

From the Teacher:

Teacher Name \_\_\_\_\_

**RODGERS/BEHNAM**

Name of Class \_\_\_\_\_

**ENGLISH 3 CP**

Period # \_\_\_\_\_

**3, 4,5, AND 6**

Assignment # \_\_\_\_\_

**1-21**

**IF you do NOT have the optional 11th grade ELA packet, you will need that IN ADDITION to this packet**

From the Student:

**(PLEASE HAVE FILLED IN PRIOR TO RETURNING WORK)**

Student Name \_\_\_\_\_

Teacher Name      RODGERS      BEHNAM **(CIRCLE ONE)**

Name of class      ENGLISH 3

Period # \_\_\_\_\_

Assignment #      1-21

## Welcome to English 3 CP with Mrs. Rodgers and Mr. Behnam

Here is the good news! If you picked up or printed the optional educational material that was distributed earlier this month, then you are already ahead of SOME of your class mates. If you have started working on any of the material, then you are ahead of MOST of your classmates. You have wasted NONE of your time. WE have taken that packet and condensed it as the FIRST Unit of your new COVID-19 Classroom. If you did any work that we do not assign, please keep it and turn it in on the May 8 due date of this unit and we will happily give you extra credit for the extra work.

All work for this unit can be submitted to us electronically (**PREFERRED**) or turned in to the office on May 8 (more details to follow when we know them). All handwritten work **MUST** be done in pen and **MUST** be legible! Remember we can't grade what you don't submit and you **NEED** to pass English 3 in order to graduate.

Here are some details that you need to know. WE are available for **office hours** at the following times

**Rodgers**        **M-F**    **12 p.m.-2 p.m.**

**Behnam**        **M-F**    **10 a.m.-12 p.m.**

What does this mean? It means that you can contact us during this time, and we will communicate or help you ASAP. Keep in mind that we are open to helping all our 150+ students during this time so while we are committed to being on our computer and accessible during this time, you may not get an immediate response.

Of course, you can reach out to us at any time outside of these hours and we will help you in a timely manner.

**You NEED to COMMUNICATE with us.** WE are here to help. WE want to hear from you. WE want to know that you are doing well. WE want to know that you understand (or NOT) the work that we have provided. WE want you to communicate with us in the way that you are most comfortable with so that may be through:

### Email

srogers@tusd.net        abehnam@tusd.net

### Text

Rodgers Google Voice 209-315-5478  
209-315-LIST

### Remind

@1920eng3 (This is for Rodgers's students, but she will gladly help anyone who needs it)

**Social Media** (This is for Behnam's students, but he will gladly help anyone who needs it)

**Microsoft Teams** (Rodgers Students only)

You have already been added to an account. You will need to check your school email daily. I am in the process of learning this so please be patient. I appreciate your input, feedback, and any helpful suggestions for those of you that are more familiar with this program than I am.

After the first unit, you will need to create an account at commonlit.org. Directions will be in the lesson plan that you receive. These remaining units will be more fun than the cloning (human sacrifice and all) and will all be done online. If you do not have access, then assignments can be picked up and turned in at West High (details to follow)

## STAY SAFE AND SANE

## **Monday, April 20 Surveying the Text**

1. Look at the title of the article, “Here, kitty-kitty-kitty-kitty: Sausalito firm offers clones for \$50,000, signs up 5 cat owners,” and make a prediction about the issue the article may likely present.
2. Preview the end of the article.
  - a. What did the author include at the end?
  - b. What do you think her intention was for this ending?
3. Write out the correct citation of this article for a Works Cited page.
4. Looking specifically at the date of this article,
  - a. Do you think more, or different information might be available now? Why?
  - b. What might be relevant today with this issue? Be specific
  - c. Do a little checking online to see what issues are current in the field of cloning, and jot down some titles of articles you find and the source.

## **Tuesday, April 21 Making Predictions and Asking Questions**

1. Scan the article and notice the different speakers or interviewees.
  - a. Who are they?
  - b. What purpose do these speakers serve?
2. Look at the many voices heard in this article. Peruse the article and highlight the speakers. Look more carefully at the different speakers of the many quotes used in the article. Skim to locate these quotes rather than read the entire article.
3. Find a quotation and identify its speaker and his or her position on cloning.
  - a. Write the quote and speaker here
  - b. Why do you think the author chose this quotation and speaker for this article?

**Wednesday, April 23**

**First Read**

Read the article and annotate using the directions in your agenda on page 4 for a FIRST READ

**\*\*NOTE\*\*** You are only doing a FIRST READ, no comments, just symbols

**\*\*Annotation Guidelines** are included at the end of this assignment

**Thursday, April 22**

**Understanding Key Vocabulary—Self-Assessment Chart**

1. In the column “Prereading,” place either a “+” if you know the word well enough to teach it somebody else, a “#” if you have heard of it and may have an idea of its meaning, or a “?” if you do not know it or have not heard it before.
2. Look up and write the definitions of the words so THAT YOU UNDERSTAND THEIR MEANING

WORD	PRE- READING	DEFINITION	POST- READING
ICONOCLASTIC			
OCTOGENARIAN			
DELUGED			
INTRINSIC			
WHIMSY			
REPLICAS			
SPAYED			
NEUTERED			
BIOPSY			
MOSAIC			
SURROGATE			
EMBRYO			
REGRESSING			
ESTRUS			
UBIQUITOUS			
OVIDUCT			
FERTILE			

## Friday, April 24    Second Read

Read the article and annotate using the directions in your agenda on page 4 for a SECOND READ. Now I am looking for comments. It may help to elaborate on the symbols that you have written IN ADDITION TO ADDING MORE IN-DEPTH THOUGHTS/IDEAS

**\*\*Annotation Guidelines are included at the end of this assignment**

**Create your Commonlit.org account.**

**If you do not have access to reliable internet, then contact your teacher for instructions on how to acquire a hard copy of the upcoming assignments.**

Teacher/Period	Course Code
Rodgers English 3 Period 3	4398KZ
Rodgers English 3 Period 4	9QY4RY
Rodgers English 3 Period 5	QQ68B7
Rodgers English 3 Period 6	KZ7RN8
Behnam English 3	RNDK6Y

## Monday, April 27    Question the Text and Third Read

1. Look for claims and assertions made by Carolyn Said.
  - a. Does she back them up? Explain.
  - b. Do you agree with them? Explain.
  - c. Read the article again, and using different colored highlighters, mark the following parts of the text:
    - i. Differences between clone and the original
    - ii. Arguments in favor of cloning (who makes these)
    - iii. Arguments against cloning (who makes these)
2. At the bottom of the article,
  - a. Write your reactions to the text.
  - b. Write a sentence or two summarizing the main idea of the article.

## Tuesday, April 28 – Friday, May 1      Writing Prompt – Cloning – First Draft

Cloning human beings has been a hot topic of debate over the last few decades. This debate became even more heated after the first adult animal was cloned, producing Dolly the sheep. Everyone asked, “Are humans next?” Those who are in favor of human cloning argue that cloning could work miracles and improve people’s lives. Infertile couples wishing to have a baby could increase their chances of pregnancy; diseases like Alzheimer’s and cancer could be cured by using stem cells harvested from cloned human embryos; or it may even be possible to clone a loved one that has been lost to us. Those who oppose human cloning fear the ethical and moral questions that will have to be answered, and how the technology will be used. In the article you read, entitled “Here Kitty-kitty-kitty-kitty,” many of the arguments for and against the cloning of animals were posed.

**Imagine** that a bill has just come up in the U.S. Senate that would allow the use of taxpayer money (**YOUR MONEY**) to fund both therapeutic and reproductive cloning research of all animals including humans. **Write** a letter to your senator expressing your approval or disapproval of this subject. **Explain** your reasons and let your senator know how you would like her to vote. You should **cite evidence** from the article, from what you have learned about genetics (particularly your knowledge of how genes are influenced by environment), and from your own personal experiences. You should **use the format** on the next page to construct your letter.

**Make at least four arguments** to support your position. At least one of the arguments should be a response to someone on the opposite side of the issue from you. For example, if you are against cloning, you might write, “Those who support cloning say..., but this argument is wrong because...”

Here are some general questions you may want to think about as you write your letter:

- Are you for or against both types of cloning, therapeutic and reproductive? What are your reasons?
- Do you think we should allow research in one type but not the other?
- How might these technologies be used?
- Does cloning really make an exact copy of a person?
- Would allowing one type of cloning lead to allowing the other type?

Think about strategies and questions to address the audience of the essay.

- Consider what most people know and think about the topic of your paper.
- If you intend to change the opinions of the senator, consider your persuasive techniques, both logical (logos) and emotional (pathos).
- How much do you think the senator and his or her staff know about cloning?
- Why should they care about it?
- What concerns would they have about your plan?
- Does it cost money?
- Would it violate anyone’s privacy?
- What kinds of persuasion do you think you will need to help them understand your point of view?
- Which would be the best evidence?

You should use the correct and formal letter format. A sample letter is here for you to use as a template.

## Sample Letter Format:

Date

Senator's Full Name  
United States Senate  
Washington DC, 20510

Dear Senator Last Name,

In the first paragraph, you should identify yourself and the reason you are writing the letter.

The following paragraphs should explain how you want them to vote and why. In these paragraphs you will explain your four arguments using evidence from the articles, from what you have learned about genetics and cloning, and from your own personal experiences and/ or ideas. You should use at least two other readings, separate from the article we all read, to cite evidence in support of your position. There should be about one paragraph per argument. However, you may write more.

In the conclusion, restate how you want your senator to vote on the bill, and summarize your overall position in one or two sentences.

Sincerely,

Your Name

\*\*\*The packet you received has many pages of "help" to aid you in your writing. Feel free to use them to guide you to an "A".

## Monday, May 4 Personal Revision

These questions are designed to help you revise your writing to make it better so that you can persuade the senator and score an A on the assignment.

Have I addressed each part of the prompt? (see bold words)	
Have I discussed and made clear to what extent I was for or against both types of cloning, therapeutic and reproductive?	
Have I explained how these technologies should or should not be used?	
Have I addressed the concerns of those that oppose my point of view?	
Have I utilized persuasive techniques? (ethos, pathos, logos)	If so, highlight
Have I defined cloning in my own words accurately and concisely?	
Have I employed words and phrases from the article and/or from my new vocabulary in the writing to help address this topic?	
Did I give my evidence proper credit?	If so, highlight
Did I follow the proper format?	
If it is handwritten, is it legible?	
If it is handwritten, is in pen?	
If it is typed, spellcheck is your friend! 😊 Did I use it?	

**Tuesday, May 5**

**Peer or Parent Revision**

Thank you in advance for helping this student revise their writing to make it better. Help this student score an A in English 3 and persuade the senator to spend, or not, tax payer money on cloning. Be Honest. Be Brutal. Most of all, Be Helpful!

What should I keep? What is good? Effective?	
What should I get rid of? Is something irrelevant? Repetitive? Lame? Confusing?	
What do I need to add? Details? Examples?	
Have I used logos, ethos, AND pathos?	
What is confusing?	
What is contradictory	
What do I need to explain?	
Is my position clear? Do I give enough evidence?	
Do I use a mixture of good evidence? Facts Statistics Statements from authorities? Personal experience?	
Do I give my evidence proper credit?	
Did I follow the proper format?	
If it is handwritten, is it legible?	
If it is handwritten, is in pen?	
Please double check and correct my grammar and mechanics	

**Final Draft Due Friday May 8**



## **Monday, May 11 Aztec Experience First Read**

**Follow Online Directions or complete packet**

## **Tuesday, May 12 The Lottery First Read**

Log into your common lit account. Read the article and annotate using the directions in your agenda on page 4 for a FIRST READ. Answer the guided Reading Questions as you go.

**\*\*NOTE\*\*** You are only doing a FIRST READ, no comments, just symbols

**\*\*Annotation Guidelines are included at the end of this assignment**

## **Wednesday, May 13 The Lottery Questions**

Answer all assessment questions and 2 of the three discussion questions. Short Answer and discussion questions should be a paragraph in length EACH. Be specific and use proper grammar, punctuation, etc.

## **Thursday, May 14 The Lottery Second Read**

Read the article and annotate using the directions in your agenda on page 4 for a SECOND READ. Now I am looking for comments. It may help to elaborate on the symbols that you have written IN ADDITION TO ADDING MORE IN-DEPTH THOUGHTS/IDEAS.

**\*\*Annotation Guidelines are included at the end of this assignment**

## **Friday, May 15 The Lottery Video Day**

[https://www.youtube.com/watch?v=597M589nsRs&feature=emb\\_logo](https://www.youtube.com/watch?v=597M589nsRs&feature=emb_logo)

[https://www.youtube.com/watch?v=plm93Xuij7k&feature=emb\\_logo](https://www.youtube.com/watch?v=plm93Xuij7k&feature=emb_logo)

<https://www.youtube.com/watch?v=PMhV3fwx5Sg>

Watch three videos and write a 150-word response about the Aztecs and the sacrifices. Were they barbaric? Was it an insidious practice of their culture? Why is The Lottery so shocking to us and yet we accept the sacrifice of ancient civilizations? The people of The Lottery make a yearly sacrifice for the same reason that Aztecs made sacrifices. Why don't we practice human sacrifice today? Is there a place in modern society for human sacrifice if it is part of the practice of one's religion? Share your thoughts, but defend your position! Use textual evidence!

**These assignments are shorter but will be graded!**

**Monday, May 18 Most Valuable Player Poem**

Follow online directions or complete packet

**Tuesday, May 19 Should Girls Be Allowed to Play High School Football Article**

Follow online directions or complete packet

**Wednesday, May 20 Casey at the Bat Poem**

Follow online directions or complete packet

**Thursday, May 21 Simone Biles Article**

Follow online directions or complete packet

**Friday, May 22 The Rose that Grew from Concrete Poem**

Follow online directions or complete packet

# **Happy Summer!**

## **See you next year!**

## **Be safe!**

# Annotating Text

(Marking the Text OR Talking to the Text)

## **Before Reading:**

- \* Preview
- \* Number the paragraphs & circle the numbers

## **During Reading**

### **First Reading**

- ❖ Box words you don't know
- ❖ Circle key terms, names of RELEVANT people, places, and dates
- ❖ Underline the main idea in each paragraph
- ❖ Put a ? by anything that you have a question about or that is confusing
- ❖ Put a ! next to interesting or surprising information
- ❖ Highlight author's claims/arguments and evidence

### **Second Reading**

- ✓ Make note of ideas, feelings or mental images
- ✓ Write down connections to texts, movies, or events
- ✓ Note literary devices (simile, metaphor, irony, symbolism, parallelism, connotation, etc.)

## **After Reading**

- \* Write a Reflection (Do you understand?, Can you explain?, Connect w/ topic/author.)
- \* Write a question for discussion.
- \* Summarize (Author's ideas in YOUR words)
- \* Outline Main Ideas, Arguments, or, Claims
- \* Extend (Can ideas apply to other things?, Where else could the claim go? Counterclaims?)



# Here, Kitty-Kitty-Kitty-Kitty

## Sausalito firm offers clones for \$50,000, signs up 5 cat owners

By Carolyn Said

*San Francisco Chronicle*, April 15, 2004

- 1 It sounds like science fiction, but it's not.
- 2 Any cat owner with \$50,000 to spare can pay a Sausalito company, Genetic Savings & Clone, to clone Fluffy or Frisky this year.
- 3 The company already sponsored the first domestic cat clone—a calico named CC (for “Carbon Copy”)—two years ago. Now, it is the first to go commercial, this time in its own laboratories, and five paying customers are lined up.
- 4 It has promised to produce nine cloned kittens by November. Six will be for clients and three for staff members, who will show off their clones at veterinary shows. None of the customers agreed to be interviewed.
- 5 The company got its start when iconoclastic octogenarian John Sperling, who made millions as founder of the University of Phoenix, backed research called “the Missyplicity Project” to clone a beloved husky mix, Missy.
- 6 The project was deluged by interested pet lovers, even though dog cloning continues to elude scientists. Genetic Savings says it is on track to clone Missy, who died in 2002 at age 15, this year.
- 7 “We would have had to be dumb not to see a business there,” said Genetic Savings CEO Lou Hawthorne, a longtime family friend of Sperling, who suggested they turn the project into a for-profit venture.
- 8 Hawthorne is cloning his own pet, Tahini, a 6-month-old Bengal cat who likes to stalk deer in her Mill Valley backyard.
- 9 Hawthorne says he thinks the world is packed with pet lovers eager to follow suit. Studies show that a quarter of the 60 million pet-owning households would consider cloning their furry friends, he says. Genetic Savings hopes to be cloning thousands of pets annually in five years, when the cost should be down to \$10,000 for cats, \$20,000 for dogs, he says.
- 10 “A great pet is like a work of art, especially if it's a one-of-a-kind mixed breed,” Hawthorne said. “To replicate these qualities adds to the sum of joy in the world.”
- 11 But critics say that's faulty logic.
- 12 “Cloning undermines the sacred and intrinsic value of what a unique life is all about in the world,” said Jeremy Rifkin, author of “Biotech Century,” a cautionary work about the Pandora's box that scientific advances like cloning might open.
- 13 “We just had a German shepherd who passed away, who was the love of our life,” Rifkin said, speaking for himself and his wife. “We'd love to see that dog again, but we would never clone it. It would be a complete betrayal of our unique relationship with that beautiful companion animal to clone another animal from it.”

- 14 David Magnus, co-director of the Center for Biomedical Ethics at Stanford University, agreed.
- 15 “My cocker spaniel, who we had for 15 years, just passed away, and I would do anything to have him back and young again, but it can’t happen,” he said.
- 16 “The people who want this are spending huge sums of money to get their pet immortalized or to guarantee they’re getting a pet exactly like the one they had before, and it’s simply not possible,” Magnus said.
- 17 Despite the criticisms, animal cloning is legal in the United States, although human cloning is not.
- 18 To be sure, Genetic Savings & Clone sounds straight out of the Arnold Schwarzenegger techno thriller “The 6th Day,” set in the year 2010, in which a pet-cloning company called RePet was as ubiquitous as Kinko’s.
- 19 Hawthorne, 43, a Princeton grad and former multimedia producer with a mop of salt-and-pepper curls and a quick wit woven with whimsy, is quick to correct misperceptions.
- 20 Unlike the fictional RePet, his company will produce unique, newborn animals, not full-grown exact replicas, he said. A cloned animal will have its own personality and memories. It will closely resemble the original animal in physical appearance and behavioral tendencies. The company says it will never experiment with human cloning.
- 21 He pointed to some potential benefits for society: cloning working animals, such as seeing-eye dogs and search-and-rescue dogs.
- 22 Cloning is not a substitute for the grieving process, Hawthorne said. It’s best suited for mutts—“a breed of one”—which are past breeding age or spayed or neutered.
- 23 Several hundred people have signed up to have Genetic Savings preserve tissue from their cat or dog for future cloning. They pay about \$900 plus \$150 a year for maintenance. Cells are harvested through a skin biopsy done by a veterinarian, who removes a pencil-eraser-sized skin sample from the pet’s belly and from inside its mouth.
- 24 Menlo Park resident Jayne Lange, 47, has banked tissue from two Shiba Inu dogs, one still living and one deceased. The breed evolved from ancient Japanese fighting dogs, she said. “They tend to be fiercely loyal and are very cute little dogs, red with a curly tail,” she said.
- 25 She was motivated to do it for her three teenage children.
- 26 “It’s almost like creating a family tradition,” she said. “We love our dogs so much. If at some future point my children thought back about Akeya and wanted a dog like it, they’d have the opportunity.”
- 27 Tom Minot, 56, a vice president of marketing at a Silicon Valley company, also used the word “family” in describing why he banked tissue from his dog, Fred, an 8-year-old Australian shepherd and border collie mix.
- 28 “I’m single, and he’s my family,” Minot said. “He’s an exceptional dog.”

- 29 The world's first cloned cat, CC, by contrast, is just a regular cat, according to her owner, Duane Kraemer, a professor of veterinary medicine who was on the Texas A&M team that cloned her.
- 30 "She's a very good house pet," he said. Kraemer hopes to breed her—the old-fashioned way—"whenever we find a worthy male."
- 31 CC also demonstrates some limits of cloning. As Hawthorne ruefully said, the calico cat is "a problem child, the first clone that doesn't resemble its genetic mom."
- 32 Calicos are essentially a three-dimensional mosaic of two cell types, one with genes for black-and-white coat patterns, the other with genes for orange and white. Because CC was cloned from a single cell, she got only the black- and-white gene, unlike her "mom," the typical calico mix of both types.
- 33 Genetic Savings is no longer affiliated with Texas A&M. Instead, it has its own labs in Austin, Texas, and San Diego, and it plans one in Madison, Wis.
- 34 Sperling's deep pockets have helped Genetic Savings vault ahead of competitors. So far, it has spent \$10 million and expects to spend another \$5 million by the time it breaks even, which Hawthorne predicts will be next year.
- 35 Its scientists use the cloning procedure familiar to the world since Dolly the sheep was born in 1997: They take the nucleus of a cell from the original animal and inject it into an egg whose own nucleus has been removed. (Eggs are purchased from spay clinics.) The resulting embryo is then implanted into a surrogate mother.
- 36 Most cloning failures occur either in the test tube, if the egg and cell fail to develop, or shortly after implantation, if the embryo is spontaneously aborted. It took 87 tries to produce CC, for example, Kraemer said.
- 37 Genetic Savings has licensed an innovation, already used in cattle cloning, that it says increases the success rate. The technique, called chromatin transfer, removes all the "adult factors" associated with the cell to be transferred, essentially regressing that cell back to an embryonic stage. That means the egg doesn't have to do the extra work of reprogramming the donor cell into an embryo.
- 38 Not surprisingly, pet metaphors seem to creep into Hawthorne's speech. "I'm like a pit bull. I can be relentless in focusing until the problem can be resolved," he said. The intense public interest in his business makes it "like working in a fishbowl."
- 39 As for his company's success: "The proof is in the puddy-cat."

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### Cloning kitty

1. Cloning process begins with a tissue biopsy from the cat to be cloned.
2. The sample is cultured and cells are frozen.
3. A host cat's egg is enucleated, meaning the genetic material is removed.
4. The host cat's cell is treated to remove differentiation. Differentiation is when cells are assigned to develop specialized functions such as muscle cells, neurons or skin cells.

5. The treated donor cell is combined with the enucleated egg by electrofusion, resulting in a singlecelled cloned embryo.
6. The surrogate mother cat, in estrus, has the cloned embryos implanted in her oviduct.
7. The surrogate mother carries the pregnancy to term, giving birth to cloned kittens.

Source: Genetic Savings & Clone

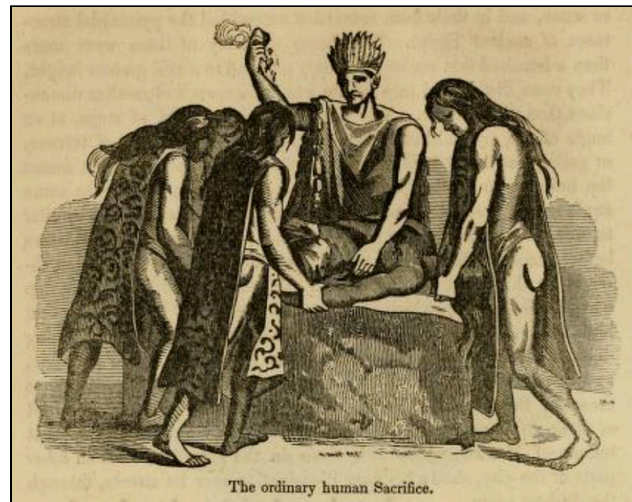
Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Aztec Sacrifice

By Mark Cartwright  
2013

*The Aztecs were a Mesoamerican people of central Mexico whose practice of human sacrifice remains notorious today. This informational text explores the origins of human sacrifice in Mesoamerican culture, as well as the motives and methods in which the Aztecs sacrificed people. As you read, take note of the various reasons humans were sacrificed in Mesoamerican culture.*

- [1] The Aztec civilization that flourished in Mesoamerica between 1345 and 1521 A.D. has gained an infamous reputation for bloodthirsty human sacrifice with striking tales of beating hearts being ripped from still-conscious victims, decapitation, skinning, and dismemberment.<sup>1</sup> All of these things did happen but it is important to remember that for the Aztecs the act of sacrifice — of which human sacrifice was only a part — was a strictly ritualized process that gave the highest possible honor to the gods and was regarded as a necessity to ensure mankind's continued prosperity.<sup>2</sup>



*"Aztecs - Ordinary Human Sacrifice" by Patrick Gray is licensed under CC BY 2.0.*

## Origins and Purpose

The Aztecs were not the first civilization in Mesoamerica to practice human sacrifice. It was probably the Olmec civilization (1200-300 B.C.) that first began such rituals atop their sacred pyramids. Other civilizations such as the Maya and Toltec continued the practice. The Aztecs did, however, take sacrifice to an unprecedented<sup>3</sup> scale — although early chroniclers<sup>4</sup> undoubtedly exaggerated that scale during the Spanish Conquest, probably to vindicate<sup>5</sup> the Spaniards' own brutal treatment of indigenous peoples.<sup>6</sup> Nevertheless, it is thought that hundreds, perhaps even thousands, of victims were sacrificed each year at the great Aztec religious sites. It cannot be denied that there would also have been a useful secondary effect of these sacrifices intimidating visiting ambassadors and the populace<sup>7</sup> in general.

1. "Dismemberment" refers to the removal of one's limbs.
2. **Prosperity (noun):** the state of being successful or wealthy
3. **Unprecedented (adjective):** never done or known before
4. "Chroniclers" are people who write accounts of important or historical events.
5. **Vindicate (verb):** to clear someone of blame or suspicion
6. "Indigenous people" are the ethnic groups who are descended from and identify with the original inhabitants of a given region, in contrast to groups that have settled, occupied, or colonized the area for recently.
7. **Populace (noun):** the people living in a particular country or area



In Mesoamerican culture, human sacrifices were viewed as repayment for the sacrifices that the gods had themselves made in creating the world and the sun. This idea of repayment was especially true regarding the myth of the reptilian monster Cipactli (or Tlaltecuhli). The great gods Quetzalcoatl and Tezcatlipoca ripped the creature into pieces to create the earth and sky; all other things such as mountains, rivers, and springs came from Cipactli's various body parts. To console<sup>8</sup> the spirit of Cipactli, the gods promised to appease<sup>9</sup> her with human hearts and blood. From another point of view, sacrifices were compensation to the gods for their own sacrifices made to create mankind. Mythology tells us that Ehecatl-Quetzalcóatl stole bones from the Underworld and used them along with his own blood to make the first humans.

Gods were then “fed” and “nourished” with sacrificed blood and flesh, which ensured the continued balance and prosperity of Aztec society. Sacrifices helped regulate the cycle of growth and death in food, life, and energy. Accordingly, meat was burnt or blood poured over the statues of deities<sup>10</sup> so that the gods might partake of it directly. Perhaps the quintessential<sup>11</sup> example of “feeding” the gods were the ceremonies to ensure Tezcatlipoca, the sun god, was well nourished so that he had the strength to raise the sun each morning.

## Non-fatal Sacrifice

- [5] Not all sacrifice was lethal. Some common forms included bloodletting<sup>12</sup> and cutting, possibly from the ears or legs using bones or animal spines to make the cuts. Burning blood-soaked paper strips was also a common form of sacrifice, as was the burning of tobacco and incense. Other types of sacrifice included offering other living creatures such as deer, butterflies, hummingbirds, and snakes. Sometimes sacrifices were about willingly offering precious objects for the gods to enjoy. Priests might sacrifice foodstuffs and objects of precious metals, jade, and shells, which might be ritually buried. Some of the most interesting such offerings were dough images of gods. These were made from ground amaranth<sup>13</sup> mixed with human blood and honey, with the effigy being burnt or eaten after the ritual.

## Selection and Preparation of Victims

With human sacrifices, the sacrificial victims were most often selected from captive warriors. Indeed, warfare was often conducted for the sole purpose of furnishing candidates for sacrifice. Aztecs often engaged in wars just to take a sufficient number of captives for sacrificial purposes. The eastern Tlaxcala state was a favorite hunting ground. Those who had fought the most bravely or were the most handsome were considered the best candidates for sacrifice because they were more likely to please the gods. Indeed, human sacrifice considered a high honor, a direct communion<sup>14</sup> with a god.

- 
8. **Console (verb):** to comfort someone at a time of grief or disappointment
  9. **Appease (verb):** to make someone pleased or less angry by giving or saying something desired
  10. A “deity” is a god or goddess.
  11. **Quintessential (adjective):** representing the most perfect or typical example of a quality or class
  12. “Bloodletting” is the practice of causing someone to bleed as part of a religious ceremony.
  13. a type of plant, typically having small green, red, or purple tinted flowers
  14. A “Communion” is the sharing or exchanging of intimate thoughts and feelings, especially when the exchange is on a mental or spiritual level.

Another source of sacrificial victims was the ritual ball games where the losing captain or even the entire team paid the ultimate price for defeat. Children too could be sacrificed — in particular, to honor the rain god Tlaloc in ceremonies held on sacred mountains. It was believed that the very tears of the child victims would propitiate<sup>15</sup> rain. Slaves were another social group from which sacrificial victims were chosen; they could accompany their ruler in death or be given in offering by tradesmen to ensure prosperity in business.

Among the most honored sacrificial victims were the god impersonators. Specially chosen individuals were dressed as a particular god before the sacrifice. The Tezcatlipoca impersonator was treated like royalty for one year prior to the sacrificial ceremony. The victim was the god's manifestation<sup>16</sup> on earth until that final brutal moment of the Tóxcatl ritual when he met his maker, and until then was tutored by priests, given a female entourage, and honored with dances and flowers. Perhaps even worse off was the impersonator of Xipe Totec<sup>17</sup> who, at the climax of the festival of Tlacaxipehualiztli, was skinned to honor the god who was himself known as the "Flayed One."

## Ceremonies and Death

Sacrifices were conducted at specially dedicated temples on the top of large pyramids such as at Tenochtitlan, Texcoco, and Tlacopan. They were most often carried out by stretching the victim over a special stone, cutting open the chest, and removing the heart using an obsidian<sup>18</sup> or flint<sup>19</sup> knife. The heart was then placed in a stone vessel or in a chacmool (a carved stone figure reclining with a bowl resting on its stomach) and burnt in offering to a god. Alternatively, the victim could be decapitated or dismembered. This method may have been reserved for female victims who impersonated gods such as Chalchiuhtlicue,<sup>20</sup> although images recorded by the Spanish do show decapitated bodies being flung down the steps of pyramids. Those sacrificed to Xipe Totec were also skinned, most probably in imitation of seeds shedding their husks.

Victims could also be sacrificed in a more elaborate process where a single victim was made to fight a gladiatorial<sup>21</sup> contest against a squad of handpicked warriors. Naturally, the victim had no possibility to survive this ordeal or even inflict any injury on his opponents, as he was not only tied to a stone platform, but his weapon was usually a feathered club compared to his opponents' vicious razor-sharp obsidian swords. In another method, victims could be tied to a frame and shot with arrows or darts. In perhaps the worst method of all, the victim was repeatedly thrown into a fire and then had his heart removed.

- [10] After the sacrifice, the heads of victims could be displayed in racks — depictions of this survive in stone architectural decoration, notably at Tenochtitlán.<sup>22</sup> The flesh of those sacrificed was also, on occasion, eaten by the priests conducting the sacrifice and by members of the ruling elite or warriors who had themselves captured the victims.

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15. **Propitiate (verb):** to make favorably inclined; appease

16. A "manifestation" refers to something that is representative of something else.

17. the god of agriculture and vegetation

18. a hard, dark, glasslike volcanic rock

19. a grey rock

20. the Aztec goddess of water

21. relating to the gladiator battles of ancient Rome, in which a man is made to fight against other men or animals for entertainment

22. the capital of the Aztec empire, now the site of Mexico City

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## Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text? [RI.2]
  - A. What we know about Aztec culture today was provided by the unbiased observations of Spaniards.
  - B. The human sacrifices made by the Aztecs were not as violent as popular culture has made them out to be.
  - C. The Aztecs participated in sacrificial rituals to honor the gods and maintain their way of life.
  - D. Human sacrifices in Aztec culture were examples of senseless violence that were for the sole purpose of punishing their enemies.
  
2. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
  - A. "The Aztec civilization that flourished in Mesoamerica between 1345 and 1521 A.D. has gained an infamous reputation for bloodthirsty human sacrifice" (Paragraph 1)
  - B. "Gods were then 'fed' and 'nourished' with sacrificed blood and flesh, which ensured the continued balance and prosperity of Aztec society." (Paragraph 4)
  - C. "Indeed, warfare was often conducted for the sole purpose of furnishing candidates for sacrifice." (Paragraph 6)
  - D. "This method may have been reserved for female victims who impersonated gods such as Chalchiuhtlicue, although images recorded by the Spanish do show decapitated bodies being flung down the steps of pyramids." (Paragraph 8)
  
3. PART A: What is the meaning of "effigy" in paragraph 5? [RI.4]
  - A. Model
  - B. Product
  - C. Pastry
  - D. Sacrifice
  
4. PART B: Which quote from paragraph 5 best supports the answer to Part A? [RI.1]
  - A. "Some of the most interesting such offerings"
  - B. "images of gods"
  - C. "made from ground amaranth"
  - D. "eaten after the ritual"

5. How does paragraph 3 contribute to the development of ideas in the text? [RI.5]

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## Discussion Questions

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

1. In the context of the text, why do people do bad things? Was Aztec sacrifice a good thing or a bad thing? How should we look back at the Aztecs who took part in human sacrifice?
2. In the context of the text, how do people face death? How did Mesoamerican culture view death? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the text, what makes a hero? What characteristics made potential sacrifices more appealing to the gods? How do these characteristics align with how you define a hero? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the text, what is fair? What role does fairness play in the ritualistic sacrifices depicted in the text? Why did the Aztecs believe that human life was a fair gift to the gods? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

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

# The Lottery

By Shirley Jackson  
1948

*Shirley Jackson (1916-1965) was an American writer whose writing was popular during her life and continues to be studied by literary critics today. In Jackson's most well-known short story, "The Lottery," a town participates in an annual ritual.*

[1] The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely<sup>1</sup> and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th, but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.



*"The Cairn, Tekapo golf course." by Bernard Spragg. NZ is in the public domain.*

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous<sup>2</sup> play, and their talk was still of the classroom and the teacher, of books and reprimands.<sup>3</sup> Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix — the villagers pronounced this name "Dellacroy" — eventually made a great pile of stones in one corner of the square and guarded it against the raids<sup>4</sup> of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at the boys, and the very small children rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather, surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

1. **Profusely (adverb):** to a great degree or in large amounts
2. **Boisterous (adjective):** noisy, energetic, or wild
3. **Reprimand (noun):** a scolding
4. a sudden attack

The lottery was conducted — as were the square dances, the teen club, the Halloween program — by Mr. Summers, who had time and energy to devote to civic<sup>5</sup> activities. He was a round-faced, jovial<sup>6</sup> man and he ran the coal business, and people were sorry for him because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called. “Little late today, folks.” The postmaster,<sup>7</sup> Mr. Graves, followed him, carrying a three-legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool, and when Mr. Summers said, “Some of you fellows want to give me a hand?” there was a hesitation before two men, Mr. Martin and his oldest son, Baxter, came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

- [5] The original paraphernalia<sup>8</sup> for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born. Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything’s being done. The black box grew shabbier each year; by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the ritual had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box, and it was then taken to the safe of Mr. Summers’ coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put away, sometimes one place, sometimes another; it had spent one year in Mr. Graves’s barn and another year underfoot in the post office, and sometimes it was set on a shelf in the Martin grocery and left there.

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5. relating to a city or town

6. **Jovial** (*adjective*): friendly and cheerful

7. a person in charge of a post office

8. the equipment needed for a particular activity



There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up — of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official of the lottery; at one time, some people remembered, there had been a recital of some sort, performed by the official of the lottery, a perfunctory,<sup>9</sup> tuneless chant that had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people, but years and years ago this part of the ritual had been allowed to lapse. There had been, also, a ritual salute, which the official of the lottery had had to use in addressing each person who came up to draw from the box, but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. "Clean forgot what day it was," she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. "Thought my old man was out back stacking wood," Mrs. Hutchinson went on, "and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running." She dried her hands on her apron, and Mrs. Delacroix said, "You're in time, though. They're still talking away up there."

Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through; two or three people said, in voices just loud enough to be heard across the crowd, "Here comes your Missus, Hutchinson," and "Bill, she made it after all." Mrs. Hutchinson reached her husband, and Mr. Summers, who had been waiting, said cheerfully, "Thought we were going to have to get on without you, Tessie." Mrs. Hutchinson said, grinning, "Wouldn't have me leave m'dishes in the sink, now would you, Joe?" and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson's arrival.

- [10] "Well, now," Mr. Summers said soberly, "guess we better get started, get this over with, so's we can go back to work. Anybody ain't here?"

"Dunbar," several people said. "Dunbar. Dunbar."

Mr. Summers consulted his list. "Clyde Dunbar," he said. "That's right. He's broke his leg, hasn't he? Who's drawing for him?"

"Me, I guess," a woman said, and Mr. Summers turned to look at her. "Wife draws for her husband," Mr. Summers said. "Don't you have a grown boy to do it for you, Janey?" Although Mr. Summers and everyone else in the village knew the answer perfectly well, it was the business of the official of the lottery to ask such questions formally. Mr. Summers waited with an expression of polite interest while Mrs. Dunbar answered.

"Horace's not but sixteen yet," Mrs. Dunbar said regretfully. "Guess I gotta fill in for the old man this year."

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9. **Perfunctory (adjective):** carried out with a minimum of effort or reflection

- [15] "Right," Mr. Summers said. He made a note on the list he was holding. Then he asked, "Watson boy drawing this year?"

A tall boy in the crowd raised his hand. "Here," he said. "I'm drawing for m'mother and me." He blinked his eyes nervously and ducked his head as several voices in the crowd said things like "Good fellow, Jack," and "Glad to see your mother's got a man to do it."

"Well," Mr. Summers said, "guess that's everyone. Old Man Warner make it?"

"Here," a voice said, and Mr. Summers nodded.

A sudden hush fell on the crowd as Mr. Summers cleared his throat and looked at the list. "All ready?" he called. "Now, I'll read the names — heads of families first — and the men come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn. Everything clear?"

- [20] The people had done it so many times that they only half listened to the directions; most of them were quiet, wetting their lips, not looking around. Then Mr. Summers raised one hand high and said, "Adams." A man disengaged himself from the crowd and came forward. "Hi, Steve," Mr. Summers said, and Mr. Adams said, "Hi, Joe." They grinned at one another humorlessly and nervously. Then Mr. Adams reached into the black box and took out a folded paper. He held it firmly by one corner as he turned and went hastily back to his place in the crowd, where he stood a little apart from his family, not looking down at his hand.

"Allen," Mr. Summers said. "Anderson... Bentham."

"Seems like there's no time at all between lotteries any more," Mrs. Delacroix said to Mrs. Graves in the back row. "Seems like we got through with the last one only last week."

"Time sure goes fast," Mrs. Graves said.

"Clark... Delacroix."

- [25] "There goes my old man," Mrs. Delacroix said. She held her breath while her husband went forward.

"Dunbar," Mr. Summers said, and Mrs. Dunbar went steadily to the box while one of the women said, "Go on, Janey," and another said, "There she goes."

"We're next," Mrs. Graves said. She watched while Mr. Graves came around from the side of the box, greeted Mr. Summers gravely, and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hands, turning them over and over nervously. Mrs. Dunbar and her two sons stood together, Mrs. Dunbar holding the slip of paper.

"Harburt... Hutchinson."

"Get up there, Bill," Mrs. Hutchinson said, and the people near her laughed.

- [30] "Jones."

"They do say," Mr. Adams said to Old Man Warner, who stood next to him, "that over in the north village they're talking of giving up the lottery."

Old Man Warner snorted. "Pack of crazy fools," he said. "Listening to the young folks, nothing's good enough for them. Next thing you know, they'll be wanting to go back to living in caves, nobody work any more, live that way for a while. Used to be a saying about 'Lottery in June, corn be heavy soon.' First thing you know, we'd all be eating stewed chickweed and acorns. There's always been a lottery," he added petulantly.<sup>10</sup> "Bad enough to see young Joe Summers up there joking with everybody."

"Some places have already quit lotteries," Mrs. Adams said.

"Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."

[35] "Martin." And Bobby Martin watched his father go forward. "Overdyke... Percy."

"I wish they'd hurry," Mrs. Dunbar said to her older son. "I wish they'd hurry."

"They're almost through," her son said.

"You get ready to run tell Dad," Mrs. Dunbar said.

Mr. Summers called his own name and then stepped forward precisely and selected a slip from the box. Then he called, "Warner."

[40] "Seventy-seventh year I been in the lottery," Old Man Warner said as he went through the crowd. "Seventy-seventh time."

"Watson." The tall boy came awkwardly through the crowd. Someone said, "Don't be nervous, Jack," and Mr. Summers said, "Take your time, son."

"Zanini."

After that, there was a long pause, a breathless pause, until Mr. Summers, holding his slip of paper in the air, said, "All right, fellows." For a minute, no one moved, and then all the slips of paper were opened. Suddenly, all the women began to speak at once, saying, "Who is it?" "Who's got it?" "Is it the Dunbars?" "Is it the Watsons?" Then the voices began to say, "It's Hutchinson. It's Bill." "Bill Hutchinson's got it."

"Go tell your father," Mrs. Dunbar said to her older son.

[45] People began to look around to see the Hutchinsons. Bill Hutchinson was standing quiet, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers, "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!"

"Be a good sport, Tessie," Mrs. Delacroix called, and Mrs. Graves said, "All of us took the same chance."

"Shut up, Tessie," Bill Hutchinson said.

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10. **Petulant** (*adjective*): disrespectful or bad-tempered

"Well, everyone," Mr. Summers said, "that was done pretty fast, and now we've got to be hurrying a little more to get done in time." He consulted his next list. "Bill," he said, "you draw for the Hutchinson family. You got any other households in the Hutchinsons?"

"There's Don and Eva," Mrs. Hutchinson yelled. "Make them take their chance!"

- [50] "Daughters draw with their husbands' families, Tessie," Mr. Summers said gently. "You know that as well as anyone else."

"It wasn't fair," Tessie said.

"I guess not, Joe," Bill Hutchinson said regretfully. "My daughter draws with her husband's family, that's only fair. And I've got no other family except the kids."

"Then, as far as drawing for families is concerned, it's you," Mr. Summers said in explanation, "and as far as drawing for households is concerned, that's you, too. Right?"

"Right," Bill Hutchinson said.

- [55] "How many kids, Bill?" Mr. Summers asked formally.

"Three," Bill Hutchinson said. "There's Bill, Jr., and Nancy, and little Dave. And Tessie and me."

"All right, then," Mr. Summers said. "Harry, you got their tickets back?"

Mr. Graves nodded and held up the slips of paper. "Put them in the box, then," Mr. Summers directed. "Take Bill's and put it in."

"I think we ought to start over," Mrs. Hutchinson said, as quietly as she could. "I tell you it wasn't fair. You didn't give him time enough to choose. Everybody saw that."

- [60] Mr. Graves had selected the five slips and put them in the box, and he dropped all the papers but those onto the ground, where the breeze caught them and lifted them off.

"Listen, everybody," Mrs. Hutchinson was saying to the people around her.

"Ready, Bill?" Mr. Summers asked, and Bill Hutchinson, with one quick glance around at his wife and children, nodded.

"Remember," Mr. Summers said, "take the slips and keep them folded until each person has taken one. Harry, you help little Dave." Mr. Graves took the hand of the little boy, who came willingly with him up to the box. "Take a paper out of the box, Davy," Mr. Summers said. Davy put his hand into the box and laughed. "Take just one paper," Mr. Summers said. "Harry, you hold it for him." Mr. Graves took the child's hand and removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

"Nancy next," Mr. Summers said. Nancy was twelve, and her school friends breathed heavily as she went forward, switching her skirt, and took a slip daintily from the box. "Bill, Jr.," Mr. Summers said, and Billy, his face red and his feet over-large, nearly knocked the box over as he got a paper out. "Tessie," Mr. Summers said. She hesitated for a minute, looking around defiantly,<sup>11</sup> and then set her lips and went up to the box. She snatched a paper out and held it behind her.

- [65] "Bill," Mr. Summers said, and Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it.

The crowd was quiet. A girl whispered, "I hope it's not Nancy," and the sound of the whisper reached the edges of the crowd.

"It's not the way it used to be," Old Man Warner said clearly. "People ain't the way they used to be."

"All right," Mr. Summers said. "Open the papers. Harry, you open little Dave's."

Mr. Graves opened the slip of paper and there was a general sigh through the crowd as he held it up and everyone could see that it was blank. Nancy and Bill, Jr., opened theirs at the same time, and both beamed and laughed, turning around to the crowd and holding their slips of paper above their heads.

- [70] "Tessie," Mr. Summers said. There was a pause, and then Mr. Summers looked at Bill Hutchinson, and Bill unfolded his paper and showed it. It was blank.

"It's Tessie," Mr. Summers said, and his voice was hushed. "Show us her paper, Bill."

Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal company office. Bill Hutchinson held it up, and there was a stir in the crowd.

"All right, folks," Mr. Summers said, "let's finish quickly."

Although the villagers had forgotten the ritual and lost the original black box, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box. Mrs. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. "Come on," she said. "Hurry up."

- [75] Mrs. Dunbar had small stones in both hands, and she said, gasping for breath, "I can't run at all. You'll have to go ahead and I'll catch up with you."

The children had stones already. And someone gave little Davy Hutchinson a few pebbles.

Tessie Hutchinson was in the center of a cleared space by now, and she held her hands out desperately as the villagers moved in on her. "It isn't fair," she said. A stone hit her on the side of the head.

Old Man Warner was saying, "Come on, come on, everyone." Steve Adams was in the front of the crowd of villagers, with Mrs. Graves beside him.

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11. **Defiant** (*adjective*): boldly resistant or challenging

"It isn't fair, it isn't right," Mrs. Hutchinson screamed, and then they were upon her.

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## Text-Dependent Questions

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

1. The description of the lottery in paragraph 1 is meant to make the reader feel —
  - A. suspicious about the true meaning of the lottery.
  - B. that the lottery is a pleasant tradition.
  - C. certain something bad will happen.
  - D. that the lottery is very important.
  
2. Which of the following describes a theme of the text?
  - A. Even if something is cruel, people have the tendency to follow the crowd and participate.
  - B. Sometimes a few people must be sacrificed to ensure the group's survival.
  - C. Important decisions should not be made by lotteries.
  - D. Traditions help people understand the past.
  
3. PART A: What does Old Man Warner's character represent in the text?
  - A. people's desire to cling to traditions
  - B. people's fear of change
  - C. people's violent tendencies
  - D. people's fear of death
  
4. PART B: Which detail from the text best supports the answer to Part A?
  - A. "and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born." (Paragraph 5)
  - B. "'Next thing you know, they'll be wanting to go back to living in caves, nobody work any more, live that way for a while.'" (Paragraph 32)
  - C. "'There's always been a lottery,' he added petulantly. 'Bad enough to see young Joe Summers up there joking with everybody.'" (Paragraph 32)
  - D. "'Seventy-seventh year I been in the lottery,' Old Man Warner said as he went through the crowd. 'Seventy-seventh time.'" (Paragraph 40)
  
5. How does the detail "And someone gave little Davy Hutchinson a few pebbles" contribute to the text (Paragraph 76)?
  - A. It emphasizes that the children no longer understand the violence of the lottery.
  - B. It shows that Davy doesn't like his mother and wishes to hurt her.
  - C. It reveals that no one expects Davy to seriously injure his mother.
  - D. It stresses that everyone participates in the lottery, even Mrs. Hutchinson's son.

6. How does the reader's point of view on the lottery change over the course of the story?  
What moments developed that change?

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## Discussion Questions

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

1. Why do the townspeople agree to take part in the lottery and turn against each other? Do you think their willingness to take part in the lottery makes them bad people? Why or why not? Can you think of any real-world examples where people have done bad things for what they believed to be a greater good? Cite examples from the text, your own experience, and other literature, art, or history in your answer.
2. Mrs. Hutchinson doesn't argue about whether or not the lottery is fair until her husband is picked. Why do you think this is? Do you agree with Mrs. Hutchinson that it is unfair that her family was selected for the lottery? Why or why not?
3. Are you surprised that everyone in the town goes along with the lottery? Why or why not? Do you think the townspeople are influenced by the actions of those around them? Have you ever felt compelled to do something because other people were doing it?

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

## Most Valuable Player

By Sarah Van Arsdale  
1988

*Sarah Van Arsdale is an author, poet, and professor. In this poem, a speaker describes her goals. As you read, make note of the speaker's goals and aspirations.*

- [1] If I had a trophy  
I'd put it on the middle shelf  
of my bookcase. I'd dust  
it every day  
[5] and polish it once a week.
- It would have a statue of a woman  
holding a bat, her golden arm  
cocked up<sup>1</sup> a little  
waiting for the pitch.
- [10] When my friends came over  
I'd stand next to the bookcase casual-like  
till they said, "Is that a trophy?"  
I'd read the inscription<sup>2</sup> every morning.  
I'd ask someone to take my picture  
[15] with my trophy.
- My trophy would say  
"Softball Player" on the bottom,  
and everyone would know  
that in summer I tie on my cleats  
[20] run onto the field,  
slapping high fives.  
They'd know I take third base,  
put my glove to the dry dirt,  
scatter dust in the air.  
[25] They'd hear the fans shout,



*"College Softball" by David Moore is licensed under CC BY-NC-ND 2.0.*

1. tilted up  
2. **Insription** (*noun*): written or carved words on an object

"Hey, some catch!"

when the white ball comes slamming

into my glove,

and, "Watch out, she'll steal home,"

[30] as my cleats dig and dig.

They'd feel the weight of the little statue

And think, "I bet she's going out

With her team tonight,"

"I bet she could teach me how to throw,"

[35] "I bet she plays softball,"

and I do,

I do.

*"Most Valuable Player" by Sarah Van Arsdale. First published in Korone, vol. V, 1988. Copyright © 1988 by Sarah Van Arsdale. Used by permission of the author. All rights reserved.*

## Text-Dependent Questions

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

1. PART A: Which of the following identifies the theme of the poem?
  - A. People want to be recognized.
  - B. Sometimes people don't mind when their skills go unrewarded.
  - C. The support of friends and family is important to succeed.
  - D. Rewards and trophies do not determine an individual's skill or success.
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "I'd dust / it every day / and polish it once a week." (Lines 3-5)
  - B. "It would have a statue of a woman/ holding a bat" (Lines 6-7)
  - C. "I'd read the inscription every morning." (Line 13)
  - D. "They'd hear the fans shout / 'Hey, some catch!'" (Lines 25-26)
3. What does having a trophy mean to the speaker?
  - A. It's proof that she is the best softball player.
  - B. It shows that she's just as athletic as the boys.
  - C. It's an item to show off to her friends.
  - D. It represents being great at softball.
4. How does the 'If,...I would...' structure in the poem develop the speaker's perspective towards her goals?

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## Discussion Questions

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

1. What kinds of rewards have you hoped to earn? How have you imagined your hard work leading up to the moment you win an award, like the speaker of the poem?
2. How would the speaker of the poem answer the question 'Where does happiness come from?' What is your response to the same question?
3. Do you think the speaker of the poem really deserves a trophy? Why or why not?

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

# Should Girls Be Allowed to Play High School Football?

By Josh Bean  
2013

*In many American schools, girls are prevented from playing high school football, which has been traditionally thought of as a sport for boys. Some people believe this is unfair, while others disagree. In this 2013 article by journalist Josh Bean, locals in an Alabama community put forth their opinions on this debate. As you read, take notes on how the author addresses the debate.*

- [1] Should girls be allowed to play high school football? At least three schools in Alabama — Morgan Academy in Selma, St. Clair County in Odenville and Lee High in Huntsville — have girls handling place-kicks and extra points this season.

Morgan Academy's Lauren Rutherford made her first career field goal in a game against Wilcox Academy last week, and she's handled the team's kicking duties for the last two seasons.

All three female kickers — Rutherford, Lee's Kenysha Coulson, and St. Clair County freshman Kylee Harrell — have made extra points this season.



*"img\_5930" by matthewreid is licensed under CC BY 2.0.*

Coulson, Harrell, and Rutherford continue the legacy of female kickers in Alabama. In 1939 and 1940, Luverne "Toad" Wise Albert kicked for Escambia County High in Atmore. She is believed to be the first girl to play high school football in the United States.

- [5] But AL.com readers this summer appeared torn on the issue of whether girls should be allowed to play tackle football. More than 2,000 votes were cast in a poll asking, "Should girls be allowed to play tackle football?" and 44.31 percent voted no and 44.05 percent voted yes with no restrictions.

The issue bubbled to the surface after a 12-year-old girl in Georgia was kicked off her middle-school football team because teammates were "lusting" for her.

But does the recent success of Rutherford, Coulson, and Harrell — and their acceptance by their male teammates — make a difference? In all three Alabama cases this season, the girls clearly fill a void because the teams lacked a consistent kicker. Does that matter?

And is high school football different than other age groups when it comes to allowing girls to play? Or is there a reason to prevent this gender-bending activity?

*"Should Girls Be Allowed to Play High School Football?" from [Al.com](#) by Josh Bean. Copyright © 2013 by Alabama Media Group. Reprinted with permission, all rights reserved.*

## Text-Dependent Questions

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

1. PART A: What is the central idea of the article? [RI.2]
  - A. Tackle football is too dangerous for either boys or girls to play.
  - B. Girls are better suited to be kickers than boys when playing football.
  - C. Many people can't decide if girls should be allowed to play football.
  - D. High school football is intense, and boys are better suited to play it.
  
2. PART B: Which of the following quotes best supports the answer to Part A? [RI.1]
  - A. "At least three schools in Alabama... have girls handling place-kicks and extra points this season." (Paragraph 1)
  - B. "Morgan Academy's Lauren Rutherford made her first career field goal in a game against Wilcox Academy last week" (Paragraph 2)
  - C. "Coulson, Harrell, and Rutherford continue the legacy of female kickers in Alabama... Luverne 'Toad' Wise Albert kicked for Escambia County High" (Paragraph 4)
  - D. "More than 2,000 votes were cast in a poll asking, 'Should girls be allowed to play tackle football?'" (Paragraph 5)
  
3. How does paragraph 5 contribute to the central idea of the text? [RI.5]
  - A. It shows that the majority of people would rather prevent girls from playing high school football.
  - B. It reveals that very few people are against restricting how girls play tackle football.
  - C. It shows that people are almost equally divided on girls playing high school football.
  - D. It reveals that students have little say in whether or not girls can play high school football.
  
4. What do paragraphs 7-8 reveal about the author's purpose in the article? [RI.6]

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## Discussion Questions

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

1. Josh Bean asks a number of questions in this article, and now it's your time to answer. Should girls be allowed to play high school football? Answer based on what you learned from reading this article, your experiences, and other opinions you have on this matter. Please remember to be respectful of other people's answers and opinions as you discuss.
2. As you reflect upon whether it is fair to allow or prevent girls from playing high school football, consider this overall question: What is fair, and how do we decide?

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

## Casey at the Bat

By Ernest Lawrence Thayer  
1888

*Ernest Lawrence Thayer (1863-1940) was an American writer and poet, best known for the following poem, which is considered a classic in sports-related literature. As you read, take notes on how the author develops the mood of the poem.*

- [1] The outlook wasn't brilliant for the Mudville nine<sup>1</sup>  
that day:  
The score stood four to two, with but one inning  
more to play,  
And then when Cooney died at first, and Barrows  
did the same,  
A pall-like<sup>2</sup> silence fell upon the patrons of the  
game.
- [5] A straggling few got up to go in deep despair. The  
rest  
Clung to the hope which springs eternal in the  
human breast;  
They thought, "If only Casey could but get a  
whack at that—  
We'd put up even money now, with Casey at the bat."



*"Baseball" by Paul Lim is licensed under CC BY-ND 2.0*

- But Flynn preceded<sup>3</sup> Casey, as did also Jimmy Blake,  
[10] And the former was a hoodoo,<sup>4</sup> while the latter was a cake;<sup>5</sup>  
So upon that stricken multitude grim melancholy sat,  
For there seemed but little chance of Casey getting to the bat.

- But Flynn let drive a single, to the wonderment of all,  
And Blake, the much despised,<sup>6</sup> tore the cover off the ball;  
[15] And when the dust had lifted, and men saw what had occurred,  
There was Jimmy safe at second and Flynn a-hugging third.

1. The "Mudville Nine" refers to a fictional baseball team in a town called Mudville.
2. relating to a gloom or dreary fog
3. **Precede (verb):** to come before
4. The term "hoodoo" is meant to imply that this player was a jinx, or bad luck. Originally the poem referred to Flynn as a "lulu," or unskilled player.
5. The term "cake" is meant to imply that this player was also of weak or questionable skill, possibly more concerned with appearances than practice.
6. Here, the accent above the e is called a "grave accent" and is used to signify that the poet intends for the vowel to be pronounced, so as to maintain a certain meter.

Then from five thousand throats and more there rose a lusty<sup>7</sup> yell;  
It rumbled through the valley, it rattled in the dell;  
It pounded on the mountain and recoiled upon the flat,  
[20] For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;  
There was pride in Casey's bearing and a smile lit Casey's face.  
And when, responding to the cheers, he lightly doffed<sup>8</sup> his hat,  
No stranger in the crowd could doubt 'twas Casey at the bat.

[25] Ten thousand eyes were on him as he rubbed his hands with dirt;  
Five thousand tongues applauded when he wiped them on his shirt;  
Then while the writhing<sup>9</sup> pitcher ground the ball into his hip,  
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,  
[30] And Casey stood a-watching it in haughty<sup>10</sup> grandeur<sup>11</sup> there.  
Close by the sturdy batsman the ball unheeded sped—  
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,  
Like the beating of the storm-waves on a stern and distant shore;  
[35] "Kill him! Kill the umpire!" shouted someone on the stand;  
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage<sup>12</sup> shone;  
He stilled the rising tumult;<sup>13</sup> he bade the game go on;  
He signaled to the pitcher, and once more the dun<sup>14</sup> sphere flew;  
[40] But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"  
But one scornful look from Casey and the audience was awed.  
They saw his face grow stern and cold, they saw his muscles strain,  
And they knew that Casey wouldn't let that ball go by again.

[45] The sneer is gone from Casey's lip, his teeth are clenched in hate,  
He pounds with cruel violence his bat upon the plate;  
And now the pitcher holds the ball, and now he lets it go,  
And now the air is shattered by the force of Casey's blow.

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7. **Lusty (adjective):** hearty, full of vigor

8. to remove (an article of clothing)

9. **Writhe (verb):** to twist or squirm

10. **Haughty (adjective):** arrogantly superior; smug or self-important

11. **Grandeur (noun):** splendor and magnificence, especially of appearance or style

12. **Visage (noun):** a person's facial expression

13. **Tumult (noun):** a loud clamor or noise, especially one caused by a large mass of people

14. of a dull grayish-brown color

Oh, somewhere in this favoured land the sun is shining bright,  
[50] The band is playing somewhere, and somewhere hearts are light;  
And somewhere men are laughing, and somewhere children shout,  
But there is no joy in Mudville—mighty Casey has struck out.

*Casey at the Bat by Ernest Lawrence Thayer (1888) is in the public domain.*

## Text-Dependent Questions

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

1. Which of the following best states a theme in the text?
  - A. It is difficult to fail when you try your hardest.
  - B. Too much pride can lead to failure.
  - C. Fame is not worth the responsibilities it comes with.
  - D. Athletes have more fame and power than they deserve.
  
2. PART A: What does the term “patrons” most likely mean in line 4?
  - A. spectators
  - B. businessmen
  - C. players
  - D. murderers
  
3. PART B: Which phrase from the poem best supports the answer to Part A?
  - A. “but one inning more to play” (Line 2)
  - B. “Cooney died at first” (Line 3)
  - C. “A straggling few got up to go” (Line 5)
  - D. “We’d put up even money now” (Line 8)
  
4. How does the figurative language in stanza 5 contribute to the mood of the poem?
  - A. The similes used in the stanza which describe Casey’s physical appearance create an excited mood.
  - B. The metaphor of the mountain reveals Casey’s immense size and creates a fearful mood.
  - C. The personification of the crowd’s intense reaction creates a terrifying mood.
  - D. The hyperbole describing the crowd’s excited reaction creates a mood of anticipation.
  
5. How do stanzas 12-13 contribute to the theme of the poem?

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## Discussion Questions

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

1. What causes Casey to strike out?
2. Consider the sway and power Casey holds over the baseball fans. How did he attain this power? Why do we elevate people, such as athletes and celebrities, to such high positions of influence and respect? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. Does Casey utilize the power he has wisely? How does power and fame corrupt? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

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

## Simone Biles

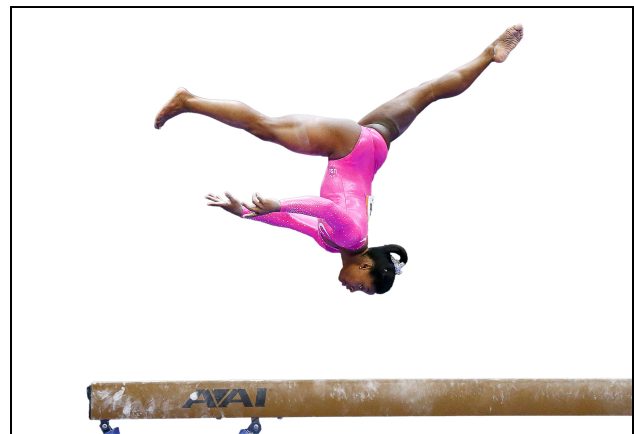
*This gymnast lets her power and personality shine.*

By Marty Kaminsky  
2016

*Simone Biles is an American gymnast who competed in the 2016 Summer Olympics. In this informational text, Marty Kaminsky discusses Biles' life and success in gymnastics. As you read, take notes on how Biles became an Olympic gymnast.*

- [1] The crowd stirs as 16-year-old gymnast Simone Biles mounts the balance beam at the 2013 World Artistic Gymnastics Championships in Belgium.

The beam is 4 feet high, 16 feet 5 inches long, and only 4 inches wide. Walking across its surface would be a challenge for most people, but Simone must do far more than that to earn a gold medal. During her 90-second performance, Simone must leap high in the air, spin completely around on one foot, and execute handsprings<sup>1</sup> and flips without falling off the beam or landing awkwardly.



*"Simone Biles" by Courtesy of iStock/mustafahacalaki and iStock/KrizzDaPaul is used with permission.*

To start her routine, the 4-foot-8-inch athlete pirouettes<sup>2</sup> on one foot two and a half times, then pulls off a flawless split leap. The audience gasps with each move, but Simone is calm as she dances on the beam. She completes her routine with a full twisting double back.<sup>3</sup> After flying high through the air, Simone lands on her feet, and the crowd roars.

The judges are impressed, too, rewarding Simone with her first All-Around<sup>4</sup> title.

## Making Her Mark

- [5] Since then, Simone has taken the gymnastics world by storm. She is the first female to win three straight All-Around World Championships, earning a total of 14 medals, 10 of them gold.

At the 2016 Olympics in Rio de Janeiro, Brazil, Simone added five medals to her total: golds in team, individual all-around, vault, and floor exercise, and bronze on beam.

1. a jump through the air onto one's hands, followed by springing over onto one's feet
2. a spin
3. a jump from a backwards position into a back flip in a stretched out position with a full 360 degree rotation that occurs during the flip, followed by a second back flip
4. "all-around" refers to a gymnast who competes in every gymnast event

## Talent at a Young Age

Life was not always easy for Simone. Her birth mother was unable to care for her children. Simone's grandparents, Ron and Nellie Biles, adopted Simone and her younger sister, Adria. Their new dad and mom moved the girls from Ohio to their home in Texas.

Simone loved to climb their five-foot-high mailbox and somersault to the ground. On a field trip with her daycare class, six-year-old Simone was introduced to her sport at Bannon's Gymnastix. In no time flat,<sup>5</sup> she started copying the gymnasts, drawing the attention of the instructors.

"I loved the idea of flipping around, and the center saw something in me, so they sent home a letter to my parents encouraging me to join," Simone explains. "Right from the start, I was fearless and willing to try anything and everything."

- [10] Simone advanced quickly. At age seven, she began performing competitively. In 2011, she placed first on vault and balance beam at the American Classic. Her debut<sup>6</sup> as an international gymnast was in March 2013 at a World Cup event.

## Bubbly and Genuine

Simone is known for her power and upbeat personality. She often plays to the crowd, flashing a big smile as she performs in the floor exercise.

In order to master the variety of skills needed to excel<sup>7</sup> at the four events in her sport, Simone trains five to six hours a day, year-round.

Simone's coach, Aimee Boorman, appreciates her hard work and personality. "Simone is bubbly. She loves to laugh, is genuine and real. When she wins and is given flowers on the medal podium, she searches out the shyest child in the crowd and gives her the flowers."

How does Simone handle the pressures of life as an athlete? "It is important to embrace the moment," she says. "Remember to have as much fun as you can, but keep in mind, win or lose, you still have your whole life ahead. You can achieve anything that you put your mind to."

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5. a phrase meaning "very quickly"  
6. a person's first appearance or performance in a role  
7. **Excel (verb):** to pass others in skill



## Text-Dependent Questions

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

1. PART A: Which statement best expresses the central idea of the text?
  - A. Simone Biles' positive attitude has come from her success in gymnastics and relatively easygoing life.
  - B. From a young age, Simone Biles was a natural gymnast and often didn't have to train for competitions.
  - C. Simone Biles' great attitude and commitment to the sport has helped her succeed in gymnastics.
  - D. Competitors are often frightened of Simone Biles because of her skills and serious attitude.
  
2. PART B: Which TWO details from the text best support the answer to Part A?
  - A. "She completes her routine with a full twisting double back. After flying high through the air, Simone lands on her feet, and the crowd roars." (Paragraph 3)
  - B. "Life was not always easy for Simone. Her birth mother was unable to care for her children." (Paragraph 7)
  - C. "On a field trip with her daycare class, six-year-old Simone was introduced to her sport at Bannon's Gymnastix." (Paragraph 8)
  - D. "'I loved the idea of flipping around, and the center saw something in me, so they sent home a letter to my parents encouraging me to join'" (Paragraph 9)
  - E. "In order to master the variety of skills needed to excel at the four events in her sport, Simone trains five to six hours a day, year-round." (Paragraph 12)
  - F. "'Remember to have as much fun as you can, but keep in mind, win or lose, you still have your whole life ahead. You can achieve anything that you put your mind to.'" (Paragraph 14)
  
3. Which of the following describes how the author introduces Simone Biles?
  - A. as a talented gymnast who impresses the crowd and judges
  - B. as a committed athlete who works nonstop for what she has
  - C. as a talented gymnast who isn't treated fairly by the judges
  - D. as a serious athlete who values winning over all else
  
4. How do paragraphs 5-6 contribute to the development of ideas in the text?
  - A. They show how long Simone Biles has been competing in gymnastics.
  - B. They help readers understand how hard Simone Biles has worked.
  - C. They stress that sometimes even Simone Biles doesn't win gold.
  - D. They emphasize Simone Biles' widespread success in gymnastics.

5. Which of the following describes the connection between Biles' training and her success?

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## Discussion Questions

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

1. In the text, the author describes Simone Biles as committed to gymnastics. What is something that you're committed to? How did you discover your love for this activity? What do you do to improve at it?
2. Simone Biles has won various gold medals at the All-Around World Championships and the 2016 Summer Olympics. What do you think contributed to her success? What traits do you think are the most important to success?
3. Simone Biles loves gymnastics but tries to live in the moment, win or lose. Do you think this is why Biles portrays happiness and seems upbeat to her audience? How can you incorporate this mindset into something you love so that it shows?

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

## **The Rose That Grew from Concrete**

By Tupac Shakur  
1999

*Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.*

- [1] Did you hear about the rose that grew  
from a crack in the concrete?  
Proving nature's laws wrong it  
learned to walk without having feet.
- [5] Funny it seems, but by keeping its dreams,  
it learned to breathe fresh air.  
Long live the rose that grew from concrete  
when no one else ever cared.



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*"The Rose That Grew from Concrete" from The Rose That Grew from Concrete by Tupac Shakur. Copyright © 1999. Used with permission. All rights reserved.*

## Text-Dependent Questions

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

1. PART A: Which of the following identifies a main theme of the text?
  - A. All living things need support from others in order to grow.
  - B. We must learn and grow from our failures.
  - C. People can overcome difficulties and succeed.
  - D. Nature can overcome problems better than people.
  
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "Did you hear about the rose that grew" (Lines 1)
  - B. "learned to walk without having feet." (Line 4)
  - C. "Long live the rose that grew from concrete" (Line 7)
  - D. "when no one else ever cared." (Line 8)
  
3. How does the speaker's point of view influence how the rose is described?
  - A. Curious about the rose, the speaker asks several questions about it.
  - B. Believing that the rose is not real, the speaker exaggerates its qualities.
  - C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
  - D. Impressed by the rose, the speaker explains what makes it so admirable.
  
4. What does the phrase "the rose that grew from concrete" mean figuratively as used in this poem?

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## Discussion Questions

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

1. In the context of the poem, how does an individual rise above hardship? Have you ever felt like a “rose that grew from concrete,” as described by Tupac Shakur? If so, what was the difficult situation that you faced, and how did you rise above it? If not, who is someone else you might describe as a “rose that grew from concrete”? What makes them similar to this rose?
2. In the context of the poem, can we take full control over our own fate? Do you think it is necessary to get support from others, or can we succeed in difficult situations on our own, without others’ help?
3. Why do you think dreams are important for the rose’s survival? What dreams do you have for your own future? Are these dreams important to you? Why or why not?