

Days 11-20
NTI Assignments
English/Language Arts
(All Koch and Lemons Classes)

8th Grade Gold and Maroon

Days 11-15

You will be reading the short story “Charles” by Shirley Jackson. As we have done with our other literature, you will learn about the author, study vocabulary from the story, review parts of the plot, quiz for comprehension, and do an extension activity.

Day 11: Read the Shirley Jackson biographies and answer questions.

Day 12: Read “Charles”. You have been given a copy and here is the audio link if you would like to listen. <https://www.youtube.com/watch?v=gisDfJJ7N9g> Then complete the vocabulary assignment. The definitions and parts of speech are located in the story’s sidebars and footnotes. To complete the last column of your vocabulary paper, find the sentence in the story that contains the word. Then copy that sentence into the box.

Day 13: Review/Reread “Charles”. Answer questions 1-8 and complete the chart on the back using information from the plot of “Charles”. Answer questions on any white space on the page.

Day 14: Review the story “Charles” and make your own graphic novel version of the story. Use the comic strip template and create 6 scenes from “Charles” that capture the plot. Feel free to use dialogue bubbles, thought bubbles, and short captions to help retell the story. Need some inspiration, watch the video link <https://www.youtube.com/watch?v=xLcko89cjQc> of our friend, graphic novelist, Nathan Hale as he tells/illustrates the story of The Mayflower.

Day 15: Complete the 25 question quiz over “Charles”. You may use the story to help you on the quiz.

Days 16-20

Read paired texts and consider how they work together and share ideas. This week you will also review word choice through connotations and denotations and figurative language. Finally you will be able to do some independent reading and writing practices.

Day 16: Read and answer questions to “The Battle Picnic” and “Pandora’s Box”. For additional info regarding “The Battle Picnic” view the following video

<https://www.youtube.com/watch?v=i2UleKAXli0> . Here’s a video you may view for more information regarding the myth of “Pandora’s Box”.

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

Day 17: Read and answer questions regarding Connotations, Denotations, and Figurative Language.

Day 18: Writing Wednesday- Read the 3.8 writing prompt and complete the 3.8 paragraph template with your thoughts regarding the content of your paragraph. Finally on the lined page write your 3.8 paragraph about COVID-19.

Day 19: Independent Reading Day- Read for at least 20 minutes and keep track of your progress. Tell what you read and 5 write questions about the reading or a summary of what you read. You may read anything of your choice. Refer to the “Independent Reading” page for more ideas for reading materials and links to additional reading materials.

Day 20: Journal Write- Complete the Persuasive Journal to save a pig’s life!

******The video links listed for Lesson 11-20 are not required. They are just additional resources.******

If you have any questions, you can contact us three different ways:

1. Call the school 234-7123
2. Email katie.koch@harrison.kyschools.us or stacy.lemons2@harrison.kyschools.us
3. Text Mrs. Koch (859) 519-6506 or Mrs. Lemons (859) 298-4048

BIOGRAPHY



NAME

Shirley Jackson

OCCUPATION

Author

Shirley Jackson Biography

Author (1916-1965)

Shirley Jackson was an acclaimed American writer known for the story "The Lottery," as well as longer works like 'We Have Always Lived in the Castle.'

Synopsis

Writer Shirley Jackson was born in 1916 in San Francisco, California. Among her early works was "The Lottery," the highly controversial and famous tale about a village that partakes in an annual death ritual. Jackson, who also wrote such novels as *The Haunting of Hill House* and *We Have Always Lived in the Castle*, died of heart failure in 1965.

Early Years and Career

Shirley Jackson was born on December 14, 1916, in San Francisco, California, and grew up nearby in Burlingame. She attended the University of Rochester and then Syracuse University, where she became fiction editor of the campus humor magazine.

After graduating in 1940, Jackson moved to New York City. She began to write professionally, her works appearing in such publications as *The New Yorker*, *Redbook*, *The Saturday Evening Post* and *The Ladies' Home Journal*. Her first novel, *The Road Through The Wall*, was published in 1948.

'The Lottery'

Also in 1948, *The New Yorker* published Jackson's short story, "The Lottery." The tale, which starts as a seemingly benign account of an annual event in smalltown America, takes a dark turn when the event is revealed to be a gruesome sacrifice. "The Lottery" generated the most mail in the history of *The New Yorker*, with many readers expressing confusion about underlying

meanings and anger over its disturbing ending.

Despite the backlash, "The Lottery" became one of the most significant short stories of its era. It was eventually translated into dozens of languages, and adapted for radio, television and the stage.

Later Works

Read both articles and answer the questions on the back of this worksheet.

Jackson also wrote novels like *The Haunting of Hill House* and *We Have Always Lived in the Castle* as well as the witty, embellished memoir *Life Among the Savages*, about her domestic experiences. Often relying on supernatural themes, she was known for tackling provocative, chilling subject matter that was culturally incisive and held metaphors for how people dealt with differences. She was married to critic Stanley Edgar Hyman, with the couple having four children.

Shirley Jackson died on August 8, 1965, from heart failure. Decades later, two of her children, Laurence Jackson Hyman and Sarah Hyman Dewitt, have become editors for a collection of her unpublished works, *Let Me Tell You: New Stories, Essays, and Other Writings*. The compilation, released in August 2015, helps to mark the 50th anniversary of Jackson's death.

Citation Information

Article Title

Shirley Jackson Biography

Author

Biography.com Editors

Website Name

The Biography.com website

URL

<https://www.biography.com/people/shirley-jackson-9351425>

Access Date

January 7, 2019

Publisher

A&E Television Networks

Last Updated

November 17, 2016

Original Published Date

April 2, 2014

Questions

1. Who was the author of this biography (on this page) of Jackson?
2. What website published this article?
3. Who was the publisher?
4. What was the original publication date?

Questions:

1. List 3 text structures used in the article:
2. What novels did Jackson write (list 2)?
3. What two types of writing is Jackson famous for?
4. List 3 additional facts about Shirley Jackson.
5. Why did the author include the "Citation Information" above?

*
*
Answer the questions

Background

Early Learning The first day of kindergarten is an event that is both scary and exciting for most children. At ages four and five, children are still learning lessons about getting along with others. Suddenly going from home to a school environment can be a difficult change for children like Laurie, a character in "Charles."

Review

For Reading Skill, Literary Analysis, and Vocabulary Builder, see page 308.

What do you remember about Kindergarten? List 4 things you remember or think you recall about Kindergarten.

Meet the Author

Shirley Jackson (1916–1965)



As the mother of four energetic children, Shirley Jackson once said that she wrote because "it's the only chance I get to sit down." As a writer, she is famous for two types of stories—spine-tingling tales and hilarious stories about daily life.

The Real-Life Charles Like many other writers, Jackson borrowed characters and events from her own life and wove them into her fictional stories. The main character in "Charles" is based on Jackson's own son.

Fast Facts

- ▶ Shirley Jackson was born in San Francisco and spent most of her childhood writing poetry rather than playing with neighborhood children.
- ▶ Her chilling story "The Lottery" gained her fame when it was published in *The New Yorker* in 1948.
- ▶ Jackson's collections of stories about family life often have humorous titles such as *Life Among the Savages* (1953) and *Raising Demons* (1957).

Go  **Online**
Author Link

For: More about the author
Visit: www.PHSchool.com
Web Code: ene-9209



Connecting to the Literature

Reading/Writing Connection In "Charles," a boy brings home some startling stories during his first weeks at school. Using complete sentences, list three things you would tell a child starting kindergarten. Use at least three of the following words: adapt, participate, cooperate, focus.

Complete below ↓

1.

2.

3.

Define -

adapt :

participate :

cooperate :

focus :

Day 12

Charles

Shirley Jackson



The day my son Laurie started kindergarten he renounced corduroy overalls with bibs and began wearing blue jeans with a belt; I watched him go off the first morning with the older girl next door, seeing clearly that an era of my life was ended, my sweet-voiced nursery-school tot replaced by a long-trousered, swaggering¹ character who forgot to stop at the corner and wave good-bye to me.

He came home the same way, the front door slamming open, his cap on the floor, and the voice suddenly become raucous² shouting, "Isn't anybody here?"

At lunch he spoke insolently to his father, spilled his baby sister's milk, and remarked that his teacher said we were not to take the name of the Lord in vain.

"How was school today?" I asked, elaborately casual.

"All right," he said.

"Did you learn anything?" his father asked.

Laurie regarded his father coldly. "I didn't learn nothing," he said.

"Anything," I said. "Didn't learn anything."

"The teacher spanked a boy, though," Laurie said, addressing his bread and butter. "For being fresh," he added, with his mouth full.

"What did he do?" I asked. "Who was it?"

Laurie thought: "It was Charles," he said. "He was fresh. The teacher spanked him and made him stand in a corner. He was awfully fresh."

"What did he do?" I asked again, but Laurie slid off his chair, took a cookie, and left, while his father was still saying,

"See here, young man."

Vocabulary Builder

renounced (ri nouns'd)

v. gave up

✓ Reading Check

According to Laurie, how does Charles get into trouble at school?

1. swaggering (swag' ger in) v. strutting; walking with a bold step.

2. raucous (rô' kes) adj. harsh; rough-sounding.

Excerpt from Prentice Hall Literature Charles ■ 345
Purchased by Harrison County Middle School

The next day Laurie remarked at lunch, as soon as he sat down, "Well, Charles was bad again today." He grinned enormously and said, "Today Charles hit the teacher."

"Good heavens," I said, mindful of the Lord's name, "I suppose he got spanked again?"

"He sure did," Laurie said. "Look up," he said to his father. "What?" his father said, looking up.

"Look down," Laurie said. "Look at my thumb. Gee, you're dumb." He began to laugh insanely.

"Why did Charles hit the teacher?" I asked quickly.

"Because she tried to make him color with red crayons," Laurie said. "Charles wanted to color with green crayons so he hit the teacher and she spanked him and said nobody play with Charles but everybody did."

The third day—it was Wednesday of the first week—Charles bounced a see-saw on to the head of a little girl and made her bleed, and the teacher made him stay inside all during recess. Thursday Charles had to stand in a corner during story-time because he kept pounding his feet on the floor. Friday Charles was deprived of blackboard privileges because he threw chalk.

On Saturday I remarked to my husband, "Do you think kindergarten is too unsettling for Laurie? All this toughness, and bad grammar, and this Charles boy sounds like such a bad influence."

"It'll be all right," my husband said reassuringly. "Bound to be people like Charles in the world. Might as well meet them now as later."

On Monday Laurie came home late, full of news. "Charles," he shouted as he came up the hill; I was waiting anxiously on the front steps. "Charles," Laurie yelled all the way up the hill, "Charles was bad again."

"Come right in," I said, as soon as he came close enough. "Lunch is waiting."

"You know what Charles did?" he demanded, following me

➤ **Critical Viewing** Which of these children might have a personality like that of Charles? Explain.

[Connect]

Excerpt from Prentice Hall
Literature by Harrison
346 ■ Short Stories
County Middle School

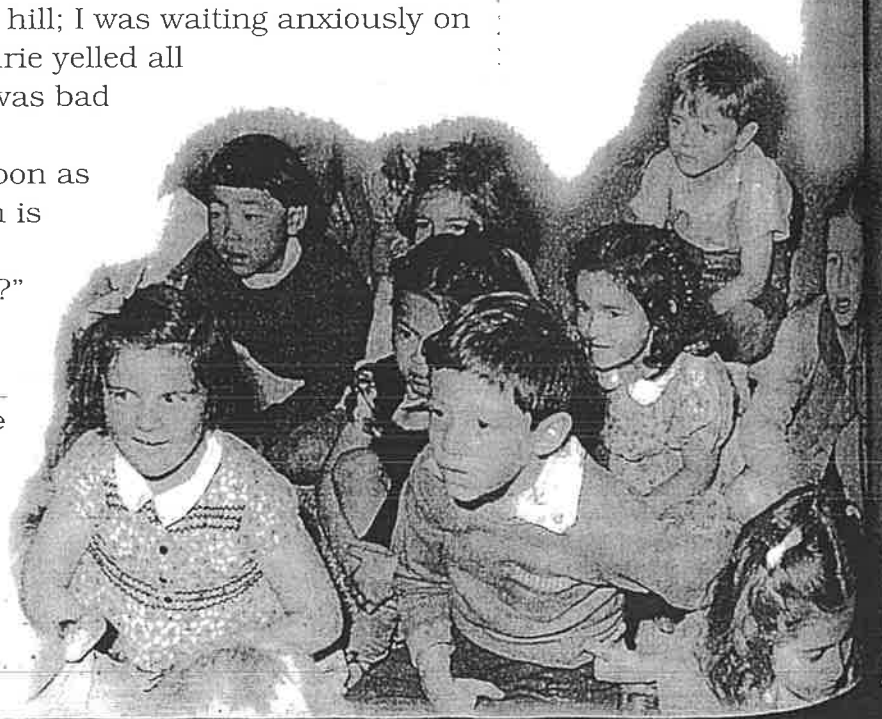
Reading Skill

Make Inferences

What details show that Laurie admires Charles's rude behavior?

Literary Analysis

Point of View What clues indicate that this story is told by a first-person narrator?



Day 10

through the door. "Charles yelled so in school they sent a boy in from first grade to tell the teacher she had to make Charles keep quiet, and so Charles had to stay after school. And so all the children stayed to watch him."

"What did he do?" I asked.

"He just sat there," Laurie said, climbing into his chair at the table. "Hi, Pop, y'old dust mop."

"Charles had to stay after school today," I told my husband. "Everyone stayed with him."

"What does this Charles look like?" my husband asked Laurie. "What's his other name?"

"He's bigger than me," Laurie said. "And he doesn't have any rubbers and he doesn't ever wear a jacket."

Monday night was the first Parent-Teachers meeting, and only the fact that the baby had a cold kept me from going; I wanted passionately to meet Charles's mother. On Tuesday Laurie remarked suddenly, "Our teacher had a friend come to see her in school today."

"Charles's mother?" my husband and I asked simultaneously.

"Naaah," Laurie said scornfully. "It was a man who came and made us do exercises, we had to touch our toes. Look." He climbed down from his chair and squatted down and touched his toes. "Like this," he said. He got solemnly back into his chair and said, picking up his fork, "Charles didn't even do exercises."

"That's fine," I said heartily. "Didn't Charles want to do exercises?"

"Naaah," Laurie said. "Charles was so fresh to the teacher's friend he wasn't *let* do exercises."

"Fresh again?" I said.

"He kicked the teacher's friend," Laurie said. "The teacher's friend told Charles to touch his toes like I just did and Charles kicked him."

"What are they going to do about Charles, do you suppose?" Laurie's father asked him.

Laurie shrugged elaborately. "Throw him out of school, I guess," he said.

Wednesday and Thursday were routine; Charles yelled during story hour and hit a boy in the stomach and made him cry. On Friday Charles stayed after school again and so did all the other children.

Reading Skill

Make Inferences

What actions show that Charles's behavior is having a negative effect on Laurie?

Vocabulary Builder

simultaneously (sĭ mĕl tĕĭ nĕ əs lĕ) *adv.*
at the same time

✓ Reading Check

What did Charles do to his teacher's friend?

Excerpt from Prentice Hall Literature
Purchased by Harrison County Middle School

With the third week of kindergarten Charles was an institution in our family; the baby was being a Charles when she cried all afternoon; Laurie did a Charles when he filled his wagon full of mud and pulled it through the kitchen; even my husband, when he caught his elbow in the telephone cord and pulled the telephone, ashtray, and a bowl of flowers off the table, said, after the first minute, "Looks like Charles."

During the third and fourth weeks it looked like a reformation in Charles; Laurie reported grimly at lunch on Thursday of the third week, "Charles was so good today the teacher gave him an apple."

"What?" I said, and my husband added warily, "You mean Charles?"

"Charles," Laurie said. "He gave the crayons around and he picked up the books afterward and the teacher said he was her helper."

"What happened?" I asked incredulously.

"He was her helper, that's all," Laurie said, and shrugged.

"Can this be true, about Charles?" I asked my husband that night. "Can something like this happen?"

"Wait and see," my husband said cynically.³ "When you've got a Charles to deal with, this may mean he's only plotting."

He seemed to be wrong. For over a week Charles was the teacher's helper; each day he handed things out and he picked things up; no one had to stay after school.

"The PTA meeting's next week again," I told my husband one evening. "I'm going to find Charles's mother there."

"Ask her what happened to Charles," my husband said. "I'd like to know."

"I'd like to know myself," I said.

On Friday of that week things were back to normal. "You know what Charles did today?" Laurie demanded at the lunch table, in a voice slightly awed. "He told a little girl to say a word and she said it and the teacher washed her mouth out with soap and Charles laughed."

"What word?" his father asked unwisely, and Laurie said, "I'll have to whisper it to you, it's so bad." He got down off his chair and went around to his father. His father bent his head down and Laurie whispered joyfully. His father's eyes widened.

"Did Charles tell the little girl to say *that*?" he asked respectfully.

Vocabulary Builder

incredulously (in krej' oo les le) *adv.* with doubt or disbelief

Literary Analysis

Point of View How does the narrator respond to each item of news about Charles?

3. cynically (sin' i ka le) *adv.* with disbelief about the honesty of people's intentions or actions.

"She said it twice," Laurie said. Charles told her to say it twice."

"What happened to Charles?" my husband asked.

"Nothing," Laurie said. "He was passing out the crayons."

Monday morning Charles abandoned the little girl and said the evil word himself three or four times, getting his mouth washed out with soap each time. He also threw chalk.

My husband came to the door with me that evening as I set out for the PTA meeting. "Invite her over for a cup of tea after the meeting," he said. "I want to get a look at her."

"If only she's there," I said prayerfully.

"She'll be there," my husband said. "I don't see how they could hold a PTA meeting without Charles's mother."

At the meeting I sat restlessly, scanning each comfortable matronly face, trying to determine which one hid the secret of Charles. None of them looked to me haggard enough. No one stood up in the meeting and apologized for the way her son had been acting. No one mentioned Charles.

After the meeting I identified and sought out Laurie's kindergarten teacher. She had a plate with a cup of tea and a piece of chocolate cake; I had a plate with a cup of tea and a piece of marshmallow cake. We maneuvered up to one another cautiously, and smiled.

"I've been so anxious to meet you," I said. "I'm Laurie's mother."

"We're all so interested in Laurie," she said.

"Well, he certainly likes kindergarten," I said. "He talks about it all the time."

"We had a little trouble adjusting, the first week or so," she said primly, "but now he's a fine little helper. With occasional lapses, of course."

"Laurie usually adjusts very quickly," I said. "I suppose this time it's Charles's influence."

"Charles?"

"Yes," I said, laughing, "you must have your hands full in that kindergarten, with Charles."

"Charles?" she said. "We don't have any Charles in the kindergarten."

Day 12

Reading Skill

Make Inferences

What does Charles's behavior on Monday suggest about his good behavior in the previous weeks?

Literary Analysis

Point of View How does the first-person point of view contribute to the humor in this conversation?

Excerpt from Prentice Hall Literature
Purchased by Harrison County Middle School

“CHARLES” by Shirley Jackson Name:

Vocabulary Word:	Denotative Meaning: Dictionary, Google, etc.	Part of speech:	Sentence from story: complete when reading the story.
Renounced			
Swaggering			
Raucous			
Simultaneously			
Incredulously			
Cynically			

Charles

Answer questions on any space left in pocket or on your own paper.

Thinking About the Selection

- Respond:** Were you surprised to learn about Charles's true identity? Why or why not?
- (a) **Recall:** Describe the change in Laurie's clothing on the day he starts school. (b) **Draw Conclusions:** How does this signal a change in Laurie's behavior?
- (a) **Recall:** Give three examples of Charles's behavior at school and three examples of Laurie's behavior at home. (b) **Compare and Contrast:** How is Charles's behavior in both these places similar and different?
- (a) **Make a Judgment:** What should Laurie's mother say to him after she meets his teacher and learns the truth? (b) **Discuss:** Share your ideas with a small group. Then, discuss the reasons for your responses.

Reading Skill

- (a) List four details that his mother has observed about Laurie's new behavior at home. (b) Use these details to **make an inference** about what the changes mean.
- What inferences can you make about the teacher by the way she speaks to Laurie's mother? In your answer, consider her attitude toward her students and her level of patience.

Literary Analysis

- This first-person story is told from the **point of view** of Laurie's mother. Complete a chart like the one shown here to decide how the story would be different if it were told from Laurie's point of view.

Mother	Laurie
Mother thinks Laurie has a classmate named Charles.	
Mother worries that Charles is a bad influence on Laurie.	

- How does the first-person point of view help to make the ending a surprise for readers?

QuickReview

Story at a Glance

A little boy tells incredible stories about how a classmate misbehaves.

Go Online Assessment

For: Self-test

Visit: www.PHSchool.com

Web Code: ena-6208

Inferences: Logical assumptions about what is not stated

Point of View: The perspective from which a story is told. A story can be told in the *first-person* or the *third-person point of view*.

Identify the following elements for "Charles" :

Setting:

Plot:

Conflict:

Characters:

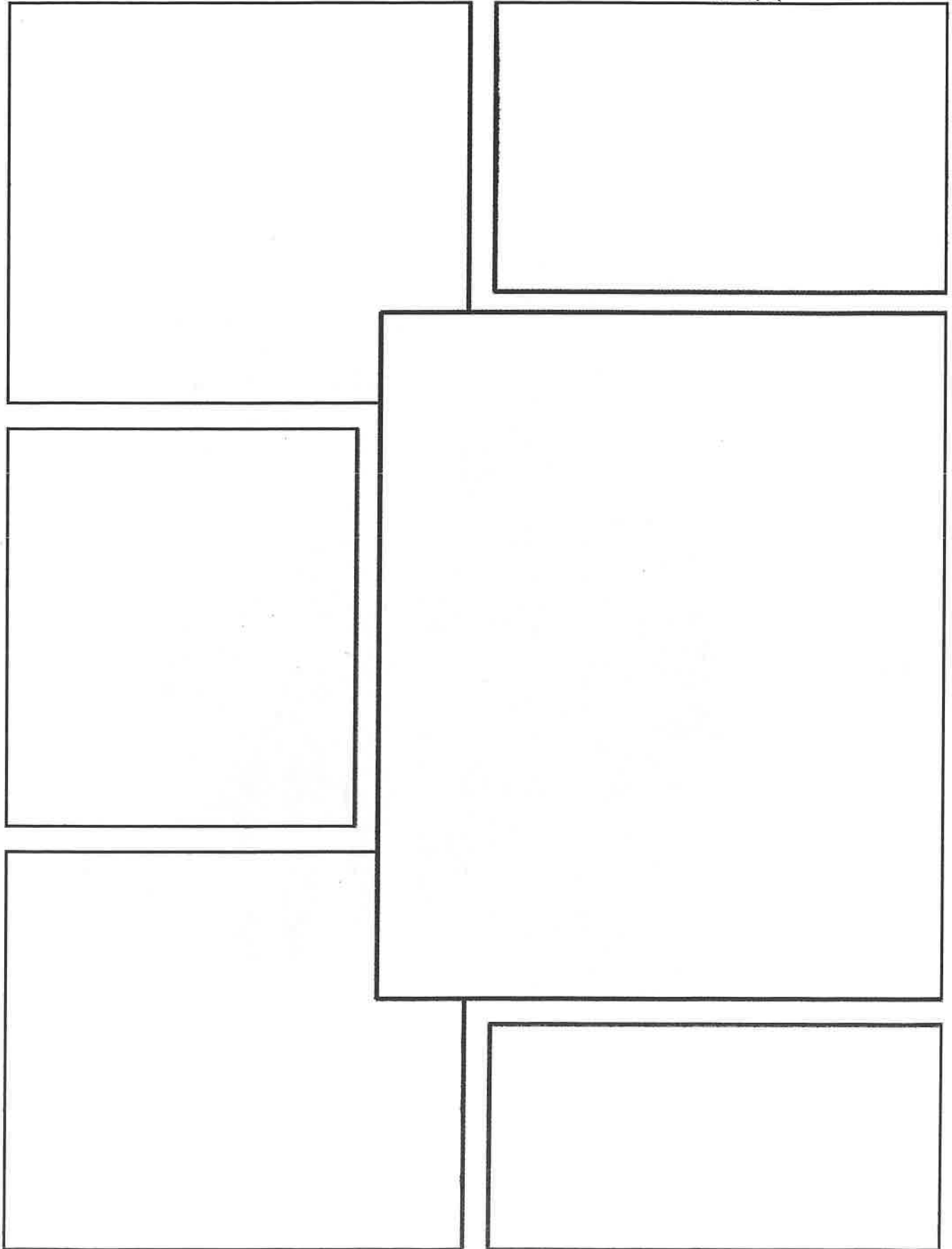
Point of View:

Theme:

Day 14

"ENARTES" Graphic Novel Page

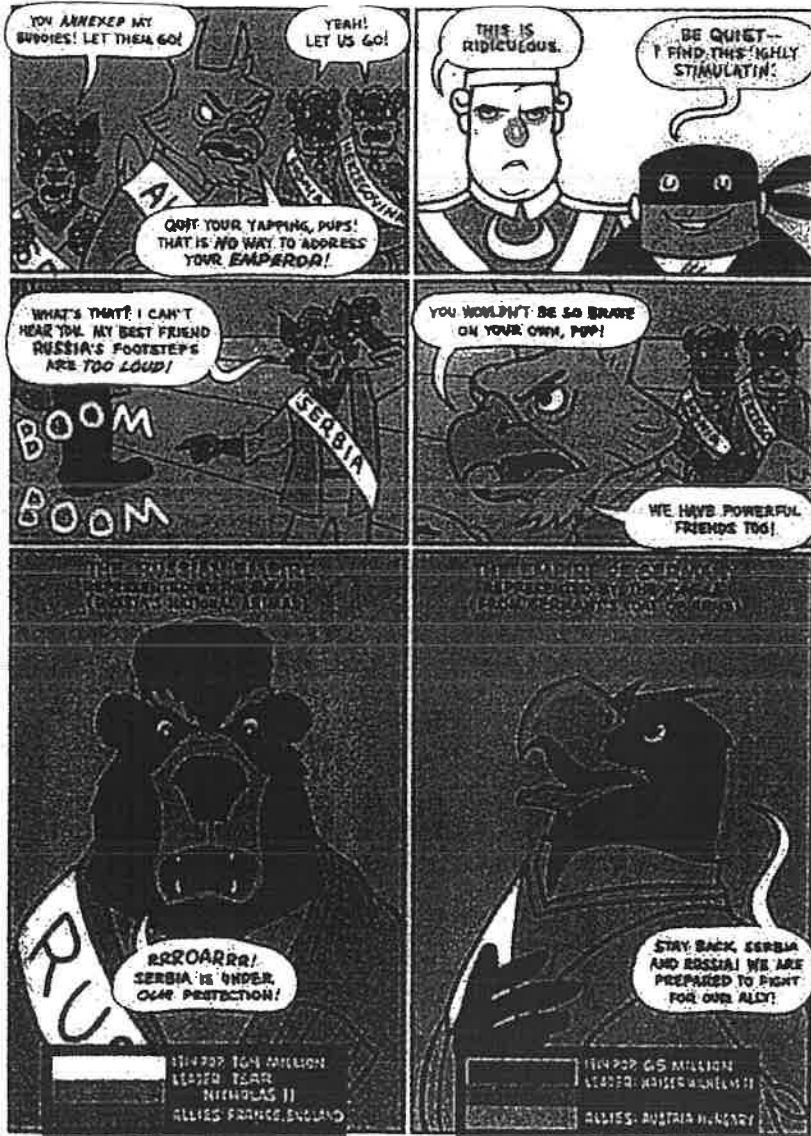
*Graphic novel example
on back.



Day 14

Graphic Novel

Example only



By Nathan Hale
Example

Day 15

NAME : _____

CLASS : _____

DATE : _____

"Charles"

25 Multiple Choice Questions

1. Laurie reports that Charles...

- a) hit the teacher b) is the smallest child in the class
 c) stole his chocolate cake d) does not know how to color

2. Which word best completes the following sentence? She looked haggard because she had not _____ for a long time.

- a) tried b) slept
 c) worried d) worked

3. The ending of this story ...

- a) is a tragedy b) makes no sense
 c) contains a surprise d) is meant to be sad

4. Which aspect of this story is an important part of the plot?

- a) The teacher gives Charles an apple for being good. b) There is not boy named Charles in Laurie's kindergarten class
 c) Laurie's father accidentally knocks a bowl of flowers off the table d) Laurie wears corduroy overalls with bibs until the day her starts kindergarten.

5. In the beginning of the story, the narrator's attitude toward Charles's behavior could best be described as...

- a) Angry but hopeful b) alarmed but forgiving
 c) amused but suspicious d) shocked but fascinated

6. Laurie's behavior at home could best be described as...

- a) funny b) troubling
 c) appropriate d) understandable

7. Although this story ends with a twist, ...
- a) it ultimately is not very realistic
- b) there is really no conflict in the story
- c) the author does plant clues throughout the story
- d) the ending contains a sense of hope for the future
8. In the passage given to you, the narrator reveals her belief that Charles's mother is
- a) proud of her son
- b) a woman without any friends
- c) aware of what a difficult child she has
- d) too embarrassed to speak to the teacher
9. Which word best complete the following sentence? He spoke insolently to his parents and recieved a/an ____.
- a) amused look from them
- b) spanking
- c) prize
- d) his favorite ice cream
10. What is the best definition for the vocab word elaborately?
- a) insultingly
- b) having many details
- c) aware
- d) motherhood
11. Which word best completes the following sentence? She was _____ of his low self-esteem and tried to make him feel better.
- a) mindful
- b) insolent
- c) matronly
- d) haggard
12. The climax of this story would be
- a) when Charles hits a little girl with the see-saw.
- b) when Charles kicked the teacher's friend.
- c) when Charles's mother goes to the parent-teacher conference
- d) when Charles's mother finds out there is no "Charles" in class.
13. This story suggests that parents don't always...
- a) see their children clearly.
- b) like their children's friends.
- c) love their children.
- d) treat their children fairly.

Day 15

14. One clue that Laurie and Charles may be the same person is that...

- a) Laurie tells his parents that Charles hit a boy in the stomach. b) Laurie whispers to his father the bad word that Charles told the girl to say.
- c) Laurie describes Charles as "bad". d) Laurie comes home late on the days that Charles has to stay after school.

15. In the passage given to you, the narrator is NOT feeling at all...

- a) intrigued b) defensive
- c) curious d) social

16. Who is the author of "Charles"?

- a) Shirley Jackson b) O. Henry
- c) Walter Dean Myers d) Toni Cade Bambara

17. Which of the following best describes the SETTING of "Charles"?

- a) a city apartment and subway terminal b) a country farm and general store
- c) a park in the springtime d) a family home and school classroom

18. Who is the narrator of "Charles"?

- a) Charles b) Laurie
- c) Laurie's mom d) Laurie's dad

19. Who is the protagonist of the story "Charles"?

- a) Charles b) Laurie
- c) Laurie's mom d) Laurie's dad

20. Which of the following best describes the central conflict of the story "Charles"?

- a) Laurie's mother is dealing with the mixed emotions of watching her son grow up. b) Laurie is being picked on by a bully in his kindergarten class.
- c) Charles is wreaking havoc at school, and Laurie is amused. d) Laurie's parents are going through a separation.

21. Which of the following best describes the CLIMAX of the story "Charles"?

- a) when Charles hits his teacher b) when Charles kicks the teacher's guest
- c) when Laurie's mom goes to the PTA meeting d) when Laurie's dad confronts the teacher

22 Which of the following best describes the RESOLUTION of the story "Charles"?

- a) Charles is expelled from school. b) Laurie confronts Charles about his bad behavior.
- c) The reader realizes that Laurie IS Charles. d) Laurie's mother decides to withdraw her son from school.

23 Which of the following is an example of ALLUSION in the story "Charles"?

- a) "I watched him go off the first morning, my sweet-voiced nursery-school tot replaced by a long-trousered, swaggering character..." b) "Charles wanted to color with green crayons so he hit the teacher and she spanked him and said nobody play with Charles but everybody did."
- c) "It'll be all right," my husband said reassuringly. "Bound to be people like Charles in the world. Might as well meet them now as later." d) "At lunch he spoke insolently to his father, spilled his baby sister's milk, and remarked that his teacher said we were not to take the name of the Lord in vain."

24 From which POINT OF VIEW is the story "Charles" written?

- a) first person b) second person
- c) third person limited d) third person omniscient

25 Which of the following describes a possible THEME of the story "Charles"?

- a) Parents often overlook negative traits in their own children. b) Children will often do anything for attention.
- c) The truth will always come out in the end. d) all of the above

Read the passage. Then answer the questions that follow.

The Battle Picnic

by Jonas Sellers

- 1 [Scene: a well-furnished drawing room in a fancy Washington D.C. home, July 16, 1861.]
- 2 MANFRED [Excitedly.] Well, the war with the Confederates has finally begun! We are determined to march to Richmond, and we will certainly overcome those rebels before the month has ended. Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora's box with their traitorous ways.
- 3 JENNY [Distressed.] I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter. Surely that was an easy victory for them, and thankfully no one was killed on either side. But with all the volunteers President Lincoln gathered, why would the Confederate forces try to attack us now? I have heard officials say that our display of strength would frighten the Confederates into submission. [Pausing briefly in thought.] I am anxious about beginning a war; surely, many people will be harmed by such a serious act.
- 4 MANFRED [With a knowing smile.] I believe, sister, that you are less worried about war in general than about the safety of your own dear brother. Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone. By fighting, we will show our strength and our well-deserved confidence because we are battling on the proper side.
- 5 JENNY When must you leave?
- 6 MANFRED I came to say farewell, dear sister, as we march as soon as we are gathered. [Manfred walks over to the window and looks out.] Look at all the fine and fancy carriages filled with townspeople, determined to travel the road with our troops. What a stirring show of public support!
- 7 JENNY [Joining him at the window.] What can they be thinking of, to so merrily follow troops into battle?
- 8 MANFRED They are thinking that the battle will offer rewarding entertainment. They are thinking they will see our troops easily march to victory, just as I am thinking.
- 9 [Scene: July 21, 1861, along the Bull Run River, near Manassas Junction; there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, and many soldiers dead and dying on the battlefield.]
- 10 JENNY [Totally distraught, staring toward the field.] Father, where is Manfred? Can you see Manfred anywhere on the battlefield?
- 11 MR. BENJAMIN [Demandingly.] Manfred will have to take care of himself. Sit down and get settled now, quickly as you can. The road is already filled to overflowing with panicky people.
- 12 JENNY Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?

Go On

- 13 MR. BENJAMIN [Squarely facing Jenny.] Look at the growing hoards of Confederate soldiers, advancing so quickly. Our troops are fleeing off the field like bats from hell, hurrying back toward Washington, dropping their goods and guns so that they can run even faster.
- 14 JENNY I do not think they are cowards, Father. Who would stand at such a show of force?
- 15 MR. BENJAMIN We must go. We can talk later. Before long, the Confederates will be chasing us back to Washington, and who could imagine what might happen if they were to apprehend us?
- 16 JENNY I knew we should not have come!
- 17 MR. BENJAMIN Yes, I see that now.
- 18 JENNY [Solemnly.] I hope that Manfred makes it home safely. I hope . . . but I am not at all certain.
-

6

This question has two parts. First, answer part A. Then, answer part B.

Part A

What is one central theme of "The Battle Picnic"?

- A It is unrealistic to believe that wars are not deadly.
- B Believing you can win is more important than actually winning.
- C One's attitude toward an event will affect the outcome of that event.
- D It is important to stay calm during times of crisis.

Part B

Select **three** pieces of evidence that support the answer to part A.

- A "I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter."
- B "I came to say farewell, dear sister, as we march as soon as we are gathered."
- C "What can they be thinking of, to so merrily follow troops into battle?"
- D "Manfred will have to take care of himself. Sit down and get settled now, quickly as you can. "
- E ". . . there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, . . . "
- F "Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?"
- G "We must go. We can talk later."

Day 16

7

Which details from "The Battle Picnic" **best** support the inference that the characters do not fully understand their situation? Select all that apply.

- A** Almost everyone is excited about a picnic on the battlefield.
- B** The Union soldiers are preparing to march on the Confederate capital of Richmond.
- C** Manfred says he and the other Union soldiers will overcome the Confederates before the month has ended.
- D** People decide to leave the battle region as quickly as possible once the Confederates take control.
- E** The people fleeing the battle are afraid they will be attacked by the advancing Confederate soldiers.

8

Read these sentences from "The Battle Picnic."

Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone. By fighting, we will show our strength and our well-deserved confidence because we are battling on the proper side.

What do you learn about Manfred's character by what he says?

- A** He believes battle is more exciting than daily life.
- B** He cares for his sister so much that he does not want to frighten her.
- C** He does not want to fight but he feels he must do so for his country.
- D** He does not care that his sister is concerned for his safety.

9

When Manfred states in "The Battle Picnic" that he is battling on the "proper side," what does the word "proper" suggest?

- A** Manfred is certain that his side will win.
- B** Manfred believes he is the only person able to behave in a correct manner.
- C** Manfred views the war as necessary.
- D** Manfred believes his side is supported by the forces of justice.

Go On

10

What is the effect of Manfred's comment in "The Battle Picnic" that he will be back before Jenny notices he is gone?

- A It creates a break in the tension of the passage because the audience knows that Manfred is using humor in his response to Jenny.
- B It creates a sense of dread since the audience knows that Manfred's prediction of a quick and easy victory is incorrect.
- C It causes the audience to share Jenny's sense of fear because the audience can tell Manfred is lying on purpose.
- D It causes the audience to share Jenny's anger because the audience knows that Jenny has begged Manfred not to go to war.

11

At the beginning of the play, Manfred says, "Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora's box with their traitorous ways." Read this telling of the Greek myth "Pandora's Box."

Pandora's Box

Long ago, the god Zeus was angry with two brothers named Epimetheus and Prometheus. Zeus, who was the most powerful of all the gods, had a plan to get even. He ordered another god, Hephaestos, to make a very beautiful woman out of clay. This woman, Pandora, was sent to Earth by Zeus to marry Epimetheus. As a wedding gift, Zeus gave Pandora a box but made her promise never to open it.

Pandora was very curious by nature, and after resisting for as long as she could, she finally opened the box. Out flew all the horrors and evils of the world—hate, disease, misery, poverty, envy, and more—which Zeus had hidden away in the box. Frightened by all the evil rushing out, Pandora quickly closed the lid, not realizing that there was one thing still trapped inside. That thing was hope.

What does Manfred suggest through his reference to Pandora's box? Use details from both "The Battle Picnic" and "Pandora's Box" in your answer.

Lesson 19

Denotation and Connotation

Introduction Words can have two kinds of meanings that convey very different ideas or images. A word's **denotation** is its basic meaning, or dictionary definition. A word's **connotation** is the feeling or impression that people associate with the word.

- A word can have a **positive**, **negative**, or **neutral** connotation. When you write, think about the connotations of the words you choose and the effect they will have on your readers.

Positive Connotation	Neutral Connotation	Negative Connotation
Several people <u>lingered</u> in the theater after auditions.	Several people <u>stayed</u> in the theater after auditions.	Several people <u>loitered</u> in the theater after auditions.
My aunt picked me up in her <u>compact</u> two-door car.	My aunt picked me up in her <u>small</u> two-door car.	My aunt picked me up in her <u>cramped</u> two-door car.

- To say that a car is **small** is a neutral statement about the car. A car that is **compact**, however, can fit everything you need into just a small space. This word has a positive connotation. A **cramped** car, on the other hand, conjures images of tightly squeezed passengers and belongings. The connotation is negative.

Guided Practice Read each sentence. Each underlined word has a neutral or a positive connotation. Write a word that has a negative connotation to replace each underlined word.

Hint

Words that have the same, or a similar, denotation are synonyms. You can use a thesaurus to find the synonyms for each underlined word. Then choose and write the synonym that has a negative connotation.

- 1 It was adventurous of me to try out for the role of villain.

- 2 I'm quiet and shy, and the character is powerful. _____
- 3 My best friend was surprised that I was so firm in my decision.

- 4 I nervously held the script as I read my first lines. _____
- 5 My right leg shook as I faced the hero. _____
- 6 When offered the part, I deliberated for a while. _____
- 7 But then I decided that I had spent too much time being shy.

- 8 Sometimes, I wonder what kind of silliness I'll try next.



Independent Practice

For numbers 1–3, which word has the same denotation as the underlined word but has a more negative connotation?

1 The director was unpredictable in his reactions to the actors and scenes.

- A changeable
- B volatile
- C whimsical
- D variable

2 The actors felt that the director's comments were sometimes clever.

- A perceptive
- B insightful
- C keen
- D shrewd

3 The director's feedback excited the actors.

- A agitated
- B inspired
- C invigorated
- D energized

Answer Form

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)

Number
Correct

5

For numbers 4 and 5, which word has the same denotation as the underlined word but has a more positive connotation?

4 The director's great arrogance made it difficult for him to compromise in his way of doing things.

- A conceit
- B smugness
- C confidence
- D haughtiness

5 At the end of the rehearsals, the actors admitted that this director brought out the best in them.

- A declared
- B confessed
- C gossiped
- D vented

Analyzing Word Meanings


Theme: *Animal Survival*

What's the difference between saying "He doesn't eat very much" and saying "He eats like a bird"? The two phrases mean the same thing, but the first sentence is literal, and the second is figurative. **Literal meaning** refers to the dictionary definition of a word or phrase. Words or phrases with a **figurative meaning** express ideas in unusual or creative ways.

Words may also have positive, neutral, or negative **connotations**, which are the feelings or ideas associated with a word. And, some words have **technical meanings** specific to a certain subject area. When you read, be aware of these different types of meaning. It will improve your understanding of an author's message.

Read the magazine article below. Circle an example of figurative language, underline words with strong connotations, and put a box around any technical words or phrases.

Bald eagles



Bald eagles are majestic creatures. They sail and dive through the air like trained acrobats. They also have wingspans of up to 90 inches. That's more than seven feet long!

Read the chart to analyze some of the words you may have marked in the article.

Type of Language	Example	Effect on Meaning
Connotative	"majestic"	<i>Majestic</i> encourages readers to think that the birds are more than ordinarily beautiful.
Technical	"wingspan"	<i>Wingspan</i> is a specific term used to explain one of the eagle's characteristics.
Figurative	"They sail and dive through the air like trained acrobats."	The simile <i>They sail and dive through the air like trained acrobats</i> compares an eagle's movement to an acrobat's.

Authors choose words and phrases carefully to convey meaning and feeling. Determining word meanings can help you understand how an author's specific word choice affects the text.



Read the beginning of the scientific account about mollusks.

Genre: Scientific Account

The Mollusk Family *By Deshawn Miller*

Did you ever imagine that a tiny snail and a giant octopus might be part of the same family tree? Most people don't realize that snails, mussels, squid, and even octopods belong to the same category of creatures known as mollusks. These amazing creatures are invertebrates, which means they do not have spines.

Mollusks share three basic body parts: a foot, a body, and a mantle. The foot is a fleshy part of the mollusk's body, made up mostly of muscle tissue. In a snail, the foot is the part of the mollusk that meets the ground and gently rolls the body forward. From this slow, measured motion comes the phrase "a snail's pace." A mollusk's soft body is like a fragile bag that holds the heart, the guts, and various internal organs. The mantle, which is often a shell or a tough, sturdy covering, functions like a suit of armor to protect the body.

(continued)

Explore how to answer this question: "How do the word choices in the scientific account help you understand the author's intended meaning?"

Reread the account. Circle an example of figurative language, underline words with strong connotations, and put a box around any technical words or phrases.

In the account, find an example of each type of language named in the first column. Add it to the chart. Then, in the last column, explain the effect the word or phrase has on meaning.

Type of Language	Example	Effect on Meaning
Figurative		
Connotative		
Technical		

With a partner, discuss your completed charts. Then identify one more example for each type of language.



Close Reading

Circle two phrases in the first paragraph that help you understand the technical term *defense mechanisms*.

Continue reading the account. Use the Close Reading and the Hint to help you answer the question.

(continued from page 96)

Because many mollusks creep along slowly, they need defense mechanisms. Mollusks with shells simply retreat into their body armor to protect themselves from predators. But the Blue-Ringed Octopus, a mollusk found in the South Pacific, defends itself with a bite so fierce it is almost always fatal to humans.

Overall, mollusks are peaceful inhabitants of our planet. Whether they live on land or in the sea, they are not aggressive. Our taste for cooked mussels, clams, and oysters, in fact, makes us far more dangerous to mollusks than they are to us.

Hint

Think about the connotations, or feelings, that the words suggest. How do those feelings differ?

Circle the correct answer.

Which statement best explains why the author has used the words *retreat*, *fierce*, and *fatal* in the first paragraph above?

- A to warn readers that mollusks are often aggressive and dangerous
- B to emphasize the contrast between different mollusk defenses
- C to explain the mystery behind a mollusks' defense system
- D to call attention to the unusual shells grown by the mollusk family



Show Your Thinking

Look at the answer you chose above. Explain how the connotations of the words helped you to understand the ideas about mollusk defense mechanisms that the author wants to convey.



With a partner, discuss how the use of figurative, connotative, and technical language in the account gives you a clearer picture of the characteristics of the mollusk family.

Day 18

Writing Wednesday: 3.8 Paragraph

Writing Directions: Write a 3.8 paragraph that explains how the coronavirus has impacted your life so far. What has changed? How are you doing? How has your schedule changed? Etc.

Use the 3.8 template on the back to organize your paragraph. Then write the 3.8 paragraph below.

3.8 Paragraph

Topic Sentence: (This is the one idea, the one topic that your paragraph is discussing)

First reason or point

Example of first reason

Second reason or point

Example of second reason

Third reason or point

Example of third reason

Conclusion or ending sentence

Day 19

Independent Reading!



See pages 61 and 62 of this packet.



Use the questions/ prompts on the **Discourse Card** resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality ^{reading} material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

newsela.com

www.scholastic.com/learnathome

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character ____.

Then, the character ____.

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text? How do you know?

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know ____.

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know ____.

KNOWLEDGE BUILDING

What do you already know about this topic? Where have you learned about this topic?

I already know ____ from ____.

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

ACADEMIC TALK

I'm curious about ____.

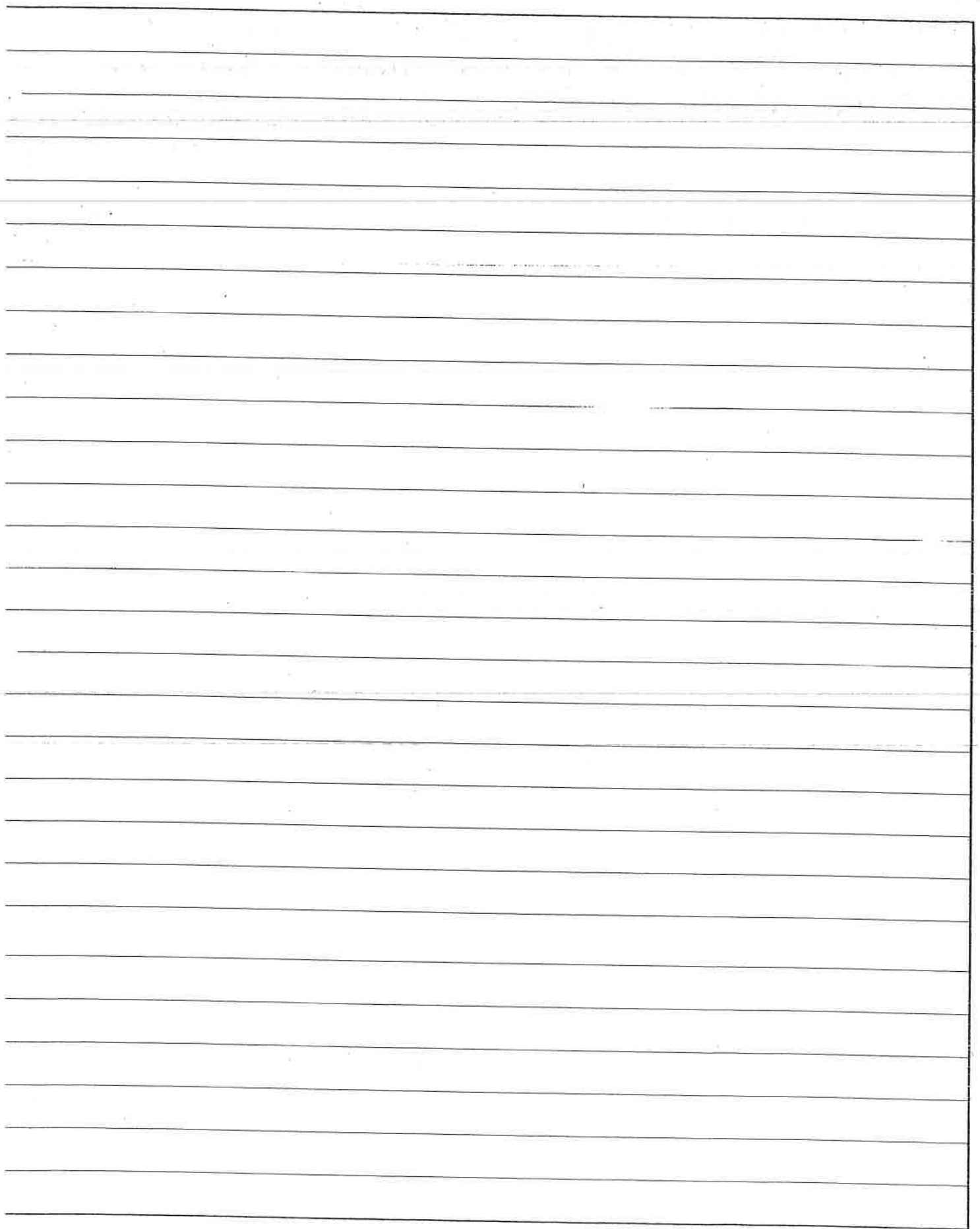
ACADEMIC TALK

Can you tell me more about ____?

Independent Reading Response Sheet.

Directions: Write 5 questions about what you read or write a summary on the lines below.

Lined writing area for student responses.



Journal:
Friday, Day #20

Journal details: today's journal writing includes 2 options for completion. Please choose one response option below.

1. Write a 3.8 paragraph. Use the 3.8 template from day 18 to guide you.
2. Write freely on the topic below BUT you must have at least a half-sheet response.

Please write your journal on the back of this sheet.

Journal:



Pigs stink! The only thing this pig is good for is bacon. Convince me that I'm wrong! Write a persuasive response to save this pig's life.

