9th & 10th Grade Humanities (Reading, History, Writing) Practice

In this packet you will find optional...

● reading comprehension
● History DBQ practice and review
● grammar resources

...that you can use to stay sharp while school is closed. We miss you and hope you stay safe and healthy.

Suggested Daily Agenda

● 20-30 minutes of Independent Reading a book of your choice from home or from our LightSail library
● 1 Reading or History Exercise
● 1 Grammar Exercise
Elie Wiesel
By The United States Holocaust Memorial Museum
2016

Eliezer "Elie" Wiesel (1928-2016) was a Romanian-born, Jewish American writer, professor, political activist, Nobel Laureate, and Holocaust survivor. He authored 57 books, including *Night*, a work based on his experiences as a prisoner in the Auschwitz and Buchenwald concentration camps. As you read, take notes on how Wiesel's shared experiences has impacted human rights activism.

[1] Elie Wiesel (1928-2016) was born in Sighet, Romania, on September 30, 1928.

A Nobel Peace Prize winner¹ and Boston University professor, Wiesel worked on behalf of oppressed people for much of his adult life. His personal experience of the Holocaust led him to use his talents as an author, teacher, and storyteller to defend human rights and peace throughout the world.

A native of Sighet, Transylvania (Romania, from 1940-1945 Hungary), Wiesel and his family were deported by the Nazis to Auschwitz² when he was 15 years old. His mother and younger sister perished³ there, his two older sisters survived. Wiesel and his father were later transported to Buchenwald,⁴ where his father died.

¹ "Elie Wiesel" by Public.Resource.Org is licensed under CC BY 2.0.

1. The Nobel Peace Prize is a prestigious honor awarded annually to those who have "done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses."
2. The Auschwitz concentration camp was a network of German Nazi concentration camps and extermination camps. It was built and operated by the Third Reich in Polish regions that had been annexed by Nazi Germany during World War II.
3. *Perish* (verb): to suffer death, typically in a violent, sudden, or untimely way
4. Buchenwald concentration camp was one of the first and the largest of the concentration camps on German soil.
After the war, Wiesel studied in Paris and later became a journalist in that city, yet he remained silent about what he endured as an inmate in the camps. During an interview with the French writer Francois Mauriac, Wiesel was persuaded to end that silence. He subsequently wrote *La Nuit* (Night). Since its publication in 1958, *La Nuit* has been translated into 30 languages and millions of copies have been sold. In *Night*, Wiesel describes his experiences and emotions at the hands of the Nazis during the Holocaust: the roundup of his family and neighbors in the Romanian town of Sighet; deportation by cattle car to the concentration camp Auschwitz-Birkenau; the division of his family forever during the selection process; the mental and physical anguish he and his fellow prisoners experienced as they were stripped of their humanity; and the death march from Auschwitz-Birkenau to the concentration camp at Buchenwald.

In 1978, President Jimmy Carter appointed him Chairman of the President's Commission on the Holocaust. In 1980, he became Founding Chairman of the United States Holocaust Memorial Council. Wiesel was also the founding president of the Paris-based Universal Academy of Cultures.

Wiesel's efforts to defend human rights and peace throughout the world earned him the Presidential Medal of Freedom, the United States Congressional Gold Medal and the Medal of Liberty Award, the rank of Grand-Croix in the French Legion of Honor, and in 1986, the Nobel Peace Prize. He received more than 100 honorary degrees from institutions of higher learning.

Three months after he received the Nobel Peace Prize, Elie Wiesel and his wife Marion established The Elie Wiesel Foundation for Humanity. Its mission is to advance the cause of human rights and peace throughout the world by creating a new forum for the discussion of urgent ethical issues confronting humanity.

His more than 40 books have won numerous awards, including the *Prix Medicis* for *A Beggar in Jerusalem*, the *Prix Livre Inter* for *The Testament*, and the Grand Prize for Literature from the City of Paris for *The Fifth Son*. The first volume of Wiesel’s memoirs, *All Rivers Run to the Sea*, was published in New York (Knopf) in December 1995. The second volume, *And the Sea is Never Full*, was published in New York (Knopf) in November 1999.

Elie Wiesel was Distinguished Professor of Judaic Studies at the City University of New York (1972-1976), and first Henry Luce Visiting Scholar in the Humanities and Social Thought at Yale University (1982-1983). In 1976, he became the Andrew W. Mellon Professor in the Humanities at Boston University where he also held the title of University Professor.

The Elie Wiesel Award recognizes internationally prominent individuals whose actions have advanced the Museum’s vision of a world where people confront hatred, prevent genocide, and promote human dignity. Established in 2011 as the United States Holocaust Memorial Museum Award and renamed for inaugural recipient Elie Wiesel, it is the Museum’s highest honor.

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5. Once Jews were taken to a concentration camp, they were separated into male and female lines and inspected by Nazi doctors for the “selection process.” Those over 14 years old and deemed “fit” for work were separated from the rest of the population, including women with children, who were usually condemned to death in the gas chambers.

6. Grand-Croix is the highest degree of distinction in the French Legion of Honor.

7. Judaic Studies refers to the academic study of Jewish people and Judaism.

8. The deliberate killing of a large group of people, especially those of a certain ethnic group or nation

9. Inaugural (adjective): marking the beginning of an institution, activity, or period of office
Text-Dependent Questions

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

1. PART A: Which statement best identifies the central idea of the text?
   A. Wiesel endured horrible things as a child in a concentration camp, but has not allowed his life to be shaped by this.
   B. Wiesel has been recognized for sharing his experiences in the Holocaust as a way to advocate for human rights.
   C. Wiesel's impressive writing and teaching career makes him worthy of the Holocaust Memorial Museum's highest honor.
   D. Wiesel's importance in the history of human rights activism is owed entirely to the powerful people who have supported him.

2. PART B: Which of the following quotes best supports the answer to Part A?
   A. "His personal experience of the Holocaust led him to use his talents as an author, teacher, and storyteller to defend human rights and peace throughout the world." (Paragraph 2)
   B. "After the war, Wiesel studied in Paris and later became a journalist in that city, yet he remained silent about what he endured as an inmate in the camps." (Paragraph 4)
   C. "Since its publication in 1958, La Nuit has been translated into 30 languages and millions of copies have been sold." (Paragraph 4)
   D. "In 1978, President Jimmy Carter appointed him Chairman of the President's Commission on the Holocaust." (Paragraph 5)

3. PART A: What impact does the phrase "deportation by cattle car" in paragraph 4 have on the reader's understanding of the text?
   A. It emphasizes the degrading treatment Wiesel and other Holocaust victims faced.
   B. It emphasizes the limited resources the Nazis had during the war.
   C. It illustrates the large number of prisoners that had to be moved.
   D. It reinforces the idea that the Holocaust was kept secret from everyone outside the camps.

4. PART B: Which quote from paragraph 4 best supports the answer to Part A?
   A. "roundup of his family"
   B. "the division of his family forever"
   C. "during the selection process"
   D. "stripped of their humanity"
5. How does the conclusion of the article in paragraph 10 contribute to the central idea of the text?
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. Given what you have learned about Elie Wiesel, do you think he would consider himself a hero? Why or why not? In the context of this article, what makes a hero? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. What other figures from history or literature remind you of Elie Wiesel? What shared experiences or characteristics do they have? In the context of this article, what can we learn from tragedy? What did Elie Wiesel try to teach the world from his own tragedies? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. This text describes the numerous awards Elie Wiesel was given, but does not speak to the full scope of Wiesel's teaching and writing. Which do you think is more important for success: your work, or your recognition?
One Woman’s War Efforts During World War II

Interview with Lotte W. Goldschmidt Magnus

By Veterans History Project
2011

Lotte W. Goldschmidt Magnus (1920-2006) was a Jewish girl born in Frankfurt am Main, Germany, in her teens. Magnus was forced to emigrate to the United States when anti-Semitism began to rise in Germany. After high school, Magnus pursued a degree in dietetics and eventually enlisted in the army as a dietician. In this excerpt from her interview, Magnus reveals insight into the treatment of Jewish people in Nazi Germany and what it took to survive and succeed as a refugee in the United States. As you read, take notes on how gender influenced the responsibilities of Lotte Magnus and her family members during and leading up to World War II.


Lotte W. Goldschmidt Magnus: Oh, because Holland was overrun by Hitler just the night before she was supposed to leave. And her luggage was on the ship, but as far as we know, it went down to the bottom of the ocean there, because things were bombarded. And — but — oh, I was talking about the fact that she had become friendly with a man in Germany, who happened to have been a Dutchman by birth. And he had already sent his daughter to Holland, and his son to Bolivia, where there were some other relatives. And he had come back to Holland, where he still had a sister, I believe. And he knew that mother was going to come through there, and he made it a point to get together with her. And then of course my mother couldn't leave. They stayed together, and during that time I could still get mail from mother. In one letter she wrote that Arnold had asked her to get married, but she just couldn't see herself giving me a stepfather. And I wrote back to her, you marry whomever you want to because that's what I'm going to do when the time comes. The next thing I knew they had gotten married. My brother had written in the same vein. He was married already so... And, anyhow, we were both glad that she and Arnold were together because they spend some time together in Frankfurt already. And Huntz and I both know Arnold, and he was a decent man. We always liked him, and he was very handy to have around. He was — well, I could use him here all the time now to do little things.

1. “Anti-Semitism” refers to hostility towards or discrimination against Jews as a religious, ethnic, or racial group.
So... And then they were hidden in Holland for some time, but eventually they had to come out of hiding because it got too difficult for the people that were hiding them. I don't know if they were Christians or Jews that were hiding them. But anyhow they had to come out. And they ended up in Westerbork, which is the concentration camp in Holland. And because Arnold had gotten the Iron Cross in the first world war, he had the dubious privilege of having his wife in the same camp with him. So at least they were able to stay together. I don't remember how long they were at Westerbork. And I imagine it was probably sometime in 1941 that they were put into Westerbork. And from there then they were transferred to a camp in Czechoslovakia called Theresienstadt or Terezin. And it — they did not get tattoos. I guess they didn't do that in Holland. And then for the people that went to Theresienstadt, they didn't do it either in German — through the German authorities because that was the camp that they always took the Red Cross people to show them how well the people were being treated in the concentration camps. But before an inspection team came from the Red Cross, the place was always spruced up. The people got better clothing, the food improved, they stay to give concerts and plays and things like that. If you want to read a chapter about that, Herman Wouk wrote two books. One is called War and Remembrances, and the other one is called Winds of War. It goes the whole gamut of the second world war and what led up to it and everything. And there is quite a long chapter about Theresienstadt. And my mother read it after she came here, and she said, yes, that's exactly what was going on, that all this sprucing up was being done before the Red Cross came, but afterwards it was the same old misery.

So they were — mother was there until the end of the war, April of — May of '45. Unfortunately, Arnold didn't manage to not be around when they were rounding up more people to send to Auschwitz the very last transport that went out sometime in '45. And no one has ever seen or heard a trace of him. But the two of them had agreed that if either one of them survived, they would go back to the small town in Holland and wait for each other for one year, because Arnold — his girl had already died in — had been killed in Holland, but he had intended that if he was going to be left alone, to probably go to Bolivia to his son, and of course mother would have wanted to come here. But like I said, Arnold never showed up, but we finally started to hear from mother in the summer of '45. And she waited until '46 before she came.

[5] And when — I guess my brother got word from mother that she was alive. And I imagine because the war was still going on with Japan, she couldn't say much, and probably only send an address to him with her name. And Huntz sent that on to me to Honolulu. And one day when I was on duty, I get this call from the switchboard, we have a telegram here for you. And I said "well, read it to me." Can't do it, you have to come and see it yourself. And I went down there and looked at it, and it said Lily Sarah Solomon, something, something, Venlo, Holland. It didn't mean a thing to me. I kept looking at it, and looking at it, and finally it dawned on me. That's your mother Lily Goldschmidt. The Sarah I knew she had to take because all the Jewish women had to take Sarah, like all the Jewish men had to include Israel in their names. And having met — having married Arnold, she changed her Goldschmidt to Solomon. And I didn't — I hadn't even thought of my mother for several days.

2. A "gamut" refers to the complete range or scope of an issue or event.
3. "Auschwitz" was a network of concentration camps and extermination camps built and operated in Polish areas controlled by Nazi Germany. Over 1 million people were killed by the Nazis at Auschwitz during the Holocaust.
Well, the next thing I knew was that somebody was pouring water on my face, and I was looking up at all these sergeants that were standing around me. Was the first time in my life that I ever fainted. And of course they all wanted to know what the telegram said, why did you faint, et cetera, et cetera. And I told them. And everybody was delighted to realize, along with me, that mother had survived. And this was shortly before lunch. And by the time I walked into the officer's mess for lunch, everybody in the dining room stood up, word had gotten around. And they all knew. I tell you, I don't think I was ever that touched before or since. And, of course, that evening we had to have a reason for a party, so what better reason. So... but that's how I found out that my mother was still alive. And she was really skinny. I got a snapshot of her fairly soon after that, and — but she made up for it, even before she came to the states the following year. So like my husband always said, "your mother had guts." And that's true. She lived through the first world war, with a — as a young bride with a small child, and a husband in the service. And she had an invalid husband for 16 years. And then those years in the concentration camp. And it was in '46 when she came, and she didn't die until 1973 and is buried here in Portland. So that's the story of my mother. And it's connected with the service also because I was in the service, and as soon as she came to the states, I was able to draw dependency pay for her, and that helped my brother a great deal, because he was struggling. He was a 4F because of poor eyesight and varicose veins in his legs, and felt bad about it, but they had a small child by that time, so not everybody could enlist in the service. I did it because I was just so grateful that I could come to this country. And I'll forever be grateful, no matter what goes on, though I wish at times now things would be going on a little differently, but that's another ball of wax. We won't go into that.

[...]

Gary D. Rhay: Well, tell us about the rest of your military career.

Lotte W. Goldschmidt Magnus: Okay. Like I said, eventually I ended up in Honolulu in May of '45, lovely weather. In fact, it was while I was in transit that it was announced that Germany had capitulated. I was changing trains in Denver, and that's when it came across the news that Germany had capitulated. So by the time I got to Honolulu, part of the war was over, but still we were under military law and everything. And I — I want to go back a minute to my six months internship at Fort Leonard Wood.

One day towards Christmas time, the supply sergeant came to me because he had the list of food there that the German prisoners of war wanted. There was a ward on the fort, at the hospital, for the POWs from Germany. And there were items that they requested that first of all, he didn't have them, and he didn't recognize them. Excuse me. And he asked me — he knew that I spoke German. And I looked at it, and I said, 'these are ingredients that they would like to have to make Christmas cookies and pastries.' And I said, 'you cancel all these items. They're not in the Geneva Convention, and I'm not about to condone German POWs celebrating their Christmas in this country as long as I have anything to do with it.' And the commanding officer heard about it, and he said, 'from now on, you take over the feeding of those POWs, but don't let them know that you speak German.' Okay. So I got the Geneva Convention papers out to really be sure what I was talking about, and read them over again. And then it was subsistence, and we stuck strictly to the line.

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4. "4F" is a classification given to a new U.S. military registrant indicating that he or she is "not acceptable for service in the Armed Forces" due to medical reasons.
5. veins that have become enlarged and twisted, often causing pain to the individual
6. an idiom or saying that means "another entire issue"
7. prisoners of war
8. The "Geneva Convention" defines the basic rights of war time prisoners.
9. Subsistence (noun): the action or fact of maintaining or supporting someone at a minimum level
Then when I — shortly before I left there, the colonel came to me and said, "let's go down to the POW ward," I think it was No. 27, "and let them know that you speak German." So I walked in there. And they didn't give me any special trouble, but I just didn't have kind feelings towards them. As far as their injuries and things, of course I took care of all of that but nothing extra. And we walked in there, and some — I could hear somebody in the back saying something. I turned around and answered in German. Oh, very much surprised. And I conversed back and forth with the noncomms\(^{10}\) that were in charge of them, and pretty soon I heard one of them say behind me, now I know why we didn't get the stuff for the Christmas cookies, she knew what we wanted to do. And I said, yes. But then somebody asked me how come you speak German so well? And I had to do some quick thinking. I wasn't about to let them know that I'm a German Jewish refugee. So suddenly I had a father who was stationed in Germany during the first world war. And he stayed there, and that's how come I knew German so well. So that was one experience. At the time it was kind of frightening. But now that I look back upon, first of all I think where did you have the guts, where did you get the guts to talk like that, but obviously I did. And I'm glad I had the opportunity to be fair with them, but not overly friendly. It wasn't necessary. It wasn't necessary. And if they ever figured out what my actual background is, they're probably surprised that I treated them as well as I did.

So then I went to Honolulu, and there I first was at the Tripler Hospital down on King Street, I think it was, where the old one was. And then I was changed over to the campus, Kamehameha Heights School campus. We had a branch there, and also a branch at the Farrington School. And the Kamehameha Heights School was, and I guess is still, an exclusive school for just pure Hawaiian children. Was a beautiful campus, beautiful rooms, and all sorts of niceties that certainly don't speak of army life. It was a good place to be stationed. And also from there we went on many excursions on the islands, and down into the city, and other parts of the city. And transportation was available. Of course being a woman, there were comparatively few of us. There were always plenty of dates available. And somebody always could get a jeep. Sometimes we had somebody that could get a staff car. And — but we did have to work, too. It wasn't all just fun and games. I was on duty every day, usually all weekend, too. And we had some pretty bad casualties come in. And it was also the feeding of the general troops, not just the patients, and it was a lot of work to be done. And also morale building.

Some of the fellows were in awful shape, even by the time they got to us and... But, and we had a lot of bodies being shipped back to the states for burial by the families, but that's war. I knew — I expected things like that, and I'm just glad I wasn't any further front. Though I did get into a station hospital then, but even then it wasn't as bad as it was for some of the nurses that were really up front in the evacuation hospitals. But the dieticians did not go that far front. Nutrition wasn't that important at that time at that point in the troops lives. And we realized that. And if I had gone into nursing, I would have gladly gone all the way to the front. So... And then I was in Hawaii for 11 months, and then on down to Guam.

*One Woman's War Efforts During World War II*, © 2011, Reprinted with permission, all rights reserved.

\(^{10}\) Short for "noncommissioned officer," meaning an enlisted person who holds a low ranking in the military.
Text-Dependent Questions

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

1. PART A: Which TWO statements best summarize the central ideas of the text?
   [RI.2]
   A. Lotte Magnus chose dietician work to avoid getting put in dangerous situations.
   B. After leaving Germany, Lotte Magnus desperately missed her homeland and her only salvation was the opportunity she was given to help the U.S. in the war.
   C. Without the help of the men in her life, Lotte Magnus never would have accomplished all that she has.
   D. Lotte Magnus' bravery and loyalty to the United States allowed her to contribute to war efforts in valuable ways.
   E. Lotte Magnus' family was torn apart and irreparably damaged by the Holocaust.
   F. Lotte Magnus' ability to forgive the Nazis presents a roadmap for how people can overcome grief.

2. PART B: Which TWO details from the text best support the answers to Part A?
   [RI.1]
   A. "And then of course my mother couldn't leave. They stayed together, and during that time I could still get mail from mother." (Paragraph 2)
   B. "And because Arnold had gotten the Iron Cross in the first world war, he had the dubious privilege of having his wife in the same camp with him." (Paragraph 3)
   C. "And no one has ever seen or heard a trace of him." (Paragraph 4)
   D. "As far as their injuries and things, of course I took care of all of that but nothing extra." (Paragraph 10)
   E. And it was also the feeding of the general troops, not just the patients, and it was a lot of work to be done. And also morale building. (Paragraph 11)
   F. "But the dieticians did not go that far front. Nutrition wasn't that important at that time at that point in the troops lives." (Paragraph 12)

3. PART A: What is the meaning of "capitulate" in paragraph 8?
   [RI.4]
   A. resist
   B. surrender
   C. bargain
   D. express regret

4. PART B: Which section from the text best supports the answer to Part A?
   [RI.1]
   A. "part of the war was over," (Paragraph 8)
   B. "we were under military law" (Paragraph 8)
   C. "I got the Geneva Convention papers out" (Paragraph 9)
   D. "the POWs from Germany." (Paragraph 9)
5. How does paragraph 6 contribute to development of ideas in the interview with Lotte Magnus?
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. Do you agree with the United States’ rule of “subsistence” in treating German prisoners of war?

2. Are you surprised by Lotte Magnus’s decision to join the army after escaping Germany? Why or why not?

3. In the context of the text, how are the roles of men and women defined? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

4. In the context of the text, how are we changed by war? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

5. In the context of the text, how does a person overcome adversity? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

6. In the context of this text, what makes someone a hero? Did the actions taken by Lotte Magnus during the war make her a hero? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
Why I Love a Country That Once Betrayed Me
By George Takei
2014

George Takei is an American actor, director, author, and activist of Japanese descent. Takei is well-known for his role on Star Trek, a science fiction television and movie series. In this TED Talk, Takei discusses his experiences being interned during WWII and how he feels about America today. As you read, take notes on what Takei values about America.

[1] I'm a veteran of the starship Enterprise. I soared through the galaxy driving a huge starship with a crew made up of people from all over this world, many different races, many different cultures, many different heritages, all working together, and our mission was to explore strange new worlds, to seek out new life and new civilizations, to boldly go where no one has gone before.

Well — (Applause) — I am the grandson of immigrants from Japan who went to America, boldly going to a strange new world, seeking new opportunities. My mother was born in Sacramento, California. My father was a San Franciscan. They met and married in Los Angeles, and I was born there.

I was four years old when Pearl Harbor was bombed on December 7, 1941 by Japan, and overnight, the world was plunged into a world war. America suddenly was swept up by hysteria. Japanese-Americans, American citizens of Japanese ancestry, were looked on with suspicion and fear and with outright hatred simply because we happened to look like the people that bombed Pearl Harbor. And the hysteria grew and grew until in February 1942, the president of the United States, Franklin Delano Roosevelt, ordered all Japanese-Americans on the West Coast of America to be summarily rounded up with no charges, with no trial, with no due process. Due process, this is a core pillar of our justice system. That all disappeared. We were to be rounded up and imprisoned in 10 barbed-wire prison camps in some of the most desolate places in America: the blistering hot desert of Arizona, the sultry swamps of Arkansas, the wastelands of Wyoming, Idaho, Utah, Colorado, and two of the most desolate places in California.

1. the spacecraft from Star Trek, a science fiction television and movie series
2. Hysteria (noun): exaggerated or uncontrollable emotion
3. in a prompt or direct manner
4. the legal requirement that the state must respect all legal rights that are owed to a person
5. Desolate (adjective): deserted of people; in a state of bleak emptiness
6. hot and humid
On April 20th, I celebrated my fifth birthday, and just a few weeks after my birthday, my parents got my younger brother, my baby sister and me up very early one morning, and they dressed us hurriedly. My brother and I were in the living room looking out the front window, and we saw two soldiers marching up our driveway. They carried bayonets on their rifles. They stomped up the front porch and banged on the door. My father answered it, and the soldiers ordered us out of our home. My father gave my brother and me small luggages to carry, and we walked out and stood on the driveway waiting for our mother to come out, and when my mother finally came out, she had our baby sister in one arm, a huge duffel bag in the other, and tears were streaming down both her cheeks. I will never be able to forget that scene. It is burned into my memory.

We were taken from our home and loaded on to train cars with other Japanese-American families. There were guards stationed at both ends of each car, as if we were criminals. We were taken two thirds of the way across the country, rocking on that train for four days and three nights, to the swamps of Arkansas. I still remember the barbed wire fence that confined me. I remember the tall sentry tower with the machine guns pointed at us. I remember the searchlight that followed me when I made the night runs from my barrack to the latrine. But to five-year-old me, I thought it was kind of nice that they'd let the way for me to pee. I was a child, too young to understand the circumstances of my being there.

Children are amazingly adaptable. What would be grotesquely abnormal became my normality in the prisoner of war camps. It became routine for me to line up three times a day to eat lousy food in a noisy mess hall. It became normal for me to go with my father to bathe in a mass shower. Being in a prison, a barbed-wire prison camp, became my normality.

When the war ended, we were released, and given a one-way ticket to anywhere in the United States. My parents decided to go back home to Los Angeles, but Los Angeles was not a welcoming place. We were penniless. Everything had been taken from us, and the hostility was intense. Our first home was on Skid Row in the lowest part of our city, living with derelicts, drunkards and crazy people, the stench of urine all over, on the street, in the alley, in the hallway. It was a horrible experience, and for us kids, it was terrorizing. I remember once a drunkard came staggering down, fell down right in front of us, and threw up. My baby sister said, “Mama, let’s go back home,” because behind barbed wires was for us home.

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7. a blade that is fixed to the open end of a rifle
8. a tower where a soldier is stationed to keep guard of a place
9. a building or group of buildings, usually intended to lodge soldiers
10. a toilet or outhouse
11. **Grotesque** (adjective): comically or repulsively ugly or distorted
12. an area in Downtown Los Angeles that contains one of the largest stable populations of homeless people in America
13. a person without a home, a job, or property
My parents worked hard to get back on their feet. We had lost everything. They were at the middle of their lives and starting all over. They worked their fingers to the bone, and ultimately they were able to get the capital together to buy a three-bedroom home in a nice neighborhood. And I was a teenager, and I became very curious about my childhood imprisonment. I had read civics books that told me about the ideals of American democracy. All men are created equal, we have an inalienable right to life, liberty and the pursuit of happiness, and I couldn't quite make that fit with what I knew to be my childhood imprisonment. I read history books, and I couldn't find anything about it. And so I engaged my father after dinner in long, sometimes heated conversations. We had many, many conversations like that, and what I got from them was my father's wisdom. He was the one that suffered the most under those conditions of imprisonment, and yet he understood American democracy. He told me that our democracy is a people's democracy, and it can be as great as the people can be, but it is also as fallible as people are. He told me that American democracy is vitally dependent on good people who cherish the ideals of our system and actively engage in the process of making our democracy work. And he took me to a campaign headquarters — the governor of Illinois was running for the presidency — and introduced me to American electoral politics. And he also told me about young Japanese-Americans during the Second World War.

When Pearl Harbor was bombed, young Japanese-Americans, like all young Americans, rushed to their draft board to volunteer to fight for our country. That act of patriotism was answered with a slap in the face. We were denied service, and categorized as enemy non-alien. It was outrageous to be called an enemy when you're volunteering to fight for your country, but that was compounded with the word "non-alien," which is a word that means "citizen" in the negative. They even took the word "citizen" away from us, and imprisoned them for a whole year.

And then the government realized that there's a wartime manpower shortage, and as suddenly as they'd rounded us up, they opened up the military for service by young Japanese-Americans. It was totally irrational, but the amazing thing, the astounding thing, is that thousands of young Japanese-American men and women again went from behind those barbed-wire fences, put on the same uniform as that of our guards, leaving their families in imprisonment, to fight for this country.

They said that they were going to fight not only to get their families out from behind those barbed-wire fences, but because they cherished the very ideal of what our government stands for, should stand for, and that was being abrogated by what was being done.

All men are created equal. And they went to fight for this country. They were put into a segregated all Japanese-American unit and sent to the battlefields of Europe, and they threw themselves into it. They fought with amazing, incredible courage and valor. They were sent out on the most dangerous missions and they sustained the highest combat casualty rate of any unit proportionally.

---

14. **Fallible (adjective)**: capable of making mistakes
15. to repeal or do away with something
16. **Valor (noun)**: great courage in the face of danger
There is one battle that illustrates that. It was a battle for the Gothic Line. The Germans were embedded in this mountain hillside, rocky hillside, in impregnable caves, and three allied battalions had been pounding away at it for six months, and they were stalemated. The 442nd was called in to add to the fight, but the men of the 442nd came up with a unique but dangerous idea: The backside of the mountain was a sheer rock cliff. The Germans thought an attack from the backside would be impossible. The men of the 442nd decided to do the impossible. On a dark, moonless night, they began scaling that rock wall, a drop of more than 1,000 feet, in full combat gear. They climbed all night long on that sheer cliff. In the darkness, some lost their handhold or their footing and they fell to their deaths in the ravine below. They all fell silently. Not a single one cried out, so as not to give their position away. The men climbed for eight hours straight, and those who made it to the top stayed there until the first break of light, and as soon as light broke, they attacked. The Germans were surprised, and they took the hill and broke the Gothic Line. A six-month stalemate was broken by the 442nd in 32 minutes.

It was an amazing act, and when the war ended, the 442nd returned to the United States as the most decorated unit of the entire Second World War. They were greeted back on the White House Lawn by President Truman, who said to them, “You fought not only the enemy but prejudice, and you won.”

They are my heroes. They clung to their belief in the shining ideals of this country, and they proved that being an American is not just for some people, that race is not how we define being an American. They expanded what it means to be an American, including Japanese-Americans that were feared and suspected and hated. They were change agents, and they left for me a legacy. They are my heroes and my father is my hero, who understood democracy and guided me through it. They gave me a legacy, and with that legacy comes a responsibility, and I am dedicated to making my country an even better America, to making our government an even truer democracy, and because of the heroes that I have and the struggles that we’ve gone through, I can stand before you as a gay Japanese-American, but even more than that, I am a proud American.

Thank you very much. (Applause)

"Why I Love a Country That Once Betrayed Me" from TEDxKyoto by George Takei. Copyright © 2014 by TED. This text is licensed under CC BY-NC-ND 4.0.
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 George Takei's main claim in the text?
   A. While America's democracy is imperfect, the ideals that the country represents encourage citizens to continue fighting for it.
   B. America's democracy only protects the rights of certain identities, regardless of what they contribute to the nation.
   C. The internment of Japanese Americans during World War II proves that the government values the safety of some citizens over others.
   D. The government's actions against Japanese Americans during World War II shows that the United States is not a true democracy.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “the president of the United States, Franklin Delano Roosevelt, ordered all Japanese-Americans on the West Coast of America to be summarily rounded up with no charges, with no trial, with no due process.” (Paragraph 3)
   B. “All men are created equal, we have an inalienable right to life, liberty and the pursuit of happiness, and I couldn't quite make that fit with what I knew to be my childhood imprisonment.” (Paragraph 8)
   C. “He told me that American democracy is vitally dependent on good people who cherish the ideals of our system and actively engage in the process of making our democracy work.” (Paragraph 8)
   D. “That act of patriotism was answered with a slap in the face. We were denied service, and categorized as enemy non-aliens. It was outrageous to be called an enemy when you're volunteering to fight for your country” (Paragraph 9)

3. PART A: How does Takei's understanding of his internment develop over time?
   A. He comes to realize that his internment was relatively easy compared to other Japanese Americans.
   B. He normalizes his experiences at first but eventually understands that his internment was not an example of democracy at its best.
   C. He begins to view his internment as a betrayal by America and loses faith in the ideals he once associated with it.
   D. He appreciates the internment camps as a child and isn't able to understand the injustice of the government's actions until he is an adult.

4. PART B: Which quote from the text best supports the answer to Part A?
   A. “It became normal for me to go with my father to bathe in a mass shower. Being in a prison, a barbed-wire prison camp, became my normality.” (Paragraph 6)
   B. “My baby sister said, 'Mama, let's go back home,' because behind barbed wires was for us home.” (Paragraph 7)
   C. “My parents worked hard to get back on their feet. We had lost everything. They were at the middle of their lives and starting all over.” (Paragraph 8)
   D. “we have an inalienable right to life, liberty and the pursuit of happiness, and I couldn't quite make that fit with what I knew to be my childhood imprisonment.” (Paragraph 8)
5. How does Takei's discussion of the 442nd contribute to the meaning of the text?
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, how does a person overcome adversity? How did Japanese Americans challenge the prejudice they experienced during WWII? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. In the context of the text, what are the effects of prejudice? How does the article explore the various ways in which Japanese Americans were discriminated against during WWII? How did this continue to affect them after they were released from internment? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. In the context of the text, how has America changed over time? How does the text explore America's shifting views on democracy? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
Characteristics of Resilient People
By Set to Go
2019

How do people successfully rebound from the challenges they face in everyday life? This informational text discusses the characteristics that resilient people have in common. As you read, take notes on how a person can increase their resilience.

1. Resilience is the ability to bounce back from difficult times in life. Resilience emerges from the lessons and skills we learn as we grow up and face our difficulties, whatever they may be. Why is resilience important? Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life. Resilience doesn’t solve all of our problems, but it will help you cope, adjust and stay on your feet. There are many ways to boost your resilience — read on to learn more about what characteristics resilient people share.

Support network

It really doesn’t matter who has your back in life – parents, friends, relatives, teachers, coaches — the point is that having a solid support system is a very important part of resilience. The people in your support system will give you understanding, guidance, and comfort when you’re struggling with a problem. It is good to learn to ask for help from the people who support you.

Give back

It may seem odd to suggest that giving to others helps you get through your own problems, but keeping up your commitments (to yourself, family, friends), or a commitment to a cause (like volunteering) are very helpful ways to take the focus off your problems. Helping others helps expand your life skills and problem-solving abilities. Also, giving back to yourself is helpful — taking good care of your health or treating yourself to something nice are soothing ways to take the focus off stressful emotions.

Don’t give in

Resilient people learn to accept emotional pain and stress as part of life – they don’t allow their difficulties to define them. A resilient person would avoid feeling sorry for themselves. Instead, they recognize their feelings, acknowledge the problems that they’re facing, trust that they have the ability to face their problems, and believe they have the strength to maintain their emotional balance.
Accept change

Accepting the fact that some things change is a basic part of resilience. When your goals, plans, ideas or hopes are ruined because of unavoidable circumstances, a flexible and positive attitude will allow you to focus on new plans or new hopes. If you accept the things you can’t change or control, you’re free to put your effort into the things you can change and control.

Choose your attitude

Most of the time, you don’t get to choose the obstacles and difficulties that life puts in your path, but it’s good to remember that you get to choose your attitude toward adversity. During hard times, it’s helpful to find something positive to think about and imagine a positive outcome. Even if you don’t have all the answers and even if the solution to your problems isn’t obvious, you can choose to believe that things will work out. You can tell yourself that your problems are manageable. You can choose to see yourself as a fighter, not a victim.

Keep it in perspective

When a resilient person faces adversity, they’re likely to avoid making things worse by jumping to extremes. Resilient people tell themselves that their troubles won’t last forever. They don’t see every bump in the road as a catastrophe; they understand that things can’t be perfect and they have realistic expectations of themselves and what they can achieve.

Humor

You might have heard that “laughter is the best medicine.” And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up! Laughter and humor are wonderful ways to connect to others. They help release the feeling of stress that adversity causes you. Laughter is also good for your body – it changes your body’s response to stress.

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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 best expresses the central idea of the text?
   A. Resiliency is the key to problem-solving for most people.
   B. People are able to avoid tough situations because of resilience.
   C. Life lessons provide people with different amounts of resiliency.
   D. Resilient people possess qualities that enable them to overcome challenges.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “There are many ways to boost your resilience - read on to learn more about what characteristics resilient people share.” (Paragraph 1)
   B. “It really doesn’t matter who has your back in life – parents, friends, relatives, teachers, coaches – the point is that having a solid support system is a very important part of resilience.” (Paragraph 2)
   C. “Even if you don’t have all the answers and even if the solution to your problems isn’t obvious, you can choose to believe that things will work out.” (Paragraph 6)
   D. “And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up!” (Paragraph 8)

3. What connection does the author draw between resiliency and struggle?
   A. Resilient people are seldom able to help others because they do not understand struggle.
   B. People who are resilient struggle because they feel sorry for themselves and others.
   C. Resilient people avoid struggle because they are able to laugh at themselves.
   D. People who are resilient are able to power through the struggles they face.

4. How does the author support the idea that the ongoing development of resilience is necessary?
   A. “Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life.” (Paragraph 1)
   B. “If you accept the things you can't change or control, you're free to put your effort into the things you can change and control.” (Paragraph 5)
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5. What is the author’s purpose in paragraph 1?
   A. to provide readers with a definition of resiliency
   B. to demonstrate that resiliency can be found in everyday life
   C. to persuade readers that resiliency is necessary for success
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Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How can struggling lead to success? Describe a time when you struggled before succeeding at something. How did your struggles help you build resilience, and why was your resilience important?

2. In the text, the author describes the characteristics of resilient people. Think of a resilient person you know. What characteristics of resiliency does this person demonstrate? Provide specific examples of the characteristics. How do you think this person would define resiliency?
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Egypt: The Gift of the Nile
Document Based Question

The question is based on the accompanying documents on the following pages. This question is designed to test your ability to work with historical documents. Some of these have been edited for the purpose of this task. As you analyze the documents, take into account both the source of the document and any point of view that may be presented in the document.

Directions:
• Analyze the documents and answer the questions that follow each document.
• Read the essay question and plan your essay using two column notes.
• Write a well-organized essay that includes an introductory paragraph, a body with several paragraphs explaining and supporting your answer, and a concluding paragraph.
• Use evidence from the documents to support your essay.
• Include specific related outside information in your essay.

Historical Context:
The waters of the mighty Nile River allowed the otherwise dry land of Egypt to become a cradle for one of the world’s greatest ancient civilizations. For tens of thousands of years the focal point of Egyptian life has been the Nile. Egypt is truly the gift of the Nile.

Task:
For Part A, read each document carefully and answer the question or questions after each document. Then read the directions for Part B and write your essay.

For Part B, use your answers from Part A, information from the documents, and your knowledge of social studies to write a well-organized essay. In the essay you will be asked to:

• Name three gifts the Nile River gave to the Ancient Egyptians.
• Describe how each of these gifts improved life in Ancient Egypt.
PART A

The documents that follow relate information about Egypt. Examine each document carefully and then answer the question(s) that follow it. These answers will help you in Part B.

Document 1

LOCATION & GEOGRAPHY: Egypt is located in the northeastern corner of Africa. Topographically, the country can be divided into four regions.
(1.) Wagh al-Bahari or lower Egypt, which is the broad alluvial Nile Delta.
(2.) The Western Desert which is an arid region covered by vast rolling plains of sand, shifting dunes and large depressions.
(3.) The Eastern Desert or Arabian Desert, which is an elevated plateau broken by deep valleys.
(4.) The Sinai Peninsula that is separated from the bulk of Egypt by the Suez Canal and the Red Sea. The Sinai is a desert region with mountains rising in the south.

The Nile River is not only the lifeline of Egypt, it is also the longest river in Africa. The country's largest lake is the manmade Lake Nasser and others include Menzaleh, Brullos, Idu and Mariut. Major Cities (pop. est.); Cairo 6,849,000, Alexandria 3,382,000 (1994). Land Use; agricultural-cultivated 3%, urban, wasteland and other 97% (1993).

1. What is the lifeline of Egypt? ________________________________ [1]

2. What percentage of Egypt's land is cultivated for farming? ________________________________ [1]

Irrigation existed in Egypt around the time of the unification of Upper and Lower Egypt. Irrigation allowed the waters of the Nile River to be directed farther inland by way of irrigation ditches, or channels dug into the ground. This meant that more as well as better crops could be grown.

http://www.horus.ics.org.eg/html/the_nile_river.html

Agriculture in Egypt is almost totally dependent on the Nile. The fertile strip of the Nile offers the only possible resource. The people congregated on the steep banks of the river despite its annual floods and shifting marshlands. The dependency on the Nile is not only for the irrigation necessary to raise crops, but also for the topsoil deposited annually by the floods. Every year from July to October the Nile River valley is gradually flooded. Its annual cycle of flooding and the depositing of silt create a new layer of topsoil each year. This topsoil is rich in organic nutrients and nitrogen. By October the waters begin to recede, leaving behind pools of water in depressed areas of the floodplain. After the water subsides enough to let the remaining water be absorbed by the soil, the Egyptians would plant their crops in the mud.

http://carbon.cudenver.edu/stc-link/AE/technical.html

1. What farming technique is the picture showing? [1]

2. Why did farmers in Ancient Egypt use this technique? [2]

3. Why did the flooding of the Nile River benefit the farmers? [2]
Excerpt from “Hymn to the Nile”
c. 2100B.C.

Hail to you, O Nile!
Who shows itself over this land,
   and comes
To give life to Egypt!
Mysterious is your pouring forth
   from darkness,
On this day that we celebrate!

Water the orchards created by Ra,
   to cause all the cattle to live,
You give the earth [water] to
drink, eternal one!
Path that descends from the sky...
you cause the workshops...
to prosper!

© 2002 McMillan/McGraw-Hill

1. What is one gift the Egyptians thanked the Nile for? __________________________

   ____________________________________________________________________________

   [1] ____________________________________________________________________________

2. Based on the land surrounding the Nile River, describe why the Ancient Egyptians
claim that the Nile gives “life” to Egypt. __________________________

   ____________________________________________________________________________

   [2] ____________________________________________________________________________
Although most stone was quarried at Giza, some had to be transported to the site along the Nile. Yellowish limestone was used for the core of the pyramids, while the internal burial chamber was lined with massive granite blocks. Originally, the pyramids were encased in lighter limestone but this was plundered over the years to provide building materials for Cairo.

http://www.culturefocus.com/egypt.htm

1. Where did the Ancient Egyptians get most of the stone for the pyramids? 

2. How did the Nile help in building the pyramids?
Document 5

"The sun and the river, which together formed the dominating cause of existence, made a profound impression on the people. They were two natural forces with both creative and destructive power. For the life-giving rays of the sun that caused the crop to grow could also cause it to shrivel and die. And the river that invigorated the soil with its life-giving silt could destroy whatever lay in its path or, if it failed to rise enough, bring drought. The sun and the river, moreover, shared in the pattern of death and rebirth: the sun ‘died’ when it sank on the western horizon only to be ‘reborn’ in the eastern sky the following morning. And the ‘death’ of the land followed by the germination or ‘rebirth’ of the crops each year were directly connected with the river’s annual flood. Rebirth was, therefore a central feature of the Egyptian scene. It was seen as a natural sequence to death and undoubtedly lay at the root of the ancient Egyptian conviction of life after death. Like the sun and the crops, man, they felt assured, would rise again to live a second life."

http://carbon.cudenver.edu/stc-link/AE/culture.html#RELIGION
Ancient Egypt - Culture

1. Why did the sun and river together make a profound impression on Ancient Egyptians?  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  [1]

2. What ancient Egyptian belief did the sun and river lay at the root of?  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  [1]

3. Why was the sun and river probably the reason Ancient Egyptians had this belief?  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  [2]
These women are watering their livestock and doing the laundry. The Nile is still the most important thing in their lives, it is their source of life giving water and today it is also their washing machine. Behind them are the crops that their village relies on, in these fields is where you will find the men of the village hard at work. The mud brick home is similar to those built by their ancestors. Behind the tree line you can see the cliffs that mark the edge of the western desert, this was Egypt's best defense against invaders from the west. This thin strip of land that you see between the river and the cliffs is typical of the amount of land that the Egyptians had to live on.

1. What are the women doing in the picture? ________________________________________________________________________

___________________________________________________________________________ [1]

2. Name two ways life in Egypt today is similar to life in Ancient Egypt. __________

___________________________________________________________________________

___________________________________________________________________________ [2]
The Nile River
The Nile River was the source of life itself in Ancient Egypt. It is the longest river in the world covering a length of 4,145 miles.

The Nile provided food for Egyptians. Geese and Pin-tail ducks were a favorite food for wealthy Egyptians. The Nile was plentiful with fish, which were considered unclean to wealthy Egyptians, so they never ate fish. Poor Egyptians sometimes had no choice and had to eat fish. Because of the Nile these things were available. Near oases date palms, grapevines, and fig trees grew. An oasis is a fertile area in a desert where plants are able to grow. Underground water comes close enough to the surface for springs and wells to exist.

Egyptians also used the Nile River for transportation. Egyptians traveled by boat along the Nile. The Ancient Egyptians used the boats to carry goods like food and clothing to their homes. When building a pyramid, the boats would carry limestone to where the pyramid was being built. When the pharaoh died and his body was ready, the funeral barge carried the pharaoh's sarcophagus and his belongings to the pyramid.

The Egyptians used their gifts wisely. Here the fertile river banks contrasted the barren deserts, floods, droughts, black land, and red land. They managed to build an organized civilization.

http://www.museum.state.il.us/mic_home/schools98/puffer/project/Water.html

1. Using the above document, name two gifts of the Nile. __________________________

______________________________

[1]

2. Explain one way Egyptians use the gifts of the Nile wisely. __________________

______________________________

______________________________

[2]
PART B

Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least four documents in the body of the essay. Support your response with relevant facts, examples, and details. Include relevant outside information.

Historical Context:
The waters of the mighty Nile River allowed the otherwise dry land of Egypt to become a cradle for one of the world’s greatest ancient civilizations. For tens of thousands of years the focal point of Egyptian life has been the Nile. Egypt is truly the gift of the Nile.

Task:
Using information from the documents and your knowledge of social studies, write an essay in which you:

- Name three gifts the Nile River gave to the Ancient Egyptians.
- Describe how each of these gifts improved life in Ancient Egypt.

Guidelines:

In your essay, be sure to:
- Address all aspects of the Task by accurately analyzing and interpreting at least four documents.
- Incorporate information from the documents in the body of the essay.
- Incorporate relevant outside information.
- Support the theme with relevant facts, examples, and details.
- Use a logical and clear plan of organization.
- Introduce the theme and conclude with a summation of the theme.
DBQ Essay Response Grading Rubric

Your DBQ essay response will be rated a 0-5 according to the scale below.

To earn a 5, the DBQ essay:
- Thoroughly addresses all aspects of the Task by accurately analyzing and interpreting at least four of the documents
- Includes information from the documents in the body of the essay, but does not copy document
- Includes relevant outside information
- Richly supports essay with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes a strong introduction and conclusion

To earn a 4, the DBQ essay:
- Addresses all aspects of the Task by accurately analyzing and interpreting at least four of the documents
- Includes information from the documents in the body of the essay, but does not copy document
- Includes some relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Includes a good introduction and conclusion

To earn a 3, the DBQ essay:
- Addresses most aspects of the Task or addresses all aspects in a limited way; using some of the documents
- Includes some information from the documents in the body of the essay
- Includes limited or no relevant outside information
- Uses some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Restates the theme in the introduction and concludes with a simple restatement of the theme

To earn a 2, the DBQ essay:
- Attempts to address some aspects of the Task, making limited use of the documents
- Includes no relevant outside information
- Includes few facts, examples, and details; simply restates contents of the documents
- Is a poorly organized essay, lacking focus
- Has vague or missing introduction and/or conclusion

To earn a 1, the DBQ essay:
- Shows limited understanding of the Task with vague, unclear references to the documents
- Includes no relevant outside information
- Uses little or no accurate or relevant facts, details, or examples
- Attempts to complete the Task, but essay demonstrates a major weakness in organization
- Has vague or missing introduction and/or conclusion

To earn a 0, the DBQ essay:
- Fails to address the question
- Is illegible
- Is missing; a blank paper is handed in
**Introduction:**

**Timeline of Western Europe**

<table>
<thead>
<tr>
<th>Rome</th>
<th>Middle Ages</th>
<th>Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>(27 BCE - 476 CE)</td>
<td>(476 CE - 1400s)</td>
<td>(1300s - 1600s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. What do you remember about...</th>
<th>2. How was the period when Rome ruled most of Europe different from the Middle Ages?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. The Feudal System</td>
<td></td>
</tr>
<tr>
<td>1b. The Black Death</td>
<td></td>
</tr>
<tr>
<td>1c. Manorialism</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The time period you will study in this unit is known as

"Early Modern Period/Era/Age"

1. What do you think of when you read the word "modern?"  
2. What might early modern mean?
**Early Modern Period Reading**

*Directions:* Read the text “Early Modern Era/Period/Age (1400-1800)” and annotate in the following way:

1. Put a question mark next to and attempt to define unknown words using context clues
2. Circle key words
3. Underline any important events that occurred in the Early Modern Era
4. Summarize the reading in the margins

<table>
<thead>
<tr>
<th>Early Modern Era/Period/Age (1400-1800)</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Early Modern Period was a time when states in Western Europe and Russia gained substantial power and wealth for the first time since the Fall of the Roman Empire started the Middle Ages. Western Europe and Russia entered <strong>golden ages</strong> that included the cultural movement called the <strong>Renaissance</strong>, a rebirth of innovation in science and math known as the <strong>Scientific Revolution</strong>, and an intellectual movement called the <strong>Enlightenment</strong>. Many of the ideas and innovations that spurred those movements came to the region through <strong>cultural diffusion</strong> from trade with the Middle East, India, and China.</td>
<td></td>
</tr>
<tr>
<td>This was also a period of conflict in Western Europe and Russia in which <strong>absolute monarchs</strong> waged war against one another and religious upheaval resulted from the <strong>Protestant Reformation</strong>.</td>
<td></td>
</tr>
<tr>
<td>The greatest impact this period had on the world resulted from the European <strong>Age of Exploration</strong> in which European states competed to gain access to raw materials and markets in Asia by sailing over trans-oceanic water-routes and inadvertently “discovered” the American continents, laying claim to the land and bringing the eastern and western hemispheres of the world together.</td>
<td></td>
</tr>
</tbody>
</table>
"Because, But, So": Why did the Renaissance start in Italy in the 14th century?

Directions: Read the information about each of the events that made up the historical context for the Renaissance and then answer the questions.

Timeline of Western Europe

<table>
<thead>
<tr>
<th>Rome</th>
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</tbody>
</table>

The Fall of Rome and Middle Ages
After the fall of the Roman Empire, during the Middle Ages, Western Europe lacked political unity, there was little trade outside of the manor, all of the wealth was held by nobles, and war and disease prevented growth.

Crusades Lead to Cultural Diffusion
The Crusades which took place during the Middle Ages, though destructive, connected Europeans with Islamic traders in the Middle East who had access to trade networks in Asia. Western European interest in the rest of the world grew.

1. There was little economic growth in Europe after the fall of the Roman Empire, during the Middle Ages, because

2. There was little economic growth in Europe after the fall of the Roman Empire, during the Middle Ages, but [mention the Crusades]

3. Crusaders returned to Europe from the Middle East with goods that Europeans wanted, so
**Italian and Ottoman Trade**

Italy was the connection between Western Europe and Islamic Empires in the Middle East. After the Crusades, Italian cities like Venice made strong trade connections with the Ottoman Empire.

4. Why was Italy the connection between the Ottoman Empire and the rest of Europe? How might this have affected Italy?

---

**The Black Death**

When the Black Death swept through Italy, it killed off a lot of the nobles. Merchants replaced the nobles as the wealthy people in Italy. The nobles held wealth in land, but the merchants made money through trade.

---

**Nobles**

Wealthy because of the land they owned and very powerful in Italy in the Middle Ages

**Merchants**

Wealthy because of trade and gained power in Italy during the Renaissance.

5. Trade between the Middle East brought the Black Death to Europe because

---

6. Trade between the Middle East brought the Black Death to Europe so

---

7. Trade between the Middle East brought the Black Death to Europe, but

---

8. After the Black Death, ______________ became the wealthiest people in Italy, not the ______________.
Exploration of Renaissance Causes

Directions: Read the pgs. 471-473 of the textbook excerpt. As you read, fill out the graphic organizer below with causes and effects of the Italian Renaissance. You can also add other causes from the PPT lecture and the “Because, But, So Activity.”
Italy: Birthplace of the Renaissance

**Main Idea**

**Setting the Stage** During the late Middle Ages, Europe suffered from both war and plague. Those who survived wanted to celebrate life and the human spirit. They began to question institutions of the Middle Ages, which had been unable to prevent war or to relieve suffering brought by the plague. Some people questioned the Church, which taught Christians to endure suffering while they awaited their rewards in heaven. In northern Italy, writers and artists began to express this new spirit and to experiment with different styles. These men and women would greatly change how Europeans saw themselves and their world.

**Italy’s Advantages**

This movement that started in Italy caused an explosion of creativity in art, writing, and thought that lasted approximately from 1300 to 1600. Historians call this period the Renaissance (reh-NAY-sih). The term means rebirth, and in this context, it refers to a revival of art and learning. The educated men and women of Italy hoped to bring back to life the culture of classical Greece and Rome. Yet in striving to revive the past, the people of the Renaissance created something new. The contributions made during this period led to innovative styles of art and literature. They also led to new values, such as the importance of the individual.

The Renaissance eventually spread from northern Italy to the rest of Europe. Italy had three advantages that made it the birthplace of the Renaissance: thriving cities, a wealthy merchant class, and the classical heritage of Greece and Rome.

**City-States** Overseas trade, spurred by the Crusades, had led to the growth of large city-states in northern Italy. The region also had many sizable towns. Thus, northern Italy was urban while the rest of Europe was still mostly rural. Since cities are often places where people exchange ideas, they were an ideal breeding ground for an intellectual revolution.

In the 1300s, the bubonic plague struck these cities hard, killing up to 60 percent of the population. This brought economic changes. Because there were fewer laborers, survivors could demand higher wages. With few opportunities to expand business, merchants began to pursue other interests, such as art.

**Merchants and the Medici** A wealthy merchant class developed in each Italian city-state. Because city-states like Milan and Florence were relatively small, a high percentage of citizens could be intensely involved in political life.
Merchants dominated politics. Unlike nobles, merchants did not inherit social rank. To succeed in business, they used their wits. As a result, many successful merchants believed they deserved power and wealth because of their individual merit. This belief in individual achievement became important during the Renaissance.

Since the late 1200s, the city-state of Florence had a republican form of government. But during the Renaissance, Florence came under the rule of one powerful banking family, the Medici (MEHDEE-ih-chee). The Medici family bank had branch offices throughout Italy and in the major cities of Europe. Cosimo de Medici was the wealthiest European of his time. In 1434, he won control of Florence’s government. He did not seek political office for himself, but influenced members of the ruling council by giving them loans. For 30 years, he was dictator of Florence.

Cosimo de Medici died in 1464, but his family continued to control Florence. His grandson, Lorenzo de Medici, came to power in 1469. Known as Lorenzo the Magnificent, he ruled as a dictator yet kept up the appearance of having an elected government.

**Looking to Greece and Rome** Renaissance scholars looked down on the art and literature of the Middle Ages. Instead, they wanted to return to the learning of the Greeks and Romans. They achieved this in several ways. First, the artists and scholars of Italy drew inspiration from the ruins of Rome that surrounded them. Second, Western scholars studied ancient Latin manuscripts that had been preserved in monasteries. Third, Christian scholars in Constantinople fled to Rome with Greek manuscripts when the Turks conquered Constantinople in 1453.

**Classical and Worldly Values**

As scholars studied these manuscripts, they became more influenced by classical ideas. These ideas helped them to develop a new outlook on life and art.

**Classics Lead to Humanism** The study of classical texts led to humanism, an intellectual movement that focused on human potential and achievements. Instead of trying to make classical texts agree with Christian teaching as medieval scholars had, humanists studied them to understand ancient Greek values. Humanists influenced artists and architects to carry on classical traditions. Also, humanists popularized the study of subjects common to classical education, such as history, literature, and philosophy. These subjects are called the humanities.

**Worldly Pleasures** In the Middle Ages, some people had demonstrated their piety by wearing rough clothing and eating plain foods. However, humanists suggested that a person might enjoy life without offending God. In Renaissance Italy, the wealthy enjoyed material luxuries, good music, and fine foods.

Most people remained devout Catholics. However, the basic spirit of Renaissance society was secular—worldly rather than spiritual and concerned with the here and now. Even church leaders became more worldly. Some lived in beautiful mansions, threw lavish banquets, and wore expensive clothes.

**Patrons of the Arts** Church leaders during the Renaissance beautified Rome and other cities by spending huge amounts of money for art. They became patrons of the
arts by financially supporting artists. Renaissance merchants and wealthy families also were patrons of the arts. By having their portraits painted or by donating art to the city to place in public squares, the wealthy demonstrated their own importance.

The Renaissance Man Renaissance writers introduced the idea that all educated people were expected to create art. In fact, the ideal individual strove to master almost every area of study. A man who excelled in many fields was praised as a "universal man." Later ages called such people "Renaissance men."

Baldassare Castiglione (kohs-teel-yoh-nay) wrote a book called *The Courtier* (1528) that taught how to become such a person. A young man should be charming, witty, and well educated in the classics. He should dance, sing, play music, and write poetry. In addition, he should be a skilled rider, wrestler, and swordsman.

The Renaissance Woman According to *The Courtier*, upper-class women also should know the classics and be charming. Yet they were not expected to seek fame. They were expected to inspire art but rarely to create it. Upper-class Renaissance women were better educated than medieval women. However, most Renaissance women had little influence in politics.

A few women, such as Isabella d'Este, did exercise power. Born into the ruling family of the city-state of Ferrara, she married the ruler of another city-state, Mantua. She brought many Renaissance artists to her court and built a famous art collection. She was also skilled in politics. When her husband was taken captive in war, she defended Mantua and won his release.

### Analyzing Primary Sources

#### The Renaissance Man

*In The Courtier*, Baldassare Castiglione described the type of accomplished person who later came to be called the Renaissance man.

**PRIMARY SOURCE**

Let the man we are seeking be very bold, stern, and always among the first, where the enemy are to be seen; and in every other place, gentle, modest, reserved, above all things avoiding ostentation [showiness] and that impudent [bold] self-praise by which men ever excite hatred and disgust in all who hear them. . . .

I would have him more than passably accomplished in letters, at least in those studies that are called the humanities, and conversant not only with the Latin language but with Greek, for the sake of the many different things that have been admirably written therein. Let him be well versed in the poets, and not less in the orators and historians, and also proficient in writing verse and prose.

Baldassare Castiglione, *The Courtier*

#### The Renaissance Woman

Although Renaissance women were not expected to create art, wealthy women often were patrons of artists, as this letter by Isabella d'Este demonstrates.

**PRIMARY SOURCE**

To Master Leonardo da Vinci, the painter: Hearing that you are settled at Florence, we have begun to hope that our cherished desire to obtain a work by your hand might be at length realized. When you were in this city and drew our portrait in carbon, you promised us that you would some day paint it in colors. But because this would be almost impossible, since you are unable to come here, we beg you to keep your promise by converting our portrait into another figure, which would be still more acceptable to us; that is to say, a youthful Christ of about twelve years . . . executed with all that sweetness and charm of atmosphere which is the peculiar excellence of your art.

Mantua, May 14, 1504

Isabella d'Este, Letters

### DOCUMENT-BASED QUESTIONS

1. **Drawing Conclusions** Do the qualities called for in the ideal Renaissance man and woman seem to emphasize the individual or the group?

2. **Making Inferences** Isabella d'Este's portrait was painted by Titian, and Castiglione's by Raphael, two famous painters. What does this tell you about the subjects' social status?
Exit Ticket

1. What is the Renaissance?
   a. A time of the “rebirth” of art and learning and a focus on bringing back to life the culture of the Ottoman Empire.
   b. A time of the “rebirth” of art and learning and a focus on bringing back to life the culture of classical Greece and Rome.
   c. A time when people were deeply religious and believed that by enduring suffering, they would be rewarded in heaven.
   d. A time following the Fall of Rome when Islam spread throughout Italy.

2. Which of the following was not a cause of the Renaissance?
   a. The Black Death caused people to want to celebrate life and the human spirit.
   b. A wealthy merchant class was formed.
   c. People in rural areas began to create art in order to cope with the loss of life after the Black Death.
   d. Cultural diffusion through trade brought new ideas and an interest in learning.

3. Which of the following best explains why the Renaissance began in Italy?
   a. Many people were living in rural areas.
   b. Many people were living in urban areas.
   c. Many people survived the Black Death.
   d. Italy had wealthy nobles who distrusted the church.

4. Which is the best definition of humanism?
   a. People who pay artists to create art.
   b. A movement focused on human potential and achievements.
   c. Worldly and focused on the here and now instead of focused on religion.
   d. A rebirth of the ideas of Greece and Rome.

5. Why were the Medici significant during the Italian Renaissance?
   a. They were a wealthy banking family that paid artists to create art.
   b. They were archaeologists who helped rediscover Greek and Roman art.
   c. They were a wealthy family that convinced people to stop attending church.
   d. They were famous Greek artists that started a school for Italian arts to learn ancient Greek artistic methods.

6. Which of the following best illustrates what a patron is?
   a. A wealthy family pays an artist to create art for them.
   b. A person challenges the church and is excommunicated.
   c. A leader of an Italian city-state.
   d. An author writes a book about their beliefs on being a good person.

7. Which of the following is not an example of secular art?
   a. A sculpture of a Greek warrior.
   b. A beautiful and ornate mansion.
   c. A poem about the beauty of nature.
   d. A painting of Jesus Christ.

8. Which group became wealthy leading up to the Renaissance and played a significant role during it?
   a. Humanists
   b. Nobles
   c. Merchants
   d. Ottomans
Punctuation Worksheet

Topic: Commas #1

2. Bakersfield sound, the style of music influenced by traditional country and rock and roll, was created in contrast to the Nashville sound that was popular in the 1950s and 1960s.
   A. NO CHANGE
   B. sound, the style of music influenced by traditional country and rock and roll
   C. sound the style of music influenced by traditional country and rock and roll
   D. sound the style of music influenced by traditional country and rock and roll

4. Currently, the sky glistens with a full moon which means that spring tides are occurring.
   A. NO CHANGE
   B. moon, which
   C. moon; which
   D. moon:

7. During the 1936 Summer Olympics, Jesse Owens took home four gold medals, single-handedly proving Hitler's theory of Aryan supremacy false.
   A. NO CHANGE
   B. gold medals single-handedly proving
   C. gold medals single-handedly, proving
   D. gold medals, single-handedly, proving

8. She approached her life and her yoga practice with an open mind and an open heart. Her poetry was based on the same philosophy: she always encouraged self-reflection and peace from within. The poems were ___ inspirational.
   A. short but
   B. short, but

10. Old wood palates, which could be repurposed for anything from a bed frame to a wine crate to a shoe shelf were treasured among her roommates.
    A. NO CHANGE
    B. crate to a shoe shelf,
    C. crate, to a shoe shelf
    D. crate; to a shoe shelf

13. Eventually, her husband Brad Pitt, assisted in creating the philanthropic organization known as the Jolie-Pitt Foundation.
    A. NO CHANGE
    B. Eventually, her husband, Brad Pitt
    C. Eventually her husband Brad Pitt,
    D. Eventually, her husband, Brad Pitt,

15. For such a talented musician, the word success would serve as a goal, a motivation, and a guiding principle.
    A. NO CHANGE
    B. word, success,
    C. word success,
    D. word success
21. Ross, who devoted a significant portion of his childhood to practicing **magic** and called himself the Great Rossdini.

   | A. NO CHANGE       | B. magic, called   |
   | C. magic - called  | D. magic, being called |

26. Hippos consume an average of 88 pounds of food each day with their **mou**
   ths, which can stretch to large enough to fit a 4-foot tall human.

   | A. NO CHANGE       | B. mouths, that   |
   | C. mouths which    | D. mouths which,  |

27. His career took off after he was named artistic **director and creative producer** of the La Jolla Playhouse.

   | A. NO CHANGE       | B. director; and creative producer |
   | C. director and creative producer, | D. director, and creative producer |
### Punctuation Worksheet

**Topic: Commas #2**

| 28. Scientists hypothesize that 65 million years ago, a 10-kilometer (6.2-mile) asteroid hit Earth just north of the Yucatan Peninsula. Such an impact scientists believe, would have caused a global firestorm followed by a cold snap that extinguished the dinosaurs. | A. NO CHANGE  
B. impact, scientists believe  
C. impact scientists believe,  
D. impact scientists believe |
|---|---|
| **31.** African Grey Parrots have vocabularies of over 200 words, and they begin talking around 12 to 18 months of age. | A. NO CHANGE  
B. interestingly,  
C. it's important to know that  
D. notice that |
| **33.** Although it is not scientifically proven, many scientists believe that the Moon contains a molten core similar to Earth's. | A. NO CHANGE  
B. molten core similar  
C. molten core; similar  
D. molten core, similar, |
| **35.** Although Kirk's mother wanted her son to stay on the family ranch to work the family business, Kirk wanted to move to another city to explore other ways of life. | A. NO CHANGE  
B. Although, Kirk's  
C. Although Kirks  
D. Although, Kirks |
| **36.** Although much of science feels original, many scientists' theories are built on those of fellow scientists who published before them. | A. NO CHANGE  
B. those of fellow, scientists  
C. those, of fellow scientists,  
D. those of fellow scientists |
| **45.** I am simply delighted by the twinkling, colored lights, hung during Christmas time in my neighborhood. | A. NO CHANGE  
B. twinkling, colored lights  
C. twinkling, colored, lights  
D. twinkling, colored, lights, |
| **46.** I can envision my sister now, standing in the middle of the kitchen, apron covered in flour, the countertop hidden by apple peels. | A. NO CHANGE  
B. apron covered in flour with the countertop,  
C. apron, covered in flour, the countertop  
D. apron covered, with flour, the countertop |
48. I felt as if the paintbrush, the artist's tool; was an ever important part of the end result.
   A. NO CHANGE
   B. paintbrush: the artist's tool
   C. paintbrush the artist's tool
   D. paintbrush, the artist's tool,

50. I often study in the library long after midnight.
   A. NO CHANGE
   B. long, after midnight.
   C. long after, midnight.
   D. long, after, midnight.

53. I recently took a course on dance in New York City, so last Saturday I went to see a modern dance performance, by choreographer, Julianna F. May.
   A. NO CHANGE
   B. performance by choreographer
   C. performance, by choreographer
   D. performance by choreographer,
Punctuation Worksheet

Topic: Commas #3

55. I would prefer to wait for the next elevator with fewer people. I don't want to feel forced into an enclosed space, of a crowded elevator, like packed sardines.
   A. NO CHANGE
   B. space of a crowded elevator, like
   C. space, of a crowded elevator, like,
   D. space of a crowded elevator, like,

61. In 2008, the Buzz Lightyear toy from the Toy Story movie, ventured to space with Discovery Mission STS-124.
   A. NO CHANGE
   B. movie ventured
   C. movie had ventured
   D. movie, had ventured

63. In 2016, San Francisco director and producer, Ian Crawford, created a new theater tradition.
   A. NO CHANGE
   B. producer Ian Crawford
   C. producer, Ian Crawford
   D. producer Ian Crawford,

65. In the almost one hundred years since the passing of the 19th Amendment of the Constitution, women have been granted suffrage - the right to vote.
   A. NO CHANGE
   B. one hundred, years since
   C. one hundred years, since
   D. one hundred years since,

66. In the early 19th century, ____ set out in search of a water passage connecting the Columbia and Missouri rivers.
   A. Meriwether Lewis, and William Clark
   B. Meriwether Lewis and William Clark

69. In the end of 2015, restaurant owner, Roger McKenny decided to open another location to share his famous ribs with more customers.
   A. NO CHANGE
   B. owner Roger McKenny,
   C. owner, Roger McKenny,
   D. owner Roger McKenny

71. In the late 20th century, cellular phones based on microchip patents were mass produced.
   A. NO CHANGE
   B. century cellular phones,
   C. century, cellular phones,
   D. century, cellular, phones
78. Keeping quiet about your favorite surfing spots, does not benefit your friends who could also enjoy the good breaks.

A. NO CHANGE  
B. quiet, about your favorite surfing spots  
C. quiet, about your favorite surfing spots,  
D. quiet about your favorite surfing spots

81. Last night I was delighted by a beautiful sunset, I was on a walk at the beach.

A. NO CHANGE  
B. sunset, while  
C. sunset, when I found myself  
D. sunset, I saw it while I was

90. Lunar rainbows are those formed at night by light from the moon. The best time to see a lunar rainbow is on the night of a full moon when it's raining. The color of the night is not bright enough to activate cone cells, or color receptors, in our eyes, so lunar rainbows appear very dull or white?

A. NO CHANGE  
B. cells or color receptors,  
C. cells, or color receptors  
D. cells; or color receptors, 

93. Many campsites, south of Lake Tahoe are considered some of the best beach campsites or RV campgrounds.

A. NO CHANGE  
B. campsites south of Lake Tahoe  
C. campsites south, of Lake Tahoe,  
D. campsites south of Lake Tahoe,
# Punctuation Worksheet

**Topic: Mixed Punctuation #1**

<table>
<thead>
<tr>
<th>Question</th>
<th>A. NO CHANGE</th>
<th>B.</th>
<th>C.</th>
<th>D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As roommates adjust to sharing responsibilities, one frequently does the <strong>cooking</strong>, while the other does the cleaning, which makes for a healthy balance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Dr. Estee <strong>Parr</strong>, first chairwoman of the AIDS Awareness Foundation, preferred to be called Parr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Dr. Morland recognized the importance of his <strong>position</strong> he always made himself available to graduate students looking to launch their academic careers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Elvis Presley's iconic music - with influences from African American blues, Christian gospel, and Southern country - <strong>epitomizes classic rock and roll.</strong> Music may have come a long way since the 1950s, but he will always be considered a major musical innovat</td>
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<td>12. Even though Collin was regarded by many as a recluse, his connection to the world was actually <strong>extensive; over</strong> 1,000 letters with fans.</td>
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<tr>
<td>14. Every graduation, there is a contest at my high school in Iowa to see who can eat the most watermelon in one <strong>minute, this</strong> graduation, I'm going to enter the contest and hopefully win.</td>
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</tbody>
</table>
16. While salmon are a species of animal that dies soon after giving birth; other fish that also experience this phenomenon are the octopus and the squid. For the most part, the males die after fertilizing the female's eggs, and the females only live long enough to give birth or to guard their nests for a week or two after spawning.

A. NO CHANGE
B. birth, and other
C. birth, other
D. birth. Other

17. Freshman students usually live in the dorms, moving off campus after their first or second year.

Which of the following alternatives to the underlined portion would NOT be acceptable?
A. dorms. Then they move
B. dorms and then move
C. dorms, only to move
D. dorms. Moving

22. Gregor Mendel believed garden peas were an ideal plant to study because each pea had easily-observable traits for each easy to manipulate by mixing genes and observing the results.

A. NO CHANGE
B. traits;
C. traits,
D. traits with
### Punctuation Answer Key

**Topic: Mixed Punctuation #2**

23. Harrison, the more competitive of the applicants, was offered the position of vice president; accepted it; and ended up being very happy.
   - A. NO CHANGE
   - B. president accepted it,
   - C. president, accepted it;
   - D. president, accepted it,

24. He spent a couple days cleaning his car, finishing his studying, and painting his house.
   - A. NO CHANGE
   - B. car; finishing
   - C. car, and finishing
   - D. car, finishing,

25. Her passionate dedication opened doors to her within the charity. Each one leading to more responsibility and a greater possible impact on the community.
   - A. NO CHANGE
   - B. charity; each
   - C. charity, each
   - D. charity, in which each

30. A cheetah is the world's fastest land animal with speeds up to 75 mph it's likely just as wary of your unfamiliar presence as you are of its speed.
   - A. NO CHANGE
   - B. mph, but it's
   - C. mph, it's
   - D. mph;

32. A recent discovery points to the fact that frogs cannot swallow with their eyes open, since the beginning of research, no scientist has documented that a frog can keeps its eyes open while swallowing.
   - A. NO CHANGE
   - B. open. Since
   - C. open and since
   - D. open since

34. A seasoning used commonly in Korean cooking is Gochugaru; its made from dried Korean red chilies.
   - A. NO CHANGE
   - B. Gochugaru, its
   - C. Gochugaru; it's
   - D. Gochugaru, it's

37. Annabelle devoted her leadership award to Sarah. For their joint efforts to fight hunger in their local community.
   - A. NO CHANGE
   - B. Sarah: for
   - C. Sarah for,
   - D. Sarah for

38. Yesterday my brother said that he liked my shirt.
   - A. NO CHANGE
   - B. brother, said
   - C. brother said,
   - D. brother said;
40. William Gottlieb is considered by many to be the most famous jazz photographer, and his photos featured in the Washington Post includes: Duke Ellington, Louis Armstrong, Frank Sinatra, and Billie Holiday.

A. NO CHANGE  
B. include:  
C. include  
D. including

41. Around the turn of the twentieth century, work on the New York Subway began on the first section from City Hall to the Bronx. Through this project, workers left their mark on history.

A. NO CHANGE  
B. project workers  
C. project, workers:  
D. project workers:
### Punctuation Worksheet

**Topic: Mixed Punctuation #3**

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 42. Some people think that avocados are a ______; others know correctly that avocados are a fruit. | A. NO CHANGE  
B. vegetable others  
C. vegetable, others,  
D. vegetable: others, |
| 44. From her desk in her ______. Looking out onto the ocean, she was ready to begin writing her new play. | A. NO CHANGE  
B. room; looking  
C. room. She looked  
D. room, looking |
| 47. I can still picture my cousins playing - Katie bouncing on the trampoline and Jeff hitting baseballs both wanting me to come to the yard to join them. | A. NO CHANGE  
B. baseballs. Both  
C. baseballs - both  
D. baseballs; both |
| 49. I like to exercise along the Bay every ______ - not by running but by rollerblading. | A. NO CHANGE  
B. day; not by running  
C. day not by running  
D. day, not by running; |
| 54. I was very nervous to find someone to babysit my infant but found ______ had been trained in CPR. | A. NO CHANGE  
B. Karen who,  
C. Karen, who  
D. Karen; who |
| 56. If you plant potatoes and tomatoes together, there is risk of root ______, if the potatoes get a fungus then the tomatoes can also get infected. | A. NO CHANGE  
B. damage, while  
C. damage; while  
D. damage; if |
| 57. Igloos are more easily ______: with a G3 bone saw, a BCA A-2 saw, and a black diamond flick lock snow saw. | A. NO CHANGE  
B. constructed, with  
C. constructed with  
D. constructed with: |
58. In 1928, Alexander Fleming accidentally discovered penicillin and soon it became a cure for many bacterial infections that threatened human mortality.

Which of the following alternatives to the underlined portion would NOT be acceptable?

A. penicillin. It soon
B. penicillin; it soon
C. penicillin it soon
D. penicillin, which soon

60. Most cyclists ride their bikes an average speed of 17 mph. Tour de France professionals, however; ride at a speed of 25-28 mph.

A. NO CHANGE
B. professionals; however,
C. professionals however,
D. professionals, however,

62. In 2009, with the publication of a report by a team of scientists, the result was that I changed my views on climate change and the impact of human activity on the planet.

A. NO CHANGE
B. scientists; I
C. scientists, the result of which I
D. scientists, I
Punctuation Worksheet

Topic: Mixed Punctuation #4

64. In addition to directing the short film, Annie also photographed its actors and managed the studio's website.
   A. NO CHANGE
   B. film; Annie
   C. film. Annie
   D. film: Annie

70. In the Fall semester, I usually teach one class. For five weeks in the summer, I usually teach two classes.
   A. NO CHANGE
   B. class, for
   C. class for
   D. class, for,

72. In the Smithsonian's 120,000 square foot west wing, after moving through the American history gallery, are the public plaza and new education center.
   A. NO CHANGE
   B. gallery; are
   C. gallery. Are
   D. gallery - are

73. It is an unfortunate reality that sometimes it takes a scientific community decades to appreciate and publicly recognize people's discoveries.
   A. NO CHANGE
   B. appreciate; and
   C. appreciate them and
   D. appreciate; they

74. It was a guidebook for proper formatting and citations. Published by the American Psychological Association last year.
   A. NO CHANGE
   B. citations that they published
   C. citation, published
   D. citations; published

76. Jennifer knew that the internet would provide a perfect tool to increase access to education.
   A. NO CHANGE
   B. tool to
   C. tool; to
   D. Tool. To

77. Keenan completed the test in one hour. It was astonishing how fast he finished.
   A. NO CHANGE
   B. hour, it
   C. hour, furthermore, it
   D. hour. It
79. Killer whales belong to the dolphin family, and they are found in all types of marine habitats ranging from Artic to tropical.

Which of the following alternatives to the underlined portion would NOT be acceptable?
A. family. They
B. family; they
C. family, they
D. family: they

82. Last summer, as an exchange student living in Italy, Annika learned how to cook, her passion rooted in a lifelong fascination with flavors and spices.

A. NO CHANGE
B. cook, her passion,
C. cook her passion
D. cook her passion,

83. Leah goes to college in Boston. Willa attends school in Providence.

Which of the following alternatives to the underlined portion would NOT be acceptable?
A. Boston, while Willa
B. Boston; Willa
C. Boston, but Willa
D. Boston where Willa