or warming
4. Cold harshness of nature, hardiness of living things, unromantic struggle to live, respect for strength of life
5. Students may agree or disagree. In their responses, students should tie their opinions to specific evidence from the worksheets.

“Two Friends” by Guy de Maupassant

A. Suggested responses:

1. Dionysius and the Prussian officer show a disregard for human rights and abuse their powers. They show that power can be misused to intimidate and murder innocent people.

2. Dionysius wrongfully takes hostages and tortures innocent people. The Prussian officer secretly captures civilians Sauvage and Morissot and pressures them to give away secret information. When the men don’t give the soldiers the information they want, the soldiers kill them and carelessly toss away their bodies.

3. Damon, Pythias, Sauvage, and Morissot show loyalty and a concern for others. When Pythias knows that he is going to be executed, he rushes home to take care of his business affairs and his family. Damon easily agrees to help his friend. Sauvage and Morissot show loyalty to their country by refusing to give away a secret password.

B. Possible responses:

Students should create specific rules addressing everyday issues, both large and small, in their own lives. They might create rules forbidding rudeness, fights, intimidation, types of cheating, vandalism, littering, or animal cruelty.
Unit 2: Striving for Success

from In Commemoration:
One Million Volumes
by Rudolfo A. Anaya

Community Connection: The Library (p. 8)
Suggested responses:
Students should cite specific wishes and improvements. Proposals should reflect a workable plan for implementation, including suggestions about funding.

“How Much Land Does a Man Need?”
by Leo Tolstoy

Cross-Curricular Connection: Social Studies (p. 9)
Suggested responses:
1. The idea of communism and equitable distribution of wealth probably would have appealed to Pahom before he became a landowner. However, after becoming a landowner, Pahom would probably view communism as an attempt to take away the land that belonged to him.
2. Heavy taxes on items of consumption, such as sugar and tobacco, prevented many serfs from prospering economically. What small gains they made in terms of landownership were defeated by taxation.
3. The selection illustrates the burden of taxation on the peasants, as well as the disparity between the different social and economic classes. The selection also illustrates the unequal distribution of land and wealth, which communism was intended to counteract.

“Success is counted sweetest” and “I dwell in Possibility—”
by Emily Dickinson

“Uncoiling” by Pat Mora
“Columbus Dying” by Vassar Miller

Humanities Connection: Impressionist Art (p. 10)
Possible responses:
1. These painters tried to create an impression of what they saw. They conceded that the impression could change from person to person and from moment to moment.

2. The brush strokes are not completely smooth; they look somewhat rushed, as if to capture a moment in time. The flowers are brightly colored, and the leaves are mere smears of green paint. The painting does not look like a photographic reproduction of a scene.
3. Yes, the blurred brush strokes in Bazille’s painting seem to duplicate the fleeting quality of a viewer’s perception.
4. An impressionist painter probably would agree with the speaker because the painter is constantly striving to reach something that is not quite within reach.

from My Left Foot by Christy Brown

Community Connection: Accommodating the Physically Challenged (p. 11)
Suggested responses:
Partners may corroborate on the final report or write their reports independently. You may wish to have students turn in the worksheet with their notes as well as the final evaluation. Students may or may not actually assume the role of a person with a handicap. For example, they may allow a partner to lead them, blindfolded, to and through the four locations, or the partners may simply observe each location to detect its level of accessibility.
Evaluations should include very specific details about the accessibility of the location to persons with a specific handicap. Students may or may not recommend solutions to any problems of accessibility or ease of use. Students should, however, state whether the location is fully accessible or not, and cite reasons to support their conclusion.

“A Visit to Grandmother”
by William Melvin Kelly

Career Connection: Performing Arts (p. 12)
A. Suggested responses:
1. Students might list use of interesting, vivid details, a clear speaking voice, changes in the loudness and softness of a voice, and body language.
"A Visit to Grandmother"
by William Melvin Kelly (continued)

2. She shares a story about GL conning a man into giving him a horse for an old chair, then riding in a buggy being pulled by the horse. The horse begins to run, and she is forced to jump on the horse's back to pull it to a stop.

3. Students might say that she gives a number of vivid, interesting details at each point in the story. She also changes her voice to reflect exciting parts in the story. She talks about her reaction when GL first brings the horse home, how she feels when she is riding through town in the buggy, and she describes the excitement of being caught in the buggy when the horse begins to run. She raises her voice when she describes scolding GL and the moment when GL begs her to do something to stop the horse. Students might say that she inserts her own unique perspective in the following ways: She refers to GL as a "swindler" and shares her doubts about the deal he made. She also talks about feeling "elegant like a fine lady" when she first gets into the buggy and then describes how she scolds GL when the horse first begins to run. She tells her audience that she jumps on the horse to save the day because "it was that I was a mother and my baby asked me to do something, is all."

4. Students are likely to say that the facts by themselves would probably not be as humorous, because the grandmother inserts so much of her own personality into the story. In telling the story, GL would probably try to make himself seem less bumbling and foolish.

B. Students should try to tell their stories using interesting details, body language, and strong, clear voices. Their performances should show that they spent time rehearsing and thinking about storytelling techniques. Students should give one another constructive criticism.

"Mowing" and "After Apple Picking"
by Robert Frost

"Style" and "At Harvesttime"
by Maya Angelou

Career Connection: Farming (p. 13)

A. Suggested responses:

1. The speaker talks about the peace and tranquility he feels in working closely with the land. He takes pleasure in working hard and being able to see the results of his work.

2. The speaker in "After Apple Picking" is exhausted after harvesting a large apple crop. He is unable to get the complicated details of his job out of his mind. He is faced with the challenge of harvesting the apples when they are ripe, climbing up and down a ladder, being careful not to drop too many apples on the ground, and deciding which apples are marketable as produce and which need to be made into cider. He has to work hard when the apples are ripe; he cannot simply leave them on the trees.

3. Angelou knows that many factors are beyond a farmer's control when he or she plants a seed. Farmers must worry about having good seeds and arable soil.

4. A farmer depends on the land for his or her livelihood, and so has more respect and appreciation for the land than most people. Most people do not realize how dependent they are on nature, but a farmer cannot help but know how dependent people are.

B. Students should present detailed business plans for their farms. Their plan should show that they did the necessary research and that they used creativity in planning the marketing of their product.

"The Apple Tree"
by Katherine Mansfield

Cross-Curricular Connection: Plant Science (p. 14)

A. 1. cider, cooking, dessert
   2. color, size, aroma, smoothness, and crispness/tang

B. Suggested responses:

Students should list the qualities of color, size, aroma, smoothness, and
crispness/tang in the first column. Entries in columns two and three should be detailed and specific to each variety of apple.

“Africa” by David Diop
“Old Song” Traditional
“Biko” by Peter Gabriel
from The Analects by Confucius
“All” by Bei Dao
“Also All” by Shu Ting

Cultural Connection: “Words to the Wise” (p. 15)

A. Suggested responses:
Some students may encounter difficulty moving literal translations to their idiomatic equivalents. Some expressions may need no idiomatic equivalent; a literal translation will carry the sense of the adage.

B. Students should supply information appropriate to the assignment, with a focus not just on folklore and legend, but also on the transfer of the culture’s accumulated wisdom, either through stories and fables or specific parables or maxims. Student reports should include sources.

C. Student responses should include relevant material about the author, origin, and character of the work. Sources should be noted. Franklin’s Almanack was published in Philadelphia from 1733 to 1758. Fables were attributed for centuries to the ancient Greek Aesop, a freed slave who may or may not have written any. Most of the familiar fables were probably written down by Roman poet Babrius in the first century. The biblical book of Proverbs is ascribed to the Hebrew king Solomon, and contains adages dating from the second to ninth centuries B.C.

Unit 3: Clashing Forces

“Through the Tunnel” by Doris Lessing

Cross-Curricular Connection: Physical Education (p. 16)
Suggested responses:
1. Students should adequately explain and/or demonstrate their sport and explain their enthusiasm for it. Students might relate to Jerry’s initial fears about swimming the tunnel but admire his determination to conquer his fears and meet his goal. Students might point out that the local boys, who swim the tunnel repeatedly, have more in common with extreme athletes than Jerry.

2. Students should state their opinion for or against extreme sports and provide adequate and convincing support. Students who would like to participate in extreme sports might link their feelings to Jerry’s desire to leave his childhood world behind. Students who would not like to participate in extreme sports might cite the dangers involved and make connections with the dangers Jerry faces.

“The Dog That Bit People” by James Thurber

Career Connection: Humor Columnist (p. 17)
Suggested responses:
A. Students should note elements such as exaggeration, irony, and understatement, and should provide reasonable support for their effectiveness ratings.

B. Topics should range in focus.

C. Finished columns should have a clear topic and incorporate at least one element of humorous writing.

“Conscientious Objector” by Edna St. Vincent Millay
“A Man” by Nina Cassian
“The Weary Blues” by Langston Hughes
“Jazz Fantasia” by Carl Sandburg

Cross-Curricular Connection: Music (p. 18)
Suggested responses:
A. The history of jazz and blues is a large but well-documented subject. Students should
“Conscientious Objector” by Edna St. Vincent Millay
“A Man” by Nina Cassian
“The Weary Blues” by Langston Hughes

“Jazz Fantasia” by Carl Sandburg (continued)

have little difficulty finding both written and audio material for the listed artists: Jelly Roll Morton, Louis Armstrong, Duke Ellington, Wynton Marsalis, Leadbelly (Huddie Ledbetter), Bessie Smith, B. B. King, and Ray Charles. Many libraries hold extensive tape and CD collections, and even online encyclopedias such as Grolier’s or Microsoft Encarta contain sound clips.

B. In general, the jazz artists conform more nearly to Sandburg’s descriptions. As noted, jazz and blues overlap, so student responses may vary, but Hughes’s subject is clearly a blues player. Hughes attempts to replicate the stressed rhythm of blues in his poem, and quotes lyrics in the A-A-B lyric pattern characteristic of blues. Sandburg’s wider array of images corresponds to the wider variety of rhythms, fluid texture, and improvisation characteristic of jazz. Students might note the high-energy images Sandburg provides match the frequently higher-energy sound of jazz.

“Like the Sun” by R.K. Narayan

“Tell all the Truth but tell it slant—” by Emily Dickinson

Cross-Curricular Connection: Science (p. 19)

Suggested responses:

A. Students should be encouraged to notice the changes in the sun’s intensity from early morning to evening. They should be able to observe that the sun seems strongest at midday, when it appears most directly overhead in the sky. They might also notice the different colors that appear in the sky in the early morning and early evening hours. Students should note the weather conditions and how they affect the intensity of the sunlight.

B. 1. Students should understand that absolute truth can be painful to face directly, just like the powerful and potentially dam-

aging rays of the sun. The author makes this comparison because it illustrates well the discomfort people often have in facing the truth.

2. The sun changes positions in the Earth’s atmosphere, and in the process, its light changes in intensity. Sunlight is most intense when it is directly overhead. When it appears to be lower in the earth’s atmosphere, such as in the morning and in the evening, it is not as intense. By using the word “slant,” Emily Dickinson wants people to realize that truth is easier to face and less intense when it “dazzles gradually,” as a rising or setting sun. Truth is more intense and difficult to handle when it is faced directly.

“Hearts and Hands” by O. Henry

“The Fish” by Elizabeth Bishop

Community Connection: Random Acts of Kindness (p. 20)

Suggested responses:

Caution students about choosing acts that might be viewed as intrusive by the recipients or beneficiaries. Also, remind students that random acts of kindness should not be used to show off or demonstrate one’s abilities. Students’ acts might best be performed for classmates or family members rather than for neighbors or strangers.

Students may encounter responses that range anywhere from surprised delight to a simple nod of the head. If students encounter anger or rejection, help them understand why such a response might have arisen based on the nature of the act or the circumstances. Help students to see that negative responses are not a reason to cease performing random acts of kindness.

Some students might report feeling awkward while doing something nice or offering to help someone. Ask students to focus on how they felt after the act of kindness, not during it. Students’ responses may be no more specific than “It felt good.” Use class discussion to investigate why it felt good. Help students discover, if necessary, that it is human nature to like being helpful and to “feel good” simply because one has made someone else feel good.
from Desert Exile by Yoshiko Uchida
“Remarks Upon Signing a Proclamation . . .” by Gerald Ford

Cross-Curricular Connection: Social Studies (p. 21)

Suggested responses:
1. Most Japanese Americans suffered financial losses during their internment because they were unable to keep up payments on their land, homes, and businesses. What’s more, because they could take only two bags with them to the camps, they were forced to sell their goods at below-market prices or store their goods for a fee.
2. The ten internment camps were located in California, Arizona, Utah, Idaho, Colorado, Wyoming, and Arkansas. The camps were surrounded by barb-wire and guards. Internees lived in barracks, ate in mess halls, and shared central bathroom facilities.
3. Japanese Americans in Hawaii were not interned because, after the attack on Pearl Harbor, Hawaii was governed by the military under martial law. Americans of Japanese descent made up a third of Hawaii’s population and played a key role in its economy.
4. About 33,000 Japanese American men and women served in the armed forces during World War II. The 442nd Infantry Regiment was recruited from WRA camps. The unit suffered heavy losses in its campaigns in Europe.

“The Cabuliwallah” by Rabindranath Tagore

Cultural Connection: Wedding Customs and Traditions (p. 22)

Suggested responses:
Students should complete the chart with the indicated details from Hindu and two other non-European or American cultures. The following traditions are for a Javanese wedding.
Clothes: The bride and groom wear brightly colored, finely decorated sarongs.
Food: Instead of just a feast, the bridal party hands out food, as well as gifts, for the guests to take home.
Ceremonial Symbols or Rituals: Before the wedding, a Javanese bride expects to be “kidnapped” by her friends. Celebratory Activities: During the party, guests wish the bridal couple well, approaching them in prayerlike fashion with their palms and fingers together.

Unit 4: Turning Points

from Speak, Memory by Vladimir Nabokov

Cross-Curricular Connection: Geography (p. 23)

A. 1. Moscow, Russia
2. Tokyo, Japan
3. Chicago, Illinois
4. Santiago, Chile
5. Bombay, India
6. Cape Town, South Africa
B. 1. 59°N, 30°E
2. 52°N, 13°E
3. 49°N, 2°E
4. 40°N, 105°W
5. 42°N, 71°W
6. 46°N, 7°E

“With All Flags Flying” by Anne Tyler

Community Connection: Caring for the Elderly (p. 24)

Suggested responses:
Sources: The search word “retirement” will likely yield listings for various kinds of retirement communities. The search word “senior citizen” will lead students to a listing for organizations such as AARP (American Association of Retired Persons) and the county aging commission as well as services such as home care or home visitation, medical and insurance claims assistance, and so on. Other search words will yield predictable types of information: homes for the aged, nursing homes, residential care. Other sources students might consult are AARP, the county aging commission, and the local hospital.

© Prentice-Hall, Inc. Answers 71
“With All Flags Flying” by Anne Tyler (continued)

Focus: Kinds of Services
Privately run residential facilities offering independent, “supportive” or assisted living, or full nursing care; social home visitation; medical home visitation; “homesharing” or locating suitable housemates to provide company and minimal assistance for an elderly homeowner; Meals on Wheels program; personal assistance such as grocery shopping.

Extension: Further Services
Students should detail one service that could be provided on a periodic basis by a volunteer or group of volunteers. Examples include helping an elderly person maintain a pet; assisting with grocery shopping; providing transportation to and from appointments. These could be organized as a class project, or the basis for starting a school-wide social service group.

“The Bridge” by Leopold Staff
“The Old Stoic” by Emily Brontë
“I Am Not One of Those Who Left the Land” by Anna Akhmatova
“Speech During the Invasion of Constantinople” by Empress Theodora

Suggested responses:
A. Student responses should demonstrate understanding how courage is shown in the selection, and how the selection exemplifies their own definition.
B. For those students who seek a piece of art to illustrate courage, it is probably simplest to search by historical topic. Students should first choose a figure or situation that seems to them to represent courage, and then search libraries, on-line or multimedia sources (PC encyclopedias) for appropriate illustration.

“The Good Deed” by Pearl S. Buck

Cultural Connection: Dating Customs (p. 26)
Suggested responses:
A. 1. Students might point out that marriages today are less often based on practical matters and more often based on love.
2. Women were often required to be nurturers of the family, while men were often required to protect the family and provide it with food and shelter.
3. Students might recognize that the Chinese marriage customs described in the story are based on practical concerns, like many of the customs of other cultures.
4. Students will have their own ideas about why marriage is universally popular. They might say that it is a practical institution for the raising of a family and giving people companionship.

B. Ask students to create on paper a detailed plan for their own original marriage ceremonies. Encourage students to base their ideas on what they’ve learned about traditional ceremonies of different cultures.

“The Thoughts of Hanoi” by Nguyen Thi Vinh
“Pride” by Dahlia Ravikovitch
“Auto Wreck” by Karl Shapiro
“Before the Law” by Franz Kafka

Career Connection: Emergency Medical Technician (p. 27)
Suggested responses:
A. 1. To qualify as an EMT-Basic requires 100–120 hours of classroom work plus 10 hours of internship in a hospital emergency room. Training is offered by police, fire, and health departments, in hospitals, and as a nondegree course in colleges and universities.
2. EMT’s work for fire departments, private ambulance services, police departments, volunteer Emergency Medical Services squads, hospitals, or industrial plants.
3. EMT’s must have a high school diploma or the equivalent and a driver’s license. They must also be able to work under pressure, calmly and efficiently.
4. The work is strenuous and stressful.
5. The work is exciting, challenging, and rewarding.
B. Students should develop their arguments logically and should support their reasons with examples.
Unit 5: Expanding Horizons

“The Widow and the Parrot”  
by Virginia Woolf

Career Connection: Veterinary Science  
(p. 28)
Suggested responses:
1. a small-animal veterinarian
2. On farms, different livestock frequently come into contact with each other, increasing the likelihood of spreading disease.
3. Possible careers include a small-animal practice, working with a public health service, and working at an animal shelter or at a zoo.
4. Small-animal practice: animals are pets; animals usually brought to office; can be found in urban or rural areas; livestock practice: large animals; veterinarian often goes to the animal to treat or see it; practices usually in rural areas.

“Civil Peace” by Chinua Achebe

Cross-Curricular Connection: Geography  
(p. 29)
Suggested responses:
1. Enugu and Uyo
2. By definition, a delta is a wet area, so crops meant for drier regions would fail in a wet environment.
3. Most large cities are in the southern region. Students should make connection between the south’s economic development and the growth of urban areas.
4. The government might have desired a more centralized seat of government.

“The Bean Eaters”  
by Gwendolyn Brooks

“How to React to Familiar Faces”  
by Umberto Eco

Cross-Curricular Connection: Art  
(p. 30)
Suggested responses:
1. A king or queen would probably have wanted to look powerful, wise, and attractive. Such an image would have created confidence among the people and boosted popular support.
2. It was probably mostly an issue of money, but the rulers would have been more concerned about their “image” than common people, who were poor and had to work hard to survive.
3. My impression is of a man who is beyond middle age. He looks like a man who could laugh with his eyes or who could cast a glance that would be hurtful.
4. A celebrity’s fans form opinions based on what they see. It is in the best interest of the celebrity to show the public (the media) “good” pictures, or pictures that show the celebrity in a good light.

“A Picture From the Past: Emily Dickinson” by Reynolds Price

“What Makes a Degas a Degas?”  
by Richard Muhlberger

Humanities Connection: Art and Photography  
(p. 31)
Suggested responses:
A. Students should complete the chart by identifying specific elements outlined—artist/year, subject, medium, technique, composition, design, and overall impression created.
B. Students’ summaries must note similarities and differences between the two images selected.

“The Orphan Boy and the Elk Dog”  
A Blackfeet Myth

Cultural Connection: Role of the Horse in Different Cultures  
(p. 32)
Suggested responses:
1. They needed to move around in order to follow buffalo and other game. The horses also allowed them to move faster when they were hunting.
2. Students should note that many of the early cultures depended on horses during times of war. America’s use of the horse indicates that America was an expanding nation, looking for new ways of travel and communication.
“The Orphan Boy and the Elk Dog”  
a Blackfeet Myth (continued)
3. The Blackfeet depended on horses for travel and for carrying heavy loads, while other cultures depended on them more during times of war and for sport.
4. Students might describe a horse’s pleasing disposition or beauty. They might also describe personal experiences.

“The Street of the Cañon”  
by Josephina Niggli

Community Connection: Social Dancing (p. 33)
Suggested responses:
1. Students might say that the dancing sets the mood of the story. The fluid dance movements contrast with the fact that the two are supposed to be feuding and hateful. The reader can tell how the two feel about each other by images of the dance at key moments in the conversation. For example, Pepe grips Sarita’s arm more tightly when she speaks angrily about Hidalgo, when she calls him a dangerous man he holds her closer, and at the end of the story she remembers having her arm looped in his.
2. Pepe might be looking for a way to connect with his enemies in a certain way. He is hoping to prove that under normal, relaxed circumstances, they are all human.
3. Students might talk about the social aspects of dance as well as the fun and relaxation dancing provides. Students should describe dances they have seen at parties or celebrations.
4. Students should describe their experiences using concrete details.

“A Storm in the Mountains”  
by Alexander Solzhenitsyn

“In the Orchard”  
by Henrik Ibsen

“A Tree Telling of Orpheus”  
by Denise Levertov

Career Connection: Meteorology (p. 34)
1. synoptic, or operational, meteorologist
2. climatologist
3. physical meteorologist
4. dynamic meteorologist
5. The military flies more planes than any other organization in the world. Accurate weather forecasts are critical in planning any land, sea, or air operation, and climatology of the earth’s surface is useful for preparation of any type of operation.
6. A dynamic meteorologist could help provide information about tracking the sources of pollution based on air movements, and the rate of dissipation and distribution of pollutants as they move.
7. A climatologist could help agriculture by estimating land use by climate, and help in the development of crops appropriate to or resistant to variations in the weather.
8. meteorology, geography, engineering, computer science

Unit 6: Short Stories

“The Open Window”  
by Saki (H. H. Munro)

Workplace Skills: Letter of Recommendation (p. 35)
A. Suggested responses:
1. The writer has been Maria’s manager at a department store for two years. She states this information in the opening paragraph.
2. The writer calls Maria hardworking, honest, and friendly. She also states that Maria could be a valuable addition to another sales team.
3. The writer states that Maria was able to sell more shoes per week than even some full-time employees, that she worked to rearrange her schedule during a busy time, that she has never called in sick, and that Maria can be trusted to run the department on her own some days.
B. Students should write letters of recommendation that clearly state opinions and then present concrete details and facts to support these opinions. If students choose to write letters for friends, they should take the time to interview their subjects so that
their letters can be as detailed and informative as possible. If they are writing letters for themselves, they should outline their interests, strengths, and qualifications before they begin. They might want to write letters for themselves from the point of view of a fictional teacher or employer.

"Leiningen Versus the Ants"
by Carl Stephenson

Cross-Curricular Connection: Science (p. 36)
Suggested responses:
1. Fiction: Army ants travel in narrow columns.
2. Fiction: Fire ants, not army ants, sting with this kind of venom.
3. Fact: Ants are capable of carrying much larger or heavier objects, such as a leaf.
4. Fiction: Army ants attack only small animals that cannot move quickly.
5. Fact: Ants are social insects.

"By the Waters of Babylon"
by Stephen Vincent Benét

Cross-Curricular Connection: Social Studies (p. 37)
Suggested responses:
1. Characteristics include: center of trade, architectural achievements, population, political power.
2. Like New York City, it was the largest city in its political sphere, and it featured grand buildings and city planning. Unlike New York City, it was part of the ancient world.
3. Literally, New York City lies on a river and its physical characteristics compare with those of ancient Babylon. Figuratively, it is the epitome of modern civilization, just as Babylon was the most splendid achievement of the ancient world.

"A Problem" by Anton Chekhov

"Luck" by Mark Twain

Humanities Connection: Personal Honor (p. 38)
Suggested responses:
"A Problem"

Definition: A family's honor is dependent upon the honorable actions of each family member.
Examples:
1. Ivan Markovitch's passionate defense of his nephew is an honorable, although misguided, act.
2. Sasha's behavior (the forged note, his attitude, his request for another loan) is an example of dishonor, and therefore serves as a negative example of what behavior would be honorable—to be free from debt, to respect one's family, to be responsible for oneself.

"Luck"

Definition: Having a reputation for honor and actually being an honorable person are two different matters entirely.
Examples:
1. The Clergyman's sense of remorse and "responsibility to the country" for having helped Scoresby is honorable. He gives up what is dear to him in order to "protect the country" against Scoresby.
2. Scoresby also serves as a negative example of honor. He carries all the trappings of honor—full military honors and medals—but his actions, every one of them, are blunders. He is a lucky man, not an honorable one.

"There Will Come Soft Rains"
by Ray Bradbury

"The Garden of Stubborn Cats"
by Italo Calvino

Community Connection: Automation in the Home (p. 39)
Suggested responses:
Cheap gasoline: low cost of travel, more transport for more people; dependence on foreign and nonrenewable resources, pollution.
Television remote control: ease of changing channels, fewer commercials; more sedentary lifestyle
Cellular telephones: instant communication, emergency help; hazardous driving, intrusive calling
On-line catalogs: ease of shopping; isolation, junk mail, credit card security risk
“There Will Come Soft Rains”  
by Ray Bradbury

“The Garden of Stubborn Cats”  
by Italo Calvino (continued)

Central air conditioning: constant temperature; cost of energy, environmental risk

Banking by computer: convenience, control; loss of privacy

Electronic surveillance: increased security; unauthorized snooping, increased fear

Cable television: instant access to news and entertainment; loss of interaction with real life, junk television

“The Princess and All the Kingdom”  
by Pär Lagerkvist

“The Censors” by Luisa Valenzuela

Cross-Curricular Connection: Social Studies (p. 40)

Suggested responses:
1. Students may note that Juan does not seem to have the right to pursue happiness, since he can't even write a letter to someone he loves without worrying about it getting both of them into trouble. There is no right to privacy, no right to speak out against the government, no right to strike without recrimination, and no right to a trial by jury.

2. Students may list basic freedoms such as freedom of speech, religion, association, and so on, as they explain the meaning of this phrase. They may interpret the “pursuit of happiness” as the right to “do whatever one wants to do” as long as it does not harm other people.

3. Students may take either side of the argument. They must recognize, though, that what we ask or expect the government to do must be paid for by taxpayers.

4. Students should recognize the difference between upholding human rights and imposing our ideas about human rights on the peoples of other nations. Some students may agree that human rights should be insisted upon at all costs. Other students may conclude that the issue of human rights should be dealt with separately from other political or economic issues.

Unit 7: Nonfiction

“The Marginal World”  
by Rachel Carson

Cross-Curricular Connection: Science (p. 41)

Suggested responses:
1. Humans have always relied on the ocean as a source of food. Modern marine biologists are learning more about using the ocean as a food source without depleting it of its fish and other creatures. They are also studying the ways in which the ocean can be used as a source of energy and medicine.

2. Marine biologists understand that continual use of the ocean might drain it of its resources. They understand that what they take from the ocean they must find a way to return, and anything added to the ocean must not destroy life that is already there. This relates directly to Carson's observations of the intricate world of sea organisms.

3. Rachel Carson was fascinated by the pure beauty of the sea and by the strength and adaptability of sea creatures. She focused more on studying their unique existence than on figuring out how they can be used. With today’s increasing human population, a balance between the two perspectives might be necessary. Marine biologists need to find a way to feed people and find energy sources without destroying ocean life and depleting the sea of its valuable resources.

from The Way to Rainy Mountain  
by N. Scott Momaday

from “Nobel Lecture”  
by Alexander Solzhenitsyn

“Keep Memory Alive” by Elie Wiesel

Humanities Connection: Art (p. 42)

A. Suggested responses:
1. The stamps, with one exception, feature or
emphasize a single image, that of the person being commemorated. They all name the writer, the issuing nation, and the stamp's value. All but the American stamp include the birth and death dates of the subject.

2. The backgrounds of the two French stamps are extremely complex, with multiple images engraved around the main image. The stamp from the United Kingdom is extremely simple, with just a solid background and a pen-and-ink drawing of the subject.

3. Commemorating anyone on a stamp indicates pride in that person's accomplishments. In particular, writers are perceived as people of learning, and may be used as status symbols among nations.

4. An artist must consider the message to be conveyed by the stamp's subject as well as the miniature nature of the art. Finally, some complexity is necessary to prevent illegal reproduction of the stamp.

B. Students should make enlarged sketches of their stamp designs, though the proportions should be the same as in their proposed final stamps. There are many reference books and stamp catalogs with colorful pictures of postage stamps that students may consult for inspiration.

“A Child’s Christmas in Wales” by Dylan Thomas

“Marian Anderson: Famous Concert Singer” by Langston Hughes

Career Connection: Music (p. 43)

A. Suggested responses:
1. Students might say that the excitement of performing before an audience or of hearing one's song performed before an audience sounds attractive. The years of hard work and the possibility of rejection might sound difficult.

2. Students should realize that musicians need to be hardworking, determined, and serious about what they are doing. They should also have self-confidence and optimism. Students might say that Marian Anderson was hardworking, determined, and serious about her singing. She also had confidence in her abilities.

3. Students should say that an aspiring musician might benefit from seeing that Marian Anderson worked hard and overcame many difficulties on her road to success. This might provide hope to a young musician.

B. Students should find resources that share interesting details about the lives of musicians. They should explain when the musician began studying and what experiences he or she had in working to establish a career. If possible, they should try to make connections to the career of Marian Anderson. Invite them to share their work with other members of the class.

“Flood” by Annie Dillard

Community Connection: Flood Control (p. 44)

A. Suggested responses:
1. The scenario shows that nature is powerful and can overpower and destroy the human world. Humans are ultimately powerless over nature when it is at its most fierce.

2. Students might say that people continue to live in these areas because they offer many benefits. People rely on bodies of water for food, power, planting, and recreation. Students might also say that people do not realize how powerless they are against nature.

3. Students should support their opinions with solid arguments. They should clearly describe why dams are necessary or why they are not. Students might feel that power, flood control, and irrigation are more important than recreation or boat travel.

4. Students might say that the flood waters of Tinker Creek crash against the bridge, spill into homes, and destroy structures. The flood also brings the routine of people in the area to a standstill for several hours. These facts illustrate a clash between people and nature. Dams illustrate the clash as well because they are man-made structures attempting to manipulate a natural body of water.
"Star Wars—A Trip to a Far Galaxy That's Fun and Funny . . ."
by Vincent Canby

"Star Wars: Breakthrough Film Still Has the Force" by Roger Ebert

Media Connection: Classic Films (p. 45)
Suggested responses:

**Enduring Appeal:** Mythic/legendary plot, engaging cast and creatures, impressive villains still worth watching.

**Model of Excellence:** Innovative special effects still credible. Characters believable, not dated, and some touches, like having some of the space ship appear weathered, add realism.

**Represents Its Era:** Advent of the high-tech blockbuster; light-hearted escapism of the 1970s, alternate philosophies appealing.

**Universal Story:** Skywalker's mission to save the universe from evil borrows from numerous quest legends. The story is mere setting for the elements of fun.

"Mothers and Daughters"
by Tillie Olsen and Estelle Jussim

**Workplace Skills: Effective Listening (p. 46)**
Suggested responses:

Students must discuss and respond to a problem involving a workplace situation.

Students' completed charts should include detailed observations of itemized listening skills as well as constructive suggestions for improvement.

"Imitating Nature's Mineral Artistry" by Paul O'Neil

"Work That Counts" by Ernesto Ruelas Inzunza

Cross-Curricular Connection: Geography (p. 47)
Suggested responses:

1. From central and northern North America down through Mexico and Central America to various destinations in South America

2. The raptors depend on the mountains for the thermal air currents that help them fly, so they hug the mountain range. In Veracruz, there is only a narrow strip of land between the mountains and the ocean. The birds still want to hug the mountains, and they do not want to fly over water, so they "funnel" through Veracruz.

3. If the birds were unable to find shelter or safe passage along the migration route, more would die during migration. Overall populations would decrease. The threat to the birds would recur during each migration.

**Unit 8:**

**Drama**

*Antigone, Prologue through Scene 2*
by Sophocles

**Humanities Connection: The Greek Theater**
(p. 48)
Suggested responses:

1. The steep, circular design of the amphitheater works to carry sound and to bring the audience as close as possible to the stage and actors.

2. Purposes for masks include: Character identification; gender masking (since all actors are men); visual enhancement of physical features for audience members sitting far from stage; and the amplification of the actors' voices.

3. The school production might not have: Outdoor seating; seats curved around stage; actors singing, dancing, and wearing masks; an all-male cast.

*Antigone, Scenes 3 through 5*
by Sophocles

**Cross-Curricular Connection: History** (p. 49)
Suggested responses:
1. Creon heads a monarchy.
2. Rights include the right to vote, to hold political office, and to serve on a jury.
3. Unlike democracy in ancient Greece, modern democracy grants citizenship rights to women and slavery is outlawed.
4. Justice might not always prevail because even in a democracy, people can act out of self-interest. The fact that people have the power to rule themselves does not mean that people will always rule wisely or justly.

The Tragedy of Julius Caesar, Act I, by William Shakespeare

Humanities Connection: The Globe Theater (p. 50)

Suggested responses:
1. As a groundling, I could easily feel as if I were a part of the action, whether the action involved the crowd of commoners in Scene i, the conspirators, or the throng around Caesar. My view of actors at the rear of the stage might be obscured.
2. In Scene iii, a violent thunderstorm is occurring. The actors may be moving quickly, somewhat hunched over, perhaps ducking into doorways to stay dry. The thunder and other sound effects would be taking place off-stage, perhaps behind the facade. The characters might be reacting with surprise to especially loud thunder sounds during their conversation.
3. Attending a play in the new Globe Theater would be much more intimate than attending a play in a modern theater. Being close to the stage and hearing actors speak without amplification would contribute to truly "experiencing" the play as opposed to just watching it.

The Tragedy of Julius Caesar, Act II, by William Shakespeare

Multicultural Connection: Omens and Portents (p. 51)

Suggested responses:
1. Augurs were attempting to learn the will of the divinities; thus divination is an appropriate term for their activities.
2. Divination shows a desire to settle anxiety about and prepare for future events. The same desire leads people in technologically advanced societies to build dams, study weather patterns, pass safety legislation, and so on.
3. The weather is an omnipresent reminder of how little control man has, and man assigned its powers to the gods early in history. If the weather is an act of gods, so too could it be a signal from them.
4. Birds possess powers that man does not and travel in the skies, the residence of gods.
5. The temptation for an augur to base his interpretation on his political opinions would be strong. Since rulers needed official approval from the gods, they might resort to bribery or coercion to ensure that augurs gave interpretations favorable to them.

The Tragedy of Julius Caesar, Act III, by William Shakespeare

Community Connection: Eulogies (p. 52)

Suggested responses:
1. A eulogy is a formal speech in praise of someone or something. Its purpose is often to help friends and relatives of the deceased make meaning out of the person's life and death.
2. Brutus' speech is not a eulogy. He does not speak well of Caesar; instead, he justifies himself for killing Caesar.
3. The crowd, having just heard Brutus speak, is clamoring in favor of Brutus and the "praiseworthy" act (the assassination) he has just committed. Antony understands well enough that the crowd is not in a mood to hear anything negative about Brutus or anything positive about Caesar.
4. Reason: Antony focuses on Brutus' own justification for the assassination—Caesar was ambitious—and systematically assembles counterevidence. He notes Caesar's faithfulness in friendship (line 86), the bounty he brought Rome (lines 89–90), his sympathy with the poor (line 92), and Caesar's refusal of the crown (lines 96–98). Emotion: Antony appeals to the crowd's past love for Caesar (lines 103–104), and appears himself momentarily overcome.
The Tragedy of Julius Caesar, Act III
by William Shakespeare (continued)
with emotion (lines 106-108). Trust: by not expressing his outrage directly, but by claiming "to speak what I do know" (line 102), and by letting the crowd draw its own conclusions about Brutus' "honor" (lines 83, 84, 88, 95, and 100), Antony encourages the crowd to listen to, and trust, his words.

The Tragedy of Julius Caesar, 
Act IV, by William Shakespeare

Career Connection: Political Science (p. 53)
Suggested responses:
1. Students should point to specific examples from the play and from their own lives. They might discuss the power politicians have over people, and they might discuss how the leaders in the play are able to command attention with speeches and promises, much like modern politicians. They might point out, however, that their government has a system that includes checks and balances, that their leaders have to abide by the same laws as average citizens, or that people vote for their leaders.
2. Students of media and public opinion would be most concerned with Antony's influence over the people.
3. Cassius gives special rewards, jobs, and attention to people who offer him bribes. Modern lobbyists are not supposed to offer bribes, but they try to appeal to leaders in different ways so that their particular causes, concerns, or issues are given special attention. Lobbyists who wield too much power might influence a politician to make a decision that is not based entirely on the public good.
4. Brutus might have studied citizens, how they can affect the policies of government, and how leaders can appeal to them. He might also have studied voting practices.
5. The comparative study of types of government would study how power is distributed (whether it belongs to one, to a few, or to many).

The Tragedy of Julius Caesar, 
Act V, by William Shakespeare

Workplace Connection: Leadership Skills (p. 54)
Suggested responses:
Julius Caesar: Positive: Julius Caesar appears to be a strong leader and is effectively able to win the support of the people. Negative: He is not shrewd or humble enough, however, to sense that he has opposition.
Antony: Positive: Antony is an effective speaker and can sway a crowd disposed against him. Negative: Such power could be used for unprincipled manipulation.
Brutus: Positive: Brutus is fair and sincere and appears to have the interests of the Roman people at heart. Negative: He is not an effective communicator. He also is not assertive and allows his actions to be influenced by people who do not share his ideals.
Cassius: Positive: Cassius is assertive about what he wants. Negative: He is highly emotional and hot-tempered. He also abuses his influence.

Unit 9: Poetry

"The Stolen Child"
by William Butler Yeats

Cultural Connection: Celtic Folklore (p. 55)
Suggested responses:
1. Fairies might help explain natural phenomena and help express fear of the unknown in the woods and of powers beyond human knowledge.
2. Students may contrast the good or harmless fairies of modern stories with Yeat's darker version.
3. Traditional elements include: A hidden island; stolen human goods (cherries); night rituals in the woods; magical powers and abducting the child.
4. Yeats probably uses the tradition for two reasons: one, the type of tale is familiar to
readers, who will quickly grasp the poem's assumptions (for instance, that the child can never return); two, by viewing human life through the eyes of a fictional fairy speaker, he can call attention to the special value and qualities of moral life. The poem is not about fairies; it is about death.

"In Flanders Fields" by John McCrae
"The Kraken" by Alfred, Lord Tennyson
"Reapers" by Jean Toomer
"Meeting at Night" by Robert Browning
"Prayer of First Dancers" Traditional Navajo Chant

Cross-Curricular Connection: Art (p. 56)
A. Suggested responses:
Students should name specific words and phrases that captured their attention while reading the poems. For "In Flanders Field," students might mention the poppies, the rows of crosses, the lark flying overhead, or the figurative torch. For "The Kraken," students might mention details of the monster’s position in the water, the sea life that surrounds him, or the monster eating seaworms. For "Reapers," students might mention the scythes, the reapers sharpening their tools, or the field rat. For "Meeting at Night," students might mention the boat sliding onto the shore, the man walking across the field to the farmhouse, or the meeting between the two people in the poem. For "Prayer of First Dancers," students might mention the images of darkness, clouds, wings, corn, rainbows, and lightning.

B. Suggested responses:
Students should be specific about why they like the picture they choose. They should describe how the piece relates to the poem. In planning and creating their own designs, encourage students to focus on and incorporate key images in the poems.

"The Wind—tapped like a tired Man" by Emily Dickinson
"A Pace Like That" by Yehuda Amichai
"Metaphor" by Eve Merriam
"Right Hand" by Philip Fried

Workplace Connection: Time Management Skills (p. 57)
Suggested responses:
1. Students may list homework, household chores, and extracurricular activities, along with class attendance.
2. Students should identify two or more priorities and should provide a reasonable assessment of the time it takes to handle each.
3. Students should establish reasonable schedules for themselves based on the time management tips provided. They should include time spent in school, time spent in extracurricular activities, time spent with family, and leisure activities. Students may create their schedules on a separate sheet of paper and share them with the class.

"La Belle Dame sans Merci" by John Keats
"Danny Deever" by Rudyard Kipling

Career Connection: The Military (p. 58)
Suggested responses:
1. Advantages include: Wide variety of training, transferable skills, opportunity for travel, and good benefits.
2. The armed forces need skilled personnel to perform a wide array of military and supporting roles.
3. Success in the military usually indicates self-discipline, a capacity for teamwork, good health, and skill in trained areas.
4. Necessary personal characteristics include: Self-discipline, physical health, willingness to work under supervision, and tolerance for others.
5. Disadvantages include: Regimented life, lack of independence, physical danger, the slow pace of upward mobility, and the low income.
“The Guitar”
by Federico García Lorca

“Making a Fist”
by Naomi Shihab Nye

“Jade Flower Palace” by Tu Fu

“The Moon at the Fortified Pass”
by Li Po

“What Are Friends For”
by Rosellen Brown

“Some Like Poetry”
by Wisława Szymborska

**Cross-Curricular Connection: Social Studies**
(p. 59)

Suggested responses:

1. Possible reasons include its great dimensions and its power to protect a large country.
2. The wall would have to be constantly maintained to serve as an effective barrier against invaders. The wall likely required frequent inspections.
3. It was probably a convenient roadway. Relays of messengers might have been set up at stations along the Wall, allowing communication across vast distances.

Unit 10: Epics and Legends

*from Don Quixote*
by Miguel de Cervantes

Cultural Connection: Spain’s Golden Age
(p. 61)

Suggested responses:

1. Political stability created a national identity. A prosperous, powerful nation has more time and money for arts. Patriotism inspired artists.
2. As the Golden Age waned, Spain’s traditions of past greatness were challenged.

Sonnet 18 by William Shakespeare

“The Waking” by Theodore Roethke

Tanka by Ki no Tsurayuki and Priest Jakuren

Haiku by Matsuo Basho and Kobayashi Issa

Cross-Curricular Connection: Science (p. 60)

Camellia

1. One variety of the plant is the tea plant, whose leaves are the source of tea.
2. Overlapping petals give its blossoms a cup-like shape.
3. The most common variety blooms in winter and spring.
4. Blossoms may be red, white, pink, or spotted.

Cypress

1. They grow to an average height of 80 feet.
2. Its twenty-odd species are evergreen conifers.
3. Most are grown for use as ornaments, not lumber.
4. Its wood is durable and insect resistant.

Plover

1. Some species have been known to migrate more than 2,000 miles.
2. These small members of the shorebird family range from 6 to 12 inches in length.
3. Its distinctive call is whistelike and melodious.
4. It feeds by running along the beach or shoreline and snapping up invertebrates.

Nostalgia for simpler times probably appeared. In ridiculing Don Quixote’s attempt to recapture past ideals, Cervantes may be reflecting these trends.

3. Sancho Panza represents the lowborn rogue. The tale wanders from place to place, with adventures on the way.
4. Manners, morals, issues, fears, pressures, and actions are often shaped by the times, and these are also the subjects of artists.
5. Politics inevitably affects culture, whether directly, as in wars or repression, or indi-
rectly, through economics or cultural issues.

6. Many of the themes of *Don Quixote* are universal. Nostalgia for a simpler time, idealism, concern with getting a living and finding meaning in life, the changes age brings, and the pleasure of comedy speak to all eras.

“Morte d’Arthur”
by Alfred, Lord Tennyson

“Arthur Becomes King of Britain”
from *The Once and Future King*
by T. H. White

**Humanities Connection: Courage, Honesty, and Compassion** (p. 62)

A. Suggested responses (students may include personal examples in addition to these “definitions”):

- **courage**—involves ability to face challenges, perhaps in spite of opposition; ability to endure against odds
- **honesty**—being truthful, both to others and to oneself; being fair
- **compassion**—having sympathy for and empathy with others; being charitable, tolerant, forgiving, generous

B. Suggested responses:

**Tennyson**

courage—lines 76–77, in which Arthur calmly expresses his belief that his wound is fatal and he will die

honesty—lines 124–129 and 170–174, in which Arthur is angered by Bedivere’s lack of honesty

compassion—Students may interpret Arthur’s admiration of his fellow knights, now dead, in lines 65–70 as compassion. That is the closest thing to compassion in Tennyson’s poem.

**White**

courage—Wart shows courage in his determination to find a sword for Kay, regardless of obstacles. He also shows courage in his attempts to pull the sword from the anvil.

honesty—Wart is honest about his feelings when he “almost cries” when Merlyn leaves, when he is uncomfortable at having Ector and Kay kneel before him, and when he cries at the end of the selection.

compassion—On the way to get Kay’s sword, Wart shows compassion in excusing Kay for his rudeness, acknowledging that Kay is nervous and scared.

“Rama’s Initiation” from the *Ramayana* by R. K. Narayan

**Cultural Connection: Hinduism in India** (p. 63)

Suggested responses:

1. Rama tries to preserve the good in the world. As a hero, he might also be considered the preserver of culture and spirituality.

2. Rama might belong to the Kshatriyas because he is a ruler and a warrior.

3. In renouncing his title as king and striving to live as an enlightened sage, Viswamithra seems to be seeking to elevate himself. It may be that his soul will pass into a higher form after his death.

4. The caste system keeps people from changing their place in society. For example, a person born into the lowest caste has no chance of becoming a scholar or ruler.

**from Sundiata: An Epic of Old Mali**
by D. T. Niane

**Cross-Curricular Connection: Geography** (p. 64)

1. Most people live in the southern part of Mali, where most cities are located. It is a more fertile, livable area.

2. He probably lived in southern Mali.

3. Algeria

4. Mopti

5. The Senegal River; Kayes and Bafoulabé